

A Textbook of

English

Grade

12

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Foreword

English is the language of international communication, higher learning and better career options. It should, therefore, reach the masses so that there is no discrimination amongst the rich and poor in Pakistan in terms of opportunities for personal, professional and economic development.

This revised **Textbook of English for Grade XII** aims to provide holistic opportunities to the students for language development and to equip them with competencies in using the English language for communication in academic and social contexts, while enabling them to be autonomous and lifelong learners to better adapt to the ever changing local and world society, and to knowledge advancement.

The present Textbook of English for Grades XII has been developed after detailed deliberations with relevant stakeholders including selected language experts from DCTE, Abbottabad, Khyber Pakhtunkhwa Textbook Board and working teachers, teaching at higher secondary level with the objective to align it with Standards for Textbooks included in the Minimum National Standards for Quality Education in Pakistan. Efforts have been made to make it an emblematic textbook of National Curriculum 2006: in content, organization, presentation, lay out, design, pedagogy, assessments and elimination of social, religious, cultural, gender and sectarian biases.

This current edition of the textbook is designed, particularly, to promote the academic and employment language needs for learners who wish to pursue their higher studies, as well as, for those who might terminate education after grade XII. Consequently, it aims to offer academic and practical skills that learners can use to complete their studies or build their careers after graduating from school. Therefore, it is multidimensional and incorporates all components of language, i.e., phonology, grammar, lexis, discourse, and language functions and skills. Emphasis is placed on developing competency in all areas of the language. Skills and micro skills related to a particular standard are identified and developed through various processes and strategies.

The content and the process of learning are structured and integrated in such a way so as to realize the standards for key competencies through spiral progression with a major focus on development of language skills rather than on content. Functional, mass media, literary and every day texts provide a context for the teaching of the micro skills and strategies used in listening, speaking, reading and writing. The teaching strategies ensure that work in speaking, listening, reading and writing is integrated. Students learn to acquire information and ideas through reading and listening, and to effectively communicate their ideas through writing and speaking.

In this edition, the following competencies in the English language are focused.

Reading and Thinking Skills

Reading is an individual exercise; we interact with the text, using prior knowledge of the world to create meaning and understanding. The reading speed and comprehension level can be increased through strategies suitable for the purpose of reading and the type of text being read. It

is, therefore, essential to sensitize the students to the fact that good reading does not mean reading aloud or learning all the new words in the reading text and answering all the comprehension questions. Better readers are the ones who are equipped with the skills of purposeful reading. These skills can be developed through awareness raising and practice activities. The aim should be to use the texts to teach reading, and not reading to teach texts. Written texts that deal with common human experiences, contemporary information and issues are proposed as the context for the learning of processes, skills and strategies, but the approach of the curriculum goes beyond reading. In fact, the reading component serves as a spring board for the development of integrated language skills, and for enhancing cognitive and affective domains, enabling the students to think critically and creatively. One important medium to get the feel for a language and its idiom is its literature; in order to provide this learning experience literary texts are included. The aim is not to teach advanced literary appreciation skills, but the acquisition of language skills through activities and exercises based on these texts. The learners will, hence, be provided opportunities for understanding expressive and narrative texts, and once initiated into this process they would be able to seek enjoyment through extensive reading on their own. The chosen material should be contemporary and should reflect the specified themes. All reading material in the text book should require learners to work at a level slightly above their receptive ability, only then will they be stimulated enough to stretch themselves cognitively. The reading texts will comprise a variety of text types e.g., interpersonal and transactional, expository, descriptive, narrative, argumentative and literary texts.

Writing Skills

Writing is a complex communicative activity; at the time one is searching for vocabulary to express one's thought, his or her mind might race ahead to another idea and the new insight may contradict the original ideas. It is, therefore, essential that the final writing is focused, coherent and cohesive, with a clear overall progression. It should take into account the purpose of writing, as well as, the audience for the written piece. In order to present a well written text, it is essential, therefore, that students view writing as a process; and are taught to approach their writing deliberately in three stages. In pre-writing stage, a topic / text is chosen, narrowed down, ideas generated, gathered and then organized. In the second stage of drafting, the ideas are converted into sentences and paragraphs. In the third stage of revising, the ideas are reorganized, clarified and then finally, the draft is edited for errors and omissions so as to improve its style.

Oral Communication Skills

Language functions are the purposes for which people speak or write. The purpose may be to present a point of view, to ask for information or any other. Therefore, it is essential to use those appropriate language expressions which are best suited for the communicative purpose. The expression i.e. the form of language that is used is determined by the level of formality of a situation, the type of message which is to be communicated, as well as, the relationship of the addresser and addressee. It is essential that the students are sensitized to the correct conventions of expression in different settings so that they use language appropriately, according to the occasion and audience.

Formal and Lexical Aspects of Language

Formal aspects of a language i.e. the sound system and grammar are the tool for oral and written communication. This tool would be ineffective if it is not supported by sufficient vocabulary to aid expression. Grammatical and phonetic exercises combined with vocabulary development are of immense importance as natural preparations for oral and written production of language. Correct grammar, appropriate vocabulary, speech, and cohesive and coherent written composition are integral parts of a whole; hence, equally important.

Appropriate Ethical and Social Development

The world is increasingly becoming a global village with people of different languages and cultures coming in frequent contact both at intra and international levels. Text content provides a realistic and diverse learning exposure, and is an important mode for developing a personal world view. Texts that reflect multiple perspectives and diverse communities create awareness about contemporary ideas, issues and themes; and inculcate ethical and social attributes, and values relevant in a multicultural society.

The National Curriculum 2006 aims to provide language learning and teaching experiences within national and cultural bounds while encouraging the learners to be autonomous and lifelong learners.

To summarize, the National Curriculum places greater emphasis on the understanding and use of the English language in different academic and social contexts than on acquiring knowledge about the language for its own sake. Such an approach acknowledges, on one hand, the importance of teaching the knowledge about the language system; on the other, it moves a step forward to emphasize the appropriate use of that knowledge so that students' ability to communicate in real life situations is improved and made effective for various purposes.

It is hoped that this textbook will serve as a point of reference for all involved in the process of teaching and learning of English in Pakistan.

In any development process, there is always a room for improvement, and on this account suggestions for improvement, pointing any structural, syntactic errors and valuable feedback from teachers community and other stakeholders will be welcomed. For this purpose, a feedback form has been provided at end of this textbook.

Editor

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Developing a textbook under the touchstone of a prescribed curriculum is harder than writing at free will. This becomes specifically laborious when one is to organise and arrange material according to the SLOs, Standards and Benchmarks. We have endeavoured to the best of our level to develop a textbook that will, hopefully satiate the needs of the students in the light of the National Education curriculum. We are grateful to those writers, websites and authentic sources whose copyright materials have been freely utilised in the compilation of this textbook. Our thanks are due to Mr Waheed ullah Khan(Subject Specialist English, KP Textbook board) whose technical advice helped us in cognitively arranging exercises relating to formal and lexical aspect of language and for identifying certain literary content and non-fictional material as per the demands of the Curriculum.

Jaffar Ali Khan,
Ali Akbar

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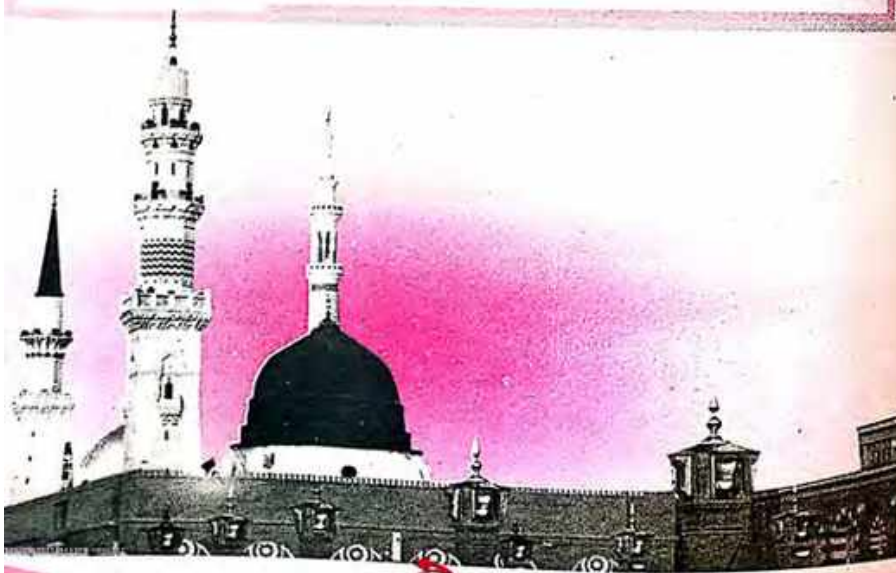
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Seerat-e-Tayyiba and the Muslim Youth

By the end of the unit, the students will be able to:

- Use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- Skim text to
 - have general idea of the text.
 - infer theme/ main idea.
- Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to
- Scan to answer short questions.
- Use pronunciation key to pronounce words with developing accuracy.
- Use appropriate vocabulary and correct spelling in their own writing.
- Select and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc.
- Illustrate use of regular and irregular verbs.



Seerat-e-Tayyiba and the Muslim Youth

"There is indeed a good model for you in the Messenger of Allah - for the one who has hope in Allah and the last Day, and (who) remembers Allah profusely".

(Al-Ahzab, verse 21).

In this Quranic verse, Allah Almighty has declared Hazrat Muhammad (ﷺ) to be the loftiest example to follow.

Since he (ﷺ) was, as per a Hadith in Sahih Al-Bukhari, (Sahih Al-Bukhari, Kitabul Manaqib, Chapter, Hatimun Nabieen, Hadith no. 3342.) the last brick fitted to complete the otherwise nicely built house of Prophethood, he (ﷺ) came with a message that was universal and perfect, covering all the possible aspects of human life. The life and teachings of the Rasool (ﷺ), therefore, can serve as beacon for those who seek success and perfection in life.

Islam has attached extraordinary value and importance to youths and the young age. The Rasool (ﷺ) had a high esteem for youths. He (ﷺ) valued them and reposed a strong confidence in them. In preparation for the battle of Uhud, for instance, The Rasool (ﷺ), in reverence to the passions and emotions of the youth, went even against his own opinion and decided to face the enemy outside the city in an open field. Similarly, he (ﷺ) preferred a teenager Osama bin Zaid (رضي الله عنه) even over the most respected elders like Abu Baker (رضي الله عنه) and Umar ibn Al-khattab (رضي الله عنه) to lead the military expedition to avenge upon the losses of the Muslim army in the battle of Mu'tah in Syria. This much love and confidence shown towards the youth necessitates that they must take The Rasool (ﷺ) as their role model and mould their lives in accordance with his teachings and practices.

The Rasool (ﷺ) spent his youth in a dignified and sublime way. Even before his accession to the position of prophethood, he (ﷺ) never indulged himself in vices that were prevalent in those days. During his youth, his nobility of soul, purity of heart, his strict adherence to truth and honesty and his stern sense of duty earned him the titles of "Al-Amin" - the trustworthy - and, Al-Sadiq - the true. Thus, he (ﷺ) set an example for the youth of the coming generations to follow the path of rectitude in all circumstances and always to lead a pious and pure life.

The Last Rasool (ﷺ) lived an active and meaningful life as youth. At the very tender age of 12, he took part in trade activities and accompanied his uncle Abu Talib in a business tour to Syria. When some of the energetic youths of Arab tribes came together to form a peace committee under the name of "Half-ul-Fuzul" (The League of Virtue), the Rasool (ﷺ) didn't lag behind and became an active member of the committee. Similarly, when once a strife had arisen among various Arab clans over the setting of the Black Stone (Al-Hajr-ul-Aswad) in its place, it was the 35 years old Hazrat Muhammad (ﷺ) who helped prevent a serious conflict by resolving the issue very sagaciously.



All these examples and many more give inspiration to the Muslim youth to play a vibrant and dynamic part instead of living an obscure and indolent life, and to utilize their vigour in the betterment and uplift of the society.

In his personal life, The Rasool (ﷺ) was the embodiment of modesty and chastity, emphasizing the same upon his followers. He did not let it go even in his very private life. He declared 'Haya' to be the integral part of faith. Once, dwelling upon the significance of modesty (Haya), he said as narrated by Abu Mas'ud (رضي الله عنه), "If you do not feel ashamed then do whatever you like". A chaste, modest and a civilized Muslim youth is the ideal of the teachings of Hazrat Muhammad (ﷺ).

The beloved Rasool (ﷺ) disliked vanity and ostentation and always adhered to simplicity and austerity. Allah Almighty had put before him keys to the treasures of this world but he rejected it, preferring an extremely simple life. Often for months, no fire could be lighted in his house because of scantiness of means. He always treated the people of inferior social status with kindness and affection. He never allowed his little page to be scolded for his mistakes if any. Anas (رضي الله عنه) testifies to his sublime character:

"I served the Rasool (ﷺ) for ten years. By Allah, he (ﷺ) never even said to me 'uff'. He never said harshly, "why did you do that? Or why did you not do that?" (Sahih al-Bukhari 5691, Sahih Muslim 2309)

To the obedience of such a benevolent and merciful Rasool (ﷺ), The Lord has attached His own pleasure. The Holy Qur'an says:

Say (O Prophet), if you really love Allah, then follow me, Allah will love you and forgive you your sins. (Surah Al Imran, Verse. 31)

It clearly denotes that the pleasure of Allah Almighty can be achieved through following the footprints of His beloved Rasool (ﷺ).

Similarly, in another verse of The Holy Qur'an, Allah Almighty has enjoined:

"And whatever the Messenger gives you, take it; and whatever he forbids you, abstain (from it). And fear Allah, indeed Allah is severe in punishment." (Surah Al-Hashr; verse 7)

It has been made binding upon all to obey the beloved Rasool (ﷺ) in their lives. Since complete obedience is impossible without having a thorough knowledge of Seerat e Tayyeba, hence, it becomes mandatory for the Muslim youth to acquaint themselves with the Seerat e Tayyeba. The youth, being the backbone of the body of Ummah, must follow the teachings of the beloved Rasool (ﷺ) in letter and spirit to attain purity in their character.

References:

The spirit of Islam,

Qur'an ul Karim, translation by Justice(R) Mufti Taqi Usmani

Glossary

Word	Meaning
accession (n)	attaining access to a new office or position.
adherence(n)	attachment to a cause or religion.
apostle (n)	prophet
austerity(n)	the habit of living without sufficient money or goods.
avenge(v)	take revenge
beacon(n)	a tower with a light that gives warning to passing ships ; source of guidance.
chastity(n)	virtue.
clan(n)	tribe.
dynamic(adj)	active.

embodiment(n)	concrete representation ; incarnation.
Esteem(n)	regard highly
expedition(n)	a military campaign organized to achieve a specific objective.
gains (n)	benefits.
indolent(adj)	idle ; work-shy.
Integral (adj)	essential.
lag behind(ph.v)	remain backward.
lofty(iest)(adj)	exalted ; of high moral value
obscure(adj)	not famous ; indistinct.
ostentation(n)	showy display ; pomposity.
prosperity(n)	the state of being successful and having a lot of money.
rectify(adj)	Correct
rectitude(n)	uprightness ; righteousness.
repose(v)	to put something (trust) in something.
reverence(n)	veneration ; a feeling of profound respect.
sagaciously(adv.)	wisely.
scantiness(v)	meagerness ; in small quantity.
stern(adj)	strict ; severe.
strife(n)	bitter conflict.
sublime(adj)	lofty.
tender(adj)	young and immature.
vanity(n)	feelings of excessive pride ; boastfulness.
vibrant(adj)	vigorous.

Reading Comprehension

Answer the Questions

1. How was the youth given a great esteem by the beloved Rasool (ﷺ) in the Battle of Uhud?
2. Narrate the hadith in which the beloved Rasool (ﷺ) resembles himself with the last brick of the otherwise complete house of prophethood.
3. How did Hazrat Muhammad (ﷺ) spend his youth?
4. Evaluate in brief the character of present day youth in the light of the teachings of the beloved Rasool (ﷺ).
5. What social activities did Hazrat Muhammad (ﷺ) participate in his youth?
6. What did the Holy Rasool (ﷺ) say about modesty (Haya)? What is the importance of modesty in the life of youth?
7. Cite an instance from the text showing that the beloved Rasool (ﷺ) lead simple and austere life.
8. What type of youth did the Holy Rasool (ﷺ) want to see?

Writing Suggestions

Pre-writing Strategies

Pre-writing strategies use writing to generate and clarify ideas. While many writers have traditionally created outlines before beginning writing, there are several other effective prewriting activities. We often call these prewriting strategies "brainstorming techniques." Five useful strategies are listing, clustering, freewriting, looping, and asking the six journalists' questions. These strategies help you with both your invention and organization of ideas, and can aid you in developing topics for your writing.

i. Listing

Listing is a process of generating a lot of information within a short time by generating some broad ideas and then building on those associations for more detail. Listing is particularly useful if your starting topic is very broad and you need to narrow it down.

- Jot down all the possible terms that emerge from the general topic you are working on. This procedure works especially well if you work in a team. All team members can generate ideas, with one member acting as scribe. Do not worry about editing or throwing out what might not be a good idea. Simply write down as many possibilities as you can.

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- Group the items that you have listed according to arrangements that make sense to you. Are things thematically related?
 - Give each group a label. Now you have a narrower topic with possible points of development.
 - Write a sentence about the label you have given the group of ideas. Now you have a topic sentence or possibly a thesis statement.

ii. Clustering

Clustering, also called mind mapping or idea mapping, is a strategy that allows you to explore the relationships between ideas.

- Put the subject in the center of a page. Circle or underline it.
- As you think of other ideas, write them on the page surrounding the central idea. Link the new ideas to the central circle with lines.
- As you think of ideas that relate to the new ideas, add to those in the same way.

The result will look like a web on your page. Locate clusters of interest to you, and use the terms you attached to the key ideas as departure points for your paper.

Clustering is especially useful in determining the relationship between ideas. You will be able to distinguish how the ideas fit together, especially where there is an abundance of ideas. Clustering your ideas lets you see them visually in a different way, so that you can more readily understand possible directions your paper may take.

iii. Freewriting

Freewriting is a process of generating a lot of information by writing non-stop for a predetermined amount of time. It allows you to focus on a specific topic, but forces you to write so quickly that you are unable to edit any of your ideas.

- Freewrite on the assignment or general topic for five to ten minutes non-stop. Force yourself to continue writing even if nothing specific comes to mind (so you could end up writing "I don't know what to write about" over and over until an idea pops into your head. This is okay; the important thing is that you do not stop writing). This freewriting will include many ideas; at this point, generating ideas is what is important, not the grammar or the spelling.
- After you have finished freewriting, look back over what you have written and highlight the most prominent and interesting ideas; then you can begin all over again, with a tighter focus (see looping). You will narrow your topic and, in the process, you will generate several relevant points about the topic.

iv. Looping

Looping is a freewriting technique that allows you to focus your ideas continually while trying to discover a writing topic. After you freewrite for the first time, identify a key thought or idea in your writing, and begin to freewrite again, with that idea as your starting point. You will loop one 5-10 minute freewriting after another, so you have a sequence of freewritings, each more specific than the last. The same rules that apply to freewriting apply to looping: write quickly, do not edit, and do not stop.

Loop your freewriting as many times as necessary, circling another interesting topic, idea, phrase, or sentence each time. When you have finished four or five rounds of looping, you will begin to have specific information that indicates what you are thinking about a particular topic. You may even have the basis for a tentative thesis or an improved idea for an approach to your assignment when you have finished.

v. The Journalists' Questions

Journalists traditionally ask six questions when they are writing assignments that are broken down into five W's and one H: *Who?*, *What?*, *Where?*, *When?*, *Why?*, and *How?* You can use these questions to explore the topic you are writing about for an assignment. A key to using the journalists' questions is to make them flexible enough to account for the specific details of your topic. For instance, if your topic is the rise and fall of the Puget Sound tides and its effect on salmon spawning, you may have very little to say about *Who* if your focus does not account for human involvement. On the other hand, some topics may be heavy on the *Who*, especially if human involvement is a crucial part of the topic. Possible generic questions you can ask using the six journalists' questions follow:

• Who?:

Who are the participants? Who is affected? Who are the primary actors? Who are the secondary actors?

• What?:

What is the topic? What is the significance of the topic? What is the basic problem? What are the issues related to that problem?

• Where?:

Where does the activity take place? Where does the problem or issue have its source? At what place is the cause or effect of the problem most visible?

• When?:

When is the issue most apparent? (in the past? present? future?) When did the issue or problem develop? What historical forces helped shape the problem or

issue and at what point in time will the problem or issue culminate in a crisis? When is action needed to address the issue or problem?

• **Why?:**

Why did the issue or problem arise? Why is it (your topic) an issue or problem at all? Why did the issue or problem develop in the way that it did?

• **How?:**

How is the issue or problem significant? How can it be addressed? How does it affect the participants? How can the issue or problem be resolved?

The journalists' questions are a powerful way to develop a great deal of information about a topic very quickly. Learning to ask the appropriate questions about a topic takes practice, however. At times during writing an assignment, you may wish to go back and ask the journalists' questions again to clarify important points that may be getting lost in your planning and drafting

Activity

Now keeping in mind the prewriting strategies, develop and outline on the topic 'The Love of Holy Prophet (ﷺ) for the youth of Ummah.'

Oral Communication

Students will be divided into small groups of five members each. They will be given the task to discuss and point out the weaknesses in the character of the modern day youth and suggest remedies. Then one member from each group will stand and share the result of the group discussion with the whole class. Each representative will be given 3 to 5 minutes for expression.

Vocabulary and Grammar

The International Phonetic Alphabet (IPA)

How can you pronounce a word you've never read? It can be a bit tricky. How about a word in a foreign language? Now that must be impossible! Or is it? Imagine a set of symbols that could tell you how to pronounce any word in any language on the planet? Well that is exactly what the International Phonetic Alphabet is. Currently, the IPA consists of 107 sound symbols, 52 diacritics (accents) and 4 prosodic marks (intonations) encompassing virtually every phoneme used in every language on the earth. So for any written word, you can identify the associated phoneme symbols, and with a bit of practice, pronounce the word!

The IPA was created by the International Phonetic Association. Founded in 1886 in Paris. Their original mission was to help school children pronounce words in foreign languages and to aid in the teaching of reading. Today their mission is to promote the scientific study of phonetics.

The 44 Phonemes in English

Despite there being just 26 letters in the English language there are approximately 44 unique sounds, also known as phonemes. The 44 sounds help distinguish one word or meaning from another. Various letters and letter combinations known as graphemes are used to represent the sounds.

The 44 English sounds fall into two categories: consonants and vowels. Below is a list of the 44 phonemes along with their International Phonetic Alphabet symbols and some examples of their use. Note that there is no such thing as a definitive list of phonemes because of accents, dialects and the evolution of language itself. Therefore you may discover lists with more or less than these 44 sounds.

Consonants

Phoneme	IPA Symbol	Graphemes	Examples
1	/b/	b, bb	bug, bubble
2	/d/	d, dd, ed	dad, add, milled
3	/f/	f, ff, ph, gh, lf, ft	fat, cliff, phone, enough, half, often
4	/g/	g, gg, gh, gu, gue	gun, egg, ghost, guest, prologue
5	/h/	h, wh	hop, who
6	/dʒ/	j, ge, g, dge, di, gg	jam, wage, giraffe, edge, soldier, exaggerate
7	/k/	k, c, ch, cc, lk, qu, q(u), ck, x	kit, cat, chris, accent, folk, bouquet, queen, rack, box
8	/l/	l, ll, ll	live, well
9	/m/	m, mm, mb, mn, lm	man, summer, comb, column, palm
10	/n/	n, nn, kn, gn, pn	net, funny, know, gnat, pneumatic

11	/p/	p, pp	pin, dippy
12	/r/	r, rr, wr, rh	run, carrot, wrench, rhyme
13	/s/	s, ss, c, sc, ps, st, ce, se	sit, less, circle, scene, psycho, listen, pace, course
14	/t/	t, tt, th, ed	tip, matter, thomas, ripped
15	/v/	v, f, ph, ve	vine, of, stephen, five
16	/w/	w, wh, u, o	wit, why, quick, choir
17	/z/	z, zz, s, ss, x, ze, se	zed, buzz, his, scissors, xylophone, craze
18	/ʒ/	s, si, z	treasure, division, azure
19	/tʃ/	ch, tch, tu, ti, te	chip, watch, future, action, righteous
20	/ʃ/	sh, ce, s, ci, si, ch, sci, ti	sham, ocean, sure, special, pension, machine, conscience, station
21	/θ/	th	thongs
22	/ð/	th	leather
23	/ŋ/	ng, n, ngue	ring, pink, tongue
24	/j/	y, I, j	you, onion

Vowels

a. Short Vowels

Phoneme	IPA Symbol	Graphemes	Examples
25	/æ/	a, ai, au	cat, plaid, laugh
26	/e/	e, ea, u, ie, ai, a, eo, ei, ae	end, bread, bury, friend, said, many, leopard, heifer, aesthetic
27	/ɪ/	i, e, o, u, ui, y, ie	it, england, women, busy, guild, gym, sieve

28	/ɒ/	a, ho, au, aw, ough	swan, honest, maul, slaw, fought
29	/ʊ/	o, oo, u, ou	wolf, look, bush, would
30	/ʌ/	u, o, oo, ou	lug, monkey, blood, double
31	/ə/	a, er, i, ar, our, ur	about, ladder, pencil, dollar, honour, augur

b. Long Vowel

Poneme	IPA Symbol	Grapheme	Examples
32	/i:/	e, ee, ea, y, ey, oe, ie, i, ei, eo, ay	be, bee, meat, lady, key, phoenix, grief, ski, deceive, people, quay
33	/u:/	o, oo, ew, ue, u_e, oe, ough, ui, oew, ou	who, loon, dew, blue, flute, shoe, through, fruit, manoeuvre, group
34	/ɑ:/	a	arm
35	/ɜ:/	ir, er, ur, ear, or, our, yr	bird, term, burn, pearl, word, journey, myrtle
36	/ɔ:/	aw, a, or, oor, ore, oar, our, augh, ar, ough, au	paw, ball, fork, poor, fore, board, four, taught, war, bought, sauce

c. Diphthong

Phoneme	IPA Symbols	Grapheme	Examples
37	/eɪ/	a, ai, eigh, aigh, ay, er, et, ei, au, a_e, ea, ey	bay, maid, weigh, straight, pay, foyer, filet, eight, gauge, mate, break, they
38	/aɪ/	i, y, igh, ie, uy, ye, ai, is, eigh, i_e	spider, sky, night, pie, guy, stye, aisle, island, height, kite

39	/ou/	o, oa, o_e, oe, ow, ough, eau, oo, ew	open, moat, bone, toe, sow, dough, beau, brooch, sew
40	/oi/	oi, oy, uoy	join, boy, buoy
41	/au/	ow, ou, ough	now, shout, bough
42	/eə/	air, are, ear, ere, eir, ayer	chair, dare, pear, where, their, prayer
43	/iə/	ear, eer, ere, ier	ear, steer, here, tier
44	/ʊə/	ure, our	Cure, tourist

Activity

- A. Read the phonetic transcription of the words given in the table below and write their spellings in front of them.

Body Parts		Things used in the Bathroom	
Phonetic Transcription	Spelling	Phonetic Transcription	Spelling
/ɑ:m/		kəʊm	
/iə/		ʃæm'pu:	
/aɪ/		'neɪlfɑɪl	
/feɪs/		pə'fju:m	
/fʊt/		'taʊəl	
/heə/		'feɪvə	
/hænd/		səʊp	
/maʊθ/		heə'draɪə	
/nəʊz/		'tu:θpeɪst	
/'ʃəʊldə/		spreɪ	

Things used in bathroom	Numbers
/flɔ:/	/faɪv/
/'bɑ:θru:m/	/wʌn/
/'kɪtʃɪn/	/naɪn/
/'selə/	/θri:/
/ˌp'steəz/	/fɔ:/
/'si:lɪŋ/	/tu:/
/'tʃɪmni/	/eɪt/
/ru:f/	/fɔ:'ti:n/
/steəz/	/fɪf'ti:n/
/'ætk/	/θɜ:'ti:n/

- B. Complete the sentences by using the opposite of the verbs in brackets at the end of each sentence. Use the words in the box. You may need to change the forms of these verbs.

admit, ban, defend, destroy, empty, fail, fall, forget, laugh, leave, lend, loosen, lose, miss, punish, receive, reject, spend, succeed, teach

- She tripped over the carpet and everyone _____. (cry)
- He _____ the bottle of spoilt milk into the sink. (fill)
- Don't _____ to come to our party tomorrow. (remember)
- We have _____ in stopping the spread of the illness. (fail)
- When does your train _____? (arrive)
- We _____ too much money on unimportant things we really don't need. (save)
- The dollar has _____ against the euro recently (rise).
- The car _____ the tree and crashed into a telephone pole instead. (miss)
- The exam was very difficult. As a result, most of the students _____ (pass)
- We don't expect our team to _____ tomorrow. (win)
- She _____ being the source of the rumours. (deny)

Unit 2

Jinnah's Vision of Pakistan

12. I wanted her to become a member of the committee, but our boss _____ the proposal. (accept)
13. We only _____ our tickets a day before the concert took place. (send)
14. Usman asked me if I could _____ him my iPad. (borrow)
15. My brother _____ me how to repair my bike. (learn)
16. Smoking is _____ in public places. (allow)
17. He _____ his tie and took his jacket off. (tighten)
18. The soldiers weren't able to _____ the fortress. (attack)
19. A lot of bridges and motorways were _____ during the earthquake. (create)
20. The teacher _____ the pupils by giving them lines to write. (reward)

Teacher's Guideline

The teacher should guide students to understand phonetic symbols and help them pronounce words from phonetic transcription and vice versa

By the end of the unit, the students will be able to:

- Use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- Skim text to
 - have general idea of the text.
 - infer theme/ main idea.
- Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to
 - scan to answer short questions
- Use pronunciation key to pronounce words with developing accuracy.
- Deduce the meaning of unfamiliar words from the context using contextual clues.
- Illustrate use of regular and irregular verbs.
- Write an introductory paragraph with a central idea and sporting details.



Jinnah's Vision of Pakistan

(Muhammad Ali Jinnah's Presidential Address to the Constituent Assembly of Pakistan)

On August 11, 1947, Quaid-e-Azam Muhammad Ali Jinnah delivered his famous speech before the constituent assembly of the newly established state of Pakistan. In his address, he gave vent to his vision of Pakistan. He dwelt on the primary functions and responsibilities of the virgin Constituent Assembly, warned against certain evils that might befall the new country and spoke in defence of the partition of India. His speech is as follows.

Mr President, Ladies and Gentlemen!
"I cordially thank you, with the utmost sincerity, for the honour you have conferred upon me — the greatest honour that is possible to confer — by electing me as your first President. I also thank those leaders who have spoken in appreciation of my services and their personal references to me. I sincerely hope that with your support and your co-operation, we shall make this Constituent Assembly an example to the world. The Constituent Assembly has got two main functions to perform. The first is the very onerous and responsible task of framing the future constitution of Pakistan and the second of functioning as a full and complete sovereign body as the Federal Legislature of Pakistan. We have to do the best we can in adopting a provisional constitution for the Federal Legislature of Pakistan. You know really that not only we ourselves are wondering but, I think, the whole world is wondering at this unprecedented cyclonic revolution which has brought about the plan of creating and establishing two independent sovereign Dominions in this sub-continent. As it is, it has been unprecedented, there is no parallel in the history of the world. This mighty sub-continent with all kinds of inhabitants has been brought under a plan which is titanic, unknown, unparalleled. And what is very important with regards to it, is that we have achieved it peacefully and by means of an evolution of the greatest possible character."

"Dealing with our first function in this Assembly, I cannot make any well-considered pronouncement at this moment, but I shall say a few things as they occur to me. The first and the foremost thing that I would like to emphasize is this: remember that you are now a sovereign legislative body and you have got all the powers. It, therefore, places on you the gravest responsibility as to how you should take your decisions. The first observation that I would like to make is this: You will no doubt agree with me that

the first duty of a government is to maintain law and order, so that the life, property and religious beliefs of its subjects are fully protected by the State.

"The second thing that occurs to me is this: One of the biggest curses from which India is suffering — I do not say that other countries are free from it, but, I think our condition is much worse — is bribery and corruption. That really is a poison. We must put that down with an iron hand and I hope that you will take adequate measures as soon as it is possible for this Assembly to do so".....



"The next thing that strikes me is this: Here again it is a legacy which been passed on to us. Along with many other things, good and bad, has arrived great evil, the evil of nepotism and jobbery. I want to make it quite clear that I shall never tolerate any kind of jobbery, nepotism or any influence directly or indirectly brought to bear upon me. Whenever I will find that such a practice is in vogue or is continuing anywhere, low or high, I shall certainly not countenance it."

"I know there are people who do not quite agree with the division of India and the partition of the Punjab and Bengal. Much has been said against it, but now that it has been accepted, it is the duty of every one of us to loyally abide honourably act according to the agreement which is now final and binding on all. But you must remember, as I have said, that this mighty revolution that has taken place is unprecedented. One can quite understand the feeling that exists between the two communities wherever one community is in majority and the other is in minority. But the question is, whether it was possible or practicable to act otherwise than what has been done. A division has to take place. On both sides, in Hindustan and Pakistan, there are sections of people who may not agree with it, who may not like it, but in my judgement there was no other solution and I am sure the future history will record its verdict in favour of it. And what is more, it will be proved by actual experience as we go on that it was the only solution of India's constitutional problem. Any idea of a united India could never have worked and in my judgement it would have led us to terrific disaster. Maybe that view is correct; maybe it is not; that remains to be seen. All the same, in this division it was impossible to avoid the question of minorities being

in one Dominion or the other. Now that was unavoidable. There is no other solution. Now what shall we do? Now, if we want to make this great State of Pakistan happy and prosperous, we should wholly and solely concentrate on the well-being of the people, and especially of the masses and the poor. If you will work in co-operation, forgetting the past, burying the hatchet, you are bound to succeed. If you change your past and work together in a spirit that every one of you, no matter to what community he belongs, no matter what relations he had with you in the past, no matter what is his colour, caste or creed, is first, second and last a citizen of this State with equal rights, privileges, and obligations, there will be no end to the progress you will make.

"I cannot emphasize it too much. We should begin to work in that spirit, and in the course of time all these angularities of the majority and the minority communities, the Hindu community and the Muslim community — because even as regards Muslims you have Pathans, Punjabis, Shias, Sunnis and so on, and among the Hindus you have Brahmins, Vashnavas, Khatri, also Bengalis, Madrasis and so on — will vanish. Indeed if you ask me, this has been the biggest hindrance in the way of India to attain freedom and independence ... [else] we would have been a free people long ago. No power can hold another nation ... especially a nation of 400 million souls in subjection; nobody could have conquered you, and even if it had happened nobody could have continued its hold on you for any length of time, but for this. Therefore, we must learn a lesson from this. You are free; you are free to go to your temples, you are free to go to your mosques or to any other place of worship in this state of Pakistan. You may belong to any religion or caste or creed that has nothing to do with the business of the State....

"Now I think we should keep that in front of us as our ideal, and you will find that in the course of time Hindus would cease to be Hindus and Muslims would cease to be Muslims, not in the religious sense, because that is the personal faith of each individual, but in the political sense as citizens of the State.

"Well, gentlemen, I do not wish to take up any more of your time and thank you again for the honour you have done to me. I shall always be guided by the principles of justice and fair play without any, as is put in the political language, prejudice or ill-will in other words, partiality or favouritism. My guiding principle will be justice and complete impartiality, and I am sure that with your support and co-operation, I can look forward to Pakistan becoming one of the greatest nations of the world.

Glossary

Word	Meaning
abide by (ph.)	To tolerate, to put up with, to accept or submit to. to comply with
angularity (n)	The state of being placed at an angle, difference; disparity; discrepancy.
appreciation (n)	Thanks or gratitude; an assessment of the true worth of persons and their actions and worth
barrister (n)	Barrister-at-law a lawyer who has been called to the bar and is qualified to plead in the higher courts
champion (v)	To support or defend a cause or an ideal
contentious (adj)	Controversial; debatable; disputed; open to question
cordially (adv.)	Warmly and amicably;
curse (n)	Something that brings or causes great trouble or harm.
cyclonic (adj.)	Great awesome and stormy like a cyclone; remarkable; momentous;
dominion (n)	Self-governing division having its own rule of law and authority; a state
emphasise (v)	To give emphasis or prominence to; underscore highlight.
foremost (adj.)	First in time, place or rank, etc.; chief; primary; principle
give expression to	The choice of words, phrases, syntax, intonation, etc. to communicate one's ideals, feelings, emotions, etc.
gravest (adj.)	(Superlative of grave); extremely serious, solemn; of great significance;
hindrance (n)	An obstruction; obstacle; a snag; an Impediment;
impartial (adj.)	Not prejudiced against or towards any particular side or party; fair, just and unbiased;
in vogue (ph.)	A popular practice or fashion at a particular time;
inclusive (adj.)	Comprehensive; considered together; without exceptions
inhabitants (n)	permanent residents of particular place or region
iron hand (n)	Harsh or rigorous control, firm, stern, strict, stringent, etc.
jobbery (n)	The practice of making private/ personal profit out of a public office through corruption or graft
legacy (n)	Something handed down or received from an ancestor or predeces

legislature (n)	A body of persons (the parliament) vested with the power to make, amend and repeal laws for the state;
liberal (adj.)	Relating to or having social and political views that favour progress and reform; advocating individual freedom; generous in temperament and behaviour; tolerant of the views of others
nepotism (n)	Favouritism shown to relatives or close friends by those with power or influence
obligation (n)	A moral or legal requirement; duty; agreement, bond, commitment; promise;
onerous (adj.)	laborious or oppressive; burdensome, demanding, difficult;
privileges (n)	Fundamental rights guaranteed to the citizens of a country by its constitution; a benefit or immunity granted in certain conditions;
pronouncement (n)	An official or authoritative statement or announcement
secular (adj.)	Of or related to worldly things as opposed to the sacred; not concerned with or related to religion; not within the control of the church/religion
sovereign (adj.)	Supreme in rank or authority; absolute; chief; dominant;
subjection (n)	The act/process of bringing under control or authority;
temple (n)	Hindu place of worship; a building or place dedicated to worship of a deity or deities;
titanic (adj.)	Huge; colossal; enormous; gigantic; massive
to advocate (v)	To support or recommend publicly; plead for or speak in favour of
to bury the hatchet	To cease hostilities and become reconciled or friends,
to countenance (v)	To support or encourage; to sanction, to tolerate, to endure;
to vanish (v)	To disappear, esp. suddenly or mysteriously; fade away
unavoidable (adj.)	That which cannot be avoided; inevitable; certain; inescapable
unprecedented (adj.)	Having no precedent; unparalleled; exceptional; extraordinary; unrivalled
utmost (adj.)	Of the greatest possible degree or amount
verdict (n)	A decision; judgment or conclusion;
vision (n)	The act, faculty or an instance of great perception, esp. of future development; farsightedness; foresight; insight intuition

Reading Comprehension

ما تھا توں جردول
کی ادارہ جردول

1. What were the two main functions of the first constituent assembly of Pakistan as mentioned by Muhammad Ali Jinnah in his speech?
2. What is 'the unprecedented cyclonic revolution' which Quaid e Azam has talked about in his speech? Why did he call it as unprecedented?
3. How did Quaid e Azam Muhammad Ali Jinnah express his feelings about bribery, corruption and nepotism and jobbery?
4. What were Muhammad Ali Jinnah's views about the partition of India? Describe in a few lines.
5. What, in the eyes of the Quaid, was the the biggest hindrance in the way of India to attain freedom of the foreign occupation?
6. Describe Quaid e Azam's views about the minorities as expressed in his address to the first constituent assembly.
7. What kind of freedom did Muhammad Ali Jinnah envision for the people of Pakistan in general?
8. What did Muhammad Ali Jinnah mean by "Hindus would cease to be Hindus and Muslims would cease to be Muslims"?
9. After reading this important speech of the Quaid e Azam Muhammad Ali Jinnah, what do you think, was his vision of Pakistan?
10. Read the last paragraph of this speech and state as to what were the guiding principles of the Quaid-e-Azam Muhammad Ali Jinnah. Also, elaborate the significance of these principles.

Oral Communication

Make two groups of the students and arrange a debate on the topic "What type of Pakistan did Quaid e Azam want?"

Writing Suggestions

Writing an introductory paragraph:

The primary purpose of an introductory paragraph is to grab the interest of the reader and identify the topic and purpose of the essay. It is the beginning of an essay and does the same job for an essay as a topic sentence does for a paragraph. It tells the reader what the subject of the essay will be and how it will be developed.

Typically, an introductory paragraph has three parts: the opening statement, the supporting sentences and the introductory topic sentence.

The opening statement is often called as "the hook". It is used to grab the reader's attention right from the beginning.

The supporting sentences give a brief background needed to understand the topic. It links "the hook" to the thesis (the central point of your essay).

The thesis statement States the purpose and plan of the whole essay.

Example:

The spread of the internet has had a world changing effect, not least on the world of education. (THE HOOK) The use of the internet in the academic contexts is on the rise, and its role in learning is hotly debated. For many teachers who did not grow up with this technology, its effects seem alarming and potentially harmful. (SUPPORTING SENTENCES) This concern, while understandable, is misguided. The negatives of internet use are outweighed by its critical benefits for students and educators – as a uniquely comprehensive and accessible information source; a means of exposure to and engagement with different perspectives; and highly flexible learning environment. (THESIS STATEMENT).

Activity

Analyze the Quaid's speech and reorganize the key ideas to develop a well knit essay having the following central idea:

"Quaid-e-Azam was a far-sighted political leader"

Vocabulary and Grammar

- A. How are the given phonetic transcription of the words spelled correctly? Write down in the given blanks.

Fruits		Colours	
Phonetic Transcription	Spelling	Phonetic Transcription	Spelling
/peə/		/gri:n/	
/ˈtʃeri/		/gəʊld/	
/ˈbrɪndʒ/		/blu:/	
/greɪp/		/blæk/	

/pi:tʃ/		/ˈbrɪndʒ/	
/ˈkrænbəri/		/braʊn/	
/ˈgreɪpfru:t/		/ˈjeləʊ/	
/ˈæpl/		/gret/	
/plʌm/		/ˈpɜ:pəl/	
/ˈstrɔ:bəri/		/waɪt/	
Family Relations		Clothes	
/ˈsɪstə/		/ˈdʒækɪt/	
/ˈbrʌðə/		/fɜ:t/	
/ˈkʌzn/		/blaʊz/	
/ɑ:nt/		/kæp/	
/ˈfɑ:ðə/		/dʒi:nz/	
/ˈmʌðə/		/skɑ:f/	
/ˈdɔ:tə/		/ˈtreməz/	
/ni:s/		/skɜ:t/	
/ˈnevju:/		/ˈswetə/	
/ˈʌŋkl/		/ˈkəʊt/	

- B. There are at least four kinds of context clues that are quite common: synonym, antonym, explanation, and example clues. Read the following sentences and identify which of the four types of clues is used.

- The girl who used to be very vociferous doesn't talk much anymore.
- Pedagogical institutions, including high schools, kindergartens, and colleges, require community support to function efficiently.
- He was so parsimonious that he refused to give his own sons the few pennies they needed to buy pencils for school. It truly hurt him to part with his money.

- ...ness, is the cause of most of his trouble.
6. Ecclesiastics, such as priests, ministers, and pastors, should set models of behavior for their congregants.
7. The girl was churlish – rude, sullen and absolutely ill-mannered.
8. Because the conflagration was aided by wind, it was so destructive that every building in the area was completely burned to the ground.
9. My opponent's argument is fallacious, misleading – plain wrong.
10. Although some men are loquacious, others hardly talk at all.
11. The patient is so somnolent that she requires medication to help her stay awake for more than a short time.
12. Celestial bodies, such as the sun, moon, and stars, are governed by predictable laws.

Teacher's Guideline

Explain to student different types of contextual clues and their application for deducing the meaning of unfamiliar words.

Solitary Reaper

By the end of the unit, the students will be able to:

- Read a given poem and give orally and in writing:
 - theme and its development.
 - personal response with justification.
 - recognize literary techniques such as personification and alliteration.
- Analyze how a writer/ poet uses language to
 - appeal to the senses through use of figurative language including similes, metaphors and imagery.
- Set tone.
 - influence reader for various purposes e.g. propaganda, irony, parody and satire. Analyze their effect on communication.
- Use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- Skim text to
 - have general idea of the text.
 - infer theme/ main idea.
- Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to
 - scan to answer short questions
- Write an introductory paragraph with a clear central thought.
- Use pronunciation key to pronounce words with developing accuracy.
- Deduce the meaning of unfamiliar words from the context using contextual clues.

Solitary Reaper

Behold her, single in the field,
Yon solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the Vale profound
Is overflowing with the sound.
No Nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands:
A voice so thrilling ne'er was heard
In spring-time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.

Will no one tell me what she sings?—
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?

Whate'er the theme, the Maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o'er the sickle bending;—
I listened, motionless and still;
And, as I mounted up the hill,
The music in my heart I bore,
Long after it was heard no more.

NOT FOR SALE

About the poet

William Wordsworth (April 7, 1770—April 23, 1850) was an English poet. He was born in Cockermouth, Cumberland, located in the Lake District of England. He was one of the founders of Romanticism in English poetry. He is best known for his "Lyrical Ballads" — his joint publication with Samuel Taylor Coleridge — and "The Prelude" which is a Romantic epic poem. In 1843, Wordsworth became 'the poet laureate' upon the insistence of the then prime Minister Robert Peel.



Glossary

Word	Meaning
behold (v)	See
chaunt (v)	Sing
hebrides (n)	the islands off the west coast of Scotland.
highland (n)	belonging to the mountainous areas of western and northern Scotland
lass (n)	Girl
lay (n)	Song
numbers (n)	lines of verse of music. The word is rarely used in this sense today.
profound (adj.)	deep
single (adj.)	alone, by herself.
strain (n)	Melody
the vale (n)	valley
yon (adv.)	That

Reading Comprehension

1. What is the theme of the poem "The Solitary Reaper"?
2. How does Wordsworth describe the song of the solitary reaper?

- NOT FOR SALE
- What are the poet's feelings about the song as expressed in the second stanza of the poem "The Solitary Reaper"?
 - Describe in your own words the visual images depicted in the first stanza of the poem "The Solitary Reaper".
 - Give the examples of alliteration from "The Solitary Reaper".
 - As you read the third stanza of "The Solitary Reaper" what pictures of the situation do you make in your mind?
 - Explain the last stanza of the poem "The Solitary Reaper" in your own words.
 - What is the dominant theme of the poem "The Solitary Reaper"?

Writing Suggestions

Understanding the poem and its language

Poetic language (also called poetic devices) are the tools of sound or meaning that a poet can use to make the poem more surprising, vivid, complex, or interesting. Examples of these tools include alliteration, onomatopoeia, imagery, metaphors, similes, and allusion.

Poets don't include poetic language because they want to make their poem sound complicated or hard to understand. Instead, they use these tools to help you wake up, pay attention, and look at the world in new ways.

Use the following chart to record your statement of the meaning of the poem and your observations about the technique of the poem. Each column in the chart deals with one poetic techniques.

Stanza type	Speaker	Sound	Imagery	Figurative language
Stanza:	Human:	Rhyme:	Sight (Visual):	Similes:
Couplets	The Poet			
Tercets	Man/Woman	Rhythm:	Hearing (Aural):	
Quatrains	Mother/Father			
Quintets	Young/Old	Alliteration:	Smell (olfactory):	Implied metaphors:
Sestets	Boy/Girl			
Octave	Son/Doughter	Consonance:	Taste: (Gustatory)	Other Devices:

NOT FOR SALE

Strophes:	Nnon-human:			
	Animal	Assonance:	Touch (Tactile):	
	Wild			
	Domestic	Onomatopoeia:		
	Plants			

Activity

Keeping in view the above chart, write a paragraph on the poet use of language in the poem 'The Solitary Reaper' by highlighting various techniques used by the poet.

Oral Communication

Divide the class into two groups. One group may be asked to speak in favour of the rural life and the other to speak in favour of the urban life.

Vocabulary and Grammar

- A. How are the following phonetic transcription of the words spelled correctly? Write down in the given blanks.

Animals		Character	
Phonetic Transcription	Spelling	Phonetic Transcription	Spelling
/ˈtaɪgə/		/ˈsɪəriəs/	
/ˈræbi/		/ˈkeəfʊl/	
/ˈhæmstə/		/kənˈfjuːzd/	
/ˈbiːtl/		/ˈdʒenərəs/	
/guːs/		/dɪˈtɜːmɪnd/	
/kaʊ/		/streɪndʒ/	
/ˈmʌŋki/		/breɪv/	
/maʊs/		/ˈdʒentl/	
/fɪːp/		/ˈɒnɪst/	
/ˈspaɪdə/		/ˈkjuəriəs/	

Miscellaneous words

/ðæt/
 /'dɪfɪk²lt/
 /ju:/
 /wɪtʃ/
 /ðeɪ/
 /ə'baʊt/
 /'fəʊtəʊ/
 /fʊd/
 /'pi:p²l/
 /'ɔ:lsoʊ/

Miscellaneous words

/'ʌndə/
 /'prɒbləm/
 /'nevə/
 /'sɜ:'vɪs/
 /'sʌmθɪŋ/
 /pleɪs/
 /pɔɪnt/
 /prə'vaɪd/
 /lɑ:'dʒ/
 /'dʒenərəl/

B. Use the correct form of the verbs given in brackets:

1. Your friends _____ for you for over an hour. (wait)
2. It is not worth _____ so much money for this concert (pay).
3. When I reached the station, the train _____ (leave).
4. I _____ the Badshahi Mosque last month. (visit).
5. The criminal _____ the victim with a blunt object. (attack).
6. His company is greatly _____ after. (seek)
7. His courage _____ him (forsake).
8. The terrified people _____ to the mountains. (flee).
9. The police _____ no stone unturned to trace the culprits. (leave).
10. The robber _____ him a blow on the head. (strike).

Truck Art

Rachel Redford

By the end of the unit, the students will be able to:

- Use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- Skim text to
 - have general idea of the text.
 - infer theme/ main idea.
- Analyze passages in the text to identify the theme/ general subject, key idea/ central thought (a statement about the general subject), and supporting details.
- Recognize that the theme of a text is carried in a thesis statement.
- Analyze paragraphs to identify sentences that support the main idea through
 - definition
 - example/ illustration
 - cause and effect
 - comparison and contrast
 - facts, analogies, anecdotes and quotations.
- Use appropriate vocabulary in their own writing.
- Use pronunciation key to pronounce words with developing accuracy.
- Recognize pronounce and represent primary and secondary stress in words with the help of a dictionary.
- Use knowledge of roots suffixes and affixes to determine the meaning of unfamiliar words.
- Use thesaurus to locate the synonyms closest to the meaning of the given words in the context.
- Use pronunciation key to pronounce words with developing accuracy.

Truck Art

All over Pakistan, but particularly in Quetta, Dera Ghazi Khan, Peshawar, Mansehra, Rawalpindi, and Karachi, you will see them men and boys working in the booming truck-painting industry. To a background noise of traffic and blaring music, these highly skilled truck artists continue the tradition of decorating enormous trucks with a dazzling kaleidoscope of folk art. No wonder that these masterpieces on wheels have become a tourism symbol for Pakistan, now recognized all over the world.

Today's truckers are the successors of many generations of traders who transported goods by camel caravan along roughly similar routes from the coast of Pakistan inland to Central Asia. The tradition of dressing up the camels for the caravan is an ancient one, and just as the camel decorations identified the traders' various ethnic groups, so today's truck art tells you where the truck has come from and its driver's ethnic group. No one can mistake a Peshawar truck, for example, with its paintings of cricket legend Shahid Afridi, Bab-e-Khyber, mountains, and streams, along with lines of poetry in the Pashto language. See side panels painted with vibrant F-16 jets, Shaheen missiles and cut-out peacocks; and on the back a larger-than-life portrait of Field Marshal General Ayub Khan and film star Shan, and you know the truck is from Rawalpindi, much closer to the capital.

Truck art is big business in Pakistan. Karachi, the port city of 14 million people, is said to employ over 50,000 people in small family-run paint workshops. Like a medieval guild, a typical Pakistani workshop employs a set of skilled craftsmen for this highly specialized work. An electrician installs wiring, a metal worker fashions artefacts such as the dangling leaf chains, a carpenter carves arabesque inlays on cab doors; an upholsterer embroiders window flaps with silver and gold thread. The master painter creates images with delicate layers and glazes, whilst his assistant helps him with backgrounds and borders. There is even a poet on hand to write an eye-catching poetic inscription. This labour-intensive operation usually takes six to 10 weeks. During this period, many drivers hover around the workshops like part of the extended family, suggesting possible subjects and alterations, earning nothing during the time their truck is being spiffed up. Unbelievably, the majority of truckers lavishly spend money on a full makeover of their vehicles every three or four years.

None of these skills come cheap, but for those who make their living from truck-driving, painting the vehicle is an essential. It may be as a way of expressing thanks for prosperity, to attract customers, or to keep up with all the other decorated

trucks. Whatever the reasons for having the painstaking work done, it is expensive. Truck owners frequently spend more on their trucks than their houses, and they will often spend the equivalent of two years' profits on a basic painting and body job. Recently a trucking magnate lavished over 3,00,000 on a decoration job which took more than four months to execute. More modestly, Mohammad Ahmed from Murree earns up to 50,000 rupees a month, but his truck is being repainted at a cost of 1,00,000 rupees. Two years ago he and his brother paid 600,000 rupees for stem-to-stern bodywork. "The money came partly from savings," he said. "In addition, family members gave some money and the rest was a loan. It's all part of business." Drivers are convinced that the money is well spent. "If a driver can't afford to decorate his truck, customers reckon he's no good," said Javed Basir, who transports propane cylinders. "It's practical, too. The *taj* helps to protect our loads from the eyes of the police. The police are less likely to stop a well-painted truck," he added.

With their hunting scenes and floral designs, the decorations can be seen as a continuation of the court decoration of the Mughal emperors, with the mirrors and embroidery recalling, for example, the Sheesh Mahal in the Fort in Lahore. They also embrace East and West, the secular and sacred, the ancient and modern. So film stars, cricket legends, and Pakistani military heroes are alongside scenes from ancient Greek mythology, leopards leaping on gazelles, mountain landscapes, and classical calligraphy. Some owners deck their trucks like brides: the bonnet painted with *hinna* patterns; brilliant *parandas* tied to the side mirrors and bell chains tied to the mudguards to symbolize the tinkling of a bride's *payals*. A fringe of beautifully wrought steel *peepul* leaves dangles from the chassis of one truck, and huge glaring eyes, as well as black ribbons on the side-view mirrors, protect its driver from the evil eye. On another, the intricately patterned *taj* carved in cedar wood is adorned with a dazzling reflecting image of the Faysal Mosque.



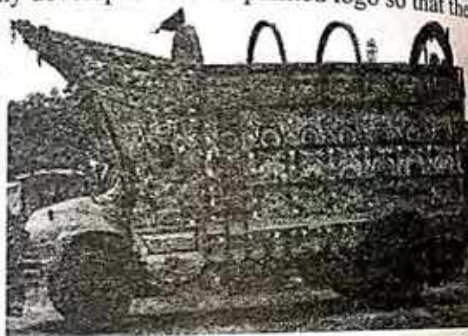
Americans got a tiny taste of Pakistani truck painting in the summer of 2002 at the Smithsonian Folklife Festival, when a truck painter and a bodywork expert brought a truck from Karachi to Washington, D.C. They decorated it right there on the National

Mall, as outdoor artists-in-residence. As a talent scout for the festival's Silk Road theme, truck fancier Jonathan Mark, an anthropology professor at the University of Michigan and a top US scholar of Pakistani culture, chose the pair for their versatility in incorporating the country's different styles of truck art. Their finished masterpiece, a Bedford, is now part of the Smithsonian's permanent collection.

Although Karachi is the country's principal center for truck decoration, other regions have evolved their own signature idioms. In Peshawar, trucks display far more calligraphy than illustration. In Rawalpindi and Islamabad, designers cut out colored plastic sheets and layer them to create unusual patterns and geometric effects over the truck exterior. Artisans in Baluchistan and Peshawar are esteemed for their magnificently detailed woodwork carved on cabin doors and interiors. Camel-bone inlay is emblem of Sindh province, while stainless-steel peacock appliques are popular both in Sindh and the Punjab.

Truck art has developed over the decades. It was in the 1940s that trucks first began to deliver long-haul goods, and each company developed its own painted logo so that the mainly illiterate people could recognize them. After Partition in 1947, the trucks displayed solidarity with their young nation with, for example, the sign of one company featuring the geographical outlines of the new country. These logos became more and more flamboyant as trade became increasingly competitive. Truck decoration initially used the thousands of years old motifs from the camel caravans and ox-carts, but in the 1950s Haji Hussain effected enormous change. He had previously painted murals and frescoes in palaces in Gujarat, but when he settled in Karachi, he turned his skills to painting horse carriages and trucks with floral borders.

In the 1960's, Pakistan's economic boom included a great expansion of the transport industry. The British-built Bedford truck with its seven-foot panelled sides became the truck of choice because of its indestructibility, which enabled it to haul loads of up to twenty tons for twenty-five years and more. When Vauxhall stopped production of the Bedford trucks in the early Nineties, Japanese imports like Hino and Nissan supplanted them, but despite their superiority, drivers are nostalgic about the old Bedfords. As the owners' wealth increased during the 60s and 70s, and they jostled for business, truck decoration became more and more elaborate.



Now in the twenty-first century, truck art has reached some kind of apogee, an explosion of brilliant colour, and executed with great skill and inventiveness. All arts including paintings is an embodiment of an everlasting beauty. It gives a joy that is permanent and unfading and has an eternal impact on the human mind. Likewise, the art on the truck panels is static and unchanging and represents the world of art. When we look at such arts on our streets and roads, we pass from the world of transience to that of permanence for a while. Let us hope these traditions will be handed down to subsequent generations of artists.

About the author:

Rachel Redford has extensive experience in English language and literature teaching and assessments. She is the author of the secondary textbook series *Oxford English: An international approach* from the Oxford University Press UK. She has also written two Student Books and a Teacher's Guide for Oxford University Press to accompany the General Certificate of Secondary Education (GCSE) syllabus in the UK. Her other publications include *Texts from Other Cultures*, a collection of extracts from writings across the world. Rachel Redford also reviews audio books for British journals. She lives in Carisbrooke on the Isle of Wight in England.

Glossary

Word	Meaning
alteration(n)	a change to something that makes it different
anthropology(n)	the study of the human race, especially of its origins, development, customs and beliefs
apogee(n)	the highest point of something, where it is greatest or most successful
appliqué(n)	a type of needlework in which small pieces of cloth are sewn or stuck in a pattern onto a larger piece
arabesque(n)	a type of design where lines wind around each other
artefact(n)	an object that is made by a person, especially something of historical or cultural interest
blaring(adj.)	to make a loud unpleasant noise
boom(n)	to have a period of rapid growth

chassis(n)	the frame that a vehicle is built on
dangling(adj.)	to hang or move freely; to hold something so that it hangs or moves freely
deck(v)	to decorate somebody/something with something
emblem(n)	a design or picture that represents a country or an organization
embodiment(n)	a person or thing that represents or is a typical example of an idea or a quality
fancier(n)	a person who has a special interest in something, especially somebody who keeps a particular type of bird or animal
fresco(n)	a picture that is painted on a wall while the plaster is still wet; the method of painting in this way
fringe(n)	the front part of somebody's hair that is cut so that it hangs over their forehead
from stem-to-stern(idiom)	all the way from the front of a ship to the back
guild(n)	an organization of people who do the same job or who have the same interests or aims
inlays(n)	to decorate the surface of something by putting pieces of wood or metal into it in such a way that the surface remains smooth
in-residence(n)	Committed to live and work in a certain place, often for a specific length of time.
jostle(v)	to push roughly against somebody in a crowd
kaleidoscope(n)	a toy consisting of a tube that you look through with loose pieces of coloured glass and mirrors at the end. When the tube is turned, the pieces of glass move and form different patterns
long-haul(n)	involving the transport of goods or passengers over long distances
magnate(n)	a person who is rich, powerful and successful, especially in business
medieval(adj.)	connected with the Middle Ages (about AD 1000 to AD 1450)
motif(n)	a design or a pattern used as a decoration

mural(n)	(of a painting) large and done on a wall, sometimes on an outside wall of a building
nostalgic(adj.)	having or bringing a sad feeling mixed with pleasure when you think of happy times in the past
painstaking(adj.)	done with a lot of care, effort and attention to detail
propane(n)	a flammable hydrocarbon gas of the alkane series, present in natural gas and used as bottled fuel.
reckon(v)	think something or have an opinion about something
spiff up(v)	to make yourself/somebody/something look neat and attractive
supplant(v)	to take the place of somebody/something (especially somebody/something older or less modern)
talent scout(n)	someone who looks for people who have the skills they want, especially in entertainment or sport
upholsterer(n)	A person who covers a chair, etc. with soft material (= padding) and cloth or leather
vibrant(adj.)	full of life and energy

Reading Comprehension

Answer the following Questions:

1. Explain the connection which the writer makes between the camel caravans of past and modern decoration of trucks.
2. Which point is the writer illustrating when she gives examples of the decorations on trucks from Peshawar and Rawalpindi?
3. Which point is the writer illustrating in the lesson "Truck Art" by giving examples of the specialists' work?
4. Why do truckers spend so much money on decorating their trucks?
5. Briefly describe how truck art developed from the 1940s to the 1970s?
6. Why are truck drivers 'nostalgic' about the old Bedford trucks?
7. Explain how truck art at the present time can be seen as having reached 'some kind of apogee'?

Writing Suggestions

Write a composition on the topic "the need of the smart phone" connecting your ideas with the use of appropriate transitional devices.

Oral Communication

Step 1: The students work together in pairs. Each student writes down three ways in which he thinks that he and his partner are similar and three ways in which he thinks they are different. He does not show his partner what he has written.

Step 2: First, both students tell each other about the similarities and talk about where they were right or wrong, then they talk about the differences.

Vocabulary and Grammar

- A. Consult a dictionary and write the phonetic transcription of the following words.

Spelling	Phonetic Transcription	Spelling	Phonetic Transcription
person		Information	
once		question	
police		business	
lose		power	
position		change	
industry		move	
major		book	
build		development	
language		young	
international		national	
else		water	
center		yet	
enough		perhaps	
calm		until	
color		control	
lure		include	
knife		believe	

- B. Complete these sentences with an opposite of the verb in **BOLD**. Use the words from the box. Make sure that you use the correct form of each verb. The first one has been done for you.

absent - borrow - bright - catch - defend - depart - deny - fail - fill - forbid - guilty - minor - permanent - public - punish - receive - save - set - voluntary - weak

- Although we **missed** our train to the airport, we still managed to **catch** our plane.
- We didn't **spend** much money. In fact, we managed to _____ a lot of it.
- The train **arrives** at the station at 4 and it _____ 10 minutes later.
- After he had **emptied** the bottle, he _____ it with water.
- "Can you **lend** me Rs.100?" - "No way! - The last time you _____ money from me, you never gave it back!"
- The principal doesn't **allow** smoking at school. In fact, he _____ everything that is bad for our health.
- Did he **confess** to stealing your money? - No, he _____ everything.
- In summer, the sun **rises** at about 5 o'clock and doesn't _____ until after nine in the evening.
- There are some things you can do in **private** that you should never do in _____.
- He didn't **pass** his exam. In fact, he _____ with a very low score.
- Our teacher **rewarded** all the good students but decided to _____ all the bad ones.
- Although I **sent** the letter on Monday, she didn't _____ it until Friday.
- At the end of the long, **dim** tunnel we could see a _____ shining light.
- If you are **attacked** on the street, there are several ways you can _____ yourself.
- It was only a **temporary** job until I could find something more _____.
- The thief said he was **innocent**, but the judge decided he was _____.

17. Half of the students were **present**, but the other half were _____.
18. Attendance at class is **compulsory**, but the afternoon social programmes are _____.
19. There have been a few **major** accidents on this road, but fortunately the injuries have been _____.
20. I prefer **strong** to _____ coffee.

C. Read each word below. Match it to its clue, and then write each word on the line next to its clue.

homonym, novennial, dentist, popular, dual, quadruped, fraternity, union, Neolithic, urbanite, decapitate, revive, patriotism, victim

1. someone who lives in an urban area _____
2. to bring back to life _____
3. brotherhood _____
4. a feeling of friendship and brotherhood _____
5. to cut off the head _____
6. love of country _____
7. same name _____
8. a person who codified to treat disease of gums and teeth _____
9. consisting of two parts _____
10. someone who has suffered a misfortune _____
11. happening every November _____
12. liked or admired by many people _____
13. having four feet _____
14. joining or being joined _____

The Last Leaf

O. Henry

By the end of the unit, the students will be able to:

- Analyze story elements: characters, events, setting, plot, theme, tone, point of view.
 - identify the speaker or narrator in a selection.
- recognize the author's purpose and point of view and their effects on the texts.
 - identify universal themes present in literature across all cultures.
- Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to
 - scan to answer short questions.
- Use the knowledge of roots, suffixes and affixes to determine the meaning of unfamiliar words.
- Use summary skills to
 - extract salient points and develop a mind map to summarize a text.
- Recognize and pronounce primary and secondary stress in words with help of dictionary.
- Use knowledge of roots, suffixes and affixes to determine the meaning of unfamiliar words.
- Use thesaurus to locate the synonyms closest to the meaning of the given words in the context.
- Parse a sentences into their component parts and describe their syntactic roles.
- Use pronunciation key to pronounce words with developing accuracy.



The Last Leaf

In a small part of the city West of Washington Square, the streets have gone wild. They turn in different directions. They are broken into small pieces called "places." One street goes across itself one or two times. A painter once discovered something possible and valuable about this street. Suppose a painter had some painting materials for which he had not paid. Suppose he had no money. Suppose a man came to get the money. The man might walk down that street and suddenly meet himself coming back, without having received a cent!

This part of the city is called Greenwich Village. And to old Greenwich Village the painters soon came. Here they found rooms they like, with good light and at a low cost.

Sue and Johnsy lived at the top of a building with three floors. One of these young women came from Maine, the other from California. They had met at a restaurant on Eighth Street. There they discovered that they liked the same kind of art, the same kind of food, and the same kind of clothes. So they decided to live and work together.

That was in the spring.

Toward winter a cold stranger entered Greenwich Village. No one could see him. He walked around touching one person here and another there with his icy fingers. He was a bad sickness. Doctors called him Pneumonia. On the east side of the city he hurried, touching many people; but in the narrow streets of Greenwich Village he did not move so quickly.

Mr. Pneumonia was not a nice old gentleman. A nice old gentleman would not hurt a weak little woman from California. But Mr. Pneumonia touched Johnsy with his cold fingers. She lay on her bed almost without moving, and she looked through the window at the wall of the house next to hers.

One morning the busy doctor spoke to Sue alone in the hall, where Johnsy could not hear.

"She has a very small chance," he said. "She has a chance, if she wants to live. If people don't want to live, I can't do much for them. Your little lady has decided that



she is not going to get well. Is there something that is troubling her?"

"She always wanted to go to Italy and paint a picture of the Bay of Naples," said Sue.

"Paint! Not paint. Is there anything worth being troubled about? A man?"

"A man?" said Sue. "Is a man worth—No, doctor. There is not a man."

"It is weakness," said the doctor. "I will do all I know how to do. But when a sick person begins to feel that he's going to die, half my work is useless. Talk to her about new winter clothes. If she were interested in the future, her chances would be better."

After the doctor had gone, Sue went into the workroom to cry. Then she walked into Johnsy's room. She carried some of her painting materials, and she was singing.

Johnsy lay there, very thin and very quiet. Her face was turned toward the window. Sue stopped singing, thinking that Johnsy was asleep.

Sue began to work. As she worked she heard a low sound, again and again. She went quickly to the bedside.

Johnsy's eyes were open wide. She was looking out the window and counting—counting back.

"Twelve," she said; and a little later, "Eleven"; and then, "Ten," and, "Nine"; and then, "Eight," and, "Seven," almost together.

Sue looked out the window. What was there to count? There was only the side wall of the next house, a short distance away. The wall had no window. An old, old tree grew against the wall. The cold breath of winter had already touched it. Almost all its leaves had fallen from its dark branches.

"What is it, dear?" asked Sue.

"Six," said Johnsy, in a voice still lower. "They're falling faster now. Three days ago there were almost a hundred. It hurt my head to count them. But now it's easy. There goes another one. There are only five now."

"Five what, dear? Tell your Sue."

"Leaves. On the tree. When the last one falls, I must go, too. I've known that for three days. Didn't the doctor tell you?"

"Oh, I never heard of such a thing," said Sue. "It doesn't have any sense in it. What does an old tree have to do with you? Or with your getting well? And you used to love that tree so much. Don't be a little fool. The doctor told me your chances for

getting well. He told me this morning. He said you had very good chances! Try to eat a little now. And then I'll go back to work. And then I can sell my picture, and then I can buy something more for you to eat to make you strong."

"You don't have to buy anything for me," said Johnsy. She still looked out the window. "There goes another. No, I don't want anything to eat. Now there are four. I want to see the last one fall before night. Then I'll go, too."

"Johnsy, dear," said Sue, "will you promise me to close your eyes and keep them closed? Will you promise not to look out the window until I finish working? I must have this picture ready tomorrow. I need the light; I can't cover the window."

"Couldn't you work in the other room?" asked Johnsy coldly.

"I'd rather be here by you," said Sue. "And I don't want you to look at those leaves."

"Tell me as soon as you have finished," said Johnsy. She closed her eyes and lay white and still. "Because I want to see the last leaf fall. I have done enough waiting. I have done enough thinking. I want to go sailing down, down, like one of those leaves."

"Try to sleep," said Sue. "I must call Behrman to come up here. I want to paint a man in this picture, and I'll make him look like Behrman. I won't be gone a minute. Don't try to move till I come back."

Old Behrman was a painter who lived on the first floor of their house. He was past sixty. He had had no success as a painter. For forty years he had painted, without ever painting a good picture. He had always talked of painting a great picture, a masterpiece, but he had never yet started it.

He got a little money by letting others paint pictures of him. He still talked of his great masterpiece, and he believed that it was his special duty to do everything possible to help Sue and Johnsy.

Sue found him in his dark room. She told him about Johnsy and the leaves on the vine. She said that she was afraid that Johnsy would indeed sail down, down like the leaf. Her hold on the world was growing weaker.

Old Behrman shouted his anger over such an idea.

"What!" he cried. "Are there such fools? Do people die because leaves drop off a tree? I have not heard of such a thing. No, I will not come up and sit while you make a picture of me. Why do you allow her to think such a thing? That poor little Johnsy!"

"She is very sick and weak," said Sue. "The sickness has put these strange ideas into her mind. Mr. Behrman, if you won't come, you won't. But I don't think you're very nice."

"This is like a woman!" shouted Behrman. "Who said I will not come? Go. I come with you. For half an hour I have been trying to say that I will come. God! This is not any place for someone so good as Johnsy to lie sick. Some day I shall paint my masterpiece, and we shall all go away from here. God! Yes."

Johnsy was sleeping when they went up. Sue covered the window, and took Behrman into the other room. There they looked out the window fearfully at the tree. Then they looked at each other for a moment without speaking. A cold rain was falling, with a little snow in it too.

Behrman sat down, and Sue began to paint.

She worked through most of the night.

In the morning, after an hour's sleep, she went to Johnsy's bedside. Johnsy with wide-open eyes was looking toward the window. "I want to see," she told Sue.

Sue took the cover from the window.

But after the beating rain and the wild wind that had not stopped through the whole night, there still was one leaf to be seen against the wall. It was the last on the tree. It was still dark green near the branch. But at the edges it was turning yellow with age. There it was hanging from a branch nearly twenty feet above the ground.

"It is the last one," said Johnsy. "I thought it would surely fall during the night. I heard the wind. It will fall today, and I shall die at the same time."

"Dear, dear Johnsy!" said Sue. "Think of me, if you won't think of yourself. What would I do?"

But Johnsy did not answer. The most lonely thing in the world is a soul when it is preparing to go on its far journey. The ties that held her to friendship and to earth were breaking, one by one.

The day slowly passed. As it grew dark, they could still see the leaf hanging from its branch against the wall. And then, as the night came, the north wind began again to blow. The rain still beat against the windows.

When it was light enough the next morning, Johnsy again commanded that she be allowed to see.

The leaf was still there.

Johnsy lay for a long time looking at it. And then she called to Sue, who was cooking something for her to eat.

"I've been a bad girl, Sue," said Johnsy. "Something has made that last leaf stay there to show me how bad I was. It is wrong to want to die. I'll try to eat now. But first bring me a looking-glass, so that I can see myself. And then I'll sit up and watch you cook."

An hour later she said, "Sue, some day I hope to paint the Bay of Naples."

The doctor came in the afternoon. Sue followed him into the hall outside Johnsy's room to talk to him.

"The chances are good," said the doctor. He took Sue's thin, shaking hand in his. "Give her good care, and she'll get well. And now I must see another sick person in this house. His name is Behrman. A painter, I believe. Pneumonia, too. Mike is an old, weak man, and he is very ill. There is no hope for him. But we take him to the hospital today. We'll make it as easy for him as we can."

The next day the doctor said to Sue: "She's safe. You have done it. Food and care now—that's all."

And that afternoon Sue came to the bed where Johnsy lay. She put one arm around her.

"I have something to tell you," she said. "Mr. Behrman died of pneumonia today in the hospital. He was ill only two days. Someone found him on the morning of the first day, in his room. He was helpless with pain."

"His shoes and his clothes were wet and as cold as ice, Everyone wondered where he had been. The night had been so cold and wild."

"And then they found some things. There was a light that he had taken outside. And there were his materials for painting. There was paint, green paint and yellow paint. And—"

"Look out the window, dear, at the last leaf on the wall. Didn't you wonder why it never moved when the wind was blowing? Oh, my dear, it is Behrman's great masterpiece—he painted it there the night that the last leaf fell."

About the author:

His real name was **William Sidney Porter**. O Henry was his **pen name**. He was an American short story writer. He was born on **September 11, 1862** in Greensboro, North Carolina. When he was three years old, his mother died and so his father shifted to the house of his paternal grand mother. In **1902**, he moved to New York and there was started his intensive writing period. During his stay at New York, he wrote **381** short stories. Among his famous stories are : The Gift of the Magi, The Ransom of Red Chief, The Cop and The Anthem, A Retrieved Reformation etc. He died on **June 5, 1910** in New York.

Glossary

Word	Meaning
Greenwich village	a district of New York City noted for artists, writers and musicians
miner (n)	one who works in a mine.
pneumonia (n)	a disease causing the inflammation of lungs.
vine (n)	a plant that grows along a surface by climbing, twining or creeping.
wild(adj.)	marked by lack of control or restraint.

Reading Comprehension

1. What is the main theme of the story 'The Last Leaf'?
2. How did Sue and Johnsy become friends?
3. "She has a chance if she wants to live. If people don't want to live, I can't do much for them." What do these words of the doctor about Johnsy mean?
4. Why did Johnsy keep asking Sue to open the curtains?
5. How was Johnsy's life saved?
6. What made Johnsy's views change about life? How do you know it?
7. Write a short character sketch of the character Behrman in the story 'The Last Leaf'.
8. Describe the plot of this short story in your own words.
9. What lesson do we get from the story 'The Last Leaf'?
10. Suggest an alternate ending for "The Last Leaf".

Writing Suggestions

Write a summary of the story 'The Last Leaf' using the technique of proper beginning, middle and end.

Oral Communication

Take turns standing each student of the class. Ask them to say 3—4 compliments about his/her desk fellow using good and positive words. The use of negative words/ comments may strictly be prohibited.

Vocabulary and Grammar

- A. Consult a dictionary and write the phonetic transcription of the following words.

Bike	_____
Bus	_____
Car	_____
Tire	_____
Ticket	_____
Truck	_____
Speed	_____
Patrol	_____
Road	_____
Garage	_____

B. Three Levels of Syllable Stress in English

Syllables in English words don't all have the same level of loudness. Some are loud, some are short and quiet, some are in between.

English has three levels of stress:

1. Primary Stress

The loudest syllable in the word. In one-syllable words, that one syllable has the primary stress (except for a handful of short function words like the, which might not have any stress at all). Primary stress is marked in IPA by putting a raised vertical line [ˈ] at the beginning of the syllable.

2. Secondary Stress

Syllables which aren't completely unstressed, but aren't as loud as the primary stress. Secondary stress is marked with a lowered vertical line [ˌ] at the beginning of the syllable.

3. Unstressed Syllables

Syllables that have no stress at all. In English, almost all of these have schwa [ə] for their vowel, though [ɪ] will also often be unstressed, like the [ɪ] in happy [ˈhæpi]. (Very rarely, another non-schwa vowel might be unstressed, like the [o] of potato [pəˈteɪtə] for most speakers.)

Examples:

[əˈnaʃ]	enough
[ˌmænəˈtəʊbə]	Manitoba
[ˈfotəˌɡræf]	photograph

A good example of the difference between secondary stress and the complete absence of stress is the final syllable of delegate, used as a verb and used as a noun.

[ˈdeləˌɡet]	verb: You have to delegate your responsibilities
[ˈdeləˌɡət]	noun: We elected a delegate to the national committee

Activity

Consult Dictionary and mark which syllable is to stress in the following words.

1. beautiful	1 st	2 nd	3 rd
2. between	1 st	2 nd	
3. management	1 st	2 nd	3 rd
4. campaign	1 st	2 nd	
5. financial	1 st	2 nd	3 rd
6. candidate	1 st	2 nd	3 rd
7. certainly	1 st	2 nd	3 rd
8. material	1 st	2 nd	3 rd 4 th
9. newspaper	1 st	2 nd	3 rd
10. character	1 st	2 nd	3 rd

- C. Root words are words from which many other words are formed. Root words can be used with a combination of roots and affixes.

Example:

Word: <i>preview</i>	Root Word: <i>view</i>	Prefix: <i>pre-</i>	Suffix: <i>-removable</i>
Root Word: <i>move</i>	Prefix: <i>re-</i>		Suffix: <i>-able</i>

Identify the root word for the following words.

Word	Root Word
1. mountain	_____
2. rescued	_____
3. naturalist	_____
4. stormy	_____
5. loaner	_____
6. kindness	_____
7. answered	_____
8. respectful	_____
9. completed	_____
10. misspell	_____
11. migration	_____
12. actor	_____
13. champion	_____
14. nervous	_____
15. servant	_____

D. Parts of Speech: Activities on Parsing:

(a). Pick out nouns, verbs, adverbs, adjectives and prepositions in the following sentences:

1. In that house lived two men.
2. look, an aged woman came by.
3. The colour of this cap is quite different from that one.
4. Now I saw in my dream that he spoke many good words.
5. The most cruel dog was thereabout.
6. We must clear up this misunderstanding between us.
7. It was a fine jacket, green and clean.
8. Nowadays, people usually talk about the dearness when they meet in the streets.
9. I saw in my dream that my father spoke many good words.
10. In the current circumstances, I think it is very kind of you to help me with the problem.
11. Jack covered his small nose in sunblock.

12. I threw the round frisbee as far as I could.
13. My family rented a beach house for our summer vacation.
14. The beautiful sunset added the perfect touch to our summer afternoon.
15. Beach volleyball is very popular during the summer.

(b). Which part of speech are the underlined words in the following sentences

1. She thought of a wise plan.
2. I want to go now.
3. Where are you going?
4. The sun gives us heat and light.
5. Aleena is my best friend.
6. The pen was expensive; still I bought it.
7. That was a lovely evening.
8. My father works in a factory.
9. She must be a stupid.
10. The cat is under the bed.
11. Jasmines are white in colour.
12. Do it quickly.
13. He went to the market to buy some vegetables.
14. I helped him because he is poor.
15. It is my handkerchief.

If

By the end of the unit, the students will be able to:

- Read a given poem and give orally and in writing:
 - theme and its development.
 - personal response with justification.
- Analyze how a writer/ poet uses language to
 - appeal to the senses through use of figurative language including similes, metaphors and imagery.
- Use critical thinking to respond orally and in writing to the text (post-reading) to
 - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
 - relate what is read to his or her own feelings and experiences.
- Use a thesaurus to locate the synonyms closest to the meaning of the given words.
- Use the knowledge of roots, suffixes and affixes to determine the meaning of unfamiliar words.
- Recognize and use varying intonation patterns as aid in spoken and written discourse.
- Demonstrate use of noun phrases.

If

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) was born in Bombay, India; his father was the curator of the Lahore Museum. He went to school in England and returned to India as a journalist in 1882. He achieved rapid fame as a poet and short-story writer in England. He was the first Englishman to receive the Nobel Prize for Literature in 1907. His two *Jungle Books* (1894, 1895) are set in Indian. *Jungle*; and *Kim* a novel, is set in pre-partition Lahore.

**Glossary**

Word	Meaning
aim(n)	intention; goal
bear(v)	to accept
common touch(n)	ability to get along with ordinary people
foes(n)	enemies
give way (v)	Allow
heap (n)	Pile
imposters (n)	people who pretend to be other people showing a false identity.
knaves (n)	lying men; rogues
make allowance	permit; allow
pitch-and-toss	a game of skill and chance breathe a word : tell a secret; talk about something
serve your turn	be useful; helpful
sinew(n)	strong tissue that connects muscles to bones
stoop(v)	bend
triumph (n)	victory; success
will(n)	Determination
winnings (n)	money that is won in a game
wise (adj.)	Smart
worn-out(adj.)	damaged; used

Reading Comprehension

1. What is the main theme of the poem "If"?
2. Make a list of all the qualities of a perfect man as mentioned by the poet in stanza two of the poem "If".
3. Explain the line, "Or walk with kings – nor lose thy common touch".
4. Cite an example of the use of personification in the poem "If"?
5. What is the significance of the title of the poem?
6. What does this point say about the value of time?
7. Explain the meaning of this line in your own words, "And – which is more – you'll be a man, my son."
8. What is the rhyme scheme of this poem?
9. State some qualities other than the ones mentioned in the poem "If" that make a successful man.

Writing Suggestions

Ask your students to write a short essay on a person known to them, who possesses all or some of the qualities of a perfect man as mentioned in the poem "If".

Oral Communication

Ask two or three students to play the role of a father and give advice to the student who are spouse to be playing the role of sons. The sons (class students) should interact with them (fathers) asking various questions. The questions should be on how to behave as a good citizen of a country.

Vocabulary and Grammar

- A. Consult a dictionary and write the phonetic transcription of the following words.

Stage _____
 Infant _____
 Nurse _____
 Satchel _____
 Snail _____
 Lover _____

Quarrel _____
 Bubble _____
 Teeth _____
 Pipe _____

B. Look for the given words in the Thesaurus and match the words given in column A and B with relevant synonyms.

Column A	Column B
select	correct, right
raise	aware
accurate	occupied, active
able	thoughtful, caring
considerate	real, genuine
divide	lift
apparant	courageous, bold
exceptional	help, assist
busy	normal, ordinary
brave	handy, useful
clarify	lesson, decrease
aid	choose
diminish	explain, simplify
convenient	accept, endorse
beneficial	short
approve	remarkable, outstanding
conscious	capable, qualified
brief	separate, split
authentic	helpful, useful
average	obvious

C. Make plural forms of the Latin nouns by changing the suffixes.

Latin nouns ending in:

-a change to -ae (*antenna* changes to *antennae*)

-is change to -es (*thesis* changes to *theses*)
 -us change to -i (*stimulus* changes to *stimuli*)
 -urn change to -a (*medium* changes to *media*)

Activity

alumna _____
 analysis _____
 synopsis _____
 cactus _____
 crisis _____
 cranium _____
 curriculum _____
 datum _____
 focus _____
 formula _____
 fungus _____
 larva _____
 nucleus _____
 referendum _____
 syllabus _____

Intonation is about how we say things, rather than what we say. There are two basic intonation patterns: **Rising and Falling**. With rising intonation you have to raise slightly the pitch at the end of the sentence, whereas with falling intonation you go down a bit.

We use **falling intonation** with:

Statements
 Wh- questions
 Commands or invitations
 Exclamations
 Alternative questions

We use **rising intonation** with:

Yes / No questions
 Offers
 Enumerations

Identify the correct intonation pattern in the following sentences:

1. You already!
2. You shouldn't have.
3. It's unbelievable!
4. That's not very nice!
5. I don't think I will.
6. How could you?
7. Why should I tell you?
8. You must be joking!
9. So what?
10. Well, I never!
11. You know best, don't you?
12. How do you do?
13. How long have you been building flutes?
14. Can I see one of your flutes?
15. Is this your flute?

D. Noun Phrases

A noun phrase is a group of words that serves the same purpose as a noun. A noun phrase can be the subject or object of a verb. It can also be the object of a preposition.

Examples :

- I hope to stand first in the class.
- He wished to talk to his teacher.
- The poor man wanted to pay back every penny he owed.
- Horses prefer living in dark stables.
- Have you ever tried to climb a tree?
- Don't touch those books.
- She came with her older sister.
- She gave him a big sweet piece of cake.
- They are both excellent teachers.

All the underlined group of words in the above sentences are noun phrases.

THE HEAD of a noun phrase is the noun being described or referred to in the phrase:

For example,

- Her older sister

- A big piece of cake
- Many pleasant days

Sometimes a pronoun can be the head of a noun phrase:

- That's a big one
- I would like those read ones
- They both know the truth
- Are all this forme?
- Have you anything new to tell me?

Activity

Identify the noun phrases in the following sentences:

1. The wicked man loves getting poor people into trouble.
2. He hates having to punish his servants.
3. He refused to answer my question.
4. The boy denied stealing the money.
5. The accused refused to answer the question.
6. I dislike having to punish my kids.
7. I will hate to do such a thing.
8. To write such a rubbish is disgraceful.
9. He promised to get me something.
10. Why do you want to meet him?
11. Your doing such a thing surprises me
12. He is such a kind man.
13. They are in the back garden.

By the end of the unit, the students will be able to:

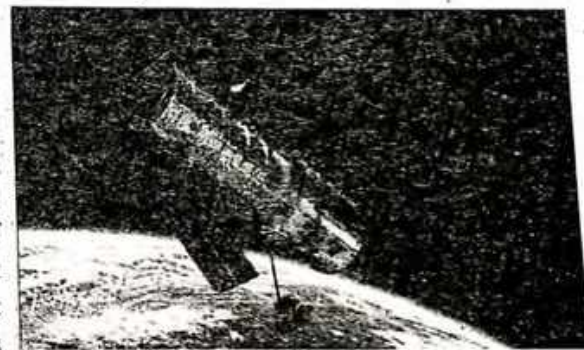
- Use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- Skim text to
 - have general idea of the text.
 - infer theme/ main idea.
- Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to
 - scan to answer short questions.
 - make simple inferences using context of the text and prior knowledge.
 - distinguish between what is clearly stated and what is implied.
 - deduce meaning of difficult words from context.
- Analyze to use in their own writing, features of an expository composition showing comparison and contrast between things, events, situations, places, actions, idea or a problem:
 - methods for organizing comparison and contrast.
 - connectives of comparison and contrast.
 - similes and metaphors for comparison and contrast.
- Recognize, pronounce and represent primary and secondary stress in words with the help of dictionary.
- Use various reference sources to refine vocabulary for interpersonal, academic and work place situations, including figurative, idiomatic and technical vocabulary. and represent primary and secondary stress in words with the help of dictionary
- Use the knowledge of roots, suffixes and affixes to determine the meaning of unfamiliar words.
- Demonstrate use of nouns and noun phrases and clauses in apposition.

Look at the night sky, and you see primarily darkness. A vast multitude of glittering sparks drift over our heads, scattered across the sky. Our gaze registers their beauty but little else. Our vision cannot bring these dazzling pinpoints into focus, observe their true nature. To our eyes, they are mysteries.

Humanity has sought to move beyond the limited vision of biology since the days of Galileo. Telescopes have brought the heavens to Earth, exposed the distant treasures of the universe, revealed countless galaxies cloaked within the apparent darkness. And perhaps no telescope has done so much to bring the wonder and reality of the universe home as the Hubble Space Telescope.

The concept of a telescope in orbit around Earth was first mentioned in a science book by Arthur C. Clarke. This telescope would peer at the universe from well above the interference of the Earth's ever turbulent atmosphere, which relentlessly blurs the view in ground-based telescopes and makes stars twinkle. Ahead of his time, Clarke outlined the advantages of an orbiting telescope compared with a telescope that might, at some future point, be installed on the Moon's surface, as had been suggested decades earlier. "Even the Moon's extremely tenuous atmosphere might affect certain delicate observations," he wrote. "an observatory in space would be able to survey the complete sphere of the sky."

Today, the orbiting telescope Clarke envisioned is known as the Hubble Space Telescope, and it has been in service since 1990. Before Hubble was launched into orbit around Earth in 1990, there was lots of scientific discussion about what a space telescope might find. The top to-do-list items



for Hubble were to measure the expansion rate of the universe, to find distant galaxies and to determine the chemical content of the space between the galaxies. But everyone expected Hubble's most important discoveries would provide answers to questions that astronomers do not know how to ask and find objects that were not yet even conceived.

Still, no one imagined that Hubble's photographs of deep space would be so utterly, jaw-droppingly beautiful or that the pictures would have a purely visceral appeal to an entire generation, making Hubble a household word synonymous with spectacular images of the cosmos.

Hubble – a joint project of NASA and the European Space Agency – orbits Earth 353 miles (569 km) above the planet's surface. Its position allows it to circle free of Earth's atmosphere, which distorts and blocks light from the cosmos. This gives Hubble a pristine view typically unmatched by ground-based telescopes. If the man's eye was as sensitive as Hubble's, he could look from Islamabad and see the glow of a pair of fireflies in London. If the fireflies were six feet apart, he could resolve that there were two of them side by side. Hubble orbits Earth, moving at the speed of about five miles per second (8 km per second) – fast enough to travel from Chitral to Karachi in about three minutes. During the course of a year, Hubble circles Earth over 5,000 times. As the telescope whips around Earth once every 97 minutes, it collects light – much more light than human eyes can hope to capture on their own. Light that reveals everything from the nature of storms on Jupiter to some of the most distant galaxies in the universe.

Hubble's super vision has shown us places in the cosmos that no generation of humans before us has ever seen. The Hubble images have unveiled that beyond the starry sky we see on a clear night, there is another universe, an "undiscovered country" of discordant objects, violent explosions and cataclysmic collisions. Galaxies plow into one another; stars erupt from firestorms of gas and dust and light; newly forming stars shoot out saber like jets of gas as birth announcements to the universe. All this drama plays out against a pitch-black backdrop that is unimaginably infinite.

A single Hubble snapshot can portray the universe as awesome, mysterious and breathtaking—and, at the same time, chaotic, overwhelming and foreboding. The story that the Hubble tells about the universe knows no national, political or ideological boundaries. The images are so overpowering and humbling that they have touched people of all ages. These pictures are a reminder that we inhabit a tiny planet in a vast universe with many remaining unknowns

Since its launch in 1990, the 12-ton bus-sized Hubble Telescope has made more than one million observations and looked at over 38,000 celestial objects. The Hubble archives are filled with more than half a million images. The amount of astronomical data collected is equivalent to about 50 million books, or five times the printed collection of the U.S. Library of Congress.

In 1983, NASA named the telescope after the early-20th-century American astronomer Edwin P. Hubble (1889-1953), who is credited with the 1920s discovery that galaxies are huge, remote systems of billions of stars. The most powerful space camera ever built was installed on Hubble in 2009, along with many other fixes and Hubble was now performing at a higher level than ever before.

When we look at stars we look at history. The light that arrive at our location from the farthest objects in the universe is light that left those objects billions of years ago, so we see them as they appeared long ago. The most distant galaxies look strange, smaller, irregular, lacking clearly defined shapes. No telescope before Hubble had the resolution to see these distant galaxies.

Astronomers focused Hubble on what appeared to be a nearly empty patch of sky for 10 days. The results contained 10,000 galaxies at various stages of evolution and covers a patch of sky smaller than the size of a pinhead held at arm's length. To photograph the entire sky in this detail would require 13 million



Hubble images with comparable exposure. The stunning image was called the Hubble Deep Field.

The composition of the cosmos finally came into focus in the late 1990s and early into the first decade of the 21st century. The part of the universe with which we are most familiar i-e planets, moons, stars, nebulae and galaxies accounts for less than 1 percent of the universe's total contents. Non-luminous matter (mostly hydrogen dispersed throughout space) is about 3 percent, while the rest is the largely mysterious dark matter and the completely mysterious dark energy.

Our universe started with a bang and has been expanding ever since, the space between galaxies increasing with time. The data received declared that the universe wasn't slowing down at all, as was previously thought, rather it was speeding up as though something were propelling it, driving its expansion faster and faster.

Hubble has thoroughly studied stars. The closest star to our Earth is the Sun. It is considered typical of middle-aged stars, formed from a collapsed cloud of gas and dust. Stars are born in clouds of gas and dust. One such stellar nursery is the Orion Nebula, an enormous cloud of gas and dust many light-years across. Turbulence from deep

within these clouds creates high density regions called knots. These knots contain sufficient mass that the gas and dust can begin to collapse from gravitational attraction. As it collapses, pressure from gravity causes the material at the center to heat up, creating a protostar. One day, this core becomes hot enough to ignite fusion and a star is born. Not all of the material in the collapsing cloud ends up as part of a star — the remaining dust can become planets, asteroids or comets ... or it may remain as dust. The chemical makeup of stars, revealed through spectroscopy, depends on the material in which they originate. In the early universe, stars were formed from matter that lacked most elements except for hydrogen and helium. The other chemical elements have been and still are being created in the interior of stars through nuclear fusion processes. That new material is eventually recycled into subsequent generations of stars and planets. The groupings of stars that form together can vary from a few stars to many hundreds or thousands. The stars in each cluster have a variety of masses. The most massive stars are rare, while the least massive stars are the most numerous. Hubble has probed star clusters of all sizes and uses spectroscopy to determine the detailed chemistry in star cluster members. By taking precise observations of star cluster members, scientists using Hubble can determine their luminosities and temperatures. When their nuclear fuel is exhausted, the most massive stars explode in a spectacular fashion, called a supernova, leaving behind neutron stars, black holes or nothing at all.

Galaxies are vast cosmic islands of stars, gas, dust, and dark matter held together by gravity. Hubble's keen eye has revealed intricate details of the shapes, structures, and histories of galaxies — whether alone, as part of small groups, or within immense clusters. From supermassive black holes at galactic centers to giant bursts of star formation to titanic collisions between galaxies, these discoveries allow astronomers to probe the current properties of galaxies as well as examine how they formed and developed over time.

Astronomers classify galaxies into three major categories: elliptical, spiral and irregular. These galaxies span a wide range of sizes, from dwarf galaxies containing as few as 100 million stars to giant galaxies with more than a trillion stars.

Ellipticals, which account for about one-third of all galaxies, vary from nearly circular to very elongated. They possess comparatively little gas and dust, contain older stars and are not actively forming stars anymore. The largest and rarest of these, called giant ellipticals, are about 300,000 light-years across. Astronomers theorize that these are formed by the mergers of smaller galaxies. Much more common are dwarf ellipticals, which are only a few thousand light-years wide.

Spiral galaxies appear as flat, blue-white disks of stars, gas and dust with yellowish bulges in their centers. These galaxies are divided into two groups: normal spirals and barred spirals. Spirals are actively forming stars and comprise a large fraction of all the galaxies in the local universe.

Irregular galaxies, which have very little dust, are neither disk-like nor elliptical. Astronomers often see irregular galaxies as they peer deeply into the universe. These galaxies are abundant in the early universe, before spirals and ellipticals developed. Aside from these three classic categories, astronomers have also identified many unusually shaped galaxies that seem to be in a transitory phase of galactic development. These include those in the process of colliding or interacting, and those with active nuclei ejecting jets of gas.



While the distances between galaxies seem large, so too are galaxies' diameters. Compared to stars, galaxies are relatively close to one another. They interact and even collide. When galaxies collide, they pass through each other; their stars don't crash into each other because of the immense distances between them. However, gravitational interactions between colliding galaxies could create new waves of star formation, supernovas and even black holes. Collisions do distort a galaxy's shape. Four billion years from now, our own Milky Way galaxy is destined for a collision with the neighboring spiral Andromeda galaxy. The Sun will likely be flung into a new region of our galaxy, but our Earth and solar system are in no danger of being destroyed. Andromeda, is now 2.5 million light-years away, but it is inexorably falling toward the Milky Way under the mutual pull of gravity between the two galaxies and the invisible dark matter that surrounds them both.

The appearance and make-up of galaxies are shaped over billions of years by interactions with groups of stars and other galaxies. Astronomers' observations led to the idea that the universe is expanding. Scientists estimate the age of the universe at 13.8 billion years based on the rate of expansion. The early universe was filled mainly with hydrogen and helium, with some areas slightly denser than others. These dense areas slightly slowed the universe's expansion, allowing the hydrogen and helium to

accumulate into small clouds swirling through space. Gravity caused the gas in these clouds to collapse and form the first generation of stars. These first stars rapidly burned out. Gravity continued to collapse the clouds. As other clouds came close to each other, gravity sent them careening into one another and knitted the clouds into larger, spinning packs. As the clouds further collapsed, they became rotating disks, which amassed more gas and dust. New stars formed, creating extensive spiral arms filled with colonies of stars.

Our understanding of planets beyond our own solar system is still in its infancy. Because planets in other solar systems are extraordinarily difficult to see directly, astronomers have had to come up with innovative ways to hunt for them. Only recently have our technology and techniques been up to the task of finding exoplanets.

The quest took a huge leap forward in 2000 when Hubble studied the exoplanet HD 209458 b, the first extrasolar planet known to make "transits" across the face of its star. Hubble became the first telescope to directly detect an exoplanet's atmosphere and survey its makeup. As a planet passes between its star and us, a small amount of light from the star is absorbed by the gas in the planet's atmosphere, leaving chemical "fingerprints" in the star's light. In the case of HD 209458 b, Hubble detected the signature of sodium that did not belong to the star. It was the mark of sodium gas in the atmosphere of the planet.

Since then, astronomers have discovered many more planets transiting their stars, and have used Hubble to investigate some of those planets' atmospheres. In the atmosphere exoplanet HD 189733 b, located 63 light-years away, Hubble detected methane. This was the first organic molecule identified in the atmosphere of a planet outside our solar system.

In 2018, astronomers Hubble conducted the first spectroscopic survey of several Earth-sized planets orbiting in their star's habitable zone, a region at a distance from the star where liquid water, the key to life as we know it, could exist on the planets' surfaces. Only 40 light-years away — a stone's throw on the scale of our galaxy — scientists



found seven planets orbiting the red dwarf star TRAPPIST-1. Four of these planets lie in the star's habitable zone.

Hubble revealed that at least three of the habitable-zone exoplanets do not seem to exhibit puffy, hydrogen-rich atmospheres similar to gaseous planets such as Neptune. This means the atmospheres may be more shallow and rich in heavier gases like those found in Earth's atmosphere, such as carbon dioxide, methane and oxygen.

As we try to study smaller and smaller planets, we'll need even greater precision enabled by more powerful telescopes and advanced technologies, such as those provided by the James Webb Space Telescope. Someday, the same kind of atmospheric observations Hubble is making could reveal the chemical signatures of life on a far-off world. If life does exist among the stars, this could be how we find it.

Exoplanets have always been — and still are — difficult to find. Seeing them directly is like looking for a firefly next to a lighthouse from a mile away. Astronomers have had to devise clever and highly precise techniques to uncover exoplanets.

Hubble continues to make significant contributions to the search for and study of planets around other stars. Its longevity, stability and instrumental sensitivity make it a unique asset in the quest for understanding alien worlds.

The great cathedrals were monuments to the glory of God, the Great Pyramids were monuments to the fear of death, the Great Wall of China was the ultimate defense fortress, the Panama Canal was a timely revolution in global transportation. The Hubble Space Telescope has earned a place in history texts that will be written a millennium from now. It will be remembered as one of the greatest manifestations of pure human curiosity.

Glossary

Word	Meaning
backdrop(n)	everything that can be seen around an event or scene
blur(v)	Make or become something less clear or sharp
careen(v)	to move forward very quickly especially in a way that is dangerous or shows a loss of control
cataclysmic(adj.)	(of a natural event) causing sudden and violent change
discordant(adj.)	not in agreement; combining with other things in a way that is strange or unpleasant

drift over(v)	A continuous slow movement from one place to another
exoplanet(n)	a planet located outside our solar system
extrasolar(adj.)	(of a planet, etc.) outside our solar system
foreboding(n)	a strong feeling that something unpleasant or dangerous is going to happen
galactic(adj.)	relating to a galaxy
habitable(adj.)	suitable for people to live in
ignite(v)	to set afire, to cause (a fuel) to burn
intricate(adj.)	having a lot of different parts and small details that fit together
jaw-droppingly(adv.)	in a way that is so large or good that it surprises you very much
longevity(n)	long life; the fact of lasting a long time
manifestations(n)	an event, action or thing that is a sign that something exists or is happening;
pinpoint(v)	to find and show the exact position of somebody/something
pristine(adj.)	fresh and clean, as if new
probe(n)	a complete and careful investigation of something
protostar(n)	a cloud of gas and dust in space believed to develop into a star
spectroscopic(adj.)	connected with the process of forming and looking at spectrum with a spectroscope
spectroscopy(n)	The study of forming and looking at spectra using spectroscopes (a piece of equipment for forming and looking at spectrum)
tenuous(adj.)	so weak or uncertain that it hardly exists
transit(n)	the process of being moved or carried from one place to another
turbulent(adj.)	in which there is a lot of sudden change, trouble, argument and sometimes violence
visceral(adj.)	resulting from strong feelings rather than careful thought

Reading Comprehension

1. Why did the cosmologists need a telescope in space well above the Earth's atmosphere?
2. What does the author mean by the sentence "when we look at stars we look at history"?
3. Why will the life on Earth not disturb even if our galaxy Milkyway collides with its neighbouring Andromeda?
4. What is the Hubble Deep Field?
5. How does the formation of stars take place in star nurseries?
6. How do scientists study the atmosphere of an exoplanet through "fingerprint" technique?
7. How will you explain in astronomical terms the statement, "what you see is not always what you get"?

Writing Suggestions

A. Comparison and Contrast Essays

A compare and contrast essay looks at the similarities and differences between two or more objects.

Methods for Organization: Compare and contrast essays are structured in two main ways.

1. Block Structure

For the block structure, all information about one object being compared/contrasted is given first, and information about the other object is listed afterwards.

Block Structure

Introduction

Introduction
Object 1 - Point 1
Object 1 - Point 2
Object 1 - Point 3
Transition sentence/paragraph
Object 2 - Point 1
Object 2 - Point 2
Object 2 - Point 3
Conclusion

Conclusion**2. Point-by-Point Structure**

For the point-by-point structure, each similarity (or difference) for one object is followed immediately by the similarity (or difference) for the other.

Point-by-Point

Introduction

Introduction
Point 1
Object 1 > Object 2
Point 2
Object 1 > Object 2
Point 3
Object 1 > Object 2
Conclusion

Conclusion**Connectives of comparison and contrast**

Connectives of comparison and contrast are transitional devices which show the similarities or differences. So commonly used transitional devices of comparison and contrast are given below.

Connectives of Comparison

similarly
likewise
also
both... and...
not only... but also...
neither... nor...
just like (+ noun)
similar to (+ noun)
to be similar (to)
to be the same as
to be alike
to compare (to/with)

Examples

Computers can be used to communicate easily, for example via email. Similarly/Likewise, the mobile phone is a convenient tool for communication.

Both computers and mobile phones can be used to communicate easily with other people.
Just like the computer, the mobile phone can be used to communicate easily with other people.

The computer is similar to the mobile phone in the way it can be used for easy communication.

Connectives of Contrast

however
in contrast
in comparison
by comparison
on the other hand
while
whereas
but
to differ from
to be different (from)
to be dissimilar to
to be unlike

Examples

Computers, although increasingly small, are not always easy to carry from one place to another. However, the mobile phone can be carried with ease.
Computers are generally not very portable, whereas the mobile phone is.
Computers differ from mobile phones in their lack of portability.
Computers are unlike mobile phones in their lack of portability.

B. Keeping in view the text of 'Truck Art' and the pattern of comparison and contrast organization in composition; write an expository essay on "Old Means of Communication vs Modern Means of Communication".

Oral Communication

Students are separately given a random word like sun, star or moon. The rest of the students must not see the word and thus each student will explain the word. The other students listen carefully to the speech and attempt to guess the secret word.

Vocabulary and Grammar

- A. Find the meanings of the following idioms related to weather in proper reference source and then match them to their exact meanings as given in column B.

Column A	Column B
To brighten up	"I don't have a clue" / "I have no idea"
To take a shine to	a large amount of money which is won or unexpectedly received
To make hay when the sun shines	a period in which someone is having less success than usual
Come rain or shine	a state of great happiness
To chase rainbows	approaching problem
To save for a rainy day	every difficult situation has a more comforting and hopeful aspect
To wait for a raindrop in the drought	everyone must experience difficulties or ill fortune at one time or another
Right as rain	fit and healthy
To take a rain check	misfortunes seem to either all come in quick succession or all come at once
Into each life some rain must fall	to become more cheerful
To rain on someone's parade	to develop a liking for
It never rains but it pours	to have a casual conversation
Raining cats and dogs	to have unrealistic, impractical, or fanciful ideas
Dry Spell	to hear a rumour about something
Windfall	to make the most of an opportunity while it lasts
To shoot the breeze	to pursue something that is impossible/impractical
To get wind of something	to put something aside for a future time in which it may be needed
To know which way the wind blows	to refuse an offer, while demonstrating enthusiasm to accept it in the future
To sail close to the wind	to spoil someone's plans/to prevent someone from enjoying themselves
To throw caution to the wind	to take a great risk/to behave recklessly
Cloud/storm on the horizon	to understand what is happening in changing circumstances and be able to anticipate what will happen in the future
Every dark cloud has a silver lining	to verge on the limit of what is acceptable, allowed, or honourable
Cloud nine	to wait/hope for something which has little chance of happening
To have your head in the clouds	whatever the weather/situation
"I don't have the foggiest"	raining heavily

Activity

- B. The syllable of the words written in capital letters is 'stressed' while that with small letters is 'unstressed'. Practically pronounce these words with stressed and unstressed syllable. Also verify them by consulting an authentic dictionary of pronunciation.

SAMples, CARton, PURple, RAIny, CHIna, HAPpy, reLAX, reCEIVE, diRECT, aMONG, aSIDE, beTWEEN, deCIDE, PREsent (adjective), preSENT(verb), OBject (noun), obJECT (verb), ORDERly, Silently, LOvingly, MANager, GARdener, EAsier, RARity, OPTimal, GRAdient, GENorouS, ADDable, DURable, LAUGHable, differENTial, SOcial, fiNANCial, muSician, phySician, cliNICian, BAKery, SCENery, coMEDian, ciVILian, techNICian, reSIstible, imPOSSible, TERRible, arCHAic, plaTonic, characTERIStic, diaBETics, paediatricS, TOPics, classifiCation, repoSition, vegeTation, MEdia, bacTERia, vicTORia, inGREdient, PATient, ANcient, mySTERious, reLIgious, VARious, SELfish, ENglish, PUnish, hypNOSis, diagNOSis, osMOSis

- C. Read the following prefixes and add them to the relevant word, given below to make a new word. Also write the new meaning in the given space.

Prefix	Meaning
dis	not, opposite of
mis	wrongly
un	not
re	again
inter	between
pre	before
non	not
super	above
sub	under
anti	against, opposing

Word

satisfied
spell
acceptable
election

New Word

Meaning

_____	_____
_____	_____
_____	_____
_____	_____

related
pay
sense
script
merge
bacterial

D. Combine the following sentences by placing nouns and noun phrases in apposition.

- The first prime Minister of Pakistan was assassinated in 1951.
He was Liaqat Ali Khan.
- The river Indus' annual flow is about 243 cubic kilometres.
It is the longest river of Pakistan.
- Ustad Ahmad Lahori was the chief architect of Taj Mahal, in Agra, India.
He hailed from Lahore.
- John Kennedy was known for his eloquent and inspirational speeches.
He was a popular US President.
- The first country to recognise Pakistan is The Islamic republic of Iran.
It is our neighbouring country.
- My uncle's car is the envy of my friends.
It is a sporty red convertible with bucket seats.
- The chief surgeon took his daughter on a hospital tour.
He is an expert in organ transplant procedures.
- The problem delayed the entire program.
It was that you did not come on time.
- The worry troubles me too much.
It is who we should invite.
- Hamad is very dear to me.
He is my younger brother.

E. Noun Clauses

Noun clauses are dependent clauses that can replace any noun in the sentence: subjects, objects, and/or subject complements. In all, there are five different functions that a noun clause can serve: subjects, direct objects, indirect objects, objects of the preposition, and subject complements.

NOT FOR SALE

Using the noun clauses given at the end, complete the following sentences:

- The prize will be given to _____.
- Do you know _____?
- I don't understand _____.
- _____ made his friends angry.
- _____ astonished her teachers.
- _____ was not very agreeable.
- The food inspector checked _____.
- She did not know _____.
- His problem was _____.
- Hammad's great achievement at school was _____.
- The teacher is not responsible for _____.
- The money will go to _____.
- It's very disappointing _____.
- They are perfectly happy _____.
- Umair runs so fast _____.

Noun clauses: (that he couldn't speak fluently, what Hurain wrote, whichever charity you choose, where they live now, that you were coming with us, what time it is, when he became the class proctor, what you are talking about, whoever stands first in the class, what the students decided to do, that the food was hygienically safe, what Umair said, that you failed in the examination, how the girl behaved, that he can outrun a cat)

Lesson from the Battle of Uhud

By the end of the unit, the students will be able to:

- Use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- Skim text to
 - have general idea of the text.
 - infer theme/ main idea.
- Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to
 - scan to answer short questions.
- Use critical thinking to respond orally and in writing to the text (post-reading) to
 - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
 - relate what is read to his or her own feelings and experiences.
 - explore causes and consequences of a problem or an issue and propose various solutions.
- Write extended narrative incident that include action, spoken words, observation and feeling, having proper beginning, middle and end.
- Use various reference sources to refine vocabulary for interpersonal, Academy and workplace situation including figurative, idiomatic and technical vocabulary.
- Recognize and pronounce and represent primary and secondary stress in words.
- Use the knowledge of roots, suffixes and affixes to determine the meaning of unfamiliar words.
- Identify, analyze and construct conditional sentences.



Lesson from the Battle of Uhud

It was fury, it was a wrath, it was vengeance and above all it was the ignominy of defeat in the Battle of Badar that brought the Qureish of Mecca at the threshold of Madina to settle the score of Badar with Muslims. Abu Sufian, the commander-in-chief was leading the mighty force of three thousand seasoned warriors, seven hundred men in armour and two hundred men on horseback, accompanied by fiery band of women under the direction of Hind, thumping Tambourine in singing enthusiastic war ballads.

When the news of the marching enemy reached the beloved Prophet Hazrat Muhammad (ﷺ), he convened the meeting of his comrades to work out strategy for defence. Looking at the strength of enemy, the beloved Rasool (ﷺ) wanted to adopt defensive strategy, allowing the enemy to besiege the city of Madina. This act of beleaguering would have greatly dissipated the strength of enemy and the Muslims could have easily decimated them in phases. But the younger elements amongst Muslims, seething with intense desire to annihilate the belligerent enemy, insisted on battle in the open field away from Madina. In deference to the enthusiasm of youth, the beloved Rasool agreed to confront the enemy in open outside Madina.

When the Rasool (ﷺ) of Allah gave order for march to battlefield, seven hundred devotees placed themselves at his command. Initially the strength of Muslim army was one thousand but Abdullah Bin Ubbay, the hypocrite, withdrew his three hundred men on the pretext that his suggestions were not entertained by the holy Rasool (ﷺ).

The Muslim army positioned itself at Uhud, a barren mountain, a few miles away from Madina. To cover the rear of his army the beloved Rasool (ﷺ) posted them at the foot of mountain Uhud. Their right flank and rear were covered by the mountain, but their left flank lay in open ground and was thus exposed to a charge by enemy's cavalry. To guard against this, the beloved Nabi posted fifty archers on this flank with strict directives of never to abandon their post without his permission.

The battle started with duels, Talha, the standard-bearer of the idolaters, was the first challenger. As he stepped out of the ranks of polytheists, Hazrat Ali (رضي الله عنه) stepped out of the ranks of Muslims. Talha never stood a chance. Hazrat Ali's scimitar flashed in the morning sun and the head of the standard-bear leaped from his shoulder and rolled away on the sand. Allah-o-Akbar! chanted the Holy Prophet Hazrat Muhammad (ﷺ), Allah-o-Akbar! 'Allah-o-Akbar!', echoed from the eagerly watching Muslim army. When Hazrat Ali (رضي الله عنه) returned to his line, Talha's brother

made an attempt to retrieve the banner. But Hazrat Hamza (رضي الله عنه) came out of his line and sent him to hell. The Muslims had won the first round and gave fatal blow to the morale of the enemy.

After the duels, the battle began. It appeared that the happening of events at the beginning of battle were going the same way as the Rasool (ﷺ) had imagined. The charge of Ali (رضي الله عنه), Hamza (رضي الله عنه) and Abu Dujana (رضي الله عنه) spread panic and consternation in the ranks of enemy and they began to waver. The unsteadiness and the confusion of the army of Makkah had become very much visible and the Muslims assumed that they had already won a victory. This manoeuvre was seen by the archers who had been posted by the Rasool (ﷺ) at the strategic pass. They also thought that the enemy had already been beaten, and was in retreat. They left their post and made a tactical mistake to descend into the plain below against the express orders of the Rasool (ﷺ). Their captain, Abdullah ibn Jubair, adjured them not to abandon the pass but they paid no heed and swept into the valley and started collecting Mal-e-Ghanimat. Khalid Bin al-Walid who had not yet converted to Islam noticed that the strategic pass to the left of the army of Muslims was unguarded. He immediately seized the opportunity to attack the handful of the pickets, still at the pass, with his cavalry. The pickets fought bravely but all of them including Abdullah ibn Jubair were overpowered and martyred. Khalid ibn al-Waleed captured the pass and attacked the army of the Muslims from the rear.

The Muslim army was busy in gathering Mal-e-Ghanimat, utterly oblivious of everything else. Suddenly they were startled by the charge of enemy's cavalry and its rear. Abu Sufyan also noticed the manoeuvre of Khalid and the bewilderment of Muslims. He rallied his troops, returned to the scene of action and launched a frontal attack upon them. The Muslims found themselves caught in a pincer movement of the enemy, and they panicked. In a short time the tables were turned on them and victory was wrenched out of their hands.

The Rasool (ﷺ) had given the banner of Islam to Masaab ibn Umayr. He was martyred by the enemy and the banner of Islam fell on the ground. But Hazrat Ali (رضي الله عنه) seized the sacred banner and bore it aloft amidst the storm of battle. As Masaab resembled the Rasool (ﷺ) in person, a shout was put up by the enemy that Hazrat Muhammad (ﷺ) God forbid, was martyred. The morale of the polytheists of Makkah was beefed up by this shout but demoralized Muslim army.

The beloved Rasool (ﷺ) was fighting in the other part of the battlefield, had been wounded, and his head and holy face were bleeding. A few Muslims mainly

the Ansar were defending him. It was this little group and its battle cries that caught Ali's (رضي الله عنه) attention. He tore his way through the enemy lines and came up to his comrades-in-arms. They stood surrounding the Rasool (ﷺ), led by Abu Dujana (رضي الله عنه). They were doing their best to shield him from the weapons of the enemy. He was thrilled to see his master alive. The idolaters renewed their attacks, charged repeatedly but Hazrat Ali (رضي الله عنه) repulsed them each time. The strong defense of Hazrat Ali (رضي الله عنه) and other Sahabas, therefore, prevented the non-believers to take advantage of the victory and averted destruction. The battle that would have otherwise ended in annihilation of Muslims, ended in a draw.

The price for disregarding the commands of the holy Rasool (ﷺ) and negligence of the duty and responsibility by the band of the archers was paid by Muslims with seventy martyrs, stress, woes and grief. This incident is an invaluable lesson for the Muslims, never to disobey the holy Rasool (ﷺ) in their lives.

Glossary

Word	Meaning
adjured(v)	to urge or advise earnestly
annihilate(v)	to destroy something completely so that nothing is left
beefed up(ph.v.)	to make something stronger or more effective
beleaguering(n)	Lay siege to
belligerent(adj.)	hostile and aggressive
besiege(v)	surround (a place) with armed forces in order to capture it or force its surrender
bewilderment(n)	a feeling of being perplexed and confused
comrades-in-arms(n)	someone who has worked for the same cause or purpose as you and has shared the same difficulties and dangers
consternation(n)	a feeling of anxiety or dismay, typically at something unexpected
decimated(v)	to destroy a large part of something
dissipated(v)	becomes less or becomes less strong until it disappears or goes away

flank(n)	the right or left side of a body of people such as an army, a naval force, or a soccer team
ignominy(n)	Public shame or disgrace
manoeuvre(n)	a clever and planned action, movement or activities to gain advantage or avoid something
pickets(n)	a soldier or small group of soldiers performing a particular duty, especially one sent out to watch for the enemy
pincer movement	a movement by two separate bodies of troops converging on the enemy/ a situation involving pressure from two different sides or forces.
scimitar(n)	a short sword with a curved blade that broadens towards the point.
seething(adj.)	filled with or characterized by intense but unexpressed emotions
tambourine(n)	an instrument resembling a shallow drum with metal discs in slots around the edge, played by being shaken or hit with the hand.
threshold(n)	A point of entry

Reading Comprehension

1. What was the composition of the army of the Qureish that marched to Madina to attack the Muslims?
2. Why did the holy Rasool (ﷺ) suggest the defensive strategy in the battle of Uhud?
3. What was the opinion of youth with respect to facing the army of the Quraish?
4. Why did the holy Rasool (ﷺ) prefer the opinion of youths regarding facing the enemy in the battle of Uhud?
5. How did the course of the battle of Uhud change for a time in favour of the Quraish of Mecca?
6. What happened after the false rumour about the martyrdom of the holy Rasool (ﷺ) was spread by the Infidels?
7. What lesson does lie in the battle of Uhud for the Muslims in general?
8. What would have been the result of the battle had the archers not left their high post?
9. How would you relate the battle of Uhud to the battle of Badr?

Writing Suggestions

Narrate the whole event of the battle of Uhud giving it a proper beginning that may lead to the middle and then to its end.

Oral Communication

Ask the students to present their written work under "Writing Suggestion" in front of the class.

Vocabulary and Grammar

- A. Search the following words related to Economy in an authentic source and write the correct word in front of its meaning below.

bankrupt	investment	budget	capital	cost
Economics	consumer	fiscal	inflation	deposit
deficit	finance	credit	currency	recession
Stock				

1. a continual increase in the price of goods and services _____
2. a period of time in which there is a decrease in economic activity and many people do not have jobs _____
3. a person who buys goods and services _____
4. a science concerned with the process or system by which goods and services are produced, sold, and bought _____
5. an amount (such as an amount of money) that is less than the amount that is needed _____
6. an amount of money available for spending that is based on a plan for how it will be spent _____
7. money that a bank or business will allow a person to use and then pay back in the future _____
8. money, property, etc., that is used to start or operate a business _____
9. of or relating to money and especially to the money a government, business, or organization earns, spends, and owes _____
10. the act of using money to earn more money: the act of investing money _____
11. the money that a country uses: a specific kind of money _____

12. the price of something: the amount of money that is needed to pay for or buy something _____
13. the supply of goods available for sale in a store _____
14. the way in which money is used and handled _____
15. to put (money) in a bank account _____
16. unable to pay debts _____

B. The syllable of the words written in capital letters is 'stressed' while that with small letters is 'unstressed'. Practically pronounce these words with stressed and unstressed sounds.

crUSADE, arCADE, aGREE, guaranTEE, sightSEER, puppeTEER, SiamESE, JapanESE, chEESE, cassETTE, CorVETTE, toweLETTE, unIQUE, physIQUE, baLOON, afterNOON, carTOON, iCONic, GRAPHic, hyperTENSion, teleVIsion, nuTRition, reveLation, deMOcracy, geOGraphy, ALlergy, NAUtical, CLARity, CRItical, SEAfood (sea + food), ICEland (ice + land), TOOTHpaste (tooth + paste), FOOTball (foot + ball), BASKetball (basket + ball), ten-METER, rock-SOLID, fifteen-MInute, old-FASHioned, AIRplane mechanic, PROject manager, BOARD member, North DAKOTA, Mr. SMITH, Apple INCORPORATED, mySELF, themSELVES, ourSELVES, TEN, FIFTY, ONE-hundred

C. Add the correct prefix to the word to complete each sentence.

1. I wanted to ease my stomach _____ comfort, so I drank some ginger root tea.
2. Moatasim looked funny in his _____ matched shirt and pants.
3. Penelope felt _____ glamorous at the party because she was the only one not wearing a dress.
4. My mother said those _____ aging creams do not work, so I should not waste my money on them.
5. The child's _____ standard performance on the test alarmed his parents.
6. When my sister first saw the meteor, she thought it was a _____ natural phenomenon.
7. Even though she got an excellent job offer, Ayehsa did not want to _____ locate to a different country.
8. With a small class size, the students get to _____ act with the teacher more frequently.
9. I slipped on the ice because I did not heed the _____ cautions about watching my step.
10. A _____ combatant is another word for civilian

C. A conditional sentence is a sentence that gives a condition (e.g., *If it rains*) and the outcome of the condition occurring (e.g., *the game will be cancelled*).

There are four types of conditional sentences:

Type	Function	Example
zero conditional	Expresses something as a fact	If you sleep, you dream.
first conditional	States the result of a possible future event occurring	If you get some sleep, you will feel better.
second conditional	States the result of an unlikely event occurring or an untruth being true	If you became an insomniac, you would understand. (unlikely event occurring) If you were an insomniac, you would understand. (untruth being true)
third conditional	States how the situation would be different with a different past	If you had slept last night, you would have beaten your record.

Activity: Match the clauses of zero conditional sentence in the given columns

A	B
1. If I am late for class,	he is very tired the next morning.
2. When he stays up very late,	he listens to music.
3. People get hungry	I always look left and right.
4. If you study hard,	I take a taxi to work.
5. When she watches a movie,	I watch a funny movie.
6. When I cross the street,	if I don't have my glasses.
7. I can't do my homework,	if they don't eat.
8. He always smiles	if you add some sugar.
9. If I miss the bus,	if you want to lose weight.
10. When you make lots of noise,	my teacher gets angry.
11. Tea tastes sweet	she likes to eat popcorn.
12. You should eat less	the librarian gets angry.
13. I always take my umbrella	when he is happy.
14. When I'm sad.	when it rains.
15. When he cleans the house,	you get good grades in school.

The Toys

NOT FOR SALE

Coventry Patmore

By the end of the unit, the students will be able to:

- Read a given poem and give orally and in writing:
 - theme and its development.
 - personal response with justification.
 - recognize literary techniques such as personification and alliteration.
- Use critical thinking to respond orally and in writing to the text (post-reading) to
 - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
 - relate what is read to his or her own feelings and experiences.
 - explore causes and consequences of a problem or an issue and propose various solutions.
- Analyze how a writer/ poet uses language to
 - appeal to the senses through use of figurative language including similes, metaphors and imagery.
- Use various reference sources to refine vocabulary for interpersonal, academic and workplace situation including figurative, idiomatic and technical vocabulary.
- Explore the use of synonyms with varying shades of meaning used for various communicative purposes.
- Identify, analyze and construct conditional sentences.

NOT FOR SALE

The Toys

My little Son, who look'd from thoughtful eyes
 And moved and spoke in quiet grown-up wise,
 Having my law the seventh time disobey'd,
 I struck him, and dismiss'd
 With hard words and unkiss'd,
 His Mother, who was patient, being dead.
 Then, fearing lest his grief should hinder sleep,
 I visited his bed,
 But found him slumbering deep,
 With darken'd eyelids, and their lashes yet
 From his late sobbing wet.
 And I, with moan,
 Kissing away his tears, left others of my own;
 For, on a table drawn beside his head,
 He had put, within his reach,
 A box of counters and a red-vein'd stone,
 A piece of glass abraded by the beach
 And six or seven shells,
 A bottle with bluebells
 And two French copper coins, ranged there with careful art,
 To comfort his sad heart.
 So when that night I pray'd
 To God, I wept, and said:
 Ah, when at last we lie with tranced breath,
 Not vexing Thee in death,
 And Thou rememberest of what toys
 We made our joys,
 How weakly understood
 Thy great commanded good,
 Then, fatherly not less
 Than I whom Thou hast moulded from the clay,
 Thou'lt leave Thy wrath, and say,
 "I will be sorry for their childishness."

About the Poet

Coventry Patmore (23 July 1823 – 26 November 1896) was an English Victorian poet and critic best known for his narrative poem about the Victorian ideal of a happy marriage 'the Angel in the house.' Patmore was employed in the British Museum upon the publication of his first book of poems in 1844. After the death of his first wife, the grief of loss became in great measure, his later theme. Like many Victorians, Coventry Patmore was a deeply religious man who readily and sincerely associated the ordinary happenings of everyday life with his religious beliefs. This poem is an example of it.



Glossary

Word	Meaning
abraded(v)	rubbed and worn
bluebells(n)	a kind of wild flower with a cluster of small bell-shaped blue flowers growing on a long stem.
drawn(v)	pulled
late (adj.)	recent
ranged(v)	set out regularly
tranced breath	the almost extinct breath in the unconsciousness before death.
wise(adj.)	manner
wrath(n)	fierce anger

Reading Comprehension

1. What is the theme of the poem 'The Toys'?
2. The story behind the poem "The Toys" is a homely one. Narrate the story in your own words.
3. What verse style has been adopted by the poet in the poem, 'The Toys'?
4. Does this style suit the mood of the poem and how?
5. What is the symbolic significance of the word "Toys" in light of the poem 'The Toys'?

6. How does the poet relate his own action to the mercy of God?
7. What is the tone of the poem "The Toys"? Do you think it is in conformity with the theme of the poem? How?
8. What feelings does the poem "The Toys" evoke in you?

Writing Suggestions

Paraphrase the following lines:

"Then, fatherly not less
Than I whom Thou hast moulded from the clay,
Thou'lt leave Thy wrath and say,
'I will be sorry for their childishness'."

Oral Communication

Give oral recount in front of class of your experience, feelings emotions if you had been treated by one of your parents the same way as narrated in poem 'Toys'.

Vocabulary and Grammar

- A. Fill in the following blanks with appropriate words related to weather given in the list below.

hazy	stormy	showery	rainy	damp
dull	dry	drizzly	foggy	breezy
cloudy	clear	snowy	bright	wet

1. It's very _____ today. I think it's a northern wind.
2. They got married on a _____, sunny day in June.
3. Wait till the weather is _____ to take a bike ride.
4. Some people prefer to hike when it's _____ rather than when it's sunny.
5. I hate _____, cold days when I can't warm up.
6. The weather is rather _____ today. You should take a rain jacket.
7. Next week will be hot and _____.
8. The weather is _____ this week. I wish it would rain.

9. The _____ bay can be dangerous if you aren't careful.
10. It's so _____ today that I can't see any of the mountains.
11. The weather in Murice is often _____.
12. Spring-weather often features _____ days followed by a few days of sunshine.
13. If you are a skier, you'll be happy to know that it will be _____ next week.
14. The _____ weather put him into a foul mood.
15. Winter is usually very _____ in the North.

B. 'Shades of meanings' is a phrase used to describe the small differences in meaning between similar words.

i. Match words with same shade of meanings in the following table.

Light	Medium	strong
Big	shout	bellow
Misting	throw	enormous
Nibble	frightened	gobble
Scared	eat	pouring
Toss	sprinkling	slam
Yell	large	terrified

ii. Fill in the blank in each sentence with a word that has a stronger meaning from the words given in the parenthesis.

1. She _____, "Don't answer the phone." (said, scream)
2. Carl liked to stay inside during the _____ weather. (cold, freezing)
3. The man was _____ about the long line at the store. (angry, furious)
4. When she woke up, it was _____. (raining, pouring)
5. The _____ dog growled at the postman. (large, gigantic)

iii. Fill in the blank in each sentence with a word that has a weaker meaning from the words given in the parenthesis.

1. She _____, "Don't answer the phone." (said, whispered)

2. Carl liked to stay inside during the _____ weather. (cold, cool)
3. The man was _____ about the long line at the store. (angry, cross)
4. When she woke up, it was _____. (raining, sprinkling)
5. The _____ dog growled at the postman. (big, large)

C. Put the verb into the correct first conditional form

1. If I _____ (go) out tonight, I _____ (go) to the cinema.
2. If you _____ (get) back late, I / _____ (be) angry.
3. If we _____ (not / see) each other tomorrow, we _____ (see) each other next week.
4. If he _____ (come), I _____ (be) surprised.
5. If we _____ (wait) here, we _____ (be) late.
6. If we _____ (go) on holiday this summer, we _____ (go) to Spain.
7. If the weather _____ (not / improve), we _____ (not / have) a picnic.
8. If I _____ (not / go) to bed early, I _____ (be) tired tomorrow.
9. If we _____ (eat) all this cake, we _____ (feel) sick.
10. If you _____ (not / want) to go out, I _____ (cook) dinner at home.
11. I _____ (come) early if you _____ (want).
12. They _____ (go) to the party if they _____ (be) invited.
13. She _____ (stay) in London if she _____ (get) a job.

14. He _____ (not / get) a better job if he _____ (not / pass) that exam.
15. I _____ (buy) a new dress if I _____ (have) enough money.
16. She _____ (cook) dinner if you _____ (go) to the supermarket.
17. They _____ (go) on holiday if they _____ (have) time.
18. We _____ (be) late if we _____ (not / hurry).
19. She _____ (take) a taxi if it _____ (rain).
20. I _____ (not / go) if you _____ (not / come) with me.

Gender Inequality and its Implications

By the end of the unit, the students will be able to:

- Use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- Skim text to
 - have general idea of the text.
 - infer theme/ main idea.
- Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to
 - scan to answer short questions.
- Use critical thinking to respond orally and in writing to the text (post-reading) to
 - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
 - relate what is read to his or her own feelings and experiences.
 - explore causes and consequences of a problem or an issue and propose various solutions.
 - evaluate material read.
- Write a persuasive/argumentative essay on a given topic.
 - distinguish fact from opinion.
 - state an opinion on the topic.
 - list ideas and arguments that support opinion.
 - organize idea and supporting arguments in a clear, structured and logical manner.
 - distinguish between language used for persuasion and propaganda.
 - use persuasive language to enhance ideas.
 - use special devices to support arguments.
 - anticipate and respond to opposing arguments by defending point of view with factual evidence, quotations, expert opinion, logical reasoning, and commonly held beliefs.
- Use the knowledge of roots, suffixes and affixes to determine the meaning of unfamiliar words.
- Identify, analyze and construct conditional sentences.

Gender Inequality and its Implications

Gender inequality defines the practice of granting or denying rights or privileges to the people based on their gender. Despite the fact that women make more than 50% of the World population, gender based discrimination against women still remains an undeniable fact in Pakistan and across the globe, potentially hampering its socio-economic advancement and progress. The major half of the population is badly neglected in almost all the fields of life, especially education, health, economic opportunities and political participation.



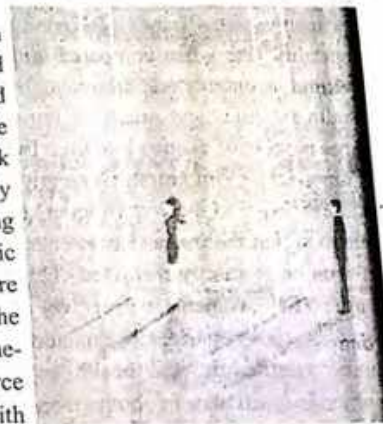
The issue of gender inequality is, sometimes, wrongly ascribed to religion. As the matter of fact, its primary causes are the various cultural norms and the patriarchal mind set.

Males are considered physically powerful and females as psychologically sensitive or weak. From birth, male and female offsprings are raised differently. Since their babyhood, boys are let to play with toys like trucks or other sports related things. Girls, on the other hand, are introduced more commonly to dolls, dresses and playhouses, where they take care of dolls as if they were children. Women are supposed to be submissive to men and are viewed as a property. They are not allowed to take independent decisions even about some of their very fundamental and sheerly personal matters like education, marriage and job etc. These trends set by the society put men and women on certain paths, and throughout life, are seen as two very different species who have very different personalities and should always stay on separate paths.

The Gender inequality is more conspicuously manifested when it comes to schooling, particularly education at higher level. Cultural boundaries and various gender roles lead to different approaches towards male and female education. In Pakistan, for example, a family may consider it useless to impart education to girls because they are supposed to get married eventually and to take on their major responsibilities of housemaking and babysitting. Parents are reluctant to send their daughters to co-education institutions. Majority of rural girls drop out of primary schools. According to the Ministry of Women development 2007 report, only 5% of women have attained a Bachelor degree and 1.4% have achieved a Master degree. Likewise, the

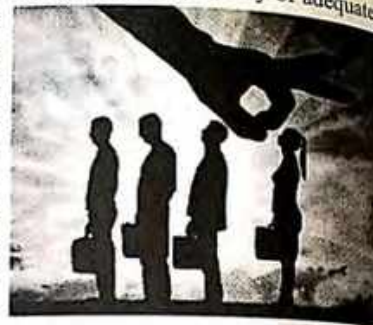
World Economic Forum 2020 report states that while the majority of countries have bridged or nearly bridged the educational gender gap, Pakistan still stands at 20% It further says about Pakistan, "Less than half of women are literate, compared with 71% of men."

Poor or irrelevant academics of women along with some other factors like marriage and cultural stereotypes lead to their joblessness and economic backwardness. Mostly, across the globe, women cannot find equal work opportunities and, so, remain economically dependent on men. They are barred from owning land and their control over household economic resources is also limited. Women, therefore, are more likely than men to be living at or below the poverty line. As regards Pakistan, only one-quarter of women participate in the labour force i.e working or looking to work compared with 85% of men. In this connection, the WEF 2020 report says, "Only 5 percent of senior and leadership roles are held by women, twice the rate of 2016. It is estimated that only 18% of Pakistan's labour income goes to women, one of the lowest share among countries studied." Pakistan has to improve upon this alarming situation as soon as possible because raising women's participation in the workforce and advancing their financial empowerment is the key to boosting economic growth and sustainable development in the country.



Gender inequality in the worst of its forms is seen in violence against women folk. Women across the world face violence in various forms, such as physical, psychological and economic violence. It is believed that two third of victims of intimate partner violence are women. According to WHO, one in every five women in European Region has been a violence victim. In Pakistani society, women face violence and prejudice in the shape of mental, psychological, physical and emotional abuse. According to an estimate, around 70% to 90% of Pakistani women suffer domestic violence. A survey conducted on 1000 women in Punjab revealed that at least two women are burned every day in domestic violence occurrence. Certain heinous social practices like honour killing, marriage with the Quran, *Karokari* and *Swara* have become a matter of daily practice in the remote rural areas of Pakistan.

As regards the provision of and access to healthcare system, gender disparity continues to plague many societies all over the world, especially the developing regions such as South Asia, West Asia and China. Regrettably, women all over Pakistan, particularly in the remote rural areas, face an extremely awkward situation with respect to health related issues. Pakistan cuts a very sorry figure in terms of the maternal mortality rate when compared with other countries in the region. It is for various cultural, economic and administrative factors. Due to the non-availability of adequate health facilities and qualified female staff, a large number of women lose their lives or their infants during child birth. Generally, a woman is closely tied to the izzat(honour) of the man due to which the free and unattended mobility of women is strictly restricted. This makes it harder for women to receive healthcare services and resources when they need it direly. Resultantly, the health condition of women is much poor in comparison with men.



Gender discrimination against women, in terms of education, economic participation and health/ survival opportunities, render them a weak pedestal in the corridors of power. That's why we see that a negligible number of women hold political and institutional decision making positions. A very limited number of them find a place in the parliament and the cabinet of any state. A very few women can be seen as heads of the states, worldwide. The judiciary remains primarily male dominated, especially at higher levels. Same is the case with armed forces, where women's presence in higher ranks is too scanty.

As for its relation to religion, Islam enjoins to promote gender equality in all walks of life, be it education, healthcare or economy etc. Gender equality is a part of its jurisprudence and fundamental teachings: "O mankind! Fear your Lord who (initiated) your creation from a single soul, then from it created its mate, and from these two spread (the creation of) countless men and women." (Al-Nisa: 1)

This verse clearly expounds that men and women are created from a single entity and as a gender, one is not superior to the other.

Islam provides equal rights of taking part in economic activities and property ownership to women.

"... For men there is a share of what they earned, and for women, there is a share of what they earned..." (Al-Nisa: 32)

Similarly, in his farewell sermon, The Rasool of mercy (ﷺ) clearly emphasized upon the equality of men and women, saying,

"Indeed you have rights over your wives and your wives have rights over you" (Sunan al-Tirmidhi Vol. 1, Book 7, Hadith 1163)

As clear as day is the fact that with the exclusion of the half of its population, Pakistan cannot reach the pinnacle of progress, peace and stability. In the words of Quaide Azam Muhammad Ali Jinnah, "No Nation can rise to the heights of glory unless her women stand side by side with men." Thus, in order to keep the wheel of progress and development rolling on, the latent potentialities of women need to be utilised by ensuring gender parity in all walks of life.

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- 2- World Economic Forum 2020 report
- 3- Pakistan Economic Survey (2019-2020)
- 4- Article published in Daily Times on 14.1.2019.
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- 6- Article on "Gender equality and Islam " by Shaikhul Islam Muhammad Tahir ul Qadri

Glossary

Word	Meaning
abode(n)	dwelling; residence.
ascribe(n)	to refer to a supposed caused, source are someone.
conspicuously(adv.)	prominently.
consequently(adv.)	resultantly.
compound(v)	combine so as to form a whole.
dearth(n)	scarcity. ; Acute insufficiency.

diminished(adj.)	small ; weakened.
detrimental(adj.)	fatal ; harmful.
disparity(n)	inequality.
eventually (adv.)	finally.
impart(v)	transmit; translate.
intimate(adj.)	having very close relationship.
latent(adj.)	potentially existing.
manifest(v)	demonstrate.
mortality(n)	death rate.
ongoing(adj.)	currently happening.
offsprings(n)	children.
persistent(adj.)	continual; never-ending.
plague(v)	cause to suffer or inflict.
pinnacle(n)	The most successful point, the culmination.
patriarchal(adj.)	Relating to or denoting a system of society control by men.
pedestal(n)	position ; standing.
potentialities(n)	capabilities.
parity (n)	equality.
render(v)	provide; cause to become.
swara(n)	Swara (سوارو), is a custom found in parts of county where girls, often minors, are given in marriage or servitude to an aggrieved family as compensation to end disputes, often murder.
WEF	World Economic Forum

Reading Comprehension

1. Do you agree or disagree with the views of the writer as stated in the third paragraph of the text?
2. Give a brief account of the plight of women in Pakistan with respect to their healthcare issues.
3. What factors are responsible for the economic backwardness of women in Pakistan?
4. What does Islam say about women's rights? Explain your answer in the light of Qur'an and Hadith.
5. State any incidence of gender inequality in any sector which you have ever observed in your immediate surrounding.
6. What seems to be the motive behind writing this text?
7. What would you suggest for the eradication of gender inequality?

Writing Suggestions

What is an argumentative essay?

In this type of essay, the writer establishes a stance or position on an issue by providing reasons and supporting evidence. When writing an argumentative (persuasive) essay, you need more than just an opinion to make your point of view accepted by the reader. Even the strongest stance won't be compelling if it is structured improperly and not backed up with solid reason in an evidence.

Structure of an argumentative essay:

Introduction: Give such an opening statement through which you grab the attention or hook the reader. You can start with a surprising statistical figure that is not commonly known within the field. Next, provide a background on your topic to prepare the readers for the rest of your essay. You may engage the reader by answering questions like

- Why is this issue important?
- What are the root causes of this problem?
- What is affected?
- Are there any solutions available?

For example, if the topic is **gender inequality in the workplace** you can share statistics from a research that exemplifies the difference in income of the average men and women who perform the same role.

NOT FOR SALE

Body paragraphs: Body paragraphs is the area where you provide arguments and provide evidence to prove your point and thus to persuade the readers. The best way here is to present one point in one paragraph. At least, three body paragraphs would make a good persuasive essay.

Conclusion: It where you would conclude your essay. Here, you have to summarize and close the essay with an impact. You will try to convince the reader claiming that your argument is the most valid one.

To sum up, a good argumentative essay should have:

- 1- A clear and solid thesis statement in the introduction.
- 2- Logical reasoning, examples, evidence, facts and figures etc in support of the thesis statement.
- 3- An effective conclusion.

Activity

Keeping in view the structure of an argumentative essay, write your own opinion on the following topic :

" The bread earner has always got a stronger social status"

Oral Communication

Divide the class into two equal groups. The first group will be asked to speak in favour of women equality and the second group will be asked to speak against it.

Vocabulary and Grammar

- A. Use the bank of prefixes to complete each word. There may be more than one answer for some words. Use new words in your sentences.

de-	dis-	ex-	il-	im-	in-	mis-	non-	pre-	re-	un-	with-
__ fix	__ sense	__ happy	__ place	__ usual	__ portant						
__ mind	__ pert	__ respect	__ draw	__ logical	__ trieve						
__ equal	__ legal	__ fiction	__ visible	__ play	__ cellent						
__ prove	__ frost	__ ceed	__ view	__ code	__ flex						

NOT FOR SALE

__ lucky	__ lead	__ fat	__ fair	__ gust	__ hold
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- B. Complete the sentences with the verb in brackets. Use the First Conditional.

1. If my aunt comes to visit, she (give) us a present.
2. If it doesn't rain, we (go) to the beach.
3. If it (snow) tonight, we will make a snowman tomorrow.
4. If you don't try, you (not succeed).
5. If you (bring) the sandwiches for the picnic, I will bring the drinks.
6. If he talks too long, his parents (not let) him use the phone.
7. He will turn on the heater if it (get) too cold.
8. You won't understand the questions unless you (read) the book.
9. If we (go) to Peshawar, we (visit) my friend Salman.
10. If she (do) well in her exams, my sister (go) to university.
11. Neelam (not eat) supper if she (eat) all that ice cream.
12. My brother (drive) us to the cinema if we (ask) him.
13. Uncle Ismail (phone) us if he (want) to come with us.

- C. Circle the correct words.

1. Arif will water the garden if he comes/will come home.
2. We will buy our tickets if we will have/have enough money.
3. We will be late for the show unless you hurry/will hurry.
4. I will take/take an umbrella if it rains.
5. If it is/will be a nice day tomorrow, we will go for a bike ride.
6. He won't cross the road unless he will see/sees the green light.

Jahangir Khan—The Conqueror

By the end of the unit, the students will be able to:

- Use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- Skim text to
 - have general idea of the text.
 - infer theme/ main idea.
- Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to
 - scan to answer short questions.
- Use critical thinking to respond orally and in writing to the text (post-reading) to
 - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
 - relate what is read to his or her own feelings and experiences.
- explore causes and consequences of a problem or an issue and propose various solutions.
- evaluate material read.
- Examine and interpret transitional devices that show comparison, contrast, reason, concession, condition, emphasis.
- Identify, analyze and construct conditional sentences.

Jehangir Khan— The Conqueror

"With a little moisture, this soil is extremely fertile."

This line from Allama Muhammad Iqbal seems unquestionably true when we think of people as great as Jahangir Khan.

Jahangir Khan was born in Karachi on December 10th, 1963. He came from a Pushtoon family that originated from a village near Peshawar called Naway Kalay. Jahangir Khan won his spurs in the field of squash so much so that his name and Squash became inseparable, as if they were the two sides of the same coin. Jahangir Khan is considered to be the greatest and fittest player in the history of Squash and his achievements have not been rivalled to date.

This greatest squash player of all time faced many ups and downs in his early life. When a child, Jahangir Khan was physically very weak. He had undergone two surgical procedures for hernia before attaining the age of 12. His doctors, therefore, wanted him not to take part in any sort of physical activities. Nonetheless his high zest and passion to excel could not be fettered by any physical malady. He embarked on the most grueling sport of Squash and through his courage and determination, ultimately prevailed. Another great shock he received was the accidental demise of his elder brother, Torsam Khan who succumbed to heart attack during a match in Australian Open. Torsam Khan was one of his coaches as well—the other two being Roshan Khan, his father and Rahmatat Khan, his cousin. Jahangir Khan not only loved him but also, got inspiration from his example. His sudden death could have made Jahangir Khan wrap up all his dreams and quit the game for ever, but for his strong determination, he grew into the most successful player in the history of Squash. Besides, he established fame for his incredible fitness and stamina and was widely known as 'the fittest player' in the world of sports.



On account of his physical weakness from his recent illness, the selectors decided not to select him to play in the World Championship in 1979. All the same, to satiate his unshakable spirit, he instead of giving in, plunged into the World Amateur individual championship, and at the very tender age of just 15 years, became the youngest ever winner of the prestigious event.

At the age of 17, Jahangir Khan, astounded the world by beating the World number one Geoff Hunt of Australia in the final to become the youngest champion of The World Open in 1989. This tremendous victory proved to be the scratch line for the journey of his success that went on as unstoppable as the wind for five hundred and fifty five

matches consecutively in the next five years (1981-1986). It is the longest winning streak by any athlete in the top level professional sports as per the record of Guinness Book of World Records. During his distinguished career, he won The World Open Championship for six times and the British Open, a record ten times in a row from 1982 to 1991.



At the end of 1986, another Pakistani athlete named Jan Sher Khan appeared on the horizon of Squash. He went toe to toe with Jahangir Khan and put a real challenge to his domination. Jan Sher Khan was able to capture the 1987 World Open title. Jahangir Khan, however, managed to put an end to Jan Sher Khan's winning streak over him in March 1988. They met in the final of the 1988 World Open, wherein Jahangir Khan stood victorious.

One of the main reasons behind his phenomenal performance was his incredible fitness level which he had attained not without a rigorous training and regular physical exercise. He would start his day with doing a fourteen kilometer jogging in 60-120 minutes followed by short bursts of timed sprint. Then he would take body exercise in the gym and finally cooling down in the pools. He would follow this routine five days a week. On the sixth day, he would do match practice and the seventh day used to be his rest day.

In 1993, following his last match against Jan Sher Khan in the World Open final, this legendary player bade adieu to Squash as a player. But like a fish out of water, he could not stay away for too long. He re-entered the game, though not as a player. In 1997, he was elected as the Vice President of Pakistan Squash Federation (PSF) and in November 1998, he became the Vice President of the World Squash Federation. Later, in 2002 and 2004, he held the position of the President of WSF for two terms successively. In 2008, he became Emeritus President of WSF.

The list of the achievements and the awards he grabbed is too long to be enclosed in a few lines. The Government of Pakistan conferred upon him the Pride of Performance award and the Civil Award of "Hilal-e-Imtiaz" (The Crescent of Distinction) for his extra-ordinary achievements in Squash. In 2005, the leading International Magazine "Time" named him as one of their "Asian Heroes" of the last sixty years. The London Metropolitan University granted him the honorary degree of the Doctorate of Philosophy for his contributions to sports in 2007. The Japanese government paid him a solemn tribute by issuing commemorative stamp in his name. In his book, 'Winning Squash', Jahangir Khan writes, "I was told, I would never become World Champion. I was the youngest, the smallest, the feeblest and the sickest of the family." He stated further in his book, "Neither the doctors nor my father believed there was a chance for me to become a good Squash player." However despite such disparaging views and discouraging comments of the world without, he was ignited and boosted up by the world within and he proved himself. He ruled over the world of Squash and, true to his name, was called as "The Conqueror".

Glossary

Word	Meaning
amateur(n)	unpaid; engage in as a pastime.
astound(v)	astonish; affect with wonder.
boost up(v)	push up.
burst(v)	emerge suddenly and energetically.
bid adieu(v)	say goodbye.
confer (v)	bestow; present.
commemorative(adj.)	memorial; intended as an honour.
disparaging(adj.)	derogatory; expressive of low opinion.
demise(n)	death.
domination(n)	supremacy.
embark on(v)	start up.
excel(v)	stand out ; top; go past.
fertile(adj.)	capable of reproducing

fetter(n)	hold; restrain; shackle.
grueling(adj.)	toilsome; that requires much physical effort.
grab(v)	catch; take hold of.
give in(ph.v.)	succumb; yield; now; accept one's defeat.
ignite(v)	arouse feelings and passions.
incredible(adj.)	unbelievable.
in a row	in a series; consecutively.
malady(ies) (n)	ailments; diseases
moisture(n)	wetness
plunge into (v)	begin with vigour.
prevail(n)	predominate; reign.
phenomenal(adj.)	unbelievably great.
rival(v)	compete with
succumb to(v)	give in; now before
stamina(n)	staying power.
satisfy(v)	to satisfy.
scratch line	starting line; beginning.
streak(n)	an unbroken series of events .
sprint(n)	a quick run.
successively(adv.)	consecutively.
solemn(adj.)	sincere; signifier.
tremendous(adj)	grand; extreme in degree.
toe to toe(idiom)	be able to compete with someone in a strong, determined way.
unshakable(adj.)	steadfast; marked by firm determination.
rigorous(adj.)	follow rules/procedure in a severe way.
win one's spurs(idiom)	to prove one's skill in a particular area.
wrap up(v)	finish off
zest(n)	enthusiasm

Reading Comprehension

1. Why did Jahangir Khan go against his doctors' advice of refraining from taking part in any physical activity?
2. Read paragraph no 6 of the text and say what did Jahangir Khan do to maintain his physical fitness?
3. Give a brief detail of Jahangir Khan's achievements in the light of the text, "Jahangir Khan – the conqueror".
4. Keeping in view the achievements of Jahangir Khan, compare any other national hero in sports with him.
5. An idiom is the expression whose meaning cannot be inferred from the meanings of the words that make it up. Find out three idiomatic expressions from the text and explain their meanings.
6. What inspiration do you get from the life of Jahangir Khan?

Writing Suggestions

Write an essay on the present state of Squash in Pakistan.

Oral Communication

Divide the students into groups on the basis of the choice of their favourite game. Ask each member to share his reasons in the group for liking the particular game in the group.

Vocabulary and Grammar

Transitional Devices

Transitional devices are like bridges between parts of your paper. They are cues that help the reader to interpret ideas a paper develops. Transitional devices are words or phrases that help carry a thought from one sentence to another, from one idea to another, or from one paragraph to another. And finally, transitional devices link sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas. There are several types of transitional devices, and each category leads readers to make certain connections or assumptions. Some lead readers forward and imply the building of an idea or thought, while others make readers compare ideas or draw conclusions from the preceding thoughts.

Here is a list of some common transitional devices that can be used to cue readers in a given way.

TO ADD:

and, again, and then, besides, equally important, finally, further, furthermore, nor, too, next, lastly, what's more, moreover, in addition, first (second, etc.)

TO COMPARE:

whereas, but, yet, on the other hand, however, nevertheless, on the contrary, by comparison, where, compared to, up against, balanced against, vis a vis, but, although, conversely, meanwhile, after all, in contrast, although this may be true, etc.

TO PROVE:

because, for, since, for the same reason, obviously, evidently, furthermore, moreover, besides, indeed, in fact, in addition, in any case, that is, etc.

TO SHOW EXCEPTION:

yet, still, however, nevertheless, in spite of, despite, of course, once in a while, sometimes, etc.

TO SHOW TIME:

immediately, thereafter, soon, after a few hours, finally, then, later, previously, formerly, first (second, etc.), next, and then, etc.

TO REPEAT:

in brief, as I have said, as I have noted, as has been noted, etc.

TO EMPHASIZE:

definitely, extremely, obviously, in fact, indeed, in any case, absolutely, positively, naturally, surprisingly, always, forever, perennially, eternally, never, emphatically, unquestionably, without a doubt, certainly, undeniably, without reservation, etc.

TO SHOW SEQUENCE:

first, second, third, and so forth. A, B, C, and so forth. next, then, following this, at this time, now, at this point, after, afterward, subsequently, finally, consequently, previously, before this, simultaneously, concurrently, thus, therefore, hence, next, and then, soon, etc.

TO GIVE AN EXAMPLE:

for example, for instance, in this case, in another case, on this occasion, in this situation, take the case of, to demonstrate, to illustrate, as an illustration, to illustrate, etc.

TO SUMMARIZE OR CONCLUDE:

in brief, on the whole, summing up, to conclude, in conclusion, as I have shown, as I have said, hence, therefore, accordingly, thus, as a result, consequently, etc.

Activity**A. Fill in the blanks with appropriate transitional word/phrase of different types given in the box**

nearby, similarly, even if, ultimately, in the meantime, consequently, furthermore, in other words

- _____, the teachers were meeting in a closed-door session.
- _____ (place and space)
- _____, the harvest dance was also held on a Friday night.
- _____ (comparison / contrast)
- _____ the school district pays for half of the students' breakfasts, there still will be those without enough resources to pay for the remaining amount. (cause / purpose)
- _____, no one has more influence on a student's grades than the student himself. (conclusion / summary)
- _____, the library will be closed during lunch. (time / sequence)
- _____, fewer students are able to take courses in the fine arts: music, art, and drama. (effect / result / qualification)
- _____, the student council has unanimously endorsed the revised calendar for the school. (addition / extension)
- _____, a longer school day may provide more opportunities instead of fewer. (example / clarification / emphasis)

B. Use the correct transition words in the blank spaces below from list of transition words in the box.

therefore, for example, consequently, meanwhile, likewise, although

- Tim earned an A on the test; _____, Justin also received an A.
- The book was interesting; _____, it was hard to read.
- Gordon finished his chores early; _____, he had time to play football.
- Sarah's horse is beautiful; _____, it is well-bred.
- The sailors prepared the ship to sail; _____, the dock workers loaded the cargo.
- Her sister had a cold; _____, Julie's family canceled the trip.
- Oranges are good for you; _____, they are full of vitamin C.
- Two seats were left on the bus; _____, most of the group had to wait for the next one.

C. Second Conditionals

Put the verb into the correct tense:

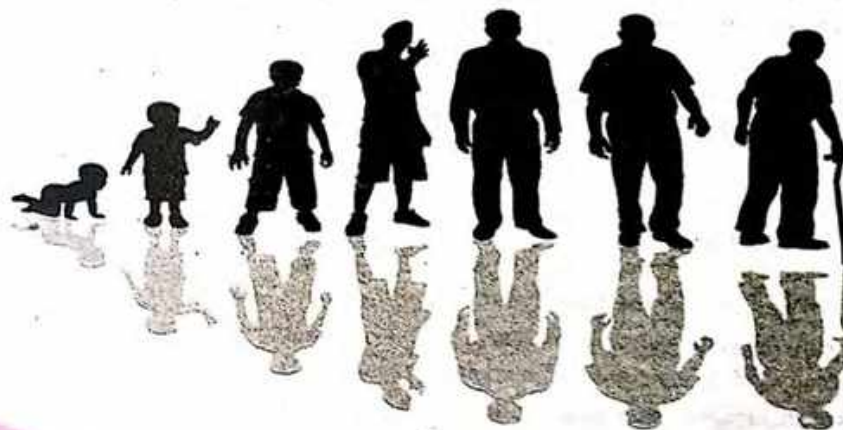
1. If I _____ (be) you, I _____ (get) a new job.
2. If he _____ (be) younger, he _____ (travel) more.
3. If we _____ (not / be) friends, I _____ (be) angry with you.
4. If I _____ (have) enough money, I _____ (buy) a big house.
5. If she _____ (not / be) always so late, she _____ (be) promoted.
6. If we _____ (win) the lottery, we _____ (travel) the world.
7. If you _____ (have) a better job, we _____ (be) able to buy a new car.
8. If I _____ (speak) perfect English, I _____ (have) a good job.
9. If we _____ (live) in England, I _____ (speak) English.
10. If she _____ (pass) the exam, s _____ (be) able to enter university.
11. She _____ (be) happier if she _____ (have) more friends.
12. We _____ (buy) a house if we _____ (decide) to stay here.
13. They _____ (have) more money if they _____ (not / buy) so many clothes.
14. We _____ (come) to dinner if we _____ (have) time.
15. She _____ (call) him if she _____ (know) his number.
16. They _____ (go) to Murree on holiday if they _____ (like) cold weather.
17. She _____ (pass) the exam if she _____ (study) more.
18. I _____ (marry) someone famous if I _____ (be) a movie star.
19. We never _____ (be) late again if we _____ (buy) a new car.
20. You _____ (lose) weight if you _____ (eat) less.

William Shakespeare

All the World's a Stage

By the end of the unit, the students will be able to:

- Read a given poem and give orally and in writing:
 - theme and its development.
 - personal response with justification.
 - recognize literary techniques such as personification and alliteration.
- Use critical thinking to respond orally and in writing to the text (post-reading) to
 - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
 - relate what is read to his or her own feelings and experiences.
 - explore causes and consequences of a problem or an issue and propose various solutions.
- Analyze how a writer/ poet uses language to
 - appeal to the senses through use of figurative language including similes, metaphors and imagery.
- Identify, analyze and construct conditional sentences
- Analyze and construct simple, compound and complex sentences



All the World's a Stage

All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances,
And one man in his time plays many parts,
His acts being seven ages. At first, the infant,
Mewling and puking in the nurse's arms.
Then the whining schoolboy, with his satchel
And shining morning face, creeping like snail

Unwillingly to school. And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths and bearded like the pard,
Jealous in honor, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth. And then the justice,
In fair round belly with good capon lined,

With eyes severe and beard of formal cut,
Full of wise saws and modern instances;
And so he plays his part. The sixth age shifts
Into the lean and slippered pantaloon,
With spectacles on nose and pouch on side;
His youthful hose, well saved, a world too wide
For his shrunk shank, and his big manly voice,
Turning again toward childish treble, pipes

And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.

About the Poet

William Shakespeare was an English poet, playwright, and actor. He was born on 26 April 1564 in Stratford-upon-Avon. Shakespeare is widely regarded as the greatest writer in the English language and the world's pre-eminent dramatist. He is often called England's national poet and nicknamed the Bard of Avon. He wrote about 38 plays, 154 sonnets, two long narrative poems, and a few other verses. His plays have been translated into every major living language and are performed more often than those of any other playwright. Around 1613, at the age of 49, he retired to Stratford, where he died three years later. Few records of Shakespeare's private life survive. He died on 23 April 1616, at the age of 52.



Glossary

Word	Meaning
a world too wide	much too big
ages(n)	here, periods of time
ballad (n)	a slow love song
even in the cannon's mouth	a 'cannon' was a large gun, and it's 'mouth' was at the front - so the man seeks his reputation even if it means standing in front of guns, i.e. going to war or getting in fights
eventful(adj.)	full of activity, containing lots of events
furnace (n)	an object which contains a fire, used for heating
good capon lin'd	'to line' means to fill something at the edges (e.g. 'line a tin for baking a cake') and 'capon' was chicken to eat - so the man was fat from eating good chicken
history(n)	here, a kind of play that talks about events in the past
hose (n)	tights, thin trousers that men wore in Shakespeare's time
instances (n)	examples (as in 'for instance')
jealous in honour	here, jealous means that someone takes care of something very carefully - so the young man takes great care of his honour, his reputation as a good man
justice(n)	here, a judge or magistrate - so someone very respected

lean and slipper'd pantaloon	here 'lean' means 'thin'; a slipper is what people wear indoors; a 'pantaloan' meant an old man - so this describes a thin old man who stays inside
manly(adj.)	if someone is 'manly' they have characteristics people traditionally admire in men, e.g. being strong and brave
mere(adj.)	here, absolute or complete (old-fashioned use)
merely(adv.)	just, only
mewling(v)	a small weak noise that a cat makes (in modern English, 'to mew')
mistress(n)	'mistress' means female lover but it can also mean a woman in charge
oaths(n)	Promises
oblivion(n)	if someone is 'oblivious' they don't know what is happening around them, and if they live in 'oblivion' they are completely forgotten by other people
pard(n)	a large cat, such as a leopard (old-fashioned English)
part (n)	here, a character in a play or drama
pipes(n)	a musical instrument that makes a high sound
pouch(n)	a small bag for carrying money
puking(v)	being sick, vomiting
round belly	belly means 'stomach' - so a 'round belly' is a large or fat man's stomach!
sans(preposition)	without (this is French for 'without')
satchel(n)	a shoulder bag that children sometimes use to carry books to school
second childishness	being like a child again (in modern English, we sometimes talk about a 'second childhood')
seeking the bubble reputation	a bubble is empty, so by 'seeking the bubble reputation', Shakespeare means that the man does things that make him look good even if they are pointless
shrunk shank	'to shrink' means to grow smaller, and a 'shank' is a piece of meat cut from a leg of an animal - so the man's legs have grown narrower with age
sighing(v)	here, sighing with sexual pleasure

sudden and quick in quarrel	'quarrel' is a slightly old-fashioned word for an argument; 'sudden' here means unpredictable - so in an argument this young man might suddenly and become violent
time(n)	here, a life or lifetime
treble(n)	a treble is the higher part of a piece of music - so Shakespeare is referring to a boy's high voice
turning again toward	becoming again
well sav'd	kept carefully
wise saws	wise sayings or phrases (old-fashioned English)
woeful (adj.)	unhappy (old-fashioned English)

Reading Comprehension

1. This poem is an extended metaphor. What are the two things being compared?
2. There are seven stages or acts of a man listed in this poem. What are they?
3. What is meant by the word 'oblivion' in the context of the poem 'All the World's a Stage'?
4. Then a soldier, Full of strange oaths, and bearded like a pard, Jealous in honour, sudden and quick in quarrel, Seeking the bubble reputation Even in the cannon's mouth.
 - (a) What is the soldier ready to do?
 - (b) What is the poetic device used in the second line?
 - (c) What does 'bubble reputation' mean?
5. What is the significance of the words 'entrances' and 'exits' in the poem 'The Seven Ages'?
6. Identify various figure of speech in the poem.
7. Write a well-integrated essay on different stages of human life as mentioned in the above poem, using above prewriting strategies.

Writing Suggestions

Write the summary of the poem, "All the World's a Stage".

Oral Communication

Invite the students to select a stage role of their own choice and share its characteristics/traits as he observed with their peer.

Vocabulary and Grammar

A. Following words have been taken from the above poem. Circle the word that closely matches the relevant word.

Mewling	a. sleeping	b. reading	c. talking	d. crying
Satchel	a. table	b. bag for books	c. lemon	d. wide road
Woeful	a. sad	b. dancing	c. intelligent	d. awesome
Pard	a. barber	b. teacup	c. leopard	d. spoon
Capon	a. fur	b. fat chicken	c. ribbons	d. bench
Saws	a. sayings	b. tools	c. monkeys	d. cities
Instances	a. technology	b. judgements	c. dress	d. ships
Pantaloon	a. pants	b. bed	c. hot air balloon	d. thick book
Shank	a. head	b. family	c. income	d. legs
Treble	a. terrors	b. games	c. high pitched sound	d. musical instrument
Oblivion	a. immortality	b. joy	c. wisdom	d. forgetfulness
Sans	a. false	b. yellow	c. without	d. full of

B. Complete with the Second Conditional

- If we _____ (be) in Lahore today, we _____ (be) able to go to the concert in Shalimar Bagh.
- If I _____ (have) million dollars, I _____ (give) a lot to charity.
- If I _____ (win) the lottery, I _____ (buy) a big house.
- If my sister _____ (have) a degree, she _____ (love) working on animal conservation.
- My parents _____ (not/drive), if public transport _____ (be) reliable.

- If I _____ (be) you, I _____ (not/ ride) a motorcycle.
- If they _____ (tell) their father, he _____ (be) very angry.
- She _____ (spend) a year in the USA if it _____ (be) easier to get a green card.
- We _____ (help) you if we _____ (know) how.
- If I _____ (feel) better, I _____ (can) go to the cinema with you.
- If you _____ (go) by bike more often, you _____ (not/ be) so flabby.
- She _____ (not / call) you if she _____ (not/want).

Sentence Structure

On the basis of Structure, there are four types of sentences.

1. Simple Sentences

A simple sentence contains a subject and a verb, and it may also have an object and modifiers. However, it contains only one independent clause.

Here are a few examples:

She wrote.

She completed her project on time.

He organized his sources by theme.

They studied for many hours.

2. Compound Sentences

A compound sentence contains at least two independent clauses. These two independent clauses can be combined with a comma and a coordinating conjunction or with a semicolon.

Here are a few examples:

She completed her literature review, and she created her reference list.

He organized his sources by theme; then, he updated his reference list.

They studied for many hours, but they realized there was still much to learn.

3. Complex Sentences

A complex sentence contains at least one independent clause and at least one dependent clause. Dependent clauses can refer to the subject (who, which) the sequence/time (since, while), or the causal elements (because, if) of the independent clause.

If a sentence begins with a dependent clause, note the comma after this clause. If, on the other hand, the sentence begins with an independent clause, there is not a comma separating the two clauses.

Here are a few examples:

Although she completed her literature review, she still needed to work on her methods section.

Note the comma in this sentence because it begins with a dependent clause.

Because he organized his sources by theme, it was easier for his readers to follow.

Note the comma in this sentence because it begins with a dependent clause.

They studied APA rules for many hours as they were so interesting.

Note that there is no comma in this sentence because it begins with an independent clause.

Using some complex sentences in writing allows for more sentence variety.

4. Compound-Complex Sentences

Sentence types can also be combined. A compound-complex sentence contains at least two independent clauses and at least one dependent clause.

She completed her literature review, but she still needs to work on her methods section even though she finished her methods course last semester.

Although he organized his sources by theme, he decided to arrange them chronologically, and he carefully followed the MEAL plan for organization.

With pizza and soda at hand, they studied APA rules for many hours, and they decided that writing in APA made sense because it was clear, concise, and objective.

Using some complex-compound sentences in writing allows for more sentence variety.

Pay close attention to comma usage in complex-compound sentences so that the reader is easily able to follow the intended meaning.

C. State whether the following sentences are simple, complex or compound.

1. We met rather few people who spoke English.
2. I have been on rather too many planes and trains recently.
3. We drove right up to Karachi in two days.
4. I don't care how expensive it is.
5. Two minutes ago the child was fast asleep, but now he is wide awake.
6. He is not tall enough to be a soldier.
7. I guess she just doesn't respect you.
8. I have got four sisters and each of them is quite different from the others.

9. You can either come with me now or walk home.
10. He will never leave home because he hasn't got the courage to.
11. When all else fails, read the user manual.
12. It was Saeed who paid for the drinks.
13. We have to go to bed when the clock chimes ten o'clock.
14. Arshad liked Salman's friend, and he also liked his cousin.
15. The big brown dog ran after the blue and red ball.
16. Zakariyya and Essa Khan rode their bicycles after they ate lunch.
17. The teacher and the principal met in the hall near the library.
18. Many brave soldiers fought in the war, and they received medals.
19. The drummers played a long time, but the piano players stopped early.
20. Before the queen rode in the parade, she gave a speech.
21. After midnight the ghosts will come out of the haunted attic.
22. She dropped the pan and the plate, but she held on to the spoon.

Technical Education

By the end of the unit, the students will be able to:

- Use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- Skim text to
 - have general idea of the text.
 - infer theme/ main idea.
- Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to
 - scan to answer short questions.
- Write a persuasive/argumentative essay on a given topic to
 - state an opinion on the topic.
 - list ideas and arguments that support opinion.
- Analyze passages in the text to identify the theme/ general subject, key idea/ central thought (a statement about the general subject) and supporting details.
- Recognize that the theme of a text is carried in a thesis statement.
- Use various reference sources for interpersonal, academic and workplace situation including figurative, idiomatic and technical vocabulary.
- Identify, analyze and construct conditional sentences.
- Analyze and construct simple, compound and complex sentences.

Technical Education

The key to economic growth and industrialization is a skilled and well-trained workforce. We are at the crossroads of the history with a number of opportunities knocking at our door. Now it is up to us whether we avail of the opportunities or just let them go wasted. This is a critical time of our history when the country is passing through the demographic transition. This is the time to develop the youth by training them in various skills through investment with the purpose of education and training. By developing this resource, we can capitalize the demographic dividends. This requires political commitment to make decisions to allocate adequate funds to human resource development and equip our youth with modern skills especially through education and training.

Pakistan currently has the largest generation of young people in its history. According to a recent United Nations Development Program report, 64 percent of the total Pakistan population is below the age of thirty that makes it the second youngest country in South Asia after Afghanistan and one of the youngest in the world. This "youth bulge" provides unique challenges as well as opportunities for the country's social and economic progress. The critical question is, will Pakistanis grow older before they get richer? The answer to this question lies in the country's development and implementation of a strategy to educate and utilize the potential of Pakistan's young population.

Pakistan's vocational education and training (TVET) system is facing multiple challenges including access, quality, equity and relevance to industry. Three million young people enter the job market each year but the TVET sector can accommodate less than half a million trainees annually in its more than 3500 institutes across the country. Even the graduates of these institutes find it hard to get jobs because they do not have specific skills valued in the market. If this trend continues, it would further aggravate the unemployment problem and thus affect the economic growth in the long run.

Perhaps the biggest advantages of technical and vocational education training (TVET) to economy are to help fight unemployment and alleviate poverty. In fact, it



has also been referred to as a solution to terrorism, crimes and other social problems. The time is ripe for such investment and setting the goals for our future course of action. We need to make policies which are not only relevant but implementable. We have the best policies of the World in every department of the government but we fail to implement it effectively. So along with the policy options we need to look into the issues of implementation as well.

In the field of technical education, Pakistan should learn from developed countries like Japan and Germany. These two countries positively transformed their economies after World War-II through a laser-beam focus on technical and vocational education. Japan became a giant in the field of technology and one of the world's leading economies by developing a skilled and trained workforce. Germany, the fourth largest economy in the world today, prides itself on its Vocational Education and Training (VET) system. More than one-third (33%) of all students who graduate from secondary school in Germany enter a vocational training program and about 51 percent of the country's workforce, are skilled workers trained in the VET system.

The Father of the Nation, Quaid-e-Azam Muhammad Ali Jinnah, had also stressed the need for scientific and technical education to build the economic future of Pakistan. In his Speech at the Dhaka University Convocation on March 24th 1948, he said, "Now I want that you must divert your mind, your attention, your aims and ambition to other channels and other avenues and fields that are open to you and will increasingly become so. There is no shame in doing manual work and labour. There is an immense scope in technical education for we want technically qualified people very badly."

The current state of TVET is not very encouraging. We need at least a million skilled workers every year to cater to our industry and other sectors. The strength of skilled workers in the country however remains just around 300,000. It is hurting to note that hardly 16.3 per cent of the youth



cohort completes secondary education, with the result that more than three-quarters leave educational institutions without foundational or life skills. The majority of Pakistan's emerging labour force is either without education and skills or has very little

of both. Thus the sustainable delivery of quality TVET is critical to the attainment of Pakistan's economic development goals.

The other challenge of the system is that it does not give due importance to vocational and technical education. This resulted in the mismatch between the skilled manpower required and the skilled manpower available. Majority of the workers in the tattered economy have never been to vocational training institutions. Moreover, vocational training courses lack market responsiveness. The contribution of the industry in the development of curricula is also limited. Due to this reason there are insufficient linkages with industries and coverage of trades in the service sector which has higher employment potential.

The training infrastructure is weak and outdated and there is a shortage of trained teachers and trainers to handle courses and train at the geographic level. Moreover, lack of adequate buildings, modern equipment and raw material makes it hard to organize courses. The other noticeable challenge, as one of the reasons, is unattractiveness of vocational education because of the low financial returns received by vocational and technical graduates. There are limited scholarship schemes and the drop-out rate of graduates is high because of non-availability of sufficient scholarships. In Pakistan, people are obsessed with grabbing a graduation degree and generally look down upon vocational education. This has resulted in a situation where, on one hand, there are scores of unemployed graduates while on the other, there is a huge shortage of skilled workers such as plumbers, electricians etc. The formal training system because of its educational entry requirements and long duration of courses is designed to exclude the under-privileged informal sector workers. Above all, lack of equivalence for employment purposes, vertical mobility, lack of convergence between various agencies and recognition are compounding the problem.

Vocational education should be provided out of the mainstream education and there is a need to expand and upgrade the existing TVET system. The emphasis on TVET may have been stronger on tertiary programmes, yet there is a need to create clear and strong linkages with the general vocational education and training system. Technical education needs to be expanded so as to prompt the research trend in educational institutions;

The educational pattern at the school level needs to be redesigned to facilitate skill development. Integration of vocational education is needed at this level. It should be subsidised and scholarships/stipends should be awarded to deserving students. Substantial expansion and improvement in quality of vocational education and training

is required at all levels for raising employability and productivity. Proper teaching materials must be developed keeping in view the requirements of different trades. The course curricula should be revised periodically through flexible approaches based on the learning outcome. More and more popular and market-oriented courses need to be introduced. Vocational education should be more computer-based and computerized programmes should be part of the general curriculum. The pattern of training should meet the new and changing business requirements. There is a need for creation of extensive skill development opportunities and infrastructure; The vocational education system should be made more flexible and inclusive for sustainable growth; The government should introduce suitable reforms and strengthen vocational education and training. It should make a clear policy to facilitate capacity expansion through private sector's participation. It should also make investments in vocational training institutes and subsidise education for deserving students. The government should actively work on promotion of industry and academia interaction to narrow the existing gap between demand and supply of skilled workers. Moreover, awareness among the general public about these programmes should be created extensively. There is a lack of awareness about the type of courses, trades, institutions and opportunities available in case of TVET. The awareness campaign should be such that it provides all possible information in various fields through various means.

Adequate publicity is needed to improve the image of vocational education and training institutes and centers. Universities should also develop skill development centers with autonomy. Vocational education is not easily accessible to deserving students, particularly in rural areas. It is, therefore, essential to plan vocational education at the post-secondary level through distance learning mode to help the unemployed youth, rural people, drop-outs and unskilled industrial workers to improve their knowledge, skills and job potential.

If suitable and updated policies and schemes were implemented in letter and spirit in the field of Vocational and technical education, it can sail the country through current rough waters towards bright future with high employment and sustainable economic growth.

Reference & Source

Technical Education

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Glossary

Word	Meaning
accommodate(v)	to provide somebody with a room or place to sleep, live or sit
adequate (adj.)	enough in quantity, or good enough in quality, for a particular purpose or need
aggravate(v)	to make an illness or a bad or unpleasant situation worse
alleviate(v)	to make something less severe
autonomy(n)	the freedom for a country, a region or an organization to govern itself independently
bulge(v)	to be completely full (of something), to stick out from something in a round shape
capitalize(v)	to sell possessions in order to change them into money
cohort(n)	a group of people who share a common feature or aspect of behaviour
convergence(n)	the process of moving together from different directions and meeting; the point where this happens
demographic (adj.)	data relating to the population and different groups within it
dividend(n)	an amount of the profits that a company pays to people who own shares in the company
extensively(adv.)	in a way that covers a large area
grab(n)	to take or hold somebody/something with your hand suddenly or roughly
immense(adj.)	extremely large or great
integration(n)	the act or process of combining two or more things so that they work together
laser-beam (n)	a narrow, intense beam of light produced by a laser.
mainstream(adj.)	the ideas and opinions that are thought to be normal because they are shared by most people; the people whose ideas and opinions are most accepted

obsessed(v)	to completely fill your mind so that you cannot think of anything else, in a way that is not normal
oriented(v)	to direct somebody/something towards something; to make or adapt somebody/something for a particular purpose
prompt(v)	to make somebody decide to do something; to cause something to happen
subsidise(v)	to give money to somebody or an organization to help pay for something; to give a subsidy
sustainable(adj.)	that can continue or be continued for a long time
tattered(adj.)	old and torn; in bad condition
technical(adj.)	connected with the practical use of machines, methods, etc. in science and industry
tertiary(n)	to give money to somebody or an organization to help pay for something; to give a subsidy
vocational(adj.)	connected with the skills, knowledge, etc. that you need to have in order to do a particular job

Reading Comprehension

1. Why do we need more technical education than general education in Pakistan?
2. How did technical education help Japan and Germany recover their economy after World War II?
3. Why is a linkage between the industries and the technical education training centres necessary?
4. What measures do you suggest for improving the technical education structure of Pakistan?
5. How can technical education help in strengthening the economy of Pakistan?

Writing Suggestions

Write an argumentative essay on 'Need for Technical Education in Our Country' by stating and opinion about the topic and list ideas that sport opinion.

Oral Communication

Pakistan needs skilled manpower through technical education for development, while everyone here wants to become an officer by getting general education. This trend must change. Make groups and Discuss.

Vocabulary and Grammar

A. Following are some words related to economics. Place each word in the given blanks that best define this word.

1. client, customer

A _____ is someone who buys goods or services. A _____ receives professional services.

2. career, job

A _____ is what someone does in exchange for money. A _____ is a professional trajectory that includes both past and present jobs.

3. coworkers, colleagues

A _____ is someone who works on your team or for your company. A _____ is a professional who works in your industry, but not necessarily for the same company

4. top-of-the-line, expensive, premium, overpriced

_____ simply means that something costs a lot. _____ means that something costs more than it should. _____ and _____ have a positive connotation and communicate that something is high quality.

5. ordinary, standard, run-of-the-mill, , familiar, well-known, common

_____ and _____ have a neutral connotation. _____ and _____ have more of a negative connotation. _____ and _____ have a positive connotation.

6. rich, well-off, well-to-do, wealthy

_____ is direct term that we often try to avoid. _____ is a more polite way to communicate that someone has a lot of money. _____ and _____ are euphemistic, indirect ways to communicate that someone has a lot of money.

7. approach, method, Strategy, scheme, , plot,

_____ and _____ have a negative connotation. _____ and _____ sound more positive.

8. plant, sweatshop, factory, manufacturing, workshop

_____ and _____ are synonyms. _____ has a negative connotation and communicates that people work long hours for little pay. A _____ is smaller than a _____. Also, a _____ is a place where things might be manufactured and/or repaired.

9. warranty, guarantee

A _____ is a written document stating that a product will be repaired or replaced if it becomes defective. A _____ is not always written and usually not as specific as a warranty. A more complete explanation of the difference can be found here.

10. Ashamed, embarrassed, mortified

Someone _____ has done something morally wrong and feels guilty about it. Someone _____ has done something that will cause others to think less of him (but not something morally wrong). _____ is a stronger version of embarrassed.

11. Manager, supervisor, boss

_____ has a negative connotation whereas _____ and _____ do not. Also, a _____ is in charge of people whereas a _____ may have additional responsibilities, such as meeting the financial objectives of the company.

12. expense, cost, investment, price

_____ and _____ have a neutral connotation. _____ has a negative connotation. _____ has a positive connotation as it suggests that the benefit of the purchase will outweigh the cost.

13. Plenty, sufficient, adequate,

_____ has a more positive connotation than _____. _____ communicates that there is "barely enough." _____ communicates that there is enough. _____ communicates that there is much more than what is needed.

14. to come up short, to fail, to miss the mark

_____ has a negative connotation. _____ and _____ have a more positive connotation.

15. youthful, immature, young

_____ has a neutral connotation, _____ has a positive connotation, and _____ has a negative connotation.

16. to stare, to glare, to look, to watch,

We typically use _____ to communicate that someone is visually focusing on something that is not moving (_____ at the screen, _____ at me, _____ at the picture, _____ at the chart/graph, etc.). We use _____ to communicate that someone is visually focusing on something that is moving (_____ the game, _____ the race, etc.). To _____ means to look at someone without averting one's eyes. _____ means to stare at someone with hatred or disapproval.

17. Sincere, honest

If someone is being _____, they are telling the truth. If someone is being _____, they are being genuine and their actions and words reflect how they really feel. As this page points out, sometimes the words can be used as synonyms.

18. thrifty, frugal, stingy, cheap

_____ and _____ have negative connotations. _____ and _____ have positive connotations. Also, _____ refers to not wanting to part with money, but _____ refers to not wanting to part with something of value (money, time, food, etc.).

19. unique, odd, strange, weird, unusual

_____ is neutral. _____, _____, and _____ have a negative connotation. _____ has a positive connotation.

B. Put in the correct third conditional verb form:

- If you _____ (not / be) late, we _____ (not / miss) the bus.
- If she _____ (study), she _____ (pass) the exam.
- If we _____ (arrive) earlier, we _____ (see) Ajmal.
- If they _____ (go) to bed early, they _____ (not / wake) up late.
- If he _____ (become) a musician, he _____ (record) a CD.
- If she _____ (go) to art school, she _____ (become) a painter.
- If I _____ (be) born in a different country, I _____ (learn) to speak a different language.
- If she _____ (go) to university, she _____ (study) English.
- If we _____ (not / go) to the party, we _____ (not / meet) them.
- If he _____ (take) the job, he _____ (not / go) travelling.
- He _____ (be) happier if he _____ (stay) at home.
- She _____ (pass) the exam if she _____ (study) harder.
- We _____ (not / get) married if we _____ (not / go) to the same university.

14. They _____ (be) late if they _____ (not / take) a taxi.
 15. She _____ (not / meet) him if she _____ (not / come) to Islamabad.
 16. He _____ (take) a taxi if he _____ (have) enough money.
 17. I _____ (call) you if I _____ (not / forget) my phone.
 18. We _____ (come) if we _____ (be) invited.
 19. She _____ (not / do) it if she _____ (know) you were ill.
 20. He _____ (be) on time if he _____ (leave) earlier.

C. Match the two halves of the conditional sentences given in column A and B

A	B
I wouldn't have overslept	if you'd asked.
If she had gone to bed earlier,	you wouldn't have been so stressed at the last minute.
I could have lent you the money	she wouldn't have been so tired.
They wouldn't have found out	if you had studied medicine.
You could have been a doctor	if my alarm clock had gone off.
If you'd been more organised,	they wouldn't have had so many problems.
If they'd taken my advice,	if you hadn't told them.

D. Write simple, compound or complex before relevant sentence.

- Life is a bed of thorns.
- It is never a bed of roses.
- Man struggles hard to earn his living.
- He runs after money and wants to enjoy power.
- In the race for money and power he gets hurt.
- Fears, worries and frustration hurt his mind.
- He becomes restless and loses peace of mind.
- He realises that money is not everything in life.
- It gives temporary satisfaction, but robs him of peace and happiness in life.
- What makes man happy is contentment.

Lingkuan Gorge

(A Man Should Never Leave his Post)

By the end of the unit, the students will be able to:

- Use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- Analyze passages in the text to identify the theme/ general subject, key idea/ central thought (a statement about the general subject), and supporting details.
- Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to
 - scan to answer short questions.
 - make simple inferences using context of the text and prior knowledge.
 - distinguish between what is clearly stated and what is implied.
- Use critical thinking to respond orally and in writing to the text (post-reading) to
 - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
 - relate what is read to his or her own feelings and experiences.
 - explore causes and consequences of a problem or an issue and propose various solutions.
 - evaluate material read.
- Use appropriate vocabulary and spelling in their own writing.
- Identify, analyze and construct conditional sentences.
- Analyze and construct simple, compound and complex sentences.

Lingkuan Gorge

NOT FOR SALE

The snow, already more than half a foot deep, obliterated the line between earth and sky behind a hazy white curtain. I had been following the path of the future railway for forty kilometres. Although I could hear the roar of machinery further back in the hills, I had seen neither work sites nor workers.

Entering Lingkuan Gorge, my irritation increased. Even in clear weather, in this gorge the sun never shone. It didn't matter where you looked up along the twisting course — the most you could see of the sky was a patch no bigger than the palm of your hand. Now it was dusk and the swirling snowflakes and the gale made every step a struggle.

Construction in the gorge was very busy. Everywhere people were at work. Generators, cement-mixers, air compressors shook the ground. Hundreds of light bulbs gleamed dim and yellow. Electric wires, crisscrossing like a giant spider web, were scarcely visible, but I could see the overhead cables and their pulley cars sliding back and forth loaded with materials.

Hungry, cold, I tripped and fell, scraping my hands. Enough! I'd find some place under a cliff, out of the wind, and rest a few hours. If I reached the materials depot tomorrow morning by ten o'clock, that still wouldn't be too late. Stumbling around in the dark like this, I was liable to fall into some deep ravine and that would be the end of this Materials Department chief; I'd have to be put on the "used up" list!

I noticed a path leading to a cave in the cliff-side. A door curtain hanging in the entrance way showed that the cave was undoubtedly occupied by workers. Grasping branches along the steep path, I hauled myself up to the door and entered.

Strange! Seated on a small stool in the doorway was a little boy, seven or eight years old, elbows on his knees, supporting his face in his hands. His cheeks were red with cold. He had been peering at the opposite cliff-side through a rent in the curtain. He glanced at me briefly as I came in, then went back to his observation.



NOT FOR SALE

The cave was large, but quite warm. It had a stove and eating utensils. On the wall above a bed was a coloured New Year picture of "Chubby Children Pulling the Turnip." All the walls had been papered with old newspapers, now blackened by smoke from the stove.

"Why isn't anybody home?" I asked, shaking the snow from my coat and hat.

The little boy turned his head. His eyes flashed. "Aren't I anybody, uncle?" He rose and walked towards me, his hands behind his back, his chest extended, as if to say: Not only am I somebody, I'm a very grown-up somebody!

I cupped his round little face in my hands. "You're pretty sharp, young imp!"

He pushed my hands aside. Doubling up his fists, he cocked his head to one side and demanded: "Who are you calling imp! I have a name!" Pointing at the baby girl asleep on the bed, he informed me: "Her name is Pao-cheng, mine is Cheng-yu."

No doubt about it. These kids were like thousands of others I had met, born and raised on construction sites. The workers liked to name their children after the projects where they were born. Cheng-yu probably had first seen the light of day on the railway project between Chengtu and Chungking, also known as Yu. His baby sister Pao-cheng very likely had been born right here at the site of the future Paoki-Chengtu Railway.

I sat by the stove, smoking and rubbing the drying mud from my hands.

Cheng-Yu crawled on to my lap and looked into my eyes, "Is it going to snow tomorrow, uncle?"

I pressed his icy red little nose. "As soon as we get our telephone line connected up with heaven, I'll ask for you....."

Angrily, he leaped down and stood a meter away, scowling at me. "Quit your kidding! You've got a newspaper in your pocket. Why don't you look at the weather report?"

He resumed his seat in the doorway, clamped his elbows on his knees, rested his face in his hands, and peered out through the rent in the curtain. When I asked him where the kettle was, he ignored me. I certainly was sorry I had offended my small host!

"Why do you want to know about the snow, Cheng-Yu?" I asked him. "Is it because you can't go out and play when it's snowing?"

He didn't even bother to look at me. "Papa says if it's still snowing tomorrow, we'll have to quit work."

"What does your pa do?"

"He opens up mountains!" the child replied proudly.

"Where?" Cheng Yu pointed with pursed lips at the work site opposite.

I looked. All I could see was a searchlight beam, shining through the drifting snowflakes straight up into the heavens. In its light, I could vaguely discern a few dozen men, who seemed pasted to the side of the towering cliff, drilling holes for dynamite charges. The holes were like the steps of a ladder to the sky.

"How can you tell which one is your father at this distance?" I asked.

"I can't see him plainly but pa says he can see me. He says all he has to do is turn around. I often sit here so he can see me"

Ah, so that was it!

The icy snow melted from my boots. My numbed legs, thawing out, ached painfully. I stamped to help the circulation.

Cheng-Yu waved his hand warningly. I understood. He was afraid I'd wake his baby sister.

"You really take good care of your sister," I commended. "Mama says my job is to look after her. When mama comes home, I can knock off."

"So, you're on the job every day?" I hugged him. "What does mama do?"

He pointed to the road below the cave.

I could see a person standing by a telephone pole beside the road. Covered with snow, she looked like a white stone image. Apparently she was directing traffic. The road, not very wide, had been blasted through the rock. Ordinarily, carts, mules, donkeys and people no doubt streamed in both directions along that road twenty-four hours a day. Someone had to keep the traffic order.

Today, because of the snow, there weren't many people or vehicles on the road. She could well have spent the day at home. But there she stood and there she would remain, three months, five months, or three years, five years, if need be. Perhaps, from time to time, she raised her head to gaze up at her child or at her husband who was scaling the cliffs between the mountains and the sky. When he paused to wipe the sweat from his brow, could he see the determined figure of his wife or the tiny image of his little boy? Even though it was a snowy, windy night, even though the worker, his wife and children couldn't see one another clearly, I was sure they could feel a mutual loving encouragement and sense that each was looking forward to the moment of family reunion.



I glanced at Cheng Yu. The child had placed his hands in his sleeves and pulled his neck into his collar. He kept dozing off.

"You're liable to catch a chill. Better get into bed and go to sleep".

He looked at me dreamily for a moment, probably thinking that his parents had returned.

When he realized who I was, he shook his head violently. "No. I won't!"

"Why not?"

Me rubbed his eyes with his fists. "Papa and mama say a man should never leave his post".

I hugged him tightly and pressed my cheek against his. Then I rose, buttoned my coat, pulled my hat down firmly, left the cave and walked down the path. Following the road that had been blasted through the rock, I pushed on, the words of the child echoing in my head, "A man should never leave his post". A job was waiting me. I wanted to reach my destination without any further delay.

(Translated anonymously from the Chinese)

About the Author

After growing up in a poor family in the province of Shenshi (also spelled Shaanxi) TuPeng-cheng (born 1921) worked as a correspondent for the *New China News* during China's civil war in the late 1940's. His many notes about battles he witnessed, became important sources for his later fiction, including his acclaimed war novel, *Defend Yenan*, published in 1954.

Winning praise throughout China for his depiction of military life, Tu enjoyed a flourishing career throughout the 1950s. In 1958 he published his next major novel *In Peacetime*, which describes workers constructing the Paoki to Chengtu (Baoji to Chengdu) Railway. Tu fell from favour in the 1960s when the government rewrote its history and condemned several former leaders whom Tu had praised in his fiction. His work was banned in China until 1978 when a thaw in the nation's totalitarian regime allowed Tu to resume his writing career.

Glossary

Word	Meaning
apparently(adv.)	Readily seen or understood; evident, obvious
crisscrossing(v)	To move or cause to move in a crosswise pattern
depot(n)	A storehouse or warehouse for supplies, usually the military

dusk(n)	Twilight or the darker part of twilight; evening, sunset, nightfall
gale(n)	A strong wind; a blast, storm
gorge(n)	A deep ravine, esp. one through which a river runs; canyon
hazy(adj.)	Characterised by reduced visibility; misty; foggy
imp(n)	A small demon or devil; a mischievous child
irritation(n)	Something that irritates, bothers, annoys, enrages, provokes
mutual(adj.)	Experienced or expressed by each of two or more persons about the other; reciprocal; common or shared by two or more parties
numb(v)	Deprived of feeling in limbs through cold; paralysed
pretty sharp	Quite intelligent
ravine(n)	A deep narrow steep-sided valley, esp. one formed by the action of running water; a gorge
rent(n)	A slit or opening made by tearing; a tear or breach
snowflakes(n)	Delicate, fluffy mass of snow that falls as snow
swirling(v)	To turn or cause to turn in a twisting spinning fashion; spinning
to clamp(v)	To fix or fasten with a clamp
to cock(v)	To raise, perk up;
to commend(v)	To present or represent as being worthy or regard; recommend; to praise; to express a good opinion of
to discern(v)	To recognise or perceive clearly
to doze off(v)	To fall into a light sleep
to flash(v)	To burst or cause to burst suddenly or intermittently into flame; to move very rapidly like a flash
to gaze(v)	To look long and fixedly, in wonder or admiration; to stare
to gleam(v)	A small beam or glow of light appearing momentarily;
to haul(v)	To drag or draw something with effort; to transport as in a truck

to knock off(ph.v.)	To finish work;
to obliterate(v)	To destroy every trace of; to wipe out completely
to offend(v)	To hurt the feelings, sense of dignity of someone
to peer(v)	To look intently with or as if with difficulty
to scale(v)	To climb to the top of a mountain by a ladder
to scowl(v)	To contract the brows in a threatening or angry manner
to stamp(v)	To put the foot down heavily on the ground
to stumble(v)	To trip or fall while walking or running
undoubtedly(adv.)	Without any doubt;
vaguely(adv.)	Not clearly; fuzzily, dimly

Reading Comprehension

1. What is the narrator's job and the purpose of his journey? What physical conditions persuade him to rest for a few hours?
2. About how old is Cheng-Yu? What does he respond when the narrator asks, "Why isn't anybody home?"
3. What work do Cheng-Yu's parents do?
4. What "job" has Cheng-Yu been assigned.
5. What explanation does Cheng-Yu give for refusing the narrator's advice to go to sleep?
6. What does the narrator do in the final paragraph? What does he realize is waiting for him?
7. What sort of child is Cheng-Yu? What attitude does he display towards his parents and his responsibilities?
8. What change in mood or outlook does the narrator experience in the course of the story? What causes the change?
9. What ideas about work does the story convey? What else does the story suggest is valuable?

Writing Suggestions

Write the story of the lesson "Lingkuang Gorge" with proper beginning, middle and end.

Oral Communication

The teacher should divide students into various groups wherein they will discuss their daily responsibilities in home. Teacher should guide them in their course of discussion.

Vocabulary and Grammar

A. Fill in the blanks with suitable abstract nouns. The adjectives, verbs or nouns given in the brackets should offer clues.

- He is a man of (strong)
- The people in this part of the country live in (poor).
- to animals is a punishable offence. (cruel)
- He is on a to Mecca. (pilgrim)
- I have great to welcome you. (please).
- is the best period of one's life. (child)
- should always be avoided. (waste).
- As a parent my children's is of utmost importance to me. (safe).
- As the sun went below the horizon enveloped the planet. (dark).
- There is no end to his (wicked)

B. Fill in the blanks with the appropriate form of the word given in the brackets.

- My friend did not to my letter. (response)
- He behaved (strange)
- Teacher's had great effect on students. (exhort)
- He his point with valid arguments. (substance)
- Greedy people will never get any in life. (satisfy)
- I don't think that there is any for you to come again. (necessary)
- Though his early attempts were not he did not lose heart. (success)
- I have that song. (memory)
- The teacher her to go home early. (permission)
- Hubble made many astronomical (discover)

C. Complete the following sentences using conditional sentences type three. Change the form of verb if required.

- If you asked me, I told you the truth.
- We got lost if we a map.
- If you had a daughter, I called her chubby doll?
- If the shops been open, they bought something.
- If Ambreen known that, she come back early.
- We sung a song if somebody played the harmonica.
- If I (live) in Spain, I (learn) Spanish.
- If it (rain) yesterday, we (stay) at home.
- I (go) if Amer (invite) me.
- If my son (study) medicine he (become) a doct
- If you (come) early you (see) a comet.
- What Mary (do) if she (be) late for school?

D. Tick (✓) the appropriate box

Sentences	simple	compound	complex
The children wore their dirty boots.			
It was time for bed, yet it was still light outside.			
The front door was locked, so she entered through the back.			
They took a lot of pictures when they visited Swat.			
After the show began, he sat very quietly.			
The girl was wearing a red dress.			
He was playing on his computer.			
Yahya Khan would like to play, for he is the best player on the team.			
Before the bell rings, the student lined up at the door.			
We turned off the lights.			

NOT FOR SALE

We turned off the lights, and we went to sleep.				
We turned off the lights after our mom told us to go to sleep.				
I enjoyed the play, but I didn't like the end.				
Jean was excited because her poem was greatly appreciated by all.				
How fabulous our house looks with all the decoration!				
Will you please drop me at the community center?				
Even if our team wins this match, we may not make it to the final.				
Take the first right after 500 meters.				
Dr. Asif prescribed some pills, and he told the patient to have a week's rest.				
Dad met a man with whom he used to work.				

NOT FOR SALE

Gabriel Okara

Unit 15

Once Upon a Time

By the end of the unit, the students will be able to:

- Read a given poem and give orally and in writing:
 - theme and its development.
 - personal response with justification.
 - recognize literary techniques such as personification and alliteration.
- Use critical thinking to respond orally and in writing to the text (post-reading) to
 - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
 - relate what is read to his or her own feelings and experiences.
 - explore causes and consequences of a problem or an issue and propose various solutions.
- Analyze how a writer/ poet uses language to
 - appeal to the senses through use of figurative language including similes, metaphors and imagery.
- Use critical thinking to respond orally and in writing to the text (post-reading) to
 - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
 - relate what is read to his or her own feelings and experiences.
 - scan to answer short questions.
 - make simple inferences using context of the text and prior knowledge.
 - distinguish between what is clearly stated and what is implied.
- Analyze how a writer/ poet uses language to
 - appeal to the senses through use of figurative language including similes; metaphors and imagery.
- Deduce the meaning of unfamiliar words from the context using contextual clues.
- Identify form and use Future Continuous, Future Perfect and Future Perfect Continuous Tenses.

Once Upon a Time

Once upon a time, son,
they used to laugh with their hearts
and laugh with their eyes:
but now they only laugh with their teeth,
while their ice-block-cold eyes
search behind my shadow.

There was a time indeed
they used to shake hands with their
hearts:
but that's gone, son.
Now they shake hands without hearts
while their left hands search
my empty pockets.

'Feel at home!' 'Come again':
they say, and when I come
again and feel
at home, once, twice,
there will be no thrice-
for then I find doors shut on me.

So I have learned many things, son.
I have learned to wear many faces
like dresses – homeface,
officeface, streetface, hostface,
cocktailface, with all their conforming smiles
like a fixed portrait smile.

And I have learned too
to laugh with only my teeth
and shake hands without my heart.
I have also learned to say, 'Goodbye',

when I mean 'Good-riddance':
to say 'Glad to meet you',
without being glad; and to say 'It's been
nice talking to you', after being bored.

But believe me, son.
I want to be what I used to be
when I was like you. I want
to unlearn all these muting things.
Most of all, I want to relearn
how to laugh. for my laugh in the mirror
shows only my teeth like a snake's bare fangs!

So show me, son,
how to laugh: show me how
I used to laugh and smile
once upon a time when I was like you

About the Poet:

Gabriel Okara was born in Western Nigeria in 1921. Okara may be described as a highly original poet, uninfluenced by other poets. In 1979, he was awarded the Commonwealth Poetry Prize. Okara shows a concern regarding what happens when the ancient culture of Africa is faced with the onslaught of western culture.



Glossary

Word	Meaning
confirming (v)	Relevant, fitting
fangs (n)	the pointed poisonous teeth of the snake.
feel at home	feel easy, feel comfortable
good riddance	an expression used to show a feeling of relief after getting rid of someone or something unpleasant.
muting (v)	unexpressed, unspoken
portrait (n)	Picture

Reading Comprehension

1. Compare and contrast the behaviour of the people in the past and today, in the light of the poem "Once upon a time".
2. What does the poet want to learn from his son?
3. What do the expressions "laugh with their teeth" and "teeth like a snake's bare fangs" mean?
4. To what does the poet compare the eyes of the modern man in the poem, "Once upon a time" and why?
5. Describe the tone of the poem "Once upon a time."
6. Find out the similes and metaphors used by the poet in the first and fourth stanza of the poem.

Writing Suggestions

Write the paraphrase of the following stanzas

'Feel at home!' 'Come again':
they say, and when I come
again and feel
at home, once, twice,
there will be no thrice-
for then I find doors shut on me.

So I have learned many things, son.
I have learned to wear many faces
like dresses – homeface,
officeface, streetface, hostface,
cocktailface, with all their conforming smiles
like a fixed portrait smile.

Oral Communication

Conduct a group activity in the class, dividing the students into two equal groups. One group will present arguments in favour of the modern time while the other group will give arguments in favour of the past.

Vocabulary and Grammar

A. Read the sentence and guess the meaning of the underlined word from its context.

1. The child was rushed to the hospital after she had an adverse reaction to the medicine.
a. healing b. harmful c. soothing d. helpful
2. The novice teacher was excited about her first teaching job since graduating college.
a. Experienced b. Beginner c. Knowledgeable d. Stern
3. The alluring aroma of the cookies drew Sandy toward the kitchen for a taste.
a. Unpleasant b. Unappetizing c. Desirable d. Obnoxious
4. The man should go to jail for his inhumane treatment of his horses.
a. Loving b. Caring c. Proper d. Cruel
5. The greedy child was snatching candy from the shelf.
a. Happy b. Pleasant c. Giving d. Selfish
6. You should not belittle his effort but thank him for trying.
a. Make important b. Make unimportant
c. Make inviting d. Make appealing
7. The sun suddenly vanished from view as the storm clouds rolled across the sky.
a. Appeared b. Danced
c. Disappeared d. Floated
8. The soldiers crouched down low behind their vehicle and waited for the enemy to pass.
a. Stooped with bent knees b. Stood straight and tall
c. Leaned against d. Ran from

B. Future Continuous Tense

Definition: The future continuous tense, also called as the future progressive tense, is a tense that shows that an action will take place in future and continue for a certain length of time.

Form: It is formed using the structure

will + be + the present participle (the root verb + ing). For example,

- The plane will be leaving for Saudi Arabia at 3 o'clock.
- They will be playing a match in the evening.
- Our teacher will be arriving the class in a short while.

How to change the simple future tense into the future continuous tense:

To express an action that is expected to take place in future and be completed, we use the simple future tense. For example when you have to attend a meeting in the committee room at 11 o'clock tomorrow, you say:

I will arrive the committee room at 11 o'clock and will be meeting with the delegates.

I will arrive the simple future tense of the verb 'to arrive'. It shows that you arrive once; after that you cannot keep on arriving. However, once the action of arriving at the committee room is completed, you may be doing something that goes on continuously, at least for a certain period of time. For that, you will say, 'I will be meeting with the delegates.'

Will be meeting the future continuous tense of the verb 'to meet'. The construction **will+be+present participle** (meeting) indicates that the action of meeting will last for a certain duration.

So, you see that the form of a simple future tense is changed to the form of the future continuous tense by putting **be + ing** form of the verb *after shall/will*.

Some other examples of the future continuous tense are:

- Haris will be doing jogging in the evening.
- Hammad will be watching TV at night.
- I shall be helping you.
- She will be washing clothes on Sunday.
- Afaq will be earning a lot right after completing his education.

Activity

Put the verbs given in the brackets into the correct form of the future continuous tense:

1. At this time tomorrow, I _____ (leave).
2. We _____ (have) a party on the last Saturday of the month.
3. I _____ (drive) during rain.
4. He _____ (not take) the bus today.
5. Where _____ (sleep) tonight?
6. Don't forget your warm clothes. It _____ (snow) by the time you get to Murree.
7. Sorry, I can't join you. I _____ (take) my daughter to school at that time.
8. You _____ (feel) thirsty while working in the sun.
9. You _____ (miss) the sunshine in England.

10. My son _____ (stay) in Saudi Arabia with his uncle.
11. In an hour, I _____ (sit) in my staff room.
12. Tomorrow at noon, he _____ (work) in his fields.
13. We _____ (have) a dinner together.
14. Next year, She _____ (appear) in her final exams.
15. This moment, children _____ (play) in the ground.

C. Future Perfect Tense

Definition: Future perfect tense is used to express an action that is assumed to be completed later than now (the time while talking) and before some other action or a specified point of time in future. When we use this tense, we are projecting ourselves forward into the future and looking back at an action that will be completed sometime later than now.

Explanation:

Consider the example,

- "Suppose It is 8 a.m. by your watch now. The train will leave the station at 9 a.m. while, Haris will arrive at the station at 9.15 a.m.
- So, when Haris arrives at the station, **the train will have left.**"
- '**Will have left**' indicates that the action of leaving by the train will be complete before the action of arriving of Haris; and both the actions will take place in the future.

Note that if two actions take place in the future, the first one is future perfect tense and

Second one is simple present tense. Such as

'The teacher will have started the lesson before you reach.'

Form of the future perfect tense

The form of the future perfect tense is pretty simple. Its structure is subject + auxiliary verb (will) + auxiliary verb (have) + past participle of the main verb.

Look at these examples:

He (subject) + will (auxiliary verb) + have (auxiliary verb) + achieved (past participle) his target by the next month.

- He will have taken admission in the college in 2021.
- The match will have ended by the time Salim gets out of bed.
- I will have left early in the morning before my son gets up.

- I will have had my lunch by 1 p.m.
- I will have finished when you arrive.

It is important to remember that in future perfect tense, the action you are talking about, must have a deadline. If you don't mention a deadline then it is better to use the simple future tense instead of the future perfect tense.

For example,

- "Hoorain will leave." (correct) instead of "Hoorain will have left". (incorrect), but
- Hoorain will have left before evening. (Correct)

Activity

Divide the class into several groups of five students each. Ask them to write five sentences on the topic "what will our country be like in the next 50 years? What will have happened by then?" They should be advised to use the future perfect in their sentences.

For example, 'people will have got more artificial by then.'

Activity

Use the correct form of the verbs in the brackets to make it future perfect tense:

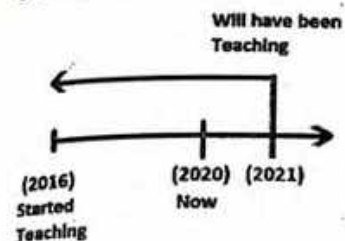
1. Umair _____ his bike next week. (To repair)
2. They _____ the washing by 9 o'clock. (To do)
3. He _____ Malaysia by the end of this year. (To visit)
4. I _____ by 9 o'clock. (To finish)
5. The police _____ the thief. (To arrest)
6. She _____ in the concert tomorrow evening. (To play)
7. By this time next year, Abrar _____ his University degree. (To take)
9. When I get home my dog _____ at the door watching for me. (To sit)
10. The train _____ before we reach the station. (To leave)
11. She _____ this issue with her father tonight. (To discuss)

D. Future Perfect Continuous Tense

Definition: Future Perfect Continuous tense, also known as Future Perfect Progressive tense is used to talk about an action that will have begun in past, present or future and that will continue up for some indefinite time in future.

Actually, in Future Perfect Continuous tense, we go in our imagination to a future point and from there, we talk about an ongoing action that for how long it has been continuing with reference to a particular point of time/activity and that particular point/activity might be now or even before now.

Consider the following timeline:



Suppose you are now in 2020; and let's say you started teaching English right this year; you are thinking about the next year 2021 (future); so you would say,

"Next year I will have been teaching English for one year."

But if suppose you started the job back in 2016 then thinking about the next year (2021) you would say,

"Next year I will have been teaching English for five years."

Here, "will have been teaching" indicates that the action of teaching will be continuing up to the next year (2021) and might go even further.

Unlike Future Perfect tense, the action here has no end date or completion point.

Identity:

To Identify the Future Perfect Continuous tense, it is to remember that this tense has the following form or structure.

Subject + will + have + been + present participle of the main verb

For example,

- He **will have been playing** hockey for three years by the next week.
- They **will have been sleeping** for two hours when their father gets home.
- Shama **will have been doing** her job for two years the next month.
- They **will have been playing** football for hours before you reach.
- I **will have been helping** him for a few hours at night.

Learning activity:

Ask your students to imagine themselves 20 years in future from now (2040). Have each one write 5 sentences about what he or she will have been doing at that time; and for how long between now and then.

For example,

"I will have been working on a good position for 15 years."

Activity

Make the Future Perfect Continuous form of the verbs in brackets to complete the following sentences:

1. My son _____ (sleep) for two hours by the time I come back.
2. They will be exhausted by the match time. They _____ (run) for 7 hours.
3. Will you _____ (work) in this school for 5 months by the time of the annual parents day?
4. They _____ (wait) long before the party begins at midnight.
5. The government servants _____ (protest) for 6 months by the time the salaries are increased in June.
6. Till October 20th, she _____ (teach) English for 3 years.
7. Will he _____ (drive) taxi for 5 years by 2025?
8. By the end of this year we will have been _____ (live) in this house for 6 years.
9. My brother _____ (attend) this school for two years by 2022.
10. Haris _____ (watch) TV for 3 whole hours by the time my father comes.
11. They _____ (play) for four hours by noon.
12. How long will you _____ (practice) guitar by 2021?
13. My friends _____ (cook) for an hour by the time we get there.
14. We _____ (learn) English for two years by 2021.
14. The Covid-19 _____ (play havoc) for years till it's vaccine is prepared.

Unit 16

Tourist Attractions in Pakistan

By the end of the unit, the students will be able to:

- Use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals, etc. by using prior knowledge, asking questions and contextual clues.
- Analyze passages in the text to identify the theme/ general subject, key idea/ central thought (a statement about the general subject), and supporting details.
- Skim text to
 - have general idea of the text.
 - infer theme/ main idea.
- Apply critical thinking to interact with text, use intensive reading strategies (while reading) to
 - scan to answer short questions.
 - make simple inferences using context of the text and prior knowledge.
 - distinguish between what is clearly stated and what is implied.
 - deduce meaning of difficult words from context.
 - use context to infer missing words.
 - read silently with comprehension and extract main idea and supporting detail.
- Use critical thinking to respond orally and in writing to the text (post-reading) to
 - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
 - relate what is read to his or her own feelings and experiences.
 - explore causes and consequences of a problem or an issue and propose various solutions.
 - evaluate material read.
- Use appropriate vocabulary and correct spelling in their own writing.
- Identify and recognize the functions of anaphoric and cataphoric references.
- Recognise and use sentence inversion for various purposes.

Tourist Attractions in Pakistan

Pakistan is a kaleidoscope of some of the most diverse natural beauty in the world. It is a cradle of ancient civilizations and a 'melting pot' of religions and cultures. The World Economic Forum placed Pakistan among the top 25 per cent of global destinations for its UNESCO 'World Heritage Sites.'

From the stretches of great mountain ranges in the north, to the vast alluvial delta of the Indus River in the south, Pakistan remains a land blessed with nature's beauty and majestic mountains. With shining deserts and some of the world's highest peaks, the country has myriad attractions for sightseers, skiers, trekkers and mountaineers. For those interested in white water rafting, trout fishing, jeep, camel and yak safaris and out of this world flora and fauna, Pakistan is the place to be.



It is a land that holds a reservoir of knowledge for archaeologists, historians, artists, teachers and anthropologists, and contains deep religious heritage for pilgrims of various faiths and beliefs. These attributes mean that the tourism sector in Pakistan has started to register exponential and speedy growth. From less than half a million foreign tourist arrivals in 2015, the world tourism monitoring agencies recorded over two million tourist arrivals during 2019. Domestic tourism crossed the 40-million-mark last year.

Pakistan is ranked number one on *Condé Nast Traveller's* list of 20 best holiday destinations for 2020. *Lonely Planet* called Pakistan 'tourism's next big thing' and *Forbes* ranked Pakistan as one of the '10 Coolest Places to go in 2019.'

The British Backpacker Society (BBS) declared Pakistan as the world's third best potential adventure destination for 2020. The year before, the BBS declared that 'Pakistan tops the list of world's best travel destinations', describing it as 'one of the friendliest countries on earth.' A land of splendour, the landscape stretches remarkably from the high mountain ranges in the north to the plains and deserts of central Pakistan, and the Arabian Sea in the south. In addition to the natural beauty in the four provinces of Pakistan, the people are very hospitable and generous toward foreign tourists.

NOT FOR SALE

Pakistan's mountain ranges include the famous Himalayas, Karakoram and the Hindukush. There are several high peaks in Pakistan, with the tallest being K2 (at 8,611 metres), the second highest in the world. The country is blessed with five out of the 14 highest mountain peaks of the world. From April to September, domestic and international mountaineers throng the area.

The 806 km Karakoram Highway constructed along the ancient Silk Road linking Pakistan to China is the highest trade route in the world. Additionally, the nearby Mintaka Pass lies along the fabulous ancient Silk Road that linked Europe to Asia and over which history's most famous tourists once travelled. These include the Venetian trader Marco Polo in the thirteenth century, the Chinese Monk Fe Hien in the fourth century, and Arab historian Al-Beruni in the eleventh century.

In Pakistan's eastern Karakoram, Baltoro Glacier is one of the world's largest valley glaciers. Though difficult to access, it is one of the most highly trafficked regions in Pakistan because of mountaineering destinations like K2, Broad Peak, and the Gasherbrum peaks at its head. The area is not only known for its stunning scenery, but as a life source — a large portion northern Pakistan's population depends on meltwater from the Karakoram glaciers.



Khyber Pakhtunkhwa is well known for its varying natural beauty, comprising some awe-inspiring valleys and mountains in the north, including the Kaghan and Swat valleys, and the famous Khyber Pass. Spread over 72,496 square km, the northern areas of Pakistan are as captivating and mesmerising in beauty as the other regions. Amid towering snow-clad peaks, several over 8,000 metres, the beautiful serene valleys of Gilgit, Hunza and Skardu are magnificent.

The cultural patterns in this region are as varied and interesting as its topography. In the northern territory of Gilgit-Baltistan, icy peaks stretch above the Hunza River. Situated on the riverbank and surrounded by glaciers and gorges, the town of Hunza traditionally served as a resting place for travelers descending the Hindu Kush mountains into the Vale of Kashmir. The valley is home to snow leopards, markhors, ibexes, and red-striped foxes. Nestled in the Hunza Valley, Attabad Lake's vibrant turquoise waters cut through the rocky terrain. Though beautiful, the serene landscape has a violent origin story. The lake was formed in

January 2010, when a massive landslide at Attabad Village flooded nearby towns, blocked the flow of the Hunza River, and displaced thousands of people. Today, it is a popular stop for tourists who can take boats out on the water.

Known as "Land of the Giants," a backdrop of snow-dusted mountains rises from the alpine plateau of Deosai National Park. Each spring, the lush valley is swept by wildflowers and rare butterflies, earning the name "Summer's Palace" by locals, who enjoy the wildlife after winter's thaw. This biodiversity hot spot is home to the Tibetan wolf, Himalayan ibex, Tibetan red fox, and golden marmots, but the government granted the park protected status in 1993 with the goal of safeguarding the critically endangered Himalayan brown bear. The park was also nominated for World Heritage status in 2016.

Northern Pakistan's picturesque Kaghan Valley is a place of fairytales. According to one version of a local legend, a prince of Persia fell in love with a fairy princess on the crystalline waters of Lake Saiful Muluk. But a giant was also in love with the princess, and held her captive. One day, the prince escaped with her, and in his fury, the giant flooded the valley and created lakes with his tears. Today, visitors from around the world travel to Kaghan Valley for its alpine lakes, mountain scenery, and clear night skies.



In northern Azad Kashmir, the bow-shaped Neelum Valley is sandwiched between 13,000-foot peaks and blanketed by verdant forest and streams. The small hilltop village of Arang Kel, is known as the pearl of Neelum Valley.

Pakistan is also rich in vegetation and fauna. With their alpine meadows and permanent snow line, coniferous forests down the sub-mountain scrub, the vast Indus plain merging into the great desert, the coastline and wetlands, the Himalayas, Karakoram and the Hindukush ranges all offer a remarkably rich variety of vegetation and wildlife including avifauna, both endemic and migratory. Ten of eighteen mammalian orders are represented in Pakistan with species ranging from the world's smallest surviving mammal, the Mediterranean Pygmy Shrew, to the largest mammal ever known, the blue whale.

The Punjab province comprises rich agricultural lands, an extensive network of rivers and channels, shrines, ancient forts and gardens from the Mughal era. Over 2,000 years ago, the world famous Gandhara Buddhist civilisation flourished in Northern

Pakistan, with Taxila as the principal seat of Buddhist learning. On this land of five rivers a number of places are worth a visit which include Shalimar Gardens Lahore, Wazir Khan Mosque, Tomb of Jahangir, Rohtas Fort, Lahore Fort (Shahi Qila), Badshahi Mosque, Minar-e-Pakistan, Taxila Museum, Khewra Salt Mines, Katas Raj Temple, Kallar Kahar, Derawar Fort and Noor Mahal Bahawalpur.

The Balochistan province is the largest in the country in terms of area. Besides being blessed with nature's bounty of mineral resources, it also has immense natural beauty comprising mountain ranges, mines and a very long coastal belt, including the newly developed Gwadar Port. In Balochistan there are many caves for tourists to visit, including the Juniper Shaft Cave, Shahre-e-Roghan, the Murghagull Gharra cave, Mughall saa cave, and Pakistan's naturally decorated cave, the Mangocher Cave.

The Makran Coastal Highway is a scenic drive along Pakistan's Arabian Sea coast. The route starts in Karachi and runs through Gwadar to the Iran border, and is considered a major infrastructural achievement. Unique, lunar rock formations line a section of the highway known as the Buzi Pass in Hingol National Park. Natural rock sculptures, like the sphinx-shaped "Lion of Balochistan" can be found along the highway. Pakistan's largest national park extends hundreds of miles along the Makran Coast. While Hingol National Park is renowned for its diverse wildlife – Sindh leopards, chinkaras, honey badgers, and Indian pangolins – it is perhaps best known for its cluster of active mud volcanoes. A mix of hot spring activity, gas, and water react chemically with the surrounding rocks to form a boiling mud. When the mud is expelled, it continuously rebuilds the cones, which are easily eroded. One of the most famous mud volcanoes is Chandragup, a sacred annual pilgrimage site for thousands of Hindus, along with the nearby Hinglaj temple.

In the south, the province of Sindh also abounds in natural beauty. It is most famous as home to the ancient city Moenjo-daro (Indus Valley Civilisation), the commercial hub city of Karachi, plus its seaports and beautiful beaches, spread over hundreds of miles of coastline. Through the centuries, waves of invaders and migrants settled down in the land that



is now Pakistan, influencing the locals and slowly being absorbed among them. Modern Pakistanis are a blend of Harappan, Indo-Aryan, Indo-Iranian, Saka, Parthian, Kushan, White Hun, Afghan, Arab, Turkic and Mughal heritages. Thus, the region

encompassing modern-day Pakistan is home to the oldest Asian civilisation (and one of the oldest in the world after Mesopotamia and Egypt), the Indus Valley Civilisation (2,500-1,500 BC).

Pakistan is a land of love and hospitality. A land of spiritual endowment, it is also the resting place of many spiritual saints from all religions, be it the sufi mystics of Islam, the Hindu Tiraths dating back to 3,000BC, the disciples of Buddha attaining 'nirvana' buried under the remains of Gandhara civilisation, or Baba Guru Nanak, the founder of the Sikh religion. Pakistan has always wholeheartedly worked to preserve its historical sites – whether it is a church, Gurdwara, temple, mosque, museum, tomb, fort or shrine.

Born in the foothills of the Himalayas, Buddhism found avid followers, supporters and patrons in Gandhara, the Land of Fragrance. Pakistan became the custodian of rich collections of sacred relics and superb specimens of art and architecture from Buddhist civilisation. For example, the Buddhist ruins of Taxila are priceless treasures of immense interest to Buddhists and researchers around the world. Taxila became a centre of excellence when the first ever university was founded there in the 10th century BC.

Since Punjab was the centre of activities for Sikh Gurus, and later the political power base of the Sikhs, there are numerous sites in Pakistan that are sacred to the Sikh community. Among the sacred shrines is Gurdwara Darbar Sahib, Kartarpur, near Lahore. Thousands of pilgrims visit these places from all over the globe. Pakistan opened the Kartarpur Corridor to provide Indian Sikh pilgrims a visa-free access. Kartarpur Corridor was renovated and expanded as a symbol of goodwill of the people of Pakistan for the Sikh community and to pave way for interfaith harmony. All Gurdwaras and Sikh shrines in Pakistan have been declared sacred places and are meticulously maintained by the government.

Pakistan is also a land of Saints and Sufis who preached amity, peace and universal love. Their teachings promoted religious co-existence, communal harmony and tolerance in society. Perhaps that is why there has always been communal harmony in Pakistan. The shrines of Data Ganj Bakhsh Hajveri, Hazrat Abdullah Shah Ghazi, Hazrat Lal Shahbaz Qalandar, Sachal Sarmast, and Hazrat Bahauddin Zakaria, are worth a visit for spiritual solace and eternal satisfaction.

Reference & Source

Published as article "PAKISTAN'S TOURIST ATTRACTIONS" in a UK Magazine "Diplomate" in April, 2020.

Glossary

Word	Meaning
alluvial (adj)	made of sand and earth that is left by rivers or floods
alpine (adj)	relating to high mountains
avifauna (adj)	the birds of a particular region, habitat, or geological period
backdrop (n)	a painted cloth hung at the back of a theatre stage as part of the scenery.
captivating (adj)	taking all your attention; very attractive and interesting
coniferous (adj)	connected with any tree that produces hard dry fruit called cones
custodian (n)	a person who takes responsibility for taking care of or protecting something
endemic (adj)	(of a plant or animal) native and restricted to a certain place.
exponential (adj)	(of a rate of increase) becoming faster and faster
fabulous (adj)	extremely good
flora and fauna (n)	the plants and animals of a particular area
kaleidoscope (n)	a toy consisting of a tube that you look through with loose pieces of coloured glass and mirrors at the end. when the tube is turned, the pieces of glass move and form different patterns
melting pot (n)	a place where different peoples, styles, theories, etc. are mixed together
mesmerise (v)	to have such a strong effect on you that you cannot give your attention to anything else
meticulously (adv)	in a way that pays careful attention to every detail
mountaineers (n)	a person who climbs mountains as a sport
nirvana	the state of perfect happiness and peace
picturesque (adj)	(of a place, building, scene, etc.) pretty, especially in a way that looks old-fashioned
renovate (v)	to repair and paint an old building, a piece of furniture, etc. so that it is in good condition again
snow-clad (adj)	covered with snow
solace (n)	to make somebody feel better or happier when they are sad or disappointed

sphinx (n)	a winged monster having a woman's head and a lion's body.
thaw (v)	(of ice and snow) to turn back into water after being frozen.
tirth (n)	sacred place.
topography (n)	the physical features of an area of land, especially the position of its rivers, mountains, etc.; the study of these features
turquoise (n)	a blue or blue-green semi-precious stone
Venetian (adj)	Something that belongs to the city of Venice

Reading Comprehension

Answer the following questions

1. What is the world's view of tourism potential in Pakistan?
2. What are the natural attractions for the tourists in Pakistan?
3. What is the historical importance of 'Karakoram Highway'?
4. Which religious sites attract the tourists to Pakistan? What is their significance?
5. How is Baluchistan important for tourism?
6. How can we improve the global image of Pakistan to attract tourists from around the world?
7. Highlight Pakistan as a tourist destination for 'Buddhist' and 'Sikh' tourists.

Writing Suggestions

Write a description of a visit you made to somewhere that interests you. It may be a visit to an archaeological site, a museum, a zoo or a healthy mountainous area. The essay should start with a clear introductory paragraph with a central thought. Provide key ideas which prove, explain or support the central thought. Use a separate paragraph for each key idea.

Oral Communication

Each student should write three statements about themselves on a piece of paper. Two of them should be true, and one should be false. Students read their three statements, and their classmates question them to try to determine which statement is false.

Vocabulary and Grammar

A. Complete the following sentences using appropriate form of the word given in the brackets.

1. Everyone was impressed by the of the occasion. (solemn)
2. We should never injustice. (tolerance)
3. Something in her speech moved him (sufficient)
4. breeds contempt. (familiar)
5. He was a leader. (rebel)
6. The chief guest delivered the address. (inaugurate)
7. He was a great (patriotic)
8. From him we can learn many lessons in (patriot)
9. We must be proud of our past. (glory)
10. Many athletes are punished for using (stimulate)

B. Fill in the blanks with the transitional words given in the box.

accordingly, nevertheless, otherwise, however, therefore, whenever, in order to, actually, moreover, as soon as, further, although, since, until, meanwhile,

1. Sulaiman's work is wonderful he got a raise.
2. Najma was a terrible employee she got promoted.
3. We hope to receive the order on time; we will cancel.
4. Haroon had seniority; he was laid off.
5. to your request of last week, we are sending you a catalog.
6. She was attractive; she was not beautiful.
7. last week, she has not been the same.
8. the boss arrives, I am the one who makes rules.
9. he can, the director will receive you.
10. Please be on time; try to be early.
11. we are thinking of expending.
12. fulfill his contract, he will have to submit his sketches by Friday.
13. an invoice is paid by cheque, make sure it is deposited as soon as possible.
14. Our company expanded; we hired new personnel.
15. you can type a new letter.

C. Anaphoric and Cataphoric References.

Anaphora and cataphora are two common forms of style that are used to reduce repetition and focus emphasis on specific ideas.

Anaphora: (Anaphoric reference)

Anaphora is a backward reference. The term has been derived from the Ancient Greek "ena" and "Phero" which means "a carrying back".

Linguistically, it means the use of a word or an expression in a text, the meaning of which is clarified when referred back to another word for expression (antecedent) used earlier in the text. For example,

- a. I met Aleena in the welcome party. She looked really awful."

Here, the meaning of 'she' is clarified when referred back to Aleena; and also, the repetition of the word Aleena is avoided.

- b. Nazish dropped the glass. It shattered into fragments.

Here, the pronoun 'it' is an anaphor which points to its antecedent 'the glass'.

- c. If Haris buys a new cell phone, Abdullah will do it as well.

Here, the verb phrase 'do it' is an anaphor referring back to its antecedent 'buys a new cell phone.'

Cataphora: (Cataphoric reference)

It is the converse of Anaphora. It is a backward reference. The term has been derived from the Ancient Greek 'kata' and 'phero' which means carrying downwards.

Linguistically, cataphora is a word or expression in a text that refers to another word or expression used later in the text (Postcedent); So, one has to look ahead to understand its meaning. For example,

- a. When he arrived, Afaq noticed that the window pane was broken.

Here, the meaning of "he" is understood well when we look ahead at the word "Afaq". So 'he' is used as a cataphor.

- b. His friends have been criticizing Umair for highlife.

Here, the possessive adjective 'his' is a cataphor pointing to its Postcedent "Umair"

- c. Although Haris might do so, Abdullah will not buy a new cell phone.

Here, the verb phrase "do so" is a cataphor that points to its Postcedent "buy a new cell phone".

Activity

1. Use the reading resource below. (Teacher may use any news article, narrative, or essay as well.)

"Mario thought, should I tell her or shouldn't I? The question spun round and round in his head and it slowly started to push every other logical argument to the sides, like a

massive centrifuge. Slowly, though, he started to see the answers he needed. They were all lined up in neat little lists. And the first one was no, he shouldn't!" (The teacher may use a longer text if desired).

2. Scramble the clauses and give them to various groups of three students each. Each group should have the same materials. Ask them to match each clause together.

3. After they have finished matching up the clauses, ask them to reorganize the sentences into a cohesive article.

4. After matching all the information together, spend a couple of minutes to ask a few comprehension questions on the original text

(Then, using the sentences from this activity as examples, teach the students anaphoric and cataphoric references.)

5. Finally, ask the students to pick a trending topic from the news to write a few sentences about .Tell the students to divide the clauses onto several strips pieces of paper.

When each group has finished writing five sentences, allow them to exchange their clauses with the group to their left which will be supposed to match the clauses together to make a cohesive paragraph of it.

Exercise

Read the following sentences carefully and tell whether the word/expression in italics is an anaphor or a cataphor. Also mention its antecedent/ Postcedent.

- Hurain and her parents visited Dubai last year. *They* had such a great time together .
- Hamad bought a new motorbike yesterday. *He* loves his new motorbike very much.
- One day, while *he* was washing clothes, a big peach floated down the stream. The old washerman took the peach home.
- One morning, a terrorist group attacked the village. *It* stole all the villagers' belongings and destroyed most of *their* houses.
- During *his* early rehearsals , an actor may forget *his* lines.
- The Qatar team was opportunistic; *it* took advantage of every break.
- A person needs to see *his* dentist twice a year.
- If any one of the sisters needs a ride, *she* can call me.
- If someone has been drinking, *he* may drive poorly.
- Neither the pilot nor the attendants gave *their* opinion about the mishap.
- Each of these companies had *its* books audited.
- Umair says that If you need help with *your* grammar, you may see *him*.

13. The boy *who was lazy* was punished.
 14. *I*, who am your King, will lead you.
 15. *The flowers* which grow in our gardens are not for sale.
 16. They *who live in glass houses* should not throw stones.
 17. Of his poems this is the only one that *is worth reading*.

D. Rewrite the following sentences, using subject-verb inversion, without changing its meaning.

Example: If you were to interview the Prime Minister, what would you ask?
 Were you to interview the Prime Minister, what would you ask?

1. If you see John, please give him my best regards.

2. If you were to earn a huge salary, what would you do with the money?

3. If he hadn't squandered all his savings, he wouldn't be poor now.

4. If she were to get wind of the situation, she would definitely be devastated.

5. If you need assistance, please let us know.

6. If he is accepted for the job, he will go out and celebrate.

7. If I hadn't chosen to learn English, I wouldn't be doing this exercise right now.

8. If it hadn't been so strange, I would have remembered it.

9. If I were in your shoes, I would tell her the truth.

10. If he were promoted, his salary would double.

Unit 17

Désirée's Baby

NOT FOR SALE

Kate Chopin

By the end of the unit, the students will be able to:

- Analyze story elements: characters, events, setting, plot, theme, tone, point of view.
- Identify the speaker or narrator in a selection.
- Recognize the author's purpose and point of view and their effects on the texts.
- Identify universal themes present in literature across all cultures.
- Read a text to
 - make connections between characters, events, motives and causes of conflicts in texts across cultures.
 - distinguish between flexible and inflexible characters.
 - describe how a character changes over the course of story.
 - express justification for change in character.
- Use critical thinking to respond orally and in writing to the text (post-reading) to
 - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
 - relate what is read to his or her own feelings and experiences.
 - explore causes and consequences of a problem or an issue and propose various solutions.
 - evaluate material read.
- Use critical thinking to respond orally and in writing to the text (post-reading) to
 - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
 - relate what is read to his or her own feelings and experiences.
- Recognize the author's purpose and point of view and their effects on the texts.
- Use summary skills to extract salient points and develop a mind map to summarize a text.
- Write an extended narrative incident including action, spoken words, observations, thoughts, and feelings.
- Use the knowledge of roots, suffixes and affixes to determine the meaning of unfamiliar words.
- Use direct and indirect speech appropriately in speech and writing according to the required communicative function.

Désirée's Baby

As the day was pleasant, Madame Valmondé drove over to L'Abri to see Désirée and the baby.

It made her laugh to think of Désirée with a baby. Why, it seemed but yesterday that Désirée was little more than a baby herself; when Monsieur in riding through the gateway of Valmondé had found her lying asleep in the shadow of the big stone pillar.

The little one awoke in his arms and began to cry for "Dada." That was as much as she could do or say. Some people thought she might have strayed there of her own accord, for she was of the toddling age. The prevailing belief was that she had been purposely left by a party of Texans, just below the plantation. Madame Valmondé fond belief was that Désirée had been sent to her by a beneficent Providence to be the child of her affection, seeing that she was without child. For the girl grew to be beautiful and gentle, affectionate and sincere, — the idol of Valmondé.

It was no wonder, when she stood one day against the stone pillar in whose shadow she had lain asleep, eighteen years before, that Armand Aubigny riding by and seeing her there, had fallen in love with her. That was the way all the Aubignys fell in love, as if struck by a pistol shot. The wonder was that he had not loved her before; for he had known her since his father brought him home from Paris, a boy of eight, after his mother died there. The passion that awoke in him that day, when he saw her at the gate, swept along like an avalanche, or like anything that drives headlong over all obstacles.

Monsieur Valmondé grew practical and wanted things well considered: that is, the girl's obscure origin. Armand looked into her eyes and did not care. He was reminded that she was nameless. What did it matter about a name when he could give her one of the oldest and proudest in Louisiana? He ordered the basket of flowers from Paris, and contained himself with what patience he could until it arrived; then they were married.

Madame Valmondé had not seen Désirée and the baby for four weeks. When she reached L'Abri, she shuddered at the first sight of it, as she always did. It was a sad looking place, which for many years had not known the gentle presence of a mistress, old Monsieur Aubigny having married and buried his wife in France, and she having loved her own land too well ever to leave it. The roof came down steep and black like a hood, reaching out beyond the wide galleries that encircled the yellow stuccoed house. Big, solemn oaks grew close to it, and their thick-leaved, far-reaching branches

shadowed it like a pall. Young Aubigny's rule was a strict one, too, and under it his negroes had forgotten how to be gay, as they had been during the old master's easy-going and indulgent lifetime.

The young mother was recovering slowly, and lay full length, in her soft white muslins and laces, upon a couch. The baby was beside her, upon her arm, where he had fallen asleep, at her breast. The yellow nurse woman sat beside a window fanning herself.

Madame Valmondé bent her portly figure over Désirée and kissed her, holding her tenderly in her arms. Then she turned to the child.

"This is not the baby!" she exclaimed, in startled tones. French was the language spoken at Valmondé in those days.

"I knew you would be astonished," laughed Désirée, "at the way he has grown. Look at his legs, mamma, and his hands and finger-nails,—real finger-nails. Zandrine had to cut them this morning, isn't it true, Zandrine?"

The woman bowed her turbaned head majestically, "of course, Madame."

"And the way he cries," went on Désirée, "is deafening. Armand heard him the other day as far away as La Blanche's cabin."

Madame Valmondé had never removed her eyes from the child. She lifted it and walked with it over to the window that was lightest. She scanned the baby narrowly, then looked as searchingly at Zandrine, whose face was turned to gaze across the fields.

"Yes, the child has grown, has changed;" said Madame Valmondé, slowly, as she replaced it beside its mother. "What does Armand say?"

Désirée's face became suffused with a glow that was happiness itself.

"Oh, Armand is the proudest father in the parish, I believe, chiefly because it is a boy, to bear his name; though he says not,—that he would have loved a girl as well. But I know it isn't true I know he says that to please me. And mamma," she added, drawing Madame Valmondé's head down to her, and speaking in a whisper, "he hasn't punished one of them — not one of them—since baby is born. Even Négrillon, who pretended to have burnt his leg that he might rest from work—he only laughed, and said Négrillon was a great scamp. Oh, mamma, I'm so happy; it frightens me."

What Désirée said was true. Marriage, and later the birth of his son had softened Armand Aubigny's imperious and exacting nature greatly. This was what made the gentle Désirée so happy, for she loved him desperately. When he frowned she trembled but loved him. When he smiled, she asked no greater blessing of God. But Armand dark, handsome face had not often been disfigured by frowns since the day he fell love with her.

When the baby was about three months old, Désirée awoke one day to the conviction that there was something in the air menacing her peace. It was at first too subtle to grasp. It had only been a disquieting suggestion; an air of mystery among the blacks; unexpected visits from far-off neighbors who could hardly account for their coming. Then a strange, an awful change in her husband's manner, which she dared not ask him to explain. When he spoke to her, it was with averted eyes, from which the old love-light seemed to have gone out. He absented himself from home; and when there, avoided her presence and that of her child, without excuse. And the very spirit of Satan seemed suddenly to take hold of him in his dealings with the slaves. Désirée was miserable enough to die.

She sat in her room, one hot afternoon, listlessly drawing through her fingers the strands of her long, silky brown hair that hung about her shoulders. The baby, half naked, lay asleep upon her own great mahogany bed, that was like a sumptuous throne, with its satin-lined half-canopy. One of La Blanche's little quadroon boys—half naked too—stood fanning the child slowly with a fan of peacock feathers. Désirée's eyes had been fixed absently and sadly upon the baby, while she was striving to penetrate the threatening mist that she felt closing about her. She looked from her child to the boy who stood beside him, and back again; over and over. "Ah!" It was a cry that she could not help; which she was not conscious of having uttered. The blood turned like ice in her veins, and a clammy moisture gathered upon her face.

She tried to speak to the little quadroon boy; but no sound would come, at first. When he heard his name uttered, he looked up, and his mistress was pointing to the door. He laid aside the great, soft fan, and obediently stole away, over the polished floor, on his bare tiptoes.

She stayed motionless, with gaze riveted upon her child, and her face the picture of fright. Presently her husband entered the room, and without noticing her, went to a table and began to search among some papers which covered it.

"Armand," she called to him, in a voice which must have stabbed him, if he was human. But he did not notice. "Armand," she said again. Then she rose and tottered towards him. "Armand," she panted once more, clutching his arm, "look at our child. What does it mean? tell me."

He coldly but gently loosened her fingers from about his arm and thrust the hand away from him. "Tell me what it means!" she cried despairingly.

"It means, he answered lightly, "that the child is not white; it means that you are not white."

A quick conception of all that this accusation meant for her nerved her with unwonted courage to deny it. "It is a lie; it is not true, I am white! Look at my hair, it is brown; and my eyes are gray, Armand, you know they are gray. And my skin is fair," seizing his wrist. "Look at my hand; whiter than yours, Armand," she laughed hysterically.

"As white as La Blanche's," he returned cruelly; and went away leaving her alone with their child.

When she could hold a pen in her hand, she sent a despairing letter to Madame Valmondé.

"My mother, they tell me I am not white. Armand has told me I am not white. For God's sake tell them it is not true. You must know it is not true. I shall die. I must die. I cannot be so unhappy, and live."

The answer that came was as brief:

"My own Désirée: Come home to Valmondé; back to your mother who loves you. Come with your child."

When the letter reached Désirée she went with it to her husband's study room, and laid it open upon the desk before which he sat. She was like a stone image: silent, white, motionless after she placed it there.

In silence he ran his cold eyes over the written words. He said nothing. "Shall I go, Armand?" she asked in tones sharp with agonized suspense.

"Yes, go."

"Do you want me to go?"

"Yes, I want you to go."

He thought Almighty God had dealt cruelly and unjustly with him; and felt, somehow, that he was paying Him back in kind when he stabbed thus into his wife's soul. Moreover he no longer loved her, because of the unconscious injury she had brought upon his home and his name.

She turned away like one stunned by a blow, and walked slowly towards the door, hoping he would call her back.

"Good-by, Armand," she moaned.

He did not answer her. That was his last blow at fate.

Désirée went in search of her child. Zandrine was pacing the sombre gallery with it. She took the little one from the nurse's arms with no word of explanation, and descending the steps, walked away, under the live-oak branches.

It was an October afternoon; the sun was just sinking. Out in the still fields the negroes were picking cotton.

Désirée had not changed the thin white garment nor the slippers which she wore. Her hair was uncovered and the sun's rays brought a golden gleam from its brown meshes. She did not take the broad, beaten road which led to the far-off plantation of Valmondé. She walked across a deserted field, where the stubble bruised her tender feet, so delicately shod, and tore her thin gown to shreds.

She disappeared among the reeds and willows that grew thick along the banks of the deep, sluggish stream; and she did not come back again.

Some weeks later there was a curious scene enacted at L'Abri. In the centre of the smoothly swept back yard was a great bonfire. Armand Aubigny sat in the wide hallway that commanded a view of the spectacle; and it was he who dealt out to a half dozen negroes the material which kept this fire ablaze.

A graceful cradle of willow, with all its dainty furbishings, was laid upon the pyre, which had already been fed with the richness of a priceless *layette*. Then there were silk gowns, and velvet and satin ones added to these; laces, too, and embroideries; bonnets and gloves; for the basket of flowers had been of rare quality.

The last thing to go was a tiny bundle of letters; innocent little scribbles that Désirée had sent to him during the days of their espousal. There was the remnant of one back in the drawer from which he took them. But it was not Désirée's; it was part of an old letter from his mother to his father. He read it. She was thanking God for the blessing of her husband's love: —

"But, above all," she wrote, "night and day, I thank the good God for having so arranged our lives that our dear Armand will never know that his mother, who adores him, belongs to the race that is cursed with the brand of slavery."

About the author

Kate Chopin (February 8, 1850 – August 22, 1904) was an American author of short stories and novels based in Louisiana. She is considered by scholars to have been a forerunner of American 20th-century feminist authors.

Glossary

Word	Meaning
avalanche(n)	a mass of snow, ice and rock that falls down the side of a mountain
avert(v)	to prevent something bad or dangerous from happening
Bayou(n)	a branch of a river in the southern US that moves very slowly and has many plants growing in it
brand(n)	a mark made with a piece of hot metal, especially on farm animals to show who owns them
canopy(n)	a cover that is fixed or hangs above a bed, seat, etc. as a shelter or decoration
clammy(adj.)	slightly wet in an unpleasant way
conviction(n)	
dainty (adj.)	
despairingly(adv.)	in a way that shows a loss of all hope
frowns(n)	to make a serious, angry or worried expression by bringing your eyebrows closer together so that lines appear on your forehead
headlong(adv.)	with the head first and the rest of the body following
hysterically(adv.)	in an extremely excited way and without any control, often with crying or laughter
imperious(adj.)	expecting people to obey you and treating them as if they are not as important as you
indulgent(adj.)	(usually disapproving) tending to allow somebody to have or do whatever they want
layette(n)	a set of clothes and other things for a new baby
listlessly(adv.)	without energy or enthusiasm
mahogany(n)	the hard red-brown wood of a tropical tree, used for making furniture
menace(n)	to be a possible danger to something/somebody

muslin(n)	a type of fine cotton cloth that you can almost see through, used, especially in the past, for making clothes and curtains
negro(n)	a member of a race of people with dark skin who originally came from Africa
of her own accord	without being asked, forced or helped
pall(n)	pall of something a thick dark cloud of something, a cloth spread over a coffin
plantation(n)	a large area of land, especially in a hot country, where crops such as coffee, sugar, rubber, etc. are grown
portly(adj.)	(especially of an older man) rather fat
providence	God, or a force that some people believe controls our lives and the things that happen to us, usually in a way that protects us
quadroon(n)	a person who is one-quarter black by descent.
rivet(v)	to hold somebody's interest or attention so completely that they cannot look away or think of anything else
satin(n)	a type of cloth with a smooth shiny surface
scamp(adj.)	a child who enjoys playing tricks and causing trouble
scribbling(n)	writing or drawings produced carelessly or hurriedly.
shod(v)	past simple and past participle of shoe/Wearing or protected by shoes.
shudder(v)	to shake because you are cold or frightened, or because of a strong feeling
sombre(adj.)	sad and serious, dark in colour
speculation(n)	the act of forming opinions about what has happened or what might happen without knowing all the facts
stubble(n)	the lower short, stiff part of the stems of crops such as wheat that are left in the ground after the top part has been cut and collected
stuccoed(adj.)	covered with a type of plaster called stucco

suffuse(n)	(especially of a colour, light or feeling) to spread all over or through somebody/something
sumptuous(adj.)	very expensive and looking very impressive
toddling(n)	when a young child who has just learnt to walk toddles, he/she walks with short, unsteady steps
totter(v)	to walk or move with weak, unsteady steps, especially because you are drunk or ill
unwonted(adj.)	not usual or expected

Reading Comprehension

- Write down the central idea of the lesson 'Desirée's Baby'?
- Why did Armand not consider Desirée's origin before marrying her?
- Write a brief character sketch of Armand Aubigny.
- Why did the behaviour of Armand Aubigny change towards Desirée as the story proceeds?
- Why was Desirée assumed a reason for his child not being white?
- What is the meaning of the phrase "he was reminded that she was nameless" in the context of Desirée's Baby?
- Suggest another ending for the story, 'Desirée's Baby'?

Writing Suggestions

Write a summary of the story, Desirée's Baby giving it a proper beginning, middle and end.

Oral Communication

We are definitely not addicted to racism in terms of "black" and "white" but we certainly follow some other kinds of racism. Make two groups in the class and thoroughly discuss these various versions of racism in our society.

Vocabulary and Grammar

A. Fill in the blanks with appropriate words given in brackets.

- The conference was held at a hall.
a) special b) spacious c) specious d) sociable

2. That he is very _____ should be evident from the number of friends he has.
a) sociable b) social c) societal d) society
3. The gangsters made a _____ attack on the hapless refugees.
a) timid b) bold c) valiant d) cowardly
4. People from villages are migrating to _____ areas.
a) urban b) urbane c) rural d) rustic
5. This drug is not to be taken _____.
a) verbally b) physically c) orally d) generally
6. The terrorists could not _____ the army advance.
a) withstand b) withheld c) withdraw

Fill in the blanks with the correct form of the words in brackets.

It has been _____ (observation) that drivers have become more careless and rash these days. The traffic police committee has _____ (decision) to take this disregard for traffic rules very seriously. CCTV cameras will be monitored at all times, and the traffic offenders will be _____ (catch) immediately by the police at the next junction. It has _____ (be) decided to _____ (penalty) the first instance of law break with a fine and the second with the _____ (cancel) of the driving license.

B. Direct-Indirect speech.

Look at the following two sentences:

- John said, "I am unwell now". - Sentence [1].
- John said that he was unwell then. - Sentence [2].

Sentence [1] is said to be in Direct speech and sentence [2] in Indirect speech.

We can see that there is no change in meaning, but there is a change in form.

First, the inverted commas have been removed.

Second, the pronoun 'I' in sentence [1] has been changed from 1st person to 3rd person.

Third, the auxiliary verb 'am' which is in the simple present tense, in sentence [1] has been changed to 'was' which is in the simple past tense.

Fourth, the adverb 'now' has been changed to 'then', i.e.; a word showing closeness in time is changed to a word showing distance.

The word 'that' has been added after the reporting verb 'said'.

So, we change the person of the pronoun and the tense of the verb and the adverb when we change from Direct to Indirect.

What do we mean by "Person" of a pronoun?

We know that there are three person[s] where a pronoun is concerned. They are the 1st person, the 2nd person and the 3rd person.

- The definition of the 1st person is 'Person speaking'.
- The definition of 2nd person is 'Person spoken to'.
- The definition of 3rd person is 'Person spoken of/about'.

Why can't we have a 4th Person?

It is because in a conversation there can only be a 'person speaking', 'a person spoken to' or a 'person spoken of'. There cannot be a fourth 'person'.

Let us suppose that there are two people 'A' and 'B'. If A says to B "I want to go there", he is the 'person speaking' and he refers to himself as 'I', so 'I' is the first person.

Suppose he asks B "Do you want to come?", B is the 'person spoken to' and he is being addressed as 'you', so 'you' is the second person.

Suppose 'A' leaves and 'C' comes along and B tells C what A told him, saying, 'He wanted to go there'. 'A' is the 'person spoken of' and so 'He' is the third person.

Person	Singular	Plural
1 st	I	We
2 nd	You	You
3 rd	He, She, It	They.

We will list the remaining pronouns according to their person:

Person	Singular	Plural	Accusative case
1 st	me	us	
2 nd	you	you	
3 rd	him, her,	them	it.
Person	Singular	Plural	Possessive case [nominative and accusative]
1 st	my, mine	our, ours	
2 nd	your, yours	your, yours	their, theirs
3 rd	his, his, her, hers	Its, its	

Person	Singular	Plural	Emphatic and Reflexive
1 st	myself	ourselves	
2 nd	yourself	yourselves	
3 rd	himself, herself itself	themselves	

So in sentence [1] above we change the pronoun from 1st person 'I' to 3rd person 'He'.

Auxiliary Verbs

There are two forms of the auxiliary verb: the primary auxiliaries and the modal auxiliaries.

The primary auxiliaries are: 'to be' - is, am, are, was and were.

'to do' - do, does and did.

'to have' - have, has and had.

The modal auxiliaries are: can could, will would, shall should, may might, must, need and dare.

A regular verb like 'sit' has the present tense form 'sit' and the past tense form 'sat'.

Just as a regular verb has these two forms, the auxiliaries also have two forms.

The present tense forms of 'to be' are: is, am and are.

The past tense forms are: was, were.

We can compare two sentences to find out the 'tense' of an auxiliary verb

Form simple sentences using the auxiliaries:

{1} I am here, and

{2} I was here.

We see that the second sentence is in the past tense and the first sentence is in the present tense.

Similarly, by forming simple sentences, we can find out the tense of any of the auxiliaries.

So, we change from the present tense to the past tense when changing to Indirect speech in sentence [2] above.

Adverbs are words showing 'where' and 'when' something happened. Some adverbs are 'here' which changes to 'there', 'today' which becomes 'that day', 'tomorrow'

which becomes 'the next day' and so on.

In short, we change the pronouns, the verbs and the adverbs when we change from Direct to Indirect speech.

Interrogative sentences:

Look at the following question:

He said, "Are you here?"

In this sentence, the auxiliary verb 'are' comes first and then the subject 'you'.

When we change the sentence into Indirect speech the positions of subject and verb are interchanged, as in:

He asked whether he was there.

Once again the pronoun is changed to third person and the verb is changed to the past tense.

The reporting verb can be asked or inquired to name but two.

The word 'whether' is placed after the reporting verb. It can also be replaced with its equivalent 'if'.

Exclamatory and Imperative sentences:

An exclamatory sentence shows strong emotion. A reporting verb for an exclamatory sentence can be 'exclaimed'. For an Imperative sentence which shows a command or a request, the reporting verbs can be 'ordered', 'requested' etc. Often the subject is implied in Imperative sentences:

"Sit!" said the teacher to the students. Here the subject is: [You] Sit. So the sentences in Indirect becomes, The teacher told them to sit.

So, let us look at some sentences which are changed into Indirect speech using the above rules:

"You're going to write, aren't you?" asked Sophia.

"Is that nothing? I've promised myself that you're going to write your stories and become famous. And while you're writing, I'll stand behind you and read over your shoulder." he said to her.

Sophia asked whether he was going to write. He asked her if that was nothing? He had promised himself that she was going to write her stories and become famous. And while she was writing, he would stand behind her and read over her shoulder

Activity

Complete the given sentences in Reported Speech. Mind the introductory sentences and backshift of tenses.

1. Tahira: "She works in an office."
Tahira said (that) she _____
2. Jamila: "I am going to clean the room."
Jamila told me (that) she _____
3. Jaffer: "They like the song."
Jaffer said (that) they _____
4. Iman and Marva: "We need new shoes."
Iman and Marva remarked (that) they _____
5. Kamran: "He can speak Spanish."
Kamran told us (that) he _____
7. Teacher: "Rauf has never been to Karachi."
The teacher said (that) Rauf _____
8. Luqman: "The train didn't arrive on time."
Luqman said to Gul (that) the train _____
9. Eyma: "I'm sitting on the chair."
Eyma said (that) she _____
10. Nauman: "Waleed doesn't eat meat."
Nauman told us (that) Waleed _____
11. Hamid: "Abraham and Naummy will travel to Kaghan."
Hamid remarked (that) Abraham and Naummy _____

Unit 18

Lines from the deserted village

(Poem)

By the end of the unit, the students will be able to:

- Read a given poem and give orally and in writing:
 - Theme and its development.
 - Personal response with justification.
 - Recognize literary techniques such as personification and alliteration.
- Use critical thinking to respond orally and in writing to the text (post-reading) to
 - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
 - relate what is read to his or her own feelings and experiences.
 - explore causes and consequences of a problem or an issue and propose various solutions.
- Analyze how a writer/ poet uses language to
 - appeal to the senses through use of figurative language including similes, metaphors and imagery.
- Use critical thinking to respond orally and in writing to the text (post-reading) to
 - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
 - relate what is read to his or her own feelings and experiences.
 - scan to answer short questions.
 - make simple inferences using context of the text and prior knowledge.
 - distinguish between what is clearly stated and what is implied.
- Analyze how a writer/ poet uses language to
 - appeal to the senses through use of figurative language including similes, metaphors and imagery.
- Use a thesaurus to locate the synonyms closest to the meaning of the given words.
- Use direct and indirect speech appropriately in speech and writing according to the required communicative function.

Lines From the Deserted Village

Lines From The Deserted Village
BY OLIVER GOLDSMITH

Sweet Auburn ! loveliest village of the plain,
Where health and plenty chear'd the labouring swain,
Where smiling spring its earliest visit paid,
And parting summer's ling'ring blooms delay'd:

Dear lovely bowers of innocence and ease,
Seats of my youth, when every sport could please,
How often have I loiter'd o'er thy green,
Where humble happiness endear'd each scene;
How often have I paus'd on every charm,

The shelter'd cot, the cultivated farm,
The never-failing brook, the busy mill,
The decent church that topp'd the neighbouring hill,
The hawthorn bush, with seats beneath the shade,
For talking age and whisp'ing lovers made;

How often have I bless'd the coming day,
When toil remitting lent its turn to play,
And all the village train, from labour free,
Led up their sports beneath the spreading tree;
While many a pastime circled in the shade,

The young contending as the old survey'd;
And many a gambol frolicked o'er the ground,
And slights of art and feats of strength went round;
And still as each repeated pleasure tir'd,
Succeeding sports the mirthful band inspir'd;

NOT FOR SALE

The dancing pair that simply sought renown,
By holding out to tire each other down;
The swain mistrustless of his smutted face,
While secret laughter titter'd round the place;
The bashful virgin's side-long looks of love,

The matron's glance that would those looks reprove;
These were thy charms, sweet village; sports like these,
With sweet succession, taught even toil to please;
These round thy bowers their chearful influence shed,
These were thy charms—But all these charms are fled.

Ill fares the land, to hast'ning ills a prey,
Where wealth accumulates and men decay;
Princes and lords may flourish, or may fade;
A breath can make them as a breath has made;
But a bold peasantry, their country's pride,
When once destroy'd can never be supplied.

About the poet:

Oliver Goldsmith was born on November 10, 1730 in Kilkenny West, Ireland and died on April 4, 1774 in London. He is best known for his novel *The Vicar of Wakefield*, his poem *The Deserted Village* (1770) and his plays *The Good Natur'd Man* and *She Stoops to Conquer* etc. He received his BA degree in February 1749 from Trinity College, Dublin. He was the son of an Anglo- Irish Clergyman, Charles Goldsmith.



Glossary

Word	Meaning
a breath	a word
bashful (adj.)	shy; timid
bless (v)	give prayers to
bowers (n)	shady place surrounded by trees

brook (n)	a natural stream of water
contending (v)	competing with one another
cot(n)	Cottage
delay'd (adj.)	went on blooming late in the year
for taking age	for old people, who are fond of talking
frolicked (v)	went on merrily
gambol (v)	playful activity
holding out (ph.v)	not stopping
i'll fares	not doing well
led up (ph.v.)	began upon
loiter(v)	be about ; linger; hang around
matron (n)	an incharge woman; supervisor
mirthful band	merry company
mistrustless of	completely unaware of
parting (v)	Departing
peasantry (n)	the class of peasants
renown(n)	Fame
reprove (v)	dislike ; warn
seats of my youth	places in which I spent much time in my youth
sidelong (adj.)	to one side
sleights of art	clever tricks
smutted(v)	marked with soot or some such black substance
survey's(v)	looked on
swain(n)	humble countryman
the village train	the set of people living in the village. 'Train' suggests that came walking up to the scene of their sports in an informal procession.
titter(v)	laugh nervously
toil remitting	work ceasing. Goldsmith is describing a day of holiday
went round	were performed in turn

Reading Comprehension

- Write in your own words the significance of the title 'Lines from the Deserted Village'?
- Describe in your own words the picture of the village portrayed by the poet in first six lines of the poem 'Lines from the Deserted Village'?
- What does the poet mean by the following words and phrases:
(a) Loitered over thy green (b) talking age (c) seats of my youth (d) the village train
- What verse form has been used by the poet in the poem "Lines from the Deserted Village"? Also tell, what's its rhyme scheme?
- Explain the following couplet:
" Ill fares the land, to hast'ning ills a prey,
Where wealth accumulates and men decay;"
- Give an example of alliteration from the poem "Lines from The Deserted Village".

Writing Suggestions

Why does the poet call the Peasantry class as " the pride" of the country. Explain in your own words.

Oral Communication

Organise a debate in the class giving one or two minutes time to each debater. The debate should be on the topic of the changing social and cultural values (**modernization**) in villages. They may speak in favour of or against the modernization taking place in villages.

Vocabulary and Grammar

- A. Replace each underlined word with a synonym from the words listed below.
below, glad, ill, hilarious, present, price, bright, error, thief, plump, blend, clean, aqua

- His uncle brought a birthday gift wrapped in red paper. _____
- The fat cat could barely climb up the tree. _____
- My teacher was happy to see me. _____

NOT FOR SALE

1. The painting had brilliant shades of blue.
2. The dog curled up under the table.
3. My dad knows a lot of funny jokes.
4. The burglar stole the diamonds and gold.
5. I went home early because I felt sick.
6. You will need to mix the eggs and flour.
7. The cost of the toy was too high.
8. The fisherman stared out at the blue waters.
9. Max made a mistake on his math test.

8. Write the indirect narration in the 'Indirect Speech column' for the sentences given in 'Direct Speech' column!

Direct Speech	Indirect Speech
1. He said, "I work in a small company"	
2. She said, "I am waiting for my salary"	
3. Alex said to me, "It have worked very hard for this project"	
4. I said to him, "I do not care about small issues"	
5. She said to me, "I am making good progress on this project"	
6. We said, "You have better future than us"	
7. They said, "It is getting on very boring here"	
8. She said, "You have to decide by tomorrow"	

NOT FOR SALE

9. Alex said, "I have been writing this paragraph"
10. They said, "We do not listen to their advice"

Reported speech Exercise: Past Tense

Direct Speech	Indirect Speech
11. He said, "I worked very hard but failed"	
12. She said to me, "It did not work for me"	
13. Alex said, "I was listening Indian music"	
14. "We were going to a new mission" they said.	
15. "I had collected ancient books" he said.	
16. They said, "We had better alternative than this"	
17. He said to me, "We watched a wonderful movie."	
18. Alex said, "I was writing codes for a new program"	
19. She said to him, "I had no intention to marry you."	
20. He said, "I wasted my time after her."	

Reported speech Exercise: Future Tense

Direct Speech	Indirect Speech
21. She said, "I will perform better in next competition"	
22. He said to his teacher, "I will bring good results in exams"	
23. She said to mother, "I will bring good name to you"	
24. Alex said to Mark, "I will be waiting for you at the main gate"	
25. I said to him, "I will have to convince my parents for this"	
26. They said, "we will have to stay more active"	
27. She said, "I will be looking for your response"	
28. He said to me, "I will have to think twice before taking such action"	
29. I said to him, "You will have wait for me for two hours"	
30. She said, "We will be signing an agreement on next Sunday"	

William Golding

Unit 19

Lord of the Flies

[Abridged]

(with some adaptations to make it palatable to the taste of students and to make it agreeable to their social and cultural sensibilities).

By the end of the unit, the students will be able to:

- Read a text to make connections between characters, events, motives and causes of conflicts in texts across cultures.
- Analyze story elements: characters, events, setting, plot, theme, tone, point of view.
- Recognize the author's purpose and point of view and their effects on the text.
- Analyze the conflict in a story or literary selection. Explore options to resolve the conflict. Propose another resolution.
- Identify universal themes present in literature across all cultures.
- Demonstrate heightened awareness of conventions and dynamic of group discussion and interaction to:
 - present and explain ones point of view clearly
 - support or modify one's opinion with reasons
 - acknowledge other's contribution
 - share information and ideas
 - clarify, rephrase, explain expand and restate information and ideas.
- Illustrate appropriate vocabulary and spelling in their own writing.
- Use direct and indirect speech appropriately in speech and writing according to the required communicative function.

Lord of the Flies

CHAPTER—1

Upon a tropical island, a twelve-year-old boy with fair hair was climbing out of plane wreckage (referred to as "the scar") on a beach and towards a lagoon. He faced another child around his age, a fat boy with glasses. The two, who have not previously met, began a conversation. The fair-haired boy introduced himself as Ralph.

Through their conversation, it was revealed that the boys had survived a plane crash in the Pacific Ocean, and no adults were present among the survivors. They confirmed that both the pilot and "the man with the megaphone"—perhaps some sort of rescue worker—both had died in the crash. The boys appeared to have been escaping from an atomic war in their country, a place referred to only as the Home Counties (signaling England). When Ralph insisted that his father, a Commander in the Navy, would rescue the stranded boys, Piggy reminded him that "they"—perhaps the military, perhaps the adult population—were all killed "by the atom bomb."

Ralph was excited by the idea of being free from any adult supervision. He enjoyed the shore with Palm trees and all other new sights. He started playing on the sand at the beach. He stood on a relatively high platform and looked into the river water that was clear to the bottom. He found a natural pool there, formed, perhaps, by a typhoon that had banked sand inside the lagoon. Ralph plunged in and started taking a bath.

The fat boy lowered himself over the terrace and sat down carefully, using the edge as a seat. He wiped his glasses and adjusted them on his button nose.

"I expect we'll want to know all the names," said the fat boy, "and make a list. We ought to have a meeting."

About himself, the fat boy said, "they used to call me Piggy."

Ralph shrieked with laughter. He jumped up and to tease him, started calling him "Piggy, Piggy."

Piggy took off his shoes and socks, arranged them carefully on the ledge, and tested the water with one toe.

"it's hot!"

Ralph asked,

"aren't you going to swim? Piggy shook his head. "I can't swim. I wasn't allowed. My asthma---" Ralph said proudly,

"I could swim when I was 5. Daddy taught me. He's a commander in the Navy. When he gets leave he'll come and rescue us. What's your father?"

NOT FOR SALE

Piggy flushed suddenly. "My dad is dead. I used to live with my auntie" Piggy spoke, "we gotta find the others. We got to do something." And he insisted, "How many of us are there?"



Ralph came forward and stood by Piggy, "I don't know."

Ralph had stopped smiling and was pointing into the lagoon. Something creamy lay on the ferny weeds.

"A stone."

"No. It's a shell. Piggy was excited, it's a shell." I seen one like that before. On someone's back Wall. A conch he called it. He used to blow it and then his mom would come. It's ever so valuable."

Somehow, they managed to retrieve the shell. Piggy suggested that they could use the shell to call the others, to have a meeting. Ralph tried at blowing the shell with full force of his breath.

"I bet you can hear that for miles."

A child appeared among the palms, about 100 yards along the beach. He was a boy of perhaps 6 years. His clothes were torn, his face covered with a sticky mess of fruit. He jumped off the palm terrace into the sand. Meanwhile, Ralph continued to blow till voices shouted in the forest. The small boy squatted in front of Ralph. Piggy leaned down to him.

what's your name?"

"Johnny"

Many more boys turned up there. The children gave Ralph the same simple obedience that they had given to the man with megaphone. Some carrying their clothes

others half naked, or more or less dressed, in school uniforms, grey, blue, fawn, jacketed or jerseyed. Then appeared two children who were twins. Their names were Sam and Eric. Collectively, they were called Samneric. At last, Ralph ceased to blow the conch and sat there.

He saw some creatures stepping from mirage on the clear sand. It was a group of boys whose bodies, from throat to ankle, were hidden by black cloaks which bore a silver Cross on the left breast. The boy who controlled them was dressed in the same way though his cap badge was golden. When his party was about 10 yards from the platform, he shouted an order and they halted, gasping, sweating, swaying in the fierce light. The boy himself came forward with his cloak flying about him.

Where is the man with the trumpet?"

Ralph answered him, "there is no man with the trumpet. Only me." "isn't there a man here?"

Ralph spoke to his back,

"No, we are having a meeting. Come and join in"

The group began to scatter from close lines.

The tall boy shouted, "Choir, stand still!"

Wearily obedient, the choir huddled into line and stood there swaying in the Sun. Jack

Merridew turned to Ralph,

"Are not there any grown ups?"

"No."

"Then we'll have to look after ourselves"

Jack continued, "We've got to decide about being rescued."

Ralph lifted the conch, "seems to me we ought to have a chief to decide things."

"I ought to be chief", said Jack with simple arrogance.

The Dark boy, Roger, stirred at last and spoke up, "let's have a vote" There was a noise.

Ralph raised hand for Silence.

"All right. Who wants Jack for chief?"

With dreary obedience the choir raised their hands. "Who wants me?" Every hand outside the choir except Piggy's was raised immediately. Then Piggy too, raised his hand grudgingly into the air.

Ralph counted,

"I am chief then."

The circle of boys broke into applause. Even the choir applauded. After becoming the chief, Ralph nominated Jack as the leader of the choir and declared the

choir to be serving as the army or hunters. Jack and Ralph smiled at each other with shy liking. Jack stood up,

"Alright choir, take off your togs."

As if released from class, the choir boys stood up, chattered, piled their black cloaks on the grass. Jack laid his on the trunk by Ralph. Ralph insisted that three of the boys, himself, Simon and Jack should go on an expedition to determine whether or not it was an island while, the rest of the group should stay near the lagoon. When Piggy requested to accompany the group, Jack dismissed his request and humiliated him. The three boys walked briskly on the sand. They turned to each other laughing excitedly, talking not listening.

"We'll go to the end of the island", said Ralph, "and look around the corner, if it is an island."

Now, towards the end of the afternoon, the mirages were settling a little. They found this end of the island quite distinct and the beach was nearer the mountain than any other they had seen. They felt an unknown pleasure over there.

They started climbing the mountain there, and after great hardships, they reached the top of the mountain. From the top of the mountain, they could see that it was really an island surrounded by a circular horizon of water.

Ralph turned to the others and said assertively, "this belongs to us."

It was roughly boat-shaped; on either side, rocks, cliffs, tree tops and a steep slope. The boys surveyed all this, then looked out to sea.

"There is no village smoke and no boats, said Ralph wisely." We will make sure later but I think it's uninhabited."

"We will get food," cried Jack. "Hunt" "catch things". until they fetch us".

They scrambled down a rock slope, dropped among flowers and made their way under the trees. They were in the beginning of the thick forest, plonking with weary feet on a track.

⁽¹⁾ They saw a wild lamb caught in a curtain of creepers. Jack raised his knife to stab it but it freed itself before he could do it. Jack gave meaningless justifications to cover his inability to stab the wild lamb but the fact was clear to all that he was unaccustomed to such situation. They started for their platform to call a meeting.

CHAPTER—2

Back from the exploration, Ralph blew the conch to call another meeting. All the boys gave him full attention. Ralph cleared his throat.

(1) In original text it is piglet.

NOT FOR SALE

"Well then. We are on an island. We've been on the mountain top and seen water all around. We saw no houses, no smoke, no footprints, no boats, no people. We are on an uninhabited island with no other people on it."

Jack broke in.

"All the same, you need an army—for hunting."

"So, you see," said Ralph, "we need hunters to get us meat"



"And another thing," he lifted the shell on his knees and looked around the sun-slashed faces, "There aren't any grown ups. We shall have to look after ourselves."

The meeting hummed and was silent. "And another thing. We cannot have everybody talking at once. We'll have to have hand up like at school" he held the conch before his face and glanced around the mouth. "Then I'll give him the conch".

Conch?

"That's what this shell is called. I'll give the conch to the next person to speak. He can hold it when he is speaking."

"And he won't be interrupted. Except by me."

Jack was on his feet.

"We'll have rules!", he cried excitedly, "Lots of rules! Then when anyone breaks them—"

Piggy took the conch from Ralph and said, "Nobody knows where we are, perhaps they knew where we was going to and perhaps not. But they don't know where we are 'cos we never got there."

Ralph took the conch from his hands.

"That's what I was going to say", he went on. The plane was shot down in flames.

"Nobody knows where we are. We may be here for a long time."

Nobody said anything. He grinned suddenly.

"But this is a good Island. There is food and drink and — rocks — blue flowers. While We're waiting, we can have a good time on this Island." He waved the conch.

"This is our Island. It's a good Island. Until the grown-ups come and fetch us, we will have fun."

Jack held out his hand for the conch. He said, "There's food; and bathing water in that little stream along there— and everything. Didn't anyone find anything else?"

A group of little boys pushed towards Ralph, a child about six years old who wanted to say something but was hesitant.

Piggy knelt by him, one hand on the great shell, listening and interpreting to the assembly.

"He wants to know what you are going to do about the snake-thing."

Ralph laughed and the other boys laughed with him. The small boy twisted further into himself. "Tell us about the Snap thing."

Now he says it was a beastie."

"Beastie?" A snake thing. Ever so big. He saw it where?

In the Woods.

He still says he saw the beastie. It came and went away again and came back and wanted to eat him—"

Ralph tried to make them believe that a beastie, a snake thing existed only in big countries like Africa or India and not on an island like this.

"He must have had a nightmare. Stumbling about among all those creepers."

"He says in the morning it turned into them things like ropes in the trees and hung in the branches. He says will it come back tonight?

"But there isn't a beastie!"

Jack seized the conch.

"Ralph's right of course. There isn't a snake thing. But if there was a snake we'd hunt it and kill it. We are going to hunt pigs and get meat for everybody. And we'll look for the snake too."

Ralph was annoyed and for the moment, defeated. Ralph lifted the conch again and said,

"Now, we come to the most important thing. We want to be rescued and of course, we shall be rescued. My father's in the Navy. He said there aren't any unknown island left

He says the Queen has a big room full of maps and all the islands in the world are drawn there. So the Queen has got a picture of this island too. So, you see sooner or later, we shall be rescued."

The assembly was lifted towards safety by his words. Spontaneously they began to clap and presently the platform was loud with applause. Ralph waved the conch. "Shut up! wait! listen!"

He went on in the silence borne on his triumph. "There is another thing. We can have them to find us. If a ship comes near the islands they may not notice us. So, we must make smoke on the top of the mountain. You must make a fire."

At once, half the boys were on their feet. Jack clamoured among them, the conch forgotten. "Come on! follow me!"

All at once, the crowd swayed towards the island and were gone – following Jack. Even the tiny children went and did their best among the leaves and broken branches. Ralph was left holding the conch with no one but Piggy. They all started enthusiastically carrying dry wood and making a pile of it on the mountain top. When the pile was complete, the issue that arose was how to enkindle the Fire. They did not have any matches. All of a sudden, it came to their mind to use piggy's eye glasses for the purpose. They snatched his spectacles and finally were able to start the fire. The boys broke into a cheer.

Ralph took the conch and looked round the circle of boys.

"We've got to have special people for looking after the fire. Any day there may be a ship out there and if you have a signal going they will come and take us off. And another thing, we are to have more rules; where the conch is, that's a meeting. The same up here as down there."

The boys assented. Piggy opened his mouth to speak, took the conch and stood up. "I agree with the Ralph. You got to have rules and obey them. After all, we are not savages. We are English and the English are best at everything. So, we have got to do right things."

He turned to Ralph and took the responsibility of keeping the fire going on behalf of the choir. Piggy showed his concern about not having the name list of the boys. It was detected that one of the boys with mark on his face was missing.



CHAPTER—3

Jack went to examine the oppressively silent forest looking for wild ram^[2] to hunt. He was startled by a bird that roused from a primitive nest. He came on a wild ram run and heard the pattering of hooves. He hurled his spear at a group of wild rams driving them away. He returned to a clearing in the forest where the boys were busy in constructing shelters out of tree trunks and palm leaves. Ralph complained to Jack about the disinterest on the part of boys, especially "The Littluns" in building the Shelters. He criticized that Jack's choir has yet to bring any meat back from the forest and that the Hunters would rather swim than hunt. Ralph emphasized the importance of making shelter while Jack talked about hunting wild ram. When Ralph saw Jack's indifference towards shelter making and the rescue, he became angry.

"I was talking about smoke! Don't you want to be rescued? All you can talk about is ram, ram, ram!"

"But we want meat!"

"And I work all day with nothing but Simon and you come back and don't even notice the huts!"

"I was working too--"

"But you like it!" shouted Ralph. "You want to hunt! while I--"

Ralph started back to the shelters with Jack by his side. But when they reached the shelters, Simon was missing. Ralph turned to Jack:

"He is queer. He is funny."

Simon had, actually escaped to walk alone around the jungle. He felt solace in the serene open space with aromatic bushes and flowers. He squatted peacefully enclosed in a "cabin of leaves" and stayed there until the day faded into night.

CHAPTER----4

The boys became accustomed to their daily patterns on the island. They accepted the pleasures of morning, the bright sun, the whelming sea and sweet air. They, however, found it hard to adjust to the new rhythms of tropical life which included the strange point at midday when the sea rose and appeared to contain flickering images, which Piggy discounted as mere mirages. The bright and oppressively hot afternoon sun incited fatigue among many of the boys. The smaller boys were known by the title of "Littluns" including Henry, Percival and Johnny. They spent most of the day picking and eating fruit not caring about its ripeness and quality. They amused themselves by building castles in the sand. Constantly, The Littluns were haunted by the nightmare and visions of beastie. Relieved from their duty at fire, Roger and Mourice, the eld

(2) In original text uses the word 'pig' which is replaced with lamb/ram to make it palatable to the taste of the students of this region.

boys came down for a swim. Showing their superiority over the Littluns, they kicked down the sand castles.

Jack standing under a tree about 10 yards away, was planning how to get success as a hunter.

"They don't smell me, they see me I think."

So he decided to camouflage himself. Ralph climbed out of the bathing pool and trotted up the beach and sat in the shade beneath the palms. His fair hair was plastered over his eyebrows and he pushed it back. Seeing Ralph under the palms, Piggy came and set by him. He wore the remainders of a pair of shorts. He was the only boy on the island whose hair never seemed to grow.

"I have been thinking", he said, "about a clock. We could make a sundial. We could put a stick in the sand, and then---"

"And an airplane, and a TV set", said Ralph sourly "and a steam engine." Piggy shook his head.

"You have to have a lot of metal things for that," he said, "and we haven't got no metal. But we got a stick."

Ralph turned and smiled involuntarily. Piggy saw the smile and misinterpreted it as friendliness. He continued,

"We got a lot of sticks. We could have a sundial each. Then we should know what the time was."

To change the subject, Ralph shouted as Maurice came to the surface. He slid easily into the water and crawled out of the other side of the pool to lie there. The next moment he was on his feet and shouting:

"Smoke! smoke!"

"Ralph---where is the sheep?"

Simon stood by, looking from Ralph to the horizon. Ralph's face was pale as he spoke to himself. "They'll see our smoke."

Ralph moved impatiently, still watching the ship.

"The smoke on the mountain."

He looked back at the dispersing smoke on the horizon, then up at the mountain. He started running. Just where the steep ascent of the mountain began, he stopped.

"Oh God oh God"



The fire was right out, smokeless and dead; the watchers were gone. A pile of unused fuel lay ready. Ralph ran stumbling along the rocks, saved himself on the edge of the pink Cliff and screamed at the ship.

"Come back! come back!"

He ran backwards and forwards along the Cliff. His face always to the sea, and his voice rose insanely.

"Come back! Come back!"

Simon and Maurice arrived. He reached inside himself for the worst word he knew.

"They let the bloody fire out."

He looked down the unfriendly side of the mountain. He clenched his fist and went very red. The intentness of his gaze, the bitterness of his voice pointed for him.

"There they are."

A perception had appeared far down among the pink scree that lay near the water's edge. Ralph picked out Jack easily even at that distance; tall, red haired, and inevitably leading the procession. Ralph said nothing more but waited while the procession came nearer. Behind Jack walked the twins, carrying a great stake on their shoulders. The gutted carcass of a ram swung from the stake, swinging heavily as the twins toiled over the uneven ground. At last the words of the chants floated up to them,

"kill the ram. cut his throat. Spill his blood."

Jack reached the top of the mountain first and hailed Ralph excitedly with lifted spear.

"Look! We've killed a ram - we stole up on them - we got in a circle -"

He had too many things to tell Ralph at once. Instead, he danced a step or two, then remembered his dignity and stood still, grinning. Ralph spoke,

"you let the fire out."

Jack flushed, conscious of a fault.

"The fire is only been out an hour or two. We can light up again--."

Ralph's voice was loud and savage,

"There was a ship. out there. You said you would keep the fire going and you let it out!" He took a step towards Jack who turned and faced him. Piggy forgot his timidity in the agony of his loss. He began to cry out shrilly; This from Piggy and the wails of agreement from some of the hunters drove Jack to violence. He took a step and, able at last to hit someone, struck his fist into Piggy's stomach. Piggy sat down with a grunt. Jack stood over him.



Ralph made a step forward and Jack smacked Piggy's head. His glasses flew off and tinkled on the rocks. Piggy cried out in terror:

"My specs! One side is broken. Now I get only one eye. Just you wait..."

Jack mimicked the whine and scramble,

"Just you wait--- Yah!"

Piggy and the parody was so funny that the hunters began to laugh. Later on, he apologized. Ralph muttered ungraciously and said,

"All right. Light the fire."

After making a pile of wood, Piggy's glasses were used again to make the fire alight. The boys roasted the wild ram and enjoyed eating the meat. Jack dominating the whole activity considered not letting Piggy have any meat but then, he ordered everyone to eat. Jack explained very eagerly how he had hunted the wild ram. Ralph holding the conch spoke

"I am calling an assembly."

He was going to the beach because he wanted a place to think. He was suddenly overcome with astonishment. He realised the weariness of life where everything was an improvisation. He turned then and walked back towards the platform with a mind to call an effective and meaningful meeting.

CHAPTER—5

The beach near the bathing pool was dotted with groups of boys waiting for the assembly. They made way for Ralph silently, conscious of his grim mood and the fault at the fire. Ralph turned to the chief's seat. The trouble was that being a chief you had to think, you had to be wise. He faced the place of assembly and put the conch to his lips. He was searching his mind for simple words so that even The Littluns would understand what the assembly was about.

"We need an assembly not for fun, not for laughing and falling of the log."

He lifted the conch in an effort to find the compelling words—

"Not for these things. But to put things straight."

He paused a moment.

"We have lots of assemblies. Everybody enjoys speaking and being together. We decide things but they don't get done. We were going to have water brought from the stream and left in those coconut shells under fresh leaves. So it was, for a few days. Now there is no water. The shells dry. People drink from the river."

He paused and cleared his throat.

"There is another thing. We chose those rocks right along beyond the bathing pool as a lavatory. That was sensible too. The tide cleans the place up. You littluns know about littluns, when you are getting fruit; if you are taken short---you keep away from the fruit. That is dirty! If you are taken short you go right along the beach to the rocks. See? We've all got to use the rocks again. This place is getting dirty."

He paused and then:

"The fire is the most important thing on the island. How can we ever be rescued except by luck, if you don't keep a fire going? Is a fire too much for us to make? Look at us! how many are we? And yet we can't keep a fire going to make smoke. Don't you understand? Can't you see we ought to die before we left the fire out?"

There was a self-conscious giggling among the hunters. Ralph turned on them passionately. "You hunters! you can laugh! But I tell you the smoke is more important than the wild ram, however often you kill one. Do all of you see?"

He spread his arms wide and turned to the whole triangle.

"We've got to make smoke up there or die. And another thing. We nearly set the whole island on fire. And we waste time rolling rocks, and make little cooking fires. Now I say this and make it a rule because I am chief. We won't have a fire anywhere but on the mountain. Ever."

Boys stood up and shouted and Ralph shouted back.

"Because if you want a fire to cook fish or crab, you can jolly well go up the mountain. That way we'll be certain. All this I meant to say. Now, I have said it. You voted me for chief. Now you do what I say."

Ceremonially, Ralph laid the conch on the trunk beside him as a sign that the speech was over. Jack stood up took the conch and yelled at the Littluns for screaming like babies and not hunting or building or helping. He told them that there was no beast on the island. Piggy also discarded the idea of the presence of any beast or ghost, and so there was nothing to take fear of but people.

"Life," said Piggy expansively, "is scientific. That's what it is. In a year or two when the war is over, they will be travelling to Mars and back."

A Littlun named Phil, told that he had a nightmare and when he awoke he saw something big and horrid moving among the trees. Ralph held out his hand for the conch and the Littluns sat down.

"You were asleep. There wasn't anyone there. How could anyone be wondering about in the forest at night? Was anyone? Did anyone go out?"

Then Simon stood up and Ralph looked at him in astonishment.

"You! what were you mucking about in the dark for?"

Simon grabbed the conch convulsively.

"I wanted to go to a place—a place I know—a place in the jungle."

Ralph looked sternly at Simon.

"Well, don't do it again. Understand? Not at night. There is enough silly talk about beasts." Percival spoke and he gave his name and address and telephone number as well. This reminder of home caused him break into tears. All the Littluns joined him in crying. Conversation turned to mention of beast again. Percival told Jack that the beast comes out of the sea.

Maurice spoke so loudly that they jumped.

"Daddy said they haven't found all the animals in the sea yet. My daddy says there is things that are hundreds of yards long and eat whales whole. He paused again and laughed gaily.

"I don't believe in the beast, of course."

Someone shouted.

"Squid couldn't come out of the water!" "Could!" "Couldn't!"

In a moment the platform was full of arguing, gesticulating shadows.

Simon felt a perilous necessity to speak but to speak in assembly was a terrible thing to him. "May be," he said hesitantly, "May be there is a beast."

The assembly cried out savagely and Ralph stood up in amazement.

"You Simon? You believe in this?"

I don't know," said Simon. His heartbeat were choking him

"But what I mean is..."

Simon became inarticulate in his effort to express mankind's essential illness. Someone spoke out of turn.

"May be he means it is some sort of ghost."

Piggy took the conch out of his hands. His voice was indignant.

"I don't believe in no ghost-ever!"

Jack was up, angry.

"Who cares what you believe---Fatty!"

He started a fight with Piggy. Ralph interceded to stop them. A hushed and anonymous voice broke in.

"Perhaps that's what the beast is—A ghost."

The Assembly was shaken as by a wind. Ralph said,

"There is too much talking out of turn. We will have a vote on them; on ghosts, I mean; and then go to the shelters because we are all tired."

He thought for a moment formulating the question.

"Who thinks there may be ghosts?"

Piggy said, "I didn't vote for no ghosts. Remember that all of you! what are we? Humans? or animals? or savages? What's grown ups going to think? Going off—hunting wild rams—letting fires out—and now!"

"You shut up, you fat slug!"

Ralph leapt to his feet.

"Jack! Jack! You haven't got the conch! Let him speak."

Jack's face swam near him.

"And you shut up! Who are you anyway? Sitting there—telling people what to do. You can't hunt, you can't sing—"

"I'm Chief. I was chosen."

"Why should choosing make any difference? Just giving orders that don't make any sense."

Piggy's got the conch."

"That's right---favour Piggy as you always do—" Jack's voice sounded in bitter mimicry.

"The rules!" Shouted Ralph, "You are breaking the rules!"

"Who cares?"

Ralph summoned his wits.

"Because rules are the only thing we have got!"

But Jack was shouting against him.

"Bollocks to the rules! We are strong—we hunt! If there is a beast, we will hunt it down! We'll close in and beat and beat and beat---!"

He gave a wild whoop and leapt down to the pale sand. At once the platform was full of noise and excitement, scrabbings, screams and laughter. The Assembly shredded away. The sound of mock hunting, hysterical laughter and real terror came from the beach. Piggy asked Ralph to blow the conch.

"You got to be tough now. Make them do what you want."

Ralph answered in the cautious voice who rehearses a theorem.

"If I blow the conch and they don't come back; then we have had it. We shan't keep the fire going. We'll be like animals. We will never be rescued."

"if you don't blow, we'll soon be animals anyway. I can't see what they are doing but I can hear."

The dancing, chanting boys had worked themselves away till their sound was nothing but a wordless rhythm.

"I ought to give up being chief. Hear'em."

"Oh Lord! Oh No! "Piggy gripped Ralph's arm." If Jack was chief he would have all hunting and no fire. We would be here till we die."

His voice ran up to a squeak.

"I am scared of him, and that's why I know him. if you are scared of someone you hate him but you can't stop thinking about him. You kid yourself he is all right really, and then when you see him again it's like asthma and you can't breathe. I tell you what. He hates you too, Ralph—"

"Me? why me?"

"I don't know. You got him over the fire; and you'r chief and he isn't."

The dance was over and the hunters were going back to the shelters.



CHAPTER—6

There was no light left save that of the stars. The three big boys went together to the next shelter. They lay restlessly and noisily among the dry leaves. Sometimes a littlun cried out from the other shelters. Then they too fell asleep. Overhead, beyond the horizon, there was an aerial battle when no child was awake to see it. There was a sudden bright explosion and a corkscrew trail across the sky.

There was a speck above the island, a figure dropping swiftly beneath a parachute, a figure that hung with dangling limbs. The changing winds of various altitudes took the figure where they would. The figure fell and crumpled among the blue flowers of the mountain side but now there was a gentle breeze at this height too and the parachute flopped and banged and pulled. So the figure with feet that dragged behind it, slid up the mountain, till it lay huddled among the shattered rocks of the mountain top.

Early in the next morning, there arose a noise from a rock falling down the mountain side. They were the twins on duty at the fire. They were adding kindling to the fire. Just then, they had seen something strange. They became motionless, gripped in each other's arms four unwinking eyes and two mouths open. Neither of the boys screamed but the grip of their arms tightened and their mouths peaked. For perhaps ten seconds they crouched like that. Then as though they had but one terrified mind between them they scrambled away over the rocks and fled. They came to Ralph to get him up

and tell him that they had seen a beast. They lay still and waited till the morning light filtered into the shelter. They began to stir though still the world outside the shelter was dangerous. A single sea bird flapped upwards with a hoarse cry that was echoed. presently, and something squawked in the forest. Ralph knelt in the entrance to the shelter and peered cautiously round him, then said,

"Sam'n Eric. Call them to an assembly. Quietly. Go on."

The twins holding tremously to each other, dared the few yards to the next shelter and spread the dreadful news. Ralph stood up and walked for the sake of dignity, though with his back pricking, to the platform. Piggy and Simon followed him and other boys came sneaking after. Ralph handed the conch to Eric, the nearest of the twins.

"We have seen the beast with our own eyes. No — we weren't asleep—there was something moving behind its head—wings. The beast moved too. We ran as fast as we could — bashed into things — the beast followed us—nearly touched me—" Eric felt his face. "I am all rough. Am I bleeding?"

All the boys got horrified. Jack called them:

"This will be a real hunt! Who will come?"

Ralph moved impatiently. "These spears are made of wood. Don't be silly."

Jack sneered at him. "frightened?"

"Course I am frightened: who wouldn't be?"

Piggy took the conch. "Couldn't we — kind of — stay here? Maybe the beast won't come near us."

"Let's be moving "said Jack restlessly, we are wasting time."

"No we aren't. What about the Littluns? Someone is got to look after them."

"Piggy'll look after them."

Jack satirized,

"That's right. Keep Piggy out of danger."

"Have some sense. What can Piggy do with only one eye?", explained Ralph, "And another thing. You can't have an ordinary hunt because the beast doesn't leave tracks. If it did, you would have seen them. For all we know, the beast may swing through the trees like what's its name."

They nodded. Piggy took off his damaged glasses and cleaned the remaining lens.

"How about us, Ralph? I mean— suppose the beast comes when you're all away. I can't see properly, and if I get scared—"

Jack broke in contemptuously. "You're always scared."

Piggy said, "I got the conch—"

"Conch! Conch" shouted Jack, "We don't need the conch anymore. We know who's to say things. What good did Simon do speaking or bill or Walter? It is time some people knew they have got to keep quiet and leave deciding things to the rest of us---"

Ralph could no longer ignore his speech. The blood was hot in his cheeks.

"You haven't got the conch, sit down."

Jack licked his lips and remained standing.

"This is hunters' job."

The rest of the boys watched intently. The silence grew oppressive.

This is more than Hunters' job," said Ralph at last, "Because you can't track the beast. And don't you want to be rescued?"

He turned to the Assembly. "Don't you all want to be rescued?"

Yes, they wanted to be rescued, there was no doubt about that.

"Now think, Jack. Is there anywhere on the island you haven't been?"

Unwillingly, Jack answered,

"There is only the tail-end part where the rocks are piled up. And the thing might live there."

All the Assembly talked at once.

"Quite! All right. That's where we will look. if the beast isn't there we will go up the mountain and look; and light the fire."

After they had eaten, Ralph and the biguns set out along the beach. They left Piggy popped up on the platform. Under Ralph's direction they picked a careful way along the palm terrace, rather than dare the hot sand down by the water. He let Jack lead the way; and Jack trod with theatrical caution though they could have seen an enemy twenty yards away. Ralph walked in the rear thankful to have escaped responsibility for a time. Jack came trotting back.

"We are in sight now."

"All right. We will get as close as we can", said Ralph.

He followed Jack towards the castle where the ground rose slightly. On their left was an impenetrable tangle of creepers and trees. Behind Ralph, the tall grass had filled with silent hunters. He turned to the others,

"You. Hide here. Wait for me."

He forced his feet until they had carried him out on to the neck of the land. There was nowhere to hide, even if one did not have to go. Ralph turned away to the red Cliff. The others were waiting behind him in the long grass, waiting to see what he would do. He realised with surprise that he did not really expect to meet any beast and didn't know

what he would do about it if he did. A sound behind him made him turn. Jack was edging along the ledge.

"Couldn't let you do it on your own."

Ralph said nothing. He led the way over the rocks. Side-by-side they scaled the last height to where the diminishing pile was crowned by the last broken rock. A hundred feet below them was the narrow causeway, then the stony ground, then the grass dotted with heads and behind that the forest. Jack made a swooping movement with his hand. Ralph looked towards the mountain.

"What's the matter?" asked Ralph.

"We'll have to go back and climb the mountain. That's where they saw the beast."

"The beast won't be there."

"What else can we do?"

The others, waiting in the grass, saw Jack and Ralph unharmed. They forgot the beast in the excitement of exploration. They swarmed across the ledge and soon were climbing and shouting. A knot of boys making a great noise was heaving and pushing at a rock. As they turned, the base cracked and the whole mass toppled into the sea so that a thunderous plume of spray leapt half way up the cliff.

"Stop it! stop it!" Ralph's voice struck a silence among them. He shook his head.

"We will go to the mountain, Jack. The beast might be on the other side. You can lead again. You have been. We could go by the shore. there is fruit".

But Jack did not agree. He wanted to stay at the same place and build a fort.

CHAPTER----7

Here, on the other side of the island, the view was utterly different. Down the rocks, almost on a level with the sea, you could follow with your eyes the ceaseless bulging passage of the deep sea waves. They were miles wide. Wave after wave, Ralph followed the rise and fall until something of the remoteness of the sea numbed his brain. Then gradually the almost infinite size of this water forced itself on his attention. He looked over the sea as an impermeable barrier making the boys escape impossible. Simon tried to give him heart by assuring him that they will get back all right.

They set off again. The Hunters bunched a little by fear of the mention of beast, while Jack quested ahead. They went more slowly than Ralph had bargained for. Ralph was engrossed in thoughts recalling the sweet memories of his previous life at home. He missed reading various books.

Going a little way, the bushes crashed ahead of them. A ram⁽³⁾ appeared and the boys set out in its pursuit. Ralph also accompanied them though he had never hunted before.

(3) The original text uses the word 'boar'.

He flung his wooden stick at it and injured it at the muzzle. Ralph felt proud of his marksmanship. Jack came with his left forearm injured. Upon Simon's advice, he sucked the wound to prevent any infection. They played a game wherein Robert acted as a ram to be hunted by the other boys. Ralph sat up.

"Well. We shan't find what we are looking for at this rate".

He looked at Jack,

"Now for the mountain. We've got to start the fire again."

Mourice spoke,

"Supposing the beast's up there?"

Jack brandished his spear. "We will kill it."

"What are we waiting for? I suppose," said Ralph, "if we keep on by the sea this way we will come out below the burnt belt and then we can climb the mountain."

Once more Jack led them along by the suck and heave of the blinding sea. They tried the forest but it was thick and woven like a bird's nest. In the end they had to jump one by one, waiting till the water sank. After that the rocks seemed to be growing impassable so they sat for a time. Then they tried to hurry along the rocks. They followed a ram track going at a trot. Ralph made a decision.

"We'll go straight across to the platform and climb tomorrow."

They murmured agreement. They were going straight back to the platform now not, of course, that they were afraid-but tired.

Jack spoke viciously,

"I am going up the mountain to look for the beast - now."

Then asked bitterly,

"coming?"

He took a step. "Well then—"

Seeing him, the other boys also started following Jack. At this, Ralph had to change his mind and had to go with Jack. Roger and Ralph waited while Jack went up the mountain. After a while, they found him coming back hurriedly and speaking in a shivering voice,

"I saw a thing on top."

He lay silent for a moment, then muttered.

"Keep a good look out. It may be following."

A shower of ash pattered round them. Jack sat up.

"I saw a thing bulge on the mountain."

"You only imagined it," said Ralph shakily, "because nothing would bulge, not any sort of creature."

Roger spoke to startle them for they had forgotten him. "A frog"

Jack giggled and shuddered.

"Some frog. There was a noise too. A kind of 'plop' noise. Then the thing bulged."

Ralph surprised himself by saying,

"We will go and look."

For the first time since he had first known Jack, Ralph could feel him hesitate.

"Now?" His voice spoke for him.

"Of course", said Ralph.

He got off the trunk and led the way across the clinking cinders up into the dark, and others followed. As they came to the last slope, Jack and Rodger drew near. By common consent they stopped and crouched together. Behind them, on the horizon, was a patch of light sky where in a moment the moon would rise. The wind roared once in the forest and pushed their rags against them. Ralph stirred.

"Come on."

They crept forward, Roger lagging a little. Jack and Ralph turned the shoulder of the mountain together. Jack whispered.

"Let's creep forward on hands and knees. Maybe it's asleep."

Roger and Ralph moved on, this time leaving Jack in the rear, for all his brave words. They came to the flat top where the rock was hard to hands and knees. A creature that bulged, in front of them, only three or four yards away, was a rock like hump where no rock should be. Ralph could hear a tiny chattering noise coming from somewhere - perhaps from his own mouth. He took two giant steps forward. Before them, something like a great ape was sitting asleep with its head between its knees. Then the wind roared in the forest, there was a confusion in the darkness and the creature lifted its head, holding towards them the ruin of a face. Ralph found himself taking giant strides among the ashes, heard other creatures crying out and leaping and dared the impossible on the dark slope; Presently, the mountain was deserted, save for the three abandoned sticks and the thing that bowed.

CHAPTER—8

Ralph and the other boys came back to the place where Piggy and The Littluns had been left. Piggy looked up miserably from the dawn pale beach to the dark mountain.

"Are you sure? Really sure, I mean?"

"I told you a dozen times now", said Ralph, "we saw it."

"Do you think we are safe down here?" asked Piggy.

"How the hell should I know?" Ralph jerked away from him and walked a few paces along the beach.

Jack was kneeling and drawing a circular pattern in the sand with his forefinger. Piggy's voice came to them.

"Are you sure? Really?"

"Go up and see, said Jack contemptuously, "and good riddance."

"The beast had teeth", said Ralph, "and big black eyes."

He shuddered violently. Piggy took off his one round of glass and polished the surface.

"What are we going to do?"

Ralph turned towards the platform. Remembering the panic flight down the mountain side, he said,

"I don't think we would ever fight a thing that size, honestly. We'd talk but we wouldn't fight a tiger. We'd hide. Even Jack'd hide."

Jack still looked at the sand. "What about my hunters?"

"Boys armed with sticks" commented Ralph.

Jack became furious.

"I've called an assembly", said Jack, "because of a lot of things. First--- you know we've seen the beast. We crawled up. we were only a few feet away. The beast sat up and looked at us. I don't know what it does. We don't even know what it is---

The beast comes out of the sea ---" " Out of the dark---

Trees ---

quite!" Jack shouted. You listen. The beast is sitting up there, whatever it is perhaps it is waiting ---the next thing is that we couldn't kill it. And the next thing is that Ralph said my hunters are no good.."

"I never said that!", Ralph said.

"I've got the conch. Ralph thinks you are cowards, running away from the ram and the beast. And that's not all. He is like piggy. He says things like piggy. He isn't a proper chief. He is a coward himself."

"All this talk!" Shouted Ralph. "Talk talk! Who wanted it? Who called the meeting?"

Jack turned red in the face, he stabbed the air with his index finger.

"Who thinks Ralph oughtn't to be chief?"

He looked expectantly at the boys ranged round, who had frozen. Under the palms there was deadly silence.

"Hands up", Said Jack strongly, "whoever wants Ralph not to be chief?"

The silence continued. He licked his lips and turned his head at an angle so that his gaze avoid the embarrassment of linking with another eye. He cleared his throat and spoke loudly

"All right then."

He laid the conch with great care in the grass at his feet. The humiliating tears were running from the corner of each eye.

"I am not going to play any longer. Not with you. I am not going to be part of Ralph's lot—I am going off by myself. He can catch his own rams. Anyone who wants to hunt when I do, can come too."

He blundered out of the triangle towards the drop to the white sand.

"Jack!"

Jack turned and looked back at Ralph. He cried out, high-pitched, enraged.

"No!"

He leapt down from the platform and ran along the beach, paid no heed to the steady fall of his tears; and until he dived into the forest, Ralph watched him. Ralph spoke to himself:

"He will come back. when the sun goes down, he will come."

He looked at the conch in Piggy's hand. Piggy said,

"We can do without Jack Merridew. So now we can really decide on what is what."

For a while, they sat in depressed silence. Piggy continued:

"The most important thing on the island is the smoke and you can't have no smoke without fire."

Ralph made a restless movement.

"No go. We have got no fire. That thing sits up there—we'll have to stay here."

Piggy lifted the conch. "We got no fire on the mountain. But what's wrong with the fire down here? A fire could be built on them rocks. On the sand, even. We'd make smoke just the same."

That's right!" "Smoke!"

By the bathing pool! The boys began to Babble. Only piggy could have intellectual daring to suggest moving the fire from the mountain.

"So we'll have the fire down here" said Ralph. He looked about him.

"We can build it just here between the bathing pool and the platform, of course the smoke won't show so much, not be seen so far away. But we needn't go near; near the—

The others nodded in perfect comprehension. The greatest ideas are the simplest. They began piling up woods. Everyone was excited and worked enthusiastically. After making a pile of kindling, Piggy sat to light the fire using his glasses. Ralph would not look at Piggy but spoke casually. "Where is Bill and Roger?"

Piggy leaned forward and put a fragment of wood on the fire.

"I expect they've gone. I expect they won't play either."

He went on speaking.

"I seen them stealing off when we was gathering wood. They went that way. The same way as he went himself."

Ralph was left with Piggy, Sam and Eric only. They sat down. They had a great mass of fruit with them and all of it properly ripe.

Far off along the beach, Jack was standing before a small group of boys. He was looking brilliantly happy.

He said, "We'll hunt. I am going to be chief."

They nodded. The crisis passed easily.

"And then--- about the beast."

They moved and looked at the forest.

"I say this. We aren't going to bother about the beast. Now listen. We might go later to the Castle Rock. We will kill a ram and give a feast. And about the beast. When we kill, we'll leave some of the kill for it. Then it won't bother us, maybe."

He stood up abruptly.

"We'll go into the forest now and hunt."

He trotted away and after a moment they followed him obediently. Soon they found a group of rams. They attacked the rams with their wooden spears. A large ram was injured. After a tedious chase, the hunters were able to overcome her. Jack killed it by forcing his spear up into her body.

The boys celebrated their victory. Jack started work on the ram and paunched it. He talked as he worked.

"We'll take the meat along the beach. I'll go back to the platform and invite them to a feast. They should give us time."

He paused and stood up. His voice was lower when he spoke again.

"But we'll leave part of the kill for —"

He knelt down again and was busy with his knife. The boys crowded round him. He spoke over his shoulders to Roger.

(4) The original text uses the word 'sow'.

"Sharpen a stick at both ends."

Presently, he stood up holding the dripping sow's head in his hands.

"Where is the stick?"

"Here."

"Ram one end in the earth."

"Oh it's rock."

"Jam it in that crack. There."

Jack held up the head and jammed the soft throat lump on the pointed end of the stick which pierced through into the mouth. He stood back and the head hung there, a little blood dribbling down the stick. Jack spoke loudly,

"This head is for the beast. Its a gift."

All at once, they were running away as fast as they could through the forest towards the open beach.

Simon, from his private space, saw the head with flies buzzing around it. He thought it to be the lord of the flies.

Ralph and Piggy lay in the sand, gazing at the fire and idly flicking pebbles into its smokeless hearth. The forest near them burst into uproar. Demoniac figures with faces of white and red and green rushed out howling so that the Littluns fled screaming. Out of the corner of his eye, Ralph saw Piggy running. Two figures rushed at the fire and he prepared to defend himself but they grabbed half burnt branches and raced away along the beach. The three others stood still watching Ralph; and he saw that the tallest of them, stark naked save for paint and a belt, was Jack. Ralph had his breath back and spoke,

"Well?"

Jack ignored him, lifted his spear and began to shout.

"Listen all of you. Me and my hunters, we are living along the Beach by a flat Rock. We hunt and feast and have fun, if you want to join my tribe come and see us. Perhaps I will let you join perhaps not."

He paused and looked round.

"Tonight we are having a feast. We have killed a pig and we have got meat. You can come and eat with us if you like."

The two savages murmured. Jack spoke sharply.

"Go on!"

Then the three of them turned and trotted away.

"That was Jack and Maurice and Robert," said Ralph, "They raided us for fire. They are having fun. But the—"

Ralph was puzzled. There was something he wanted to say. He started to laugh then stopped and became fluent instead.

"The fire is the most important thing. Without the fire we can't be rescued. The fire is the most important thing on the island because, because—"

Some of the boys wanted to accept Jack's invitation to attend the feast and have a fun but Ralph opposed their demand.

Simon thought that the ram's head fixed on a stick, which he had dubbed as the Lord of the flies, spoke to him. By the end of this conversation with the Lord of the flies, Simon envisaged himself inside its mouth. So, he fell down and lost consciousness.

CHAPTER—9

Upon the humid and dark mountain top, Simon fell unconscious. He lay in the mat of creepers. The light of the advancing evening was unearthly. The Lord of the flies hung on his stick like a black ball.

Simon turned away from the open space and crawled through the creepers till he was in the dusk of the forest. He pushed on, staggering sometimes with his weariness but never stopping. A buffet of wind made him stagger and he saw that he was out in the open on a rock under a brassy sky. He saw a humped thing suddenly sit up on the top and looked down at him. He hid his face and toiled on. The flies had found the figure too. The life like movement would scare them off for a moment so that they made a dark cloud around the head. Then as the blue material of the parachute collapsed, the corpulent figure would bow forward sighing and the flies settle once more. Simon crawled forward and soon he understood. He saw how pitilessly, the layers of rubber and canvas held together the poor body that should be rotting away. Then the wind blew again and the figure lifted, bowed, and breathed foully at him. Simon knelt on all fours and was sick till his stomach was empty. He turned to the poor broken thing that sat stinking by his side. The beast was harmless and horrible; and the news must reach the others as soon as possible. He started on the mountain and his legs gave beneath him.

Here, Ralph and Piggy were bathing and playing in the lagoon. They found that all the other boys had moved towards Jack's camp to join the feast. So, they also decided to go after them and join the feast. Fire burned on a rock and fat dripped from the roasting pig meat into the visible flames. All the boys of the island except Piggy, Ralph, Simon

and the two tending the ram, were grouped on the turf. They were laughing, singing, lying, squatting, or standing on the grass, holding food in their hands.

Piggy and Ralph came to the edge of the grassy platform; and the boys, as they noticed them, fell silent one by one. Immediately Ralph and the crowd of boys were united and relieved by a storm of laughter. Piggy, once more, was the centre of social derision so that everyone felt cheerful and normal. Jack stood up and waved his spear. "Take them some meat."

The boys gave Ralph and Piggy each a succulent chunk. They took the gift and ate beneath the sky of thunderous brass that rang with the storm coming. Jack waved his spear again.

"Has everybody eaten as much as they want?"

His tone conveyed a warning, given out of the pride of ownership. He rose from the log that was his throne. He looked down from behind his paint at Ralph and Piggy. Jack spoke.

"Give me a drink."

Henry brought him a shell and he drank. Power lay in the brown swell of his forearms; authority set on his shoulder and chattered in his ear like an ape.

"All sit down", Jack gave the command.

The boys ranged themselves in rows in the grass before him but Ralph and Piggy stayed a foot lower, standing on the soft sand.

"Who is going to join my tribe? I gave you food", said Jack, "and my hunters will protect you from the beast. Who will join my tribe?"

"I am chief", said Ralph, "because you chose me. And we were going to keep the fire going. Now you run after food—"

"You run yourself", shouted Jack, "look at that bone in your hands!"

Ralph went crimson.

"I said you are hunters. That was your job."

Jack ignored him again.

"Who will join my tribe and have fun?"

"I am chief" said Ralph tremendously. "And what about the fire? And I have got the conch—"

"You haven't got it with you", said Jack, sneering. "You left it behind. See, clever? And the conch doesn't count at this end of the island"

"The conch counts here too" said Ralph, "and all over the island. I will blow the conch and call an assembly."

"We shan't hear it", Jack repudiated.

There was a blink of bright light beyond the forest and the thunder exploded again. Big drops of rain fell among them making individual sounds when they struck. "Going to be a storm" said Ralph, "and you will have rain like when you dropped here. Who is clever now? Where are your shelters? What are you going to do about that?" A wave of restlessness set the boys swaying and moving aimlessly. The Littluns began to run about screaming. Jack leapt onto the sand. "Do our dance! Come On! Dance!"

He ran stumbling through the thick sand to the open space of rock beyond the fire. The boys followed him, clamorously. All the other boys joined in. The chant rose a tone in agony.

"kill the beast! Cut his throat! Spill his blood!" "Him! Him!" The circle became a horseshoe. A thing was crawling out of the forest. It came darkly and uncertainly. The beast stumbled into the horseshoe. The boys attacked it like a beast chanting,

"Kill the beast! Cut his throat! Spill his blood!"

It was crying out something about a dead man on the hill. The sticks fell and the mouth of the new circle crunched and screamed. The beast was on its knees in the centre, its arms folded over its face. It was crying out against the abominable noise, something about a body on the hill. The beast struggled forward, broke the ring and fell over the steep edge of the rock to the sand by the water. At once, the crowd surged after it, poured down the rock, leapt on to the beast, screamed, struck, bit, tore. There were no words and no movements but the tearing of teeth and claws. Even in the rain they could see how small a beast it was; and already its blood was staining the sand.

Now a great wind blew the rain sideways, cascading the water from the forest trees. On the mountaintop, the parachute filled and moved; the figure slid, rose to its feet, spun, swayed down through a vastness of wet air and trod with ungainly feet the tops of high trees; falling, still falling, it sank towards the beach and the boys rushed screaming into the darkness. The parachute took the figure forward, furrowing the lagoon, and bumped it over the reef and out to sea. Towards midnight, the rain ceased and the clouds drifted away. The beast lay huddled on the pale beach and the stains spread inch by inch. The water rose further and Simon's dead body moved out towards the open Sea, where it was surrounded by a swarm of fish.

CHAPTER—10

Back on the other side, Ralph and Piggy met on the beach. Tired, injured and disturbed by the previous night's incidents, they discussed Simon. Piggy tried to stop

Ralph from thinking too much about Simon's murder and urged him to take it as a mere accident. Ralph said that he did not know what had come over him that made him participate in the murder. Piggy, Ralph and Samneric were trying to avoid mentioning the murder of Simon. They showed deliberate ignorance of the incident, each claiming to have left the feast earlier.

At Castle Rock, Robert showed Roger a new feature of Jack's camp. It was the use of a rigged log as a lever so that to tumble down the rock easily and crush down anything below. Then Robert told Roger about a boy named Wilfred, who had been tied up for hours upon the orders of the chief—Jack, for reasons unknown to anybody. Roger thought about the implications of irresponsible authority. He climbed down the rock towards the cave. He saw that Jack was nearly naked, sitting on a log. Jack was declaring tomorrow's hunt and security plan for the cave. He warned them against the intruders and the beast. Jack also decided that that night he will take the fire from the others with the help of Maurice and Roger.

In Ralph camp on the beach, Eric breathed on the wood to start the fire. Ralph, Sam and Eric went into the forest and fetched an armful of wood. Once more, the smoke rose yellow and thick. The boys became tired of wood collection and they decided to quit the job but Ralph insisted that they must keep it on. Piggy asserted that without signaling fire they would never be rescued. Upon his suggestion, it was decided that the smoke would be made only at day time. They gave up the fire that night and returned to their shelters to go to sleep. Ralph lay down carefully to the accompaniment of a long sigh from the leaves. Eric moaned something and then lay still.

"There is something moving outside."

Ralph's head prickled. Quite clearly and emphatically, and only a yard or so away from the back of the shelter, a stick cracked. The blood roared again in Ralph's ears, confused images chased each other through his mind. He could feel Piggy's head against his shoulder and the convulsive grip of hand.

"Ralph! Ralph!"

A voice whispered horribly outside. "Piggy --Piggy --"

"It's come!", gasped Piggy. "It's real!"

He clung to Ralph and reached to get his breath.

"Piggy --- come outside. I want you ---piggy."

Ralph's mouth was against Piggy's ears.

"Don't say anything."

"Piggy -- where are you Piggy?"

Something brushed against the back of the shelter. Piggy kept still for a moment. Then he had his asthma. He arched his back and crashed among the leaves with his legs. Ralph rolled away from him. Then there was a vicious snarling in the mouth of the shelter and the plunge and thump of living things. Someone tripped over Ralph and Piggy's corner became a complication of snarls and crashes and flying limbs. Ralph hit out; then he and what seemed like a dozen others were rolling over and over, hitting, biting, scratching. He was torn and jolted, found fingers in his mouth and bit them. A fist withdrew and came back like a piston, so that the whole shelter exploded into light. He began to pound the mouth below him using his clenched fist as a hammer; he hit with more and more passionate hysteria as the face became slippery. A knee jerked up between his legs and he fell sideways busing himself with his pain, and the fight rolled over him. Then the shelter collapsed with smothering finality; and the anonymous shapes fought their way out and through. Dark figures drew themselves out of the wreckage and flitted away, till the screams of the Littluns and piggy's gasps were once more audible. Ralph called out in a quavering voice.

"All you Littluns go to sleep. We've had a fight with the others. Now go to sleep." "That was Jack and his hunters" said Ralph bitterly, "Why can't they leave us alone?" The conch still glimmered by the chief's seat. Ralph gazed for a moment or two, then went back to Piggy.

"They didn't take the conch."

"I know. They didn't come for the conch. They came for something else. Ralph-- what am I going to do?"

Jack and his two boys had taken away piggy's broken glasses.

CHAPTER—11

On the beach, Ralph, Piggy and Samneric gathered around the remains of the signal fire. They tried to rekindle the fire but it was impossible without the piggy's glasses. Ralph called an assembly of the boys left in his company. He condemned the action of stealing fire by Jack and his boys. He said,

"we would have given them fire if they had asked. But they stole it and the signal is out and we can't ever be rescued"

It was decided that they should go to the Castle Rock and demand for the return of piggy's glasses as it was required to light the fire for their rescue. They also decided to dress up like civilized English boys and not as savages. All except Piggy, thought that they should take the spears with them.

They set off along the beach in formation. Ralph went first, limping a little, his spear carried over one shoulder. Behind him came the twins. They said a little but trailed the butts of their wooden spears; Piggy walked between the trailing butts, therefore the conch held between his two hands. There was a tiny smudge of smoke wavering into the air on the other side of the rock. Ralph turned,

"You two follow behind. I'll go first, then Piggy, a pace behind me. Keep your spears ready." Ralph moved forward on to the neck. He kicked a stone and it bounded into the water.

"Am I safe?", quavered Piggy, "I feel awful."

High above them from the pinnacles came a sudden shout,

"Halt! Who goes there?"

Ralph bent back his head,

"You can see who I am!" he shouted, "stop being silly!"

He put the conch to his lips and began to blow. Roger was shouting.

"You mind out -- see?"

At length, Ralph took his lips away and paused to get his breath back. His first words were a gasp but audible,

"Calling an assembly."

The Savages gave no response. Ralph spoke again loudly,

"I am calling an assembly."

He ran his eye over them.

"Where is Jack?"

The group of boys stirred and consulted. A painted face spoke with the voice of Robert.

"He is hunting. And he said we weren't to let you in."

A voice spoke from behind Ralph,

"What do you want?"

He turned quickly. Jack identifiable by personality and red hair was advancing from the forest. A hunter crouched on either side. All three were masked in black and green. Behind them on the grass the headless and paunched body of a ram lay where they had dropped it. Piggy wailed,

"Ralph! Don't leave me!"

The sniggering of the savages became a loud divisive need. Jack shouted above the noise, "You go away Ralph. You keep your end. This is my end and my tribe. You leave me alone." The jeering died away. you pinched Piggy's specs", said Ralph breathlessly, "You've got to give them back."

"Got to? Who says?", said Jack.

Ralph's temper blazed out.

"I say! You voted for me for chief. Didn't you hear the conch? You played a dirty trick. We would have given you fire if you had asked for it"

The blood was flowing in his cheeks.

"Ralph! Mind me!"

Jack made a rush and stabbed at Ralph's chest with his spear. Ralph sensed the position of the weapon from the glimpse he caught of Jack's arm and thrust aside with his own butt.

Then he brought the end round and caught Jack a stinger across the ear. They were chest to chest, breathing fiercely, pushing and glaring.

"Who is a thief?"

"You are!"

Jack wrenched free and swung at Ralph with his spear. The blow struck and the spear slid down to fall agonisingly on his fingers. Then they were apart once more, their positions reversed, Jack towards the Castle Rock and Ralph on the outside towards the island. Both boys were breathing very heavily.

"Come on then---"

come on-----"

Piggy reminded Ralph that they had come only to get back the fire and his spectacles. Ralph glanced towards the group of savages,

"Listen, First you have got to give back Piggy's specs. If he hasn't got them, he can't see."

The tribe of painted savages giggled. Piggy whispered,

"And the fire."

"Oh yes. Your only hope is keeping a signal fire going. As long as there is light to see, then maybe a ship will notice the smoke and come and rescue us and take us home. But without that smoke we have got to wait till some ship comes by accident. We might wait years; till we were old"

He pointed past them to where the trickle of smoke dispersed in the pearly air.

"Look at that! call that a signal fire? That's a cooking fire. Now you'll eat and there will be no smoke. Don't you understand? There may be a ship out there."

Jack looked back at Ralph and then at the twins.

"Grab them! "

No one moved. Jack shouted angrily.

"I said grab them."

The painted group moved round Samneric unhandily. Samneric protested out of the heart of civilization. Their spears were taken from them.

"Tie them up! "

The painted group felled the twins clumsily and excitedly. Jack was inspired. He knew that Ralph would attempt a rescue. Then the twins lay astonished and the tribe stood around them. Jack turned to Ralph and spoke between his teeth.

"See? They do what I want."

There was silence again. The tribe watched Ralph to see what he would do. His temper broke.

He screamed at Jack,

"You are a beast and swine and the bloody bloody thief!"

He charged. Jack charged too. Jack swung with his fist at Ralph and caught him on the ear. Ralph hit Jack in the stomach and made him grunt. Then they were facing each other again. Panting and furious, they became aware of the steady shrill cheering of the tribe behind them. Piggy's voice penetrated to Ralph.

"Let me speak."

He was standing in the dust of the fight. He shouted,

"I tell you I got the conch!"

Surprisingly, there was silence now; The tribe were curious to hear what amusing thing he might have a say.

"I got this to say. You are acting like a crowd of kids. Which is better? to be a pack of painted niggers like you are, or to be sensible like Ralph is?"

A great clamour rose among the savages. Piggy shouted again,

"Which is better—to have rules and agree or to hunt and kill?"

Ralph Shouted,

"Which is better? law and rescue or hunting and breaking things up?"

Now Jack was yelling too and Ralph could no longer make himself heard. High overhead, Roger, leaned all his weight on the lever. Ralph heard the great rock long before he saw it. He was aware of a jolt in the earth that came to him through the soles of his feet and the breaking sound of stones at the top of the cliff. Then the monstrous red thing bounded across the neck and he flung himself flat while the tribe shrieked. The rock struck Piggy a glancing blow from chin to knee; the conch exploded into a thousand white fragments and ceased to exist. Piggy, saying nothing, with no time for

even a grunt travelled through the air sideways from the rock, turning over as he went. The rock bounded twice and was lost in the forest. Piggy fell forty feet and landed on his back across the square, red rock in the sea. His head opened and stuff came out and turned red. Piggy's arms and legs twitched a bit like a ram's after it has been killed. His body was gone with the wave of the sea.

Suddenly, Jack bounded out from the tribe and began screaming wildly.

"See? See? That's what you'll get! I meant that! There isn't a tribe for you anymore! The conch is gone--."

He ran forward shouting,

"I'm Chief!"

Viciously with full intention, he hurled his spear at Ralph. The point tore the skin and flesh on Ralph's ribs then sheared off and fell in the water. Ralph stumbled, feeling not pain but panic, and the tribe screaming now like the Chief, began to advance. Another spear, a bent one that would not fly straight, went past his face and one fell from on high where Roger was. The twins lay hidden behind the tribe and the anonymous devil's faces swarmed across the neck. Ralph turned and ran. A great noise of seagulls rose behind him. He obeyed an instinct that he did not know he possessed and swerved over the open space so that the spears went wide. He saw the headless body of the ram and jumped in time. Then he was crashing through foliage and small boughs and was hidden by the forest. The chief stopped by the ram, turned and held up his hands,

"Back! Back to the fort! "

Presently the tribe returned noisily to the neck where Roger joined them. The chief looked down at Samneric.

"You got to join the tribe."

" You lemme go---"

"--- and me. "

The Chief snatched one of the few spears that were left and poked Sam in the ribs.

"What do you mean by it, eh?" said the Chief fiercely. What d'you mean by coming with spears? What d'you mean by not joining my tribe? "

Samneric lay looking up in quiet terror. Roger advanced upon them as one wielding a nameless authority.

CHAPTER—12

Ralph lay in a covert, wondering about his wounds. All over, he was scratched and bruised from his flight through the forest. He was not really far from the Castle Rock. He had even glimpsed one of them stripped brown, black, and red, and had

judged that it was Bill. But really, thought Ralph, this was not Bill. This was a Savage whose image refused to blind with the ancient picture of a boy in shorts and shirt. The afternoon died away. He peered with elaborate caution between branches at the edge and could see Robert sitting on guard at the top of the Cliff. Ralph for the first time since the morning felt hungry. The tribe must be sitting round the gutted ram. He could see Robert, the watchman, being given his portion of meat. He limped away through the fruit trees. He came to the smashed acres of fruit and ate greedily. When he had eaten he went towards the beach. No fire; no smoke; no rescue. He turned and limped away through the forest towards Jack's end of the island. At length, he came to a clearing in the forest where rock prevented vegetation from growing. There, he saw a skull with all the meat and skin eaten away. It was fixed upon a stick. Fiercely, he hit out the filthy thing in front of him. He wrenched the quivering stick from the crack and held it as a spear. Then he backed away, keeping his face to the skull that lay grinning at the sky. Ralph came again to the thicket in front of Castle Rock. Peeping through, he could see that the height was still occupied, and whoever it was up there had a spear at the ready. He knelt among the shadows and felt his isolation bitterly. Tired though he was, he could not relax and fall into a well of sleep. The tribe lay there in the darkness, he knew he was an outcast,

" 'Cos I had some sense. "

There were sounds coming from behind the Castle Rock.

"kill the beast! Cut his throat! Spill his blood!"

A noise near at hand made him quiver. Savages were climbing up the Castle Rock, right up to the top, and he could hear voices. Ralph put his head down on his forearms and accepted this new fact like a wound. Samneric were part of the tribe now. They were guarding the Castle Rock against him. There was no chance of rescuing them and building up an outlaw tribe at the other end of the island. Samneric were savages like the rest; Piggy was dead and the conch smashed to powder. Ralph edged forward, feeling his way over the uneven surface as though he were blind. He crawled until he found the ledge of the entry in his grasp. The lookouts were immediately above him and he could see the end of a spear projecting over the rock. He called very gently.

"Samneric -- "

There was no reply. To carry he must speak louder; and this would rouse those striped and inimical creatures from their feasting by the fire. He set his teeth and started to climb until nearly level with the twins before he spoke again.

"Samneric--- it's me. Ralph."

At length, they bent forward and peered in his face.

"We thought it was—we didn't know what it was—"

Memory of their new and shameful loyalty came to them. Eric was silent but Sam tried to do his duty.

"You got to go, Ralph. You go away now—"

He wagged his spear and essayed fierceness.

"You shove off. See?"

"I came to see you two."

Sam shifted uneasily.

"Honest, Ralph you would better go."

They bent to him and lowered their voices. when Ralph spoke again his voice was low, and seemed breathless.

"What have I done? I like him — and I wanted us to be rescued—"

Eric shook his head earnestly.

"Listen, Ralph. Never mind what's sense. That's gone—"

"They hate you Ralph, They are going to hunt you tomorrow."

"But why?"

"I don't know. we are going to spread out in a line across the island— we are going forward from this and — until we find you."

"But I have done nothing," whispered Ralph, urgently. "I only wanted to keep up a fire!"

He paused for a moment, thinking miserably of the morrow.

"When they find me, what are they going to do?"

The twins were silent.

"What are they — Oh God! I am hungry "

The twins answered his question indirectly.

"You got to go now, Ralph. Keep away as far as you can."

"Don't you come with me? Three of us—we would stand a chance."

After a moment's silence Sam spoke in a strangled voice.

"You don't know Roger. He's a terror."

Both the boys froze. Someone was climbing towards them from the tribe.

"He's coming to see if we're keeping watch. Quick, Ralph!"

"I'll lie up close; in that ticket down there," he whispered, "so keep them away from it."

They'll never think to look so close—"

The footsteps were still some distance away.

"Here!" said Sam suddenly, "take this—"

Ralph felt a chunk of meat pushed against him and grabbed it.

"But what are you going to do when you catch me?"

"Roger sharpened a stick at both ends", Ralph got the answer.

Now there were voices raised on the top of the Castle Rock. Samneric were arguing with someone. Ralph chose the nearby ferns and the grass as a hiding place. He squatted in the long grass and began to tear the meat given by Sam. Meanwhile, he heard the cries of pain from Samneric, cries of panic, angry voices. It was Jack torturing one of the twins. He pulled himself between the ferns, tunneling in. He laid the stick beside him. He did not know how quickly sleep came and hurled him down a dark interior slope. When he awoke in the morning, he could hear the voices of the savages trying to search him out. Ralph picked up his stick and prepared for battle. There was a long breathless silence. Several of the boys were busy rolling rocks down the mountain so that it broke into the ticket where Ralph was hiding. And then Jack put the forest on fire to smoke Ralph out. Terrified, Ralph bolted from his hiding place fighting his way past several of Jack's hunters. They chased him through the forest wielding their Spears menacingly. Weaving through the dense underbrush, Ralph finally escaped to the beach. He collapsed there in terror and exhaustion. Jack's hunters were closely behind him.

When Ralph looked up, he was astonished to see a strange figure looming over him. It was a Naval officer standing on the sand, looking down at Ralph in wary astonishment. The officer looked at him doubtfully for a moment then took his hand away from the butt of the revolver.

"Hullo."

Squirming a little, more conscious of his filthy appearance, Ralph answered shyly.

"Hullo"

The officer nodded, as if a question had been answered.

"Are there any adults—any grown ups with you?"

Dumbly, Ralph shook his head. He turned a half pace on the sand. A semicircle of little boys, their bodies striped with coloured clay, sharp sticks in their hands, was standing on the beach making no noise at all.

"Fun and games " said the officer.

The fire reached the coconut palms by the beach and swallowed them noisily. The officer grinned cheerfully at Ralph.

"We saw your smoke. What have you been doing? Having a war or something?"

Ralph nodded. The officer inspected the little scarecrow in front of him. The kid needed a bath, haircut, a nose wipe and a good deal of ointment.

"Nobody killed, I hope? Any dead bodies?"

"Only two, and they've gone."

The officer leaned down and looked closely at Ralph.

"Two? Killed?"

Ralph nodded again. Behind him, the whole island was shuddering with flames. The officer knew, as a rule, when people were telling the truth. He whistled softly. Other boys were appearing now. One of them came close to officer and looked up.

"I'm, I'm -"

The officer turned back to Ralph.

"We'll take you off. How many of you are there?"

Ralph shook his head. The officer looked past him to the group of painted boys.

"Who is boss here?"

"I am", said Ralph loudly.

"We saw your smoke. And you don't know how many of you there are?"

"No, sir."

"I should have thought", said the officer as he visualised the search before him, "that a pack of British boys - you're all British, aren't you? - Would you have been able to put up a better show than that - I mean -"

"it was like that at first" said Ralph, "before things -" He stopped.

"We were together then -"

The officer nodded helpfully.

"I know. Jolly good show. Like the Coral island."

Ralph began shedding tears for their early days on the island. He remembered Simon and Piggy. He wept for the loss of Innocence and for the darkness of men's heart.

The other boys also began sobbing. The officer surrounded by these noises, was moved and a little embarrassed. He turned away to give them time to pull themselves together, and waited, allowing his eyes to rest on the trim cruiser in the distance.

-----END-----

Glossary

Word	Meaning
ascent (n)	an upward slope or moment
abominable(adj.)	detestable
astonishment(n)	surprise
agony(n)	acute physical or mental pain.
brandished(v)	waved aggressively
bulge(n)	swell outwards
babble(v)	talk foolishly
bough(n)	branches
bunched(adj.)	gathered together in a cluster
covert(n)	covering
cascade (n)	shower
corpulent(adj.)	excessively fat
cinders(n)	a small piece of partly burnt coal or wood that has stopped giving off flames but still has combustible matter in it.
clamoured(v)	loud cries made by many people.
contemptuously(adv.)	Scornfully
corkscrew(v)	move in a zigzag way
camouflage(n)	modifying the appearance of something to hide its identity.
ceremonially(adj.)	in a formal manner
convulsive(adj.)	of violent and uncontrollable attack
carcass(n)	the dead body of a slaughtered animal.
chants(n)	uttered with intonation
creepers(n)	any plant that grows by creeping
deserted(adj.)	uninhabited
demoniac(adj.)	as if possessed by a demon

NOT FOR SALE

divisive(adj.)	dissenting
enkindle(v)	light, cause to start burning.
envisage(v)	imagine
essayed(v)	attempt ; make an effort
embarrassed(adj.)	feeling uneasy, uncomfortable because of shame or pride.
emphatically(adv.)	unquestionably
flickering(adj.)	shining unsteadily.
fatigue (n)	tiredness.
flitted(adj.)	moved quickly and secretly
formation(n)	an arrangement of people acting as a unit
gutted(adj.)	completely empty.
grunt(v)	A low animal like sound. Squeal.
give somebody heart	encourage somebody.
gasp(v)	breathe noisily with mouth open
go crimson	become excessively angry
hesitant(adj.)	reluctant, unable to decide quickly or firmly.
his legs gave beneath him	his legs were extremely weak; he was exhausted.
huddled(v)	crowded together
hysteria(n)	excessive fear
inarticulate (adj.)	without the use of words or speech
indignant(adj.)	Angered
interceded (v)	Interrupted
insanely(adv.)	in a foolish manner.
involuntarily(adv.)	against ones will, unwillingly
improvisation(n)	extempore performance
inimical(adj.)	Unfriendly
jam(v)	ram, push down forcibly

NOT FOR SALE

jolt(n)	jerk
jeering(adj.)	mocking
kindling(n)	material for starting a fire
limping(v)	walk impeded by some physical limitations or injury.
lagoon(n)	a body of water cut off from a larger body
mimic(v)	imitate a manner to ridicule a person.
mat(v)	twist together
marksmanship(n)	skill in shooting
nightmare(n)	a terrifying dream
nigger(n)	a black person
outlaw(n)	disobedient to law
plonking(v)	the noise of something dropping
parody(n)	humorous mimicry
pile(n)	heap ; a collection of something.
perception(n)	knowledge gained through senses.
pinch(v)	apprehending a criminal.
pinnacles(n)	a lofty peak
pull oneself together	regain one's self-control.
quest(v)	Search
repudiate(v)	refuse to acknowledge or obey an authority
ram(v)	strike with a heavy impact
smack(n)	a blow from an open hand or a flat object.
strides(n)	steps
scramble(v)	to move hurriedly
scree(n)	loose rocks at the base of a cliff.
startled(v)	move suddenly as if in surprise or alarm.

savage(n)	an uncivilized person.
sneak(v)	move stealthily
summon one's wits	make efforts to become calm and think more clearly
sick(n)	vomiting
scrabbling(n)	an aimless drawing
squeak(n)	a short high pitched noise
shudder(v)	shake
speck(n)	a very small spot
smothering((v)	suffocating; causing difficulty in breathing
succulent(adj.)	full of juice
stinking(adj.)	very bad.
swerve(v)	change direction abruptly.
sniggering(adj.)	a disrespectful laugh.
squirming(v)	to move in a twisting motion.
strangled(adj.)	suppressed
tusks(n)	a long pointed tooth specialized for fighting in a hog or elephant
unaccustomed(adj.)	unfamiliar with
tropical(adj.)	of hot and humid weather or climate.
timidity(n)	coward. Lack of self-confidence.
ungainly(adj.)	awkward
vicious(adj.)	marked by deep ill will.
wary(adj)	suspicious
wrench(n)	wring; twist.
weariness(n)	tiredness
whine(n)	complain in a sorrowful manner.
whoop(n)	a loud hooting cry

Reading Comprehension

Answer the Questions

- How did the boys come to the jungle island?
- What did Ralph do to attract the other boys on the island?
- Describe the scene of the arrival of Jack and his band at the place where the boys were assembled?
- What was the first issue to that arose before the boys and how was it tackled?
- How did Ralph think they would be rescued?
- What rule regarding the conch was made and why?
- Briefly describe the role of hallucinations scene from 'Lord of the Flies'.
- What is the significance of the title 'Lord of the Flies'?
- What happens to the conch and Piggy and what does it suggest?
- How are the boys rescued at the end?
- How were Ralph's priorities different from Jack's?
- What does Simon represent in the novel?
- Compare and contrast the characters of Ralph and Piggy.
- What is the purpose of the introduction of the mock-hunts in the novel?
- "Listen all of you....., we are living along the Beach by a flat Rock. We hunt and feast and have fun, if you want to join my tribe come and see us. Perhaps I will let you join perhaps not." Whose words are these and what's the occasion?
- "Authority set on his shoulder and chattered in his ear like an ape." Explain this statement of William Golding with reference to the context.
- "The fire is the most important thing. Without the fire we can't be rescued." Whose words are these? What do you say about this statement?
- What is the dominant theme of the novel "Lord of the Flies"?
- What general idea about the psychology of small children do you derive from this novel 'Lord of the Flies'?
- Explain the following symbols used in the novel:
- The conch shell, Piggy's glasses, the signal fire, the beast.

Writing Suggestions

- Write the character sketch of the following characters:
A) Ralph B) Jack C) Piggy D) Simon
- Compare and contrast the characters of Ralph and Jack.

Oral Communication

Make two large groups of the class students; one of them to act as the Ralph's group and the other as Jack's band. Give them an issue or some issues to be resolved by them. Each group should forward its suggestions and proposals regarding the issue(s).

Vocabulary and Grammar

A. Look for in a Thesaurus and tell whether each pair of words are synonyms or antonyms.

1. agree, disagree _____
2. cold, freezing _____
3. easy, difficult _____
4. argue, squabble _____
5. guess, estimate _____
6. bottom, top _____
7. tired, energetic _____
8. huge, gigantic _____
9. sink, float _____
10. windy, calm _____
11. noisy, quiet _____
12. unhappy, sad _____

B. Identify the following sentences as Simple, Compound and Complex.

1. We were playing in the garden when the guests arrived.
2. She put on her coat and went out.
3. I can't figure out what he wants.
4. You don't look happy to see me.
5. The cat saw the puppies playing in the garden.
6. She leaned out of the window.
7. You shouldn't have done this to me.
8. They tried very hard but they couldn't win the match.
9. Who let the cat in?
10. Although it was raining. we went for a walk.

C. Write the strongest word of the pair given in the parenthesis in the given blank of each sentence.

1. The flowers were _____ in the garden. (beautiful, pretty)

2. We had a _____ dinner at the restaurant. (good, delicious)
3. The glass plated _____ to the ground. (fell, crashed)
4. She _____ hello to the teacher. (said, whispered)
5. The _____ cat sat on the fence. (starving, hungry)
6. He slept on the _____ bed. (hard, firm)
7. The children will _____ out the door when the bell rings. (dash, march)
8. Salim was _____ with his brother. (cross, furious)

D. Write the indirect narration in the 'Indirect Speech column' for the sentences given in 'Direct Speech column'.

Pronoun change-Reported speech Exercise

Direct Speech	Indirect Speech
1. He said, "I am working hard for the upcoming tests"	
2. She said, "My only wish is to become a good man"	
3. He said, "I am learning the rules of new language"	
4. I said to her, "You seem to be a nice"	
5. He said to me, "You should be responsible in your duty"	
6. Asad said, "It is a rule to obey the master"	
7. They said, "We are waiting for our brothers"	
8. I said, "I am the winner in this game"	
9. They said, "We are learning English by ourselves"	

Imperative sentences-Reported Speech Exercise

Direct Speech	Indirect Speech
10. He said to his servant, "Clean the tables again"	
11. Mother said to her daughter, "Shut up! go into your room"	
12. He said to the waiter, "Bring me the detailed bill"	
13. He said, "Close the door, Raja"	
14. Father said to his son, "Get ready, we will leave quickly"	
15. I said to policemen, "please, help the poor lady"	
16. The old man said, "Please, release my son this time"	
17. She said to him, "Don't ever try to talk me"	
18. Teacher said to students, "Stand up all"	
19. He said to his son, "Avoid sitting with bad guys"	

Imperative Sentences – Reported Speech Exercise

Direct Speech	Indirect Speech
20. The doctor said to him, "Stay away from junk food"	

21. I said, "Let him sleep before we leave"	
22. She said to him, "Let's meet her parents somewhere"	
23. I said to her, "Let me think before I give you any proposal."	
24. She said to her father, "Let me buy some books for Alex"	
25. I said, "Let's start reading this novel together"	
26. The teacher said, "Let's start over a new chapter."	
27. She said, "let me to be more prepared for the task."	
28. I said, "Let me find a best solution to solve this issue permanently."	
29. They said, "Let's play a game where the winner will win a gold."	
30. She said to me, "Please, let me stay here until my brother comes."	

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S#	Statement	Remarks
1.	Overall the book is interesting and user friendly.	
2.	The language and content of the book is age / grade appropriate and the content is free of grammatical and punctuation errors.	
3.	Content is supported with examples from real life / culture.	
4.	Contents / texts are authentic and updated.	
5.	Pictures / diagrams / graphs / illustrations are informative, relevant and clear if not, then identify them.	
6.	Activities, projects and additional work is suggested for reinforcement of concepts.	
7.	Assessment achievements are thought provoking and comprise cognitive, psychomotor and effective skills.	
8.	The textbook is easy to be covered within academic year.	

Page No.	Observation/comments	Suggested amendment along with rationale

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