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A Textbook of

English

FOR GRADE

X



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NOT FOR SALE



KHYBER PAKHTUNKHWA
TEXTBOOK BOARD PESHAWAR

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INTRODUCTION

This revised edition of **English Textbook for Grade X** contains material from the original book as well as new entries agreed upon by English subject experts at the Textbook Board, DCTE and private sector. The overall revision of the current edition was undertaken to align the textbook, amongst others, with the Standards for textbooks included in the Minimum National Standards for Quality Education in Pakistan. Therefore, the current revised edition has been revised with a view to make it more representative textbook of the National Curriculum 2006; in content and organisation, presentation, layout, assessment, cultural values and elimination of all forms of biases.

This revised version of the textbook comprises of new essays, stories, poems lessons, illustrations, fresh layout and design. The exercises have been carefully designed under new headings and now include speaking and listening components designed to develop oral-aural language skills. The exercises provide ample opportunities for practice and contain drill work as well as imaginative/ creative tasks.

The exercises are based on these headings:

Context – wide variety of reading material, includes factual accounts, stories based on nature, environment, fantasy, adventures, fables and poetry.

Comprehension – relating directly to the context; to develop child's ability to read and comprehend.

Grammar – including formal areas of language study, syntax, structure, punctuation and its usage. The language and grammatical structures are elementary; there is ample revision and repetition.

Composition/writing – developing functional and creative writing skills.

Listening and speaking – involving listening skills, proper pronunciation, structure, functional vocabulary, expression and debating skills.

Editor

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#	Unit	Theme	Vocabulary
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Listening & Speaking	Comprehension	Grammar	Writing	page
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Unit 1

Simplicity and Humility of Hazrat Muhammad ﷺ

Students Learning Outcomes

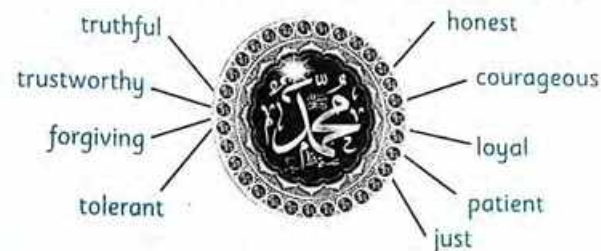
After reading the lesson the students will be able to:

- 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.
- use dictionaries to: (while relating) to: topic to show:
 - locate guide words and entry word.
 - choose appropriate word definition.
 - identify pronunciation through pronunciation key.
- apply critical thinking to interact with text and use intensive reading strategies (while-reading) to
 - scan to answer short questions.
 - read silently with comprehension and extract main idea and supporting detail.
 - comprehend / interpret text by applying critical thinking.
- locate appropriate synonyms and antonyms in a thesaurus.
- write a unified paragraph on a given topic to show
 - clear topic sentence using specific words, vivid verbs, modifiers, etc.
 - adequate supporting detail (example, illustration, definition, evidence, comparison, contrast, cause and effect, clarification, explanation) to develop the main idea.
- create and deliver simple group/ class presentations on various themes, problems and issues:
 - present and explain one's point of view clearly.
 - support or modify one's opinions with reasons.
- demonstrate use of more collective, countable and uncountable, material and abstract nouns.
- apply rules of change of number of nouns learnt earlier.
- recognize and demonstrate use of some nouns that change meaning in the plural form e.g. arm-arms (a part of body), arms (weapons).

Simplicity and Humility of Hazrat Muhammad ﷺ

Pre-reading

- Look at the mind-map and predict what the lesson is about.



Reading

Humility and simplicity were ingrained traits of Hazrat Muhammad's (ﷺ) personality. He (ﷺ) never made people feel small, unwanted or embarrassed. He (ﷺ) urged his followers to live decently and kindly. He (ﷺ) would sit wherever there was a place available in an assembly and never sought a prominent or elevated place. He (ﷺ) never wore anything that could distinguish him from his companions. He (ﷺ) would meet the affluent and the impoverished alike and never made distinction on the basis of caste, creed and colour. People who did not know him could not tell him apart from the rest of his comrades.

Abu Umamah bin Tha'labah (رضي الله عنه) reported, "The Companions of The Rasool (ﷺ) of Allah mentioned the life of the world before him. He (ﷺ) said, "Do you not hear? Do you not hear? Simplicity (in life) is part of faith, simplicity is part of faith".¹

In life style, diet and manners, he was simple and humble. Sahl Ibn Sa'ad, (رضي الله عنه) one of Hazrat Muhammad's (ﷺ) companions, said, "The Rasool (ﷺ) of Allah did not see bread made from fine flour from the time Allah sent him (as a Rasool) until he died".²

Similarly, Aa'isha (رضي الله عنها) said, "The mattress of the Rasool (ﷺ), on which he slept, was made of leather stuffed with the fibre of date tree".³

Amr Ibn Al-Hareth (رضي الله عنه), one of Hazrat Muhammad's (ﷺ) companions, said that when the Rasool (ﷺ) died, he left neither money nor anything else except his white riding mule, his arms, and a piece of land which he left to charity.⁴ Hazrat Muhammad (ﷺ) lived this hard life till he died although the Muslim treasury was at his disposal, the greater part of the Arabian Peninsula was Muslim, and the Muslims were victorious after eighteen years of his mission. Despite his responsibilities as a Nabi, a teacher, a statesman, and a judge, Hazrat Muhammad (ﷺ) used to milk his goat⁵, mend his clothes, repair his shoes⁶ and help with the household work⁷. He (ﷺ) used to visit ailing persons and exhorted all Muslims to do likewise⁸. He (ﷺ) also helped his companions in digging a trench by moving sand with them⁹. Whenever he (ﷺ) visited a person he would first greet him and then take his permission to enter the house. He (ﷺ) advised the people to follow this etiquette and not to get annoyed if anyone declined to give permission, for it was quite likely the person concerned was busy otherwise and did not mean any disrespect.

Hazrat Muhammad (ﷺ) was always the first to greet another and would not withdraw his hand from a handshake till the other man withdrew his. If one wanted to say something in his ears, he would not turn away till one had finished. Anas (رضي الله عنه), one of Hazrat Muhammad's (ﷺ) companions said that there was no person whom they loved more than the Nabi Hazrat

Muhammad (ﷺ) yet when he came to them, they did not stand up for him because he (ﷺ) hated their standing up for him.¹⁰ He (ﷺ) would himself, however, stand up when any dignitary came to him. He (ﷺ) had stood up to receive the wet nurse who had reared him in infancy and would spread his own sheet for her. His foster sister was given similar treatment.¹¹ Similarly, Hazrat Aa'isha (رضي الله عنها) has narrated: "I have never encountered anyone that had emulated the Rasool (ﷺ) in manner, likeness and speech more than Fatima (رضي الله عنها). When she came in to visit him (the Rasool) he got up to (welcome) her, took her by the hand, kissed her and made her sit where he was sitting; and when he (ﷺ) went in to visit her, she got up to (welcome) him, took him by the hand, kissed him, and made him sit where she was sitting".¹² He (ﷺ) avoided sitting at a prominent place in a gathering, so much so that people coming in had difficulty in spotting him and had to ask who the Rasool (ﷺ) was. Once Hazrat Muhammad (ﷺ) was travelling with his companions and when it was time to have the food prepared, he asked them to slaughter a sheep. A man said, "I will slaughter it." Another one said, "I will skin it out." A third one said, "I will cook it." So the Rasool of Allah (ﷺ) said "I will collect wood for fire." They said, "No, we will suffice you that work." "I know that you can do it for me, but I hate to be privileged. Allah hates to see a slave of His, privileged to others." So he went and collected fire-wood.¹³

Our beloved Rasool Hazrat Mohammad (ﷺ) was endowed with impeccable qualities from which we can learn a lot to improve our lifestyle. Humbleness and simplicity were some of his many qualities. By adopting the sunnah of simplicity and humility, we can eradicate the social evils like ostentation, haughtiness, arrogance and pride. Regrettably we squander our hard-earned resources on unwanted luxurious items simply to gratify our sense of pride and superiority over others. If we make simplicity and humility a part of our personality, our social behaviour will be considerate and genuine, our happiness will be unadulterated and we will not recoil our heads in pride but bow them in humility and affection.



Endnotes:

1. Abu Dawud, Book 1, Hadith 517.
2. Narrated in Saheeh Al-Bukhari, #5413, and Al-Tirmizi, #2364.
3. Narrated in Saheeh Muslim, #2082, and Saheeh Al-Bukhari, #6456.
4. Narrated in Saheeh Al-Bukhari, #2739, and Mosnad Ahmad, #17990.
5. Narrated in Mosnad Ahmad, #25662.
6. Narrated in Saheeh Al-Bukhari, #676, and Mosnad Ahmad, #25517.
7. Narrated in Saheeh Al-Bukhari, #676, and Mosnad Ahmad, #23706.
8. Narrated in Mowatta' Malek, #531.
9. Narrated in Saheeh Al-Bukhari, #3034, and Saheeh Muslim, #1803, and Mosnad Ahmad, #18017.
10. Narrated in Mosnad Ahmad, #12117, and Al-Tirmizi, #2754.
11. Abu Dawud Kitabul Atama.
12. (Sunan Abu Dawood; Ash'atul Lama'aat)
13. (Khulasa As- Siyar p.22)

Glossary

Words	Meaning
ingrained	(of a habit, an attitude, etc.) that has existed for a long time and is therefore difficult to change
affluent	having a lot of money and a good standard of living
impoverished	very poor; without money
creed	a set of principles or religious beliefs
deification	treatment or worship of somebody as a god
impeccable	without mistakes or faults
suffice	to be enough for somebody/something
emulated	to try to do something as well as somebody else because you admire them
comrades	a person who is a member of the same political / religious party as the person speaking
infancy	the time when a child is a baby or very young
ostentation	an exaggerated display of wealth, knowledge or skill that is made in order to impress people

haughtiness	an unfriendly attitude towards other people because you think that you are better than them
squander	to waste money, time, etc
wet nurse	a woman who breast feeds and cares for another's child; foster mother

Comprehension

A. Answer the following questions.

1. What is meant by simplicity and humility?
2. Describe in a few sentences, the life style of Hazrat Muhammad (ﷺ) in the light of the text that you have read.
3. How can simplicity and humility do away with the culture of extravagance and waste?
4. Read the last paragraph of the lesson, "Simplicity and humility of Hazrat Muhammad (ﷺ)" with comprehension and write down the main idea and supporting details of the paragraph.
5. How did Hazrat Muhammad (ﷺ) treat his foster sister?

B. Choose the correct option for the following statements.

- [illegible]

5. According to the text of the lesson Hazrat Muhammad (ﷺ) used to milk his goat, this shows that _____.
- the Rasool (ﷺ) liked the milk of goats
 - the Rasool (ﷺ) did not like milking of goat by other people
 - humility was essential part of the Rasool's (ﷺ) character
 - the Rasool (ﷺ) had no servants

Vocabulary

Use dictionaries to:

- locate guide words.
- locate entry word.
- choose appropriate word definition.
- identify pronunciation through pronunciation key.

prominent slaughter humility humbleness dignitary foster

Writing

- A. Write a unified paragraph on topic sentence, 'Pride Makes us Artificial and Humility Makes us Real' by using specific words, vivid verbs, modifier and adequate supporting details to develop the main idea.
- B. Write a brief summary of the lesson, "Simplicity and humility of Hazrat Muhammad (ﷺ)".

Listening and speaking

- A. Create a group presentation on how we can adopt the sunnah of simplicity and humility. Present your points clearly and support your opinion with reasons.

Teacher's guideline:

Help the students locate guide words and entry words in the dictionary. Also help them find appropriate word definition (contextual meaning) and pronunciation through pronunciation key.

Grammar

A. Choose the correct option for each sentence.

- "Success" is an example of _____.
a) countable noun b) uncountable noun
c) abstract noun d) material noun
- "Sugar" is an example of _____.
a) countable noun b) uncountable noun
c) abstract noun d) collective noun
- "Honey" is an example of _____.
a) countable noun b) uncountable noun
c) abstract noun d) collective noun
- "Bravery" is an example of _____.
a) countable noun b) uncountable noun
c) abstract noun d) material noun
- "Tables" is an example of _____.
a) countable noun b) uncountable noun
c) abstract noun d) collective noun

B. Write the correct plural of the nouns in parenthesis.

- These (person) _____ are protesting against the president.
- The (woman) _____ over there want to meet the manager.
- My (child) _____ hate eating pasta.
- The (student) _____ are doing the exercise right now.
- The (fish) _____ I bought is in the fridge.
- Where did you put the (knife) _____ which were on the (shelf) _____?
- (Piano) _____ are expensive.
- These (phenomenon) _____ are not fully understood.

- C. Some nouns change meaning in the plural form e.g. arm-arms (arm- a part of body), (arms-weapons). Use both the singular and plural nouns below in sentences to show difference in meaning.

good – goods	wood – woods	spectacle – spectacles
character – characters	manner – manners	force – forces

D. Identify the noun phrases in the following sentences.

1. He wished to talk to his manager.
2. The wicked man loves getting poor people into trouble.
3. The poor man wanted to pay back every penny he owed.
4. All the kids were sleeping.
5. Horses prefer living in dark stables.

E. Complete each sentence with a properly formed noun clause.

1. Jamal asked me _____.
a) where was his wallet b) where his wallet was
2. I couldn't tell him _____.
a) where was I b) where I was
3. I don't know _____.
a) how many children he has b) how many children does he have
4. _____ is not important.
a) How close we are b) How close are we
5. _____ was sad.
a) What did she say b) What she said

**Unit
2**

The Champions

(Adapted from Amigo Brothers by Piri Thomas, with slight modifications to suit social and cultural sensitivities)

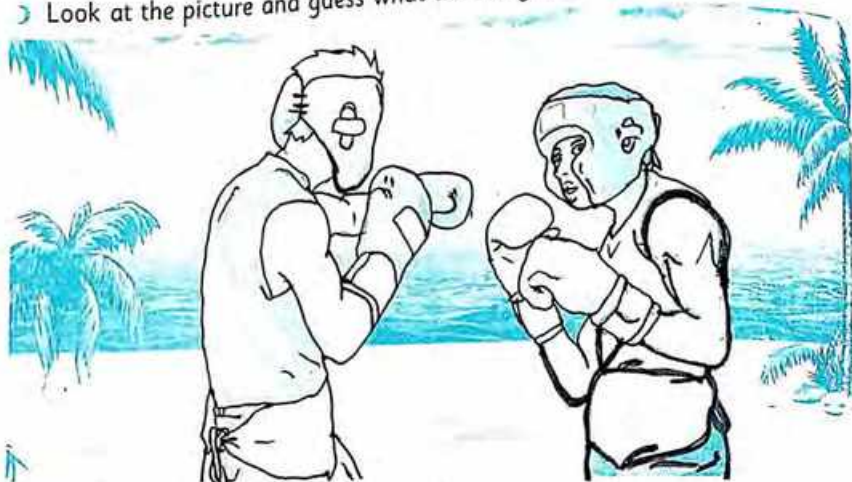
Students Learning Outcomes

After reading the lesson the students will be able to:

- 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.
- enhance and use appropriate vocabulary and correct spelling in speech and writing:
 - illustrate the use of dictionary for finding appropriate meaning and correct spellings.
- read text to make predictions about story line / content, characters, using contextual clues and prior knowledge.
- 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.
- read a text to:
 - make connections between their own lives and the characters, events, motives, and causes of conflict in texts.
 - make inferences and draw conclusion about character using supportive evidence from the text.
 - compare characters in a literary selection to near similar one's in real life.
- apply rules for use of a, an and the, wherever applicable in speech and writing.
- illustrate use and functions of all modal verbs.
- illustrate use of regular and irregular verbs in speech and writing.

Pre-reading

- Look at the picture and guess what the story is about.



Reading

Ahmad Ali and Gul Sher were classmates, studying in grade ten in a government school, situated in the impoverished neighbourhood of Lyari, Karachi. They were so together in friendship that they felt themselves to be brothers. They had known each other since childhood, growing up on the lower Eastern side of Lyari River. Gul Sher was fair, lean, and lanky; his family had moved from Khyber Pakhtunkhwa to Karachi before his birth. Ahmad Ali was Sheedi, dark, short, and husky. Gul Sher's hair was always falling over his eyes, while Ahmad Ali wore his black hair in a natural Afro style. Each youngster had a dream of someday becoming a lightweight boxing champion of the world. To achieve this cherished dream, they would strive hard day and night. Early morning sunrises would find them running along the River Lyari; and would attend the boxing club daily without any break. They had a collection of pictures of famous boxers like Joe Louis, Evander Holyfield, Rocky Marciano, Joe Frazier, Muhammad Ali and Mike Tyson; cut out from old newspapers and magazines. If asked a question about any given fighter, they would immediately zip out from their memory ranks, divisions, weights, records of

English X

Story

The Champions

The champion

fights, knockouts, technical knockouts, and draws or losses. Each had fought many fights and had won many medals. They were equally good boxers. The difference was in their boxing style. Gul's lean form and long reach made him the better boxer, while Ali's short and muscular frame made him the better slugger. Whenever they had met in the ring for friendly fight, it had always been hot and heavy contest. Once they were fighting from two different poles for National Boxing Championship and the winner of the final was to represent the country in World Lightweight Boxing Championship. After a series of elimination fights, they had been informed that they were to meet each other in the final that was scheduled to be held on the 14th of August, two weeks away. The two boys continued to run together, but even when joking with each other, they both had sensed that a wall was rising between them. One morning less than a week before their bout, they met as usual for their daily workout. Running lightly along the river's edge, Gul glanced at Ali who kept his eyes purposely straight ahead, pausing from time to time to throw fists at an imaginary jaws. After a mile or so, Ali puffed and said, "Let's stop for a while, bro. I think we both got something to say to each other." Gul nodded. It was not natural to be acting as though nothing unusual was happening when two star players and bosom friends were going to fight each other within a few short days. They rested their elbows on the railing separating them from the river. Ali broke the silence. "Man. I don't know how to come out with it." Gul helped. "It's about our fight, right?" "Yeah, right." "I've been thinking about it too, buddy. In fact, since we found out it was going to be me and you, I've been awake at nights, pulling punches on you, trying not to hurt you." "Same here. It is natural to think about the fight. I mean, we both are outstanding fighters, and we both want to win. But only one of us can win. There is no draw in the elimination." Ali tapped Gul gently on the shoulder. "I don't mean to sound like I'm bragging, bro. But I want to win, fair and square." Gul nodded quietly. "Yeah. We both know that in the ring the better man wins. Friend or no friend, brother or no..." They shook hands and departed to confront each other in the ring. Walking the streets had not relaxed Ali; the more he thought about the fight the more perplexed he felt. Lost in thoughts he let himself quietly into his apartment and went straight to bed, falling into a restless and fitful sleep with sounds of the

English X

gong for Round One. When Gul reached home, he made his way to the rooftop. In the quiet early dark, he peered below where the lights of the city blinked, and the sounds of cars mingled with the shout and the laughter of children in the street. He was passing some heavy time on his rooftop. How would the coming fight affect his relationship with Ali?

As the two climbed into the ring, the crowd exploded with a roar. Gul and Ali both bowed gracefully and then raised their arms in acknowledgment. Gul turned slowly and his eyes met Ali's. Suddenly Ali's left eye winked and Gul responded. Bong, bong, bong! The roar turned to stillness. "Ladies and Gentlemen," The announcer spoke slowly. "Now the moment we have all been waiting for—the main event between two fine young fighters. In this corner, weighing 131 pounds, Ahmad Ali. And in this corner, weighing 133 pounds, Gul Sher Khan. The winner will represent Pakistan in World Boxing Championship in the Lightweight Category. There will be no draw. May the best man win!"

"BONG! BONG! ROUND ONE. Ali and Gul turned and faced each other squarely in a fighting pose. Ali wasted no time. He came in fast, head low, half hunched toward his right shoulder, and lashed out with a straight left. He missed a right cross as Gul slipped the punch and countered with one-two-three lefts that snapped Ali's head back, sending a mild shock coursing through him. If Ali had any small doubt about their friendship affecting their fight, it was completely dispelled. Gul's left hand was like a piston pumping jabs one right after another with seeming ease. Ali bobbed and weaved and threw occasional punches with his right. He ducked a short right and missed a left hook. Ali trapped him against the ropes just long enough to pour some punishing rights and lefts to Gul's hard midsection. Bong! Round one came to conclusion.



Both Lyarite brothers froze their punches well on its way, sending up a roar of approval for good sportsmanship. No sooner did the Round two begin than Ali was off his stool and rushed at Gul like a bull, sending a hard right to his head. Beads of water exploded from Gul's long hair. Lights suddenly exploded inside Ali's head as Gul slipped the blow and hit him with a piston like left on Ali's chin. Uproar and yelling broke out in the stadium when Gul's crushing blow momentarily unbalanced Ali's legs. Neither fighter was giving an inch. Suddenly a short right punch struck Gul squarely on the chin. His long legs turned to jelly, and his arms flailed out desperately. Ali grunting like a bull, threw wild punches from every direction. Gul felt dizzy, disoriented, bobbed and weaved, evading most of the blows.

Ali lashed back with a haymaker but at the same instant, his eye caught another left hook from Gul. Ali swung out, trying to clear the pain. In a fog, he heard the roaring of the crowd, who seemed to have gone insane. His head cleared to hear the bell sound at the end of the round.

Bong! Round three—the final round. Up to now it had been pretty much even. But everyone knew there could be no draw and that this round would decide the winner. This time, to Ali's surprise, it was Gul Sher who came out fast, charging across the ring. Ali braced himself but couldn't ward off the barrage of punches. Gul drove Ali hard against the ropes. The crowd got frenzied. So far the two had fought with courage and bravery. Ali tapped his gloves and commenced his attack anew. Gul, throwing boxer's caution to the wind, jumped in to meet him. Both pounded away. Neither gave an inch, and neither fell to the canvas. Ali's left eye was tightly closed. Coral red blood poured from Gul's nose. They fought toe-to-toe. The sounds of their blows were loud in contrast to the silence of the crowd. The referee was stunned by their savagery. Bong! Bong! Bong! Bell sounded over and over again. Ali and Gul were past hearing. Their blows continued to pound on each other like hailstones. Finally the referee and the two trainers pried Ali and Gul apart. Cold water was poured over them to bring them back to their senses. They looked around and then rushed toward each other. A cry of alarm surged through stadium. Was this a fight to the death instead of a boxing match? The fear soon gave way to wave upon wave of cheering as the two Lyarite brothers embraced at the conclusion

of the final round. No matter what the decision, they knew they would always be champions to each other.

Bong! Bong! Bong! "Ladies and Gentlemen. The winner and champion of the grand finale is ..." The announcer turned to point to the winner and found himself alone. Arm in arm, the champions had already left the ring.

Glossary

Words	Meaning
lanky	tall, skinny person with long hanging arm and long stride
Sheedi	an ethnic group inhabiting Karachi. Members are descended from the Bantu peoples of the African Great Lakes region
husky	(of a person) big and strong
bragging	excessively proud and boastful talk about one's achievements or possessions
gong	a large, flat, circular tick metal that you hit with a hammer to make a sound like a loud bell
rumbled	to make or cause to make a deep resonant sound
pounding	strike or hit heavily and repeatedly
pried	use force in order to move or open (something) or to separate (something) from something else
ducked	lower the head or the body quickly to avoid a blow
grunting	short, deep, hoarse sounds in exhalation
*barrage	a large number of blows delivered simultaneously or in rapid succession

Exercise

Comprehension

A. Answer the following questions.

1. What is the significance of the title "The Champions"?
2. What was the dream of Ahmad Ali and Gul Sher?
3. Why was the fight so important for both Ali and Gul Sher?
4. How did the two friends fight? Describe in your own words in five sentences.
5. Compare and contrast the characters of Ali and Gul.
6. Is there any conflict in the story? If yes, describe it in detail.
7. What was the effect of the fight on the relationship of the two friends?
8. Keeping in view the relationship of the two friends, is it easier or harder for them to fight each other? Support your answer by giving references from the text.
9. Are you satisfied with the ending? Support your response with cogent arguments.

B. Choose the correct option for the following statements.

1. Gul's lean form and long reach made him better boxer. This statement means that Gul was a better boxer because _____.
 a) he was short, big with long arms
 b) he was tall, skinny with long arms
 c) he was short, skinny with long arms
 d) he was high, well-built with short arms
2. "Ali was dark, short and husky". In this sentence the phrase "short and husky" means:
 a) huge and muscular
 b) thick and strong
 c) small and well-built
 d) a powerful and huge
3. They both sensed that a wall was rising between them. This statement means:
 a) they were climbing higher on the wall of fame.
 b) communication gap was increasing between them.
 c) they were getting closer to each other.
 d) they were not happy about their fight.

4. They could not win the contest because _____.
- they were not good boxers.
 - they were afraid of each other.
 - they realised that boxing is not a good sport.
 - friendship was greater than winning fight.
5. Ali had restless and fitful sleep on the night before the fight because _____.
- he had quarrelled with Gul Sher
 - he was challenged by Gul Sher
 - he had fallen ill on that particular night
 - he was disturbed about the effects of the forthcoming fight on their friendship

Vocabulary

There are some special words or expressions used by a professional or group that are difficult for others to understand. In the story "The Champions" the writer uses some special words and phrases which give the story a realistic touch. Some of these boxing terms and phrases are explained below.

haymaker	the word usually used in boxing, when the person swings with full force, twists his waist and shoulders round before turning back unleashing a mighty blow!
bobbed and weaved	in boxing, a series of movements executed in which one participant dodges and defends himself/herself against his opponent's punches by moving quickly back and forth, and up and down, so as not to present a stable target
jab	jab is a type of punch used in boxing, several variations of the jab exist, but every jab shares these characteristics: while in a fighting stance, the lead fist is thrown straight ahead and the arm is fully extended.
pulling punches	it's a boxing term, when you pull a punch you don't hit the other fighter as hard as you can

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bout	a wrestling or boxing match
slugger	a person who strikes hard, especially a boxer noted for the ability to deliver hard punches

Find out the common meaning of the above words in dictionary and identify the part of speech of the word through abbreviations used.

Writing

- A. Having read the story, one feels that boxing is too brutal to be a sport for young people. Do you agree? Which side of this debate is presented in "The Champions"? Using details and examples from the story, write a paragraph with a clear opening statement, specific details and examples to explain your response.
- B. Imagine Ali and Gul Sher as they walk away from the boxing ring after the fight. Now, keeping in mind their friendship, write their conversation as a one-page dialogue.

Listening and speaking

Present and explain your point of view and feeling about the story 'The Champions' to the class.

Grammar

Articles

A. Complete the following sentences using appropriate articles.

- My mother is _____ doctor and my father is _____ author.
a) a / a b) a / an c) the / an d) a / no article
- Amjad recommended _____ good dentist, but _____ dentist doesn't have any openings for two months.
a) a / no article b) the / an c) a / the d) the / the
- Do you have _____ broom? I dropped _____ piece of cake, and I need to clean it up.
a) a / a b) no article / a c) the / the d) an / a

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4. Do you have _____ dictionary? I don't have one, and I need to look up _____ word.

a) a / the b) an / a c) the / a d) a / a

5. Do you have _____ passport? You need _____ passport to travel outside of _____ country.

a) a / a / the b) an / a / the c) the / the / a d) a / the / a

B. Complete the following exercise with an or the articles. Put "x" where no article is needed.

Boxing was originated in _____ Ancient Greece and has been _____ popular sport ever since, especially for _____ men. Lately, however, it has been _____ major health fitness trend for _____ women. Boxing was included during _____ first Olympic games. In _____ Ancient Greece boxing was not _____ safe sport, they never used gloves. Professional boxing is _____ excellent career. _____ boxer's aim is to land as many punches on _____ opponent as possible. For most of _____ 20th century, boxing attracted huge fan and media attention.

Pronouns

A. Choose the correct pronoun to correctly finish this sentence.

- My name is Sonia. _____ love my family.
a) He b) I c) She d) We
- I met Sonia yesterday. _____ made me laugh.
a) It b) Her c) She d) They
- At the left, you can see Saad. _____ is my brother.
a) That b) He c) It d) Him

4. Birds flap _____ wings.

a) it b) his c) their d) those

5. My grandparents live in Karachi. _____ visit us.

a) Them b) They c) Their d) He

6. Lubna, Laila and Tahira were cross because _____ had waited ages for the bus.

a) them b) he c) they d) it

7. Palwasha watched the children carefully as _____ crossed the road.

a) them b) he c) they d) it

8. Hold the bag please while I put the shopping in _____.

a) him b) it c) she d) i

B. Choose one of the relative pronouns who, which or whose to complete each sentence.

- I talked to the girl _____ car had broken down in front of the shop.
- Mr. Razaaq, _____ is a taxi driver, lives on the corner.
- I live in a house in Naran _____ is in Northern Pakistan.
- This is the girl _____ comes from Swat.
- That's Naeem, the boy _____ has just arrived at the airport.
- Those _____ haven't paid their fee should do so at once.
- This is a detective novel _____ you might like.
- Here are the keys _____ you were searching for.

C. Underline the indefinite pronouns in the following sentences.

- Everybody enjoys a good movie.
- Does anybody have the time?
- Nobody knows the trouble I've seen.
- The secret was known by few.
- No, the secret was known by many.
- Calculus is too hard for some.
- Surely you recognize somebody.
- He's not a liar. I'm sure everything he said was true.

D. Identifying Pronouns and their antecedents.

In each sentence underline once the personal pronoun and underline twice its antecedent.

1. As a child, Asma often played with her dollhouse.
2. Neither Danish nor Waseem will have trouble finding information for their report.
3. Each of the boys refused help saying that they would proofread the report on their own.
4. Nobody likes to discover that they have just read a dull report about an interesting subject.
5. Tania needs a result card of her grades.
6. Asif said that they made their own clothes.
7. One of the girls left her sweater in the bus.
8. Several other classmates also chose their topic.

E. Underline the pronoun and circle its antecedent in parenthesis in sentences below.

1. Someone has removed the grammar book, and I want **(him, them)** to return it.
2. Although I knew somebody called me, I did not answer **(her, them)**.
3. Each man must do what **(he, they)** feel(s) is right.
4. Everybody in the lab was ready to complete **(her, their)** assignment.
5. No one wants to admit **(his, their)** weaknesses.

Unit
3

Dreams

Students Learning Outcomes

After reading the lesson the students will be able to:

- read a poem and give orally and in writing
 - theme and its development.
 - personal response with justification.
 - paraphrase/ summary.
- read and analyze how a writer/ poet uses language to
 - appeal to the senses through use of figurative language including similes and metaphors.
 - create imagery.
- read and recognize literary techniques such as repetition, personification and alliteration.
- 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 ideas and supporting arguments in a clear, structured and logical manner.
 - distinguish between language used for persuasion and propaganda.
 - use persuasive language to enhance ideas.
- anticipate and respond to opposing arguments by defending point of view with factual evidence, quotations, expert opinion, logical reasoning, and commonly held beliefs.
- illustrate use of transitive and intransitive verbs.
- make and use present and past participles.
- illustrate use of infinitives and infinitive phrases.
- illustrate use of gerunds and gerund phrases.

Pre-reading

- ▷ What are dreams?
- ▷ What would your life be like if you had no dreams for your future?

Reading

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow

By Langston Hughes



About the poet

Langston Hughes was born on February 1, 1902, in Joplin, Missouri. Hughes published his first book in 1926. He went on to write countless works of poetry, prose and plays, as well as a popular column for the Chicago Defender. He died on May 22, 1967.

Glossary

Words	Meaning
hold fast	hold something tightly and firmly
barren	(of land) too poor to produce much or any vegetation
field	an area of open land, especially one planted with crops or pasture, typically bounded by hedges or fences
frozen	having turned into ice as a result of extreme cold

Exercise

Comprehension

A. Answer the following questions.

1. What is the theme of the poem?
2. How important do you think dreams are? Explain.
3. Identify an example of a word or phrase that is repeated in the poem and explain why the poet makes this repetition.
4. Identify an example of personification. Explain what is being personified and how?
5. Identify lines containing metaphors. What ideas are being conveyed by these metaphors?
6. List the alliterative words from the poem "Dreams".
7. How is imagery used in this poem?
8. What is the mood of this poem? How does it make you feel?

B. Write the correct option in following statement.

1. The phrase "hold fast to dreams" means:
 - a) don't do anything just dream day and night
 - b) day dreaming is good for health
 - c) dreaming will make your holding power strong
 - d) stick fast to your ambition in life

2. In the line "life is a broken-winged bird", the poet uses the technique of _____
 a) metaphor b) personification c) simile d) repetition
3. "life is a barren field", in this line the phrase "a barren field" is _____
 a) simile. b) metaphor c) personification d) alliteration
4. According to the poet life without dream is _____.
 a) hollow and bleak. b) lush and hopeful
 c) dynamic and productive d) passionate and optimistic
5. According to "Dreams", what will happen if our dreams die?
 a) Life will be easier to handle. b) Life will appear as it is.
 c) Life will continue as normal. d) Life will be hopeless.

Vocabulary

Explain if you were correct, close, or totally off and why you think that happened by using evidence from the text.

Words / phrase	What you infer the meaning is?	Explain why and use evidence from text.	Dictionary definition	Correct, close, or totally off and why that happened?
broken-winged				
barren field				
frozen with snow				
hold fast				

Writing

Persuasive Essay

A persuasive essay explains a specific topic and attempts to persuade the audience that your point of view is the most informed, logical and valid perspective on the topic. This genre is also known as the argumentative essay.

Elements of a Persuasive Essay

A persuasive essay does have certain baseline requirements that are standard in nearly every essay type:

- ▷ A clear thesis or controlling idea that establishes and sustains your focus.
 - ▷ An opening paragraph that introduces the thesis.
 - ▷ Body paragraphs that use specific research evidence to illustrate your informative or argumentative points.
 - ▷ Smooth transitions that connect the ideas of adjoining paragraphs in specific and interesting ways.
 - ▷ Use of counter arguments to summarise and refute opposing positions.
 - ▷ A conclusion that emphasises your central idea without being repetitive.
- A. Keeping in view the main points of persuasive essay, write an essay having a thesis sentence: "A dream doesn't become reality through magic; it takes sweat, determination and hard work."
- B. Research the life of a famous person who faced obstacles during his / her life. Describe the obstacles and how the person overcame them.

Listening and speaking

Each student should share his / her future dreams and aspirations with the class and get opinion and feedback of the class on them.

Grammar

Transitive and intransitive verbs

A. Do as directed.

- Choose the sentence that does not have an intransitive verb.
 a) I jog. b) The child gurgles.
 c) I watched a movie. d) She sobs.
- Choose the sentence that does not have a transitive verb.
 a) He presented a bouquet. b) He waved his arm.
 c) She understood my question. d) She laughed heartily.
- Choose the sentence that does not have a transitive verb.
 a) We showed her the flower vase.
 b) The grocer is selling vegetables.
 c) The birds are flying.
 d) The coach advised me to practice daily.

4. Choose the sentence that have an intransitive verb.

- a) The mother fed the baby.
- b) The customer is buying pancakes.
- c) They were crying all day long.
- d) She helped me.

5. Choose the sentence that does not have a transitive verb.

- a) She cut the cake.
- b) They climbed the hill.
- c) Arman telephoned Tariq.
- d) Asma shouted in the class.

6. Choose the sentence that does not have an intransitive verb.

- a) The student is answering questions.
- b) Akbar is jogging at this moment.
- c) She sleeps too much.
- d) He complains frequently.

B. Pick out five transitive and five intransitive verbs from the story "The Champions".

Present Participle or Past Participle

A. Write the verb in parenthesis in the correct form (present participle or past participle).

1. _____ (prepare) by the best cook in town, the meal was sheer poetry.
2. After _____ (study) all day, her head was aching in the evening.
3. _____ (lie) on the sofa, they were watching TV.
4. Everybody was _____ (shock) to hear the news.
5. Before _____ (leave) the house, I always check if all lights are switched-off.

B. Combine the following pairs of sentences by using participles (present / past). The first one has been done.

1. We met a boy. He was carrying a heavy bag.
We met a boy carrying a heavy bag.
2. The house was decorated with lights. It looked beautiful.
3. The robbers saw the policeman. They ran away.
4. I found the door open. I went inside.
5. The police saw the body. It was floating down the river.

Grammar

The Clause

Clauses come in three types:

- ▷ main [or independent]
- ▷ subordinate [or dependent]
- ▷ relative [or adjective], and noun

Every clause has at least a subject and a verb.

Main Clauses

Every main clause will follow this pattern:

subject + verb = complete thought.

Examples:

- ▷ Lazy students always complain. (**Students** = subject; **complain** = verb)
- ▷ Water spilled over the glass and splashed onto the counter. (**Water** = subject; **spilled, splashed** = verbs)
- ▷ My cat loves milk. (**cat** = subject; **loves** = verb)

The important point to remember is that every sentence must have at least one main clause.

Subordinate Clauses

A subordinate clause will follow this pattern:

subordinate conjunction + subject + verb = incomplete thought.

Examples:

- ▷ Whenever lazy students complain (**Whenever** = subordinate conjunction; **students** = subject; **complain** = verb)
- ▷ As water spilled over the glass and splashed onto the counter (**As** = subordinate conjunction; **water** = subject; **spilled, splashed** = verbs)
- ▷ Because my cat loves milk (**Because** = subordinate conjunction; **cat** = subject; **loves** = verb)

Teacher's guideline:

Revise with the students that a subordinate conjunction is used to link the main clause and the subordinate clause. Example: I am staying inside because it is raining. "Because" is a subordinate conjunction.

The important point to remember about subordinate clauses is that they can never stand alone as complete sentences. To complete the thought, you must attach each subordinate clause to a main clause.

Generally, the punctuation looks like this:

- **main clause** + **no punctuation (comma)** + **subordinate clause.**
- **subordinate clause.** + **punctuation (comma)** + **main clause**

Examples:

- **Whenever lazy students complain**, Mrs. Rameez throws chalk erasers at their heads.
- Amir ran for the paper towels **as water spilled over the glass and splashed onto the counter.**
- **Because my cat loves milk**, she never catches rat.

Relative Clauses

A relative clause will begin with a relative pronoun

[such as who, whom, whose, which, or that] or a relative adverb [when, where, or why].

The patterns look like these:

- **relative pronoun or adverb** + **subject** + **verb** = **incomplete thought.**
- **relative pronoun as subject** + **verb** = **incomplete thought.**

Examples:

- Whom Mrs. Rameez hit in the head with a chalk eraser (**Whom** = relative pronoun; **Mrs. Rameez** = subject; **hit** = verb)
- That had spilled over the glass and splashed onto the counter (**That** = relative pronoun; **had spilled, splashed** = verbs)
- Who loves milk (**Who** = relative pronoun; **loves** = verb)

Like subordinate clauses, relative clauses cannot stand alone as complete sentences. You must connect them to main clauses to finish the thought.

Look at these revisions of the relative clauses above:

- The lazy students **whom Mrs. Rameez hit in the head with a chalk eraser** soon learned to keep their complaints to themselves.
- My cat Mano, **who loves milk**, drinks it under the kitchen table, **where she enjoys it with great enthusiasm.**
- Amir ran to get paper towels for the water **that had spilled over the glass and splashed onto the counter.**

Punctuating relative clauses can be tricky. You must decide if the relative clause is essential or nonessential and then use commas accordingly. **Essential relative clauses** do not require **commas**. A relative clause is essential when you need the information it provides. The relative clause becomes **nonessential** and does require commas to separate it from the rest of the sentence.

Read the sentences and decide if the bold words form a dependent, independent or relative clause.

1. Tahir **did his homework** before he went to bed.
2. Isn't that **the woman who lives** across the road from you?
3. Because the test was so difficult, **none of the students got a very good grade.**
4. She is very fit **because she goes running every day.**
5. The police said **the accident that happened** last night was unavoidable.
6. **I don't like Mondays.**
7. Have you seen **those people who we met** on holiday?
8. **Can you tell me** why you said that?
9. You shouldn't believe **everything that you read** in the newspaper.
10. **If you help me**, I will help you!

Unit 4

Population Growth and its Impact on Environment

Students Learning Outcomes

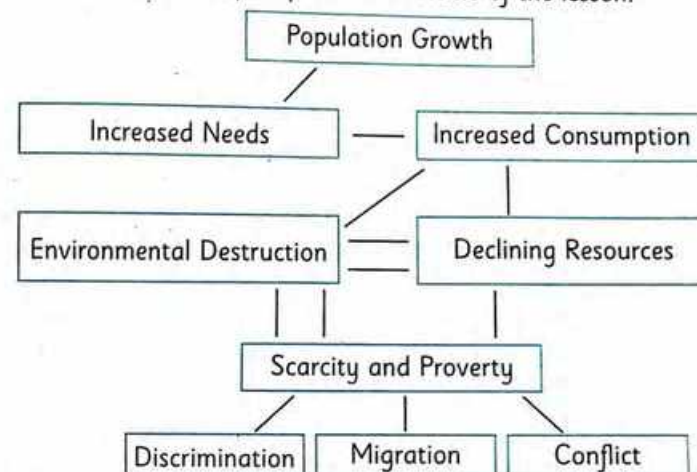
After reading the lesson the students will be able to:

- 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.
 - scan to locate an opinion.
 - write a unified paragraph on a given topic to show
 - clear topic sentence using specific words, vivid verbs, modifiers, etc.
 - adequate supporting detail (example, illustration, definition, evidence, comparison, contrast, cause and effect, clarification, explanation) to develop the main idea.
 - appropriate pronoun-antecedent relationship and transitional devices within a paragraph.
 - chronological / sequential / spatial order of arranging detail.
 - order of importance (most important to least important and vice versa, general to specific and vice versa).
 - demonstrate heightened awareness of conventions and dynamics of group discussion and interaction to:
 - share information and ideas.
 - clarify and restate information and ideas.
- illustrate use of tenses learnt earlier.
identify, change the form of, and use present and past perfect continuous tenses.

Population Growth and its Impact on Environment

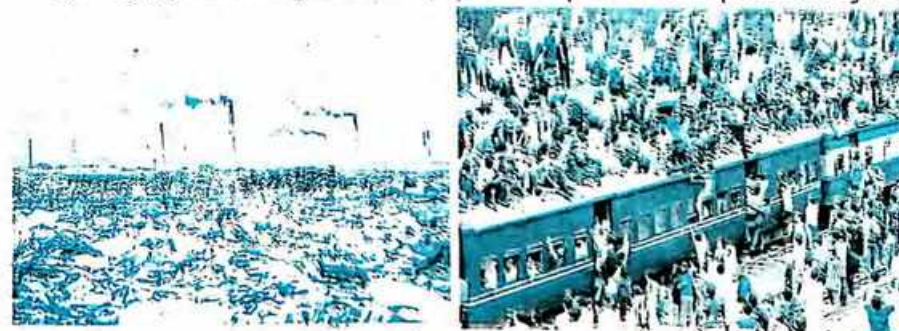
Pre- reading

- Look at the mind-map to predict the theme of the lesson.



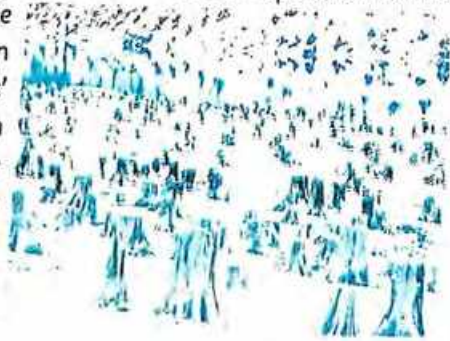
Reading

Population growth has direct impact on the environment. An Increase in population means an increase in consuming more resources and producing vast quantity of waste materials. Presently seven billion and six million people live in this world. It is estimated that world's population will reach 9.2 billion by 2050. The impact of so many people on our environment will be consumption of resources like land, food, water, fossils fuel and production of waste materials like garbage, greenhouse gases and water and air pollutants. Experts in the field



of population and environment worry that this unchecked population growth may result in environmental catastrophe. A quick look at the realities on ground show that the health of our environment has deteriorated because of overpopulation. Increase in population has resulted in heightened demand for fuel, timber, food, clothes and shelter. Consequently more forest have been cleared for ranches, farms and urban use. More factories have been built to fulfil the growing demands of population. More people have moved to cities adding pressure on urban environment of cities. More unwanted materials are thrown away every day, adding to the crust of garbage-mound. The picture of growing population and environmental limitations will become more vivid if we dwell on this problem in some detail.

The conversion of forested areas to non-forest land for uses such as arable land, pasture and urban use is called deforestation. Deforestation can lead to several imbalances in environment and results in decrease in habitat and biodiversity. Urbanization, mining, fires, logging and agricultural activities are few of the causes of deforestation. Forests cover 30% of the earth's land. According to the United Nations Food and Agriculture Organization (FAO), an estimated 18 million acres (7.3 million hectares) of forest are lost each year. Agriculture, urbanization, poverty, over-population and unequal land access are the main causes of man-made deforestation. If the current rate of deforestation continues, it will take less than a 100 years to destroy all forests on the earth. Urbanization is a process whereby populations move from rural to urban area, enabling cities and towns to grow. It can also be termed as the progressive increase of the number of people living in towns and cities. Experts think that future world population growth will be in towns and cities. Much of urban migration is driven by rural populations' desire for the advantages that urban areas offer. Urban advantages include greater opportunities to receive education, health care, and services such as entertainment. Urban people change their environment through their.



consumption of food, energy, water, and land. And in turn, the polluted urban environment affects the health and quality of life of the urban population. Urbanization began during the industrial revolution in the 18th century, when agricultural societies became more industrialized and urban. As a result, workers moved towards manufacturing hubs in cities to obtain jobs in factories as agricultural jobs became less common. Industrialisation has had most severe impact on environment. Huge quantities of pollutants are being let out in the air, water and land by various industries. Industrialization produces a greater amount of waste, both directly as a result of production of goods and indirectly through disposal of those goods once their purpose has been served.

Industrialisation and urbanization is the major cause of waste production. As the world's population has grown and become more urban and affluent, waste production has risen many fold. Every year we dump a massive 2.12 billion tons of waste. By 2025 it will become double of its present production. Rubbish is being generated faster than other environmental pollutants, including greenhouse gases. Plastic clogs the world's oceans and rivers, causing flooding in developing-world cities.

The impact of these factors is so enormous on the environment that scientists use the term "Anthropocene epoch" for our time, which means the dominant influence of humans and their activities on the environment. As the world population continues to grow, more people will use more resources and create more waste. But how many people can earth support? In the view of scientists, the figure ranges from 500 million to more than one trillion. This range is called 'the carrying capacity of earth'. Whether we have 500 million or one trillion, we still have one planet which has limited resources.

To maintain the delicate balance between population growth and environmental limitations, there is no single easy solution. All options must be part of the solution. First of all, we should educate people about their actions and their effects on the environment. Moreover, we need to reassess our consumption patterns. We need to reduce the amount of resources we consume: take shorter showers in bathing; say no to the use of plastics; buy less and recycle our waste. If millions around the world adopt this behaviour and manage the growth of population, we will have the opportunity to lead an

enjoyable and full life and our future generations will find earth a place, worth living.

FAO report on forest Forestry – FAO
www.fao.org › forestry › publications
www.worldbank.org › news › 2013/10/30

Glossary

Words	Meaning
ranches	a large farm, where cows, horses, sheep, etc. are bred
catastrophe	an event causing great and usually sudden damage or suffering; a disaster
Anthropocene epoch	relating to or denoting the current geological age, viewed as the period during which human activity has been the dominant influence on climate and the environment
garbage-mound	a large pile of waste food, paper, etc. that you throw away
pasture	land covered with grass that is suitable for feeding animals on
habitat	the place where a particular type of animal or plant is normally found
biodiversity	the existence of a large number of different kinds of animals and plants which make a balanced environment
greenhouse gases	any of the gases that are thought to cause the problem of the gradual rise in temperature of the earth's atmosphere, caused by an increase of gases such as carbon dioxide in the air surrounding the earth, which trap the heat of the sun
clog	to block something or to become blocked
deforestation	the act of cutting down or burning the trees in an area
arable	connected with growing crops such as wheat

urbanization	the process in which towns, streets, factories, etc. are built where there was once countryside
industrialization	the process of developing industries in a country or an area

Exercise

Comprehension

A. Answer the following questions.

1. Why is there no single and easy solution to the problem of population growth and its impact on environment?
2. How is the carrying capacity of earth affected?
3. Why does population growth directly affect the environment?
4. Analyse any passage of the text 'Population Growth and its Impact on Environment' and identify key idea and its supporting details.
5. Locate examples from the text 'Population Growth and its Impact on Environment' that support an opinion.
6. Keeping in view the population and the environment of your area, do you agree or not with the content of the lesson? Support your view with solid arguments.

B. Choose the correct option.

1. Experts in the field of population and environment worry that this unchecked population growth may result in environmental catastrophe. In this sentence the word "unchecked" means _____.
a) enormous b) unnatural c) free d) limited
2. Presently seven billion and six million people live in the world. The idea expressed in this sentence is based on _____.
a) fact b) opinion
c) inference d) comparison and contrast
3. A huge quantity of pollutants are being let out in the air. In this sentence the phrase "let out" means _____.
a) released b) produced c) absorbed d) bold

4. According to the text, the term "the carrying capacity of earth" means

- a) the huge quantities of pollutants that are being let out on earth
- b) the maximum population size of the species that the environment can sustain
- c) the dominant influence of humans and their activities on the environment
- d) the difference between the birth rate and the death rate

5. The issue of population growth and environment is the issue of _____

- a) poor and developing nations only.
- b) wealthy and advanced nations only.
- c) poor, developing and advanced nations
- d) neither poor nor advanced nations

Vocabulary

Find out the meaning of the following words, identify their parts of speech and then use them in your own sentences to make their sense clear.

vivid

dwell

deteriorated

pasture

logging

migration

Writing

A. Write an essay of about 500 words on 'Causes and Effects of the Wild Growth of Urban Population' by keeping in mind the following steps:

- ▷ introductory paragraph with central thought
- ▷ provide key ideas that support central thought. Use separate paragraph for each key idea.
- ▷ give evidence, examples or different points of view
- ▷ use transitional device to connect ideas within and between paragraphs
- ▷ add closing paragraph with closing statement.

Listening and speaking

Keeping in view the conventions and dynamics of group discussion and interaction, share your information and ideas about the effects of population growth on Environment with the class.

Grammar

Tenses

A. Rewrite the following sentences using the tense indicated in the brackets.

1. He will do his work with diligence. (Simple present)
2. I followed his instructions. (Simple future)
3. That will be interesting. (Present continuous)
4. I will not allow this to happen. (Simple past)
5. He worked very hard. (Future continuous)
6. I will never raise any demand. (Present perfect)
7. He is crying at the top of his voice. (Past perfect)
8. We buy vegetables from the market. (Present perfect)

B. Fill in the correct form of the verb.

My friend, Hashim, has always been fat, but things _____ (get) so bad recently that he decided to go on a diet. He _____ (begin) his diet a week ago. First of all, he _____ (write) out a long list of all the foods which were forbidden. The list included most of the food he _____ (love): butter, potatoes, rice, cold drink, chocolate, sweets and so on. Yesterday, I _____ (pay) him a visit. I _____ (ring) the bell and was not surprised to see Hashim as fat as ever. He _____ (lead) me to his room and hurriedly _____ (hide) a large parcel under his desk. He was very embarrassed. When I _____ (ask) him what he _____ (do), he _____ (smile) guiltily and then _____ (put) the parcel on the desk. He _____ (show) me the contents of the parcel. It contained five large bars of chocolate and three bags of sweets!

Present Perfect Continuous / Past Perfect Continuous

A. Choose the correct answer.

1. I love this writer's books. I **have been reading / had been reading** them for years.
2. His clothes were dirty because he **has been working / had been working** in the garden.

3. Where have you been? We **had been waiting / have been waiting** for you for ages.
4. He hasn't decided on a career yet; but he **has been thinking / had been thinking** about it lately.
5. After she **has been playing / had been playing** tennis for ten years, she joined a squash team.

B. Complete the sentences with the correct form of the verbs in brackets. Use the Present Perfect Continuous or the Past Perfect Continuous.

1. Nabeel has never had an accident and he _____ (**drive**) for years.
2. She had no idea it was so late because she _____ (**not / watch**) the time.
3. "_____ (**you / take**) your medicine regularly, Mrs. Sami?" "Yes, doctor."
4. They eventually found the dog after they _____ (**look**) for it all night.
5. How long _____ your father _____ (**work**) for the company when he retired?

C. Complete the sentences with a suitable word or expression.

for by tomorrow so far the week before since

1. Our TV hasn't been working _____ last week.
 2. The Khans invited us to dinner although we had only met _____.
 3. They will have finished painting the house _____.
 4. We had been writing _____ nearly an hour when the bell rang.
 5. They have interviewed three suspects _____.
- D. Correct the errors in the following sentences.**
1. Jameela has lost weight. She had been dieting for months now.
 2. Everything was white when we woke up because it has been snowing all night.
 3. I was so happy when I received the gold medal. I has been working hard for years.
 4. The upcoming test is making me nervous. I had been preparing all evening.
 5. We have been writing since nearly an hour when the bell rang.

Unit 5

The Great Masjid of Cordoba and Iqbal

Students Learning Outcomes

After reading the lesson 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.
- apply critical thinking to interact with text, use intensive reading strategies (while-reading) to
 - scan to answer short questions.
 - read silently with comprehension and extract main idea and supporting detail.
 - comprehend / interpret text by applying critical thinking
- locate appropriate synonyms and antonyms in a thesaurus.
- use the pronunciation key (in a dictionary) to pronounce words with developing accuracy.
- demonstrate heightened awareness of conventions and dynamics of group discussion and interaction to present and explain one's point of view clearly.
- select and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc.
- analyze to use in their own writing, features of an expository composition showing comparison and contrast between things, events,
 - situations, places, action, idea or a problem:
 - methods for organizing comparison and contrast.
 - connectives of comparison and contrast.
 - similes and metaphors for comparison and contrast.
- write a unified paragraph on a given topic to show chronological / sequential / spatial order of arranging detail.
- classify adjectives into different types.
- change and use degrees of adjectives.
- follow order of adjectives in sentences.
- form adjectives from nouns and verbs.

Pre-reading

- Look at the picture and guess what the lesson is about.



Reading

Cordoba is a city in Andalusia in the south of Spain. Islam reached Spain when Tariq bin Ziyad conquered it in 711 AD. In those golden days of Islam, Cordoba became the intellectual and cultural center of Europe. People from all over the Europe would come to Cordoba for learning arts, science and philosophy. It was an era when the Iberian Peninsula was glittering with progress and advancement of Muslim civilization whereas the rest of Europe had sunk in dark ages. It was this knowledge and enlightenment of Cordoba which gave birth to the Renaissance, a movement for a revival of art and learning in Europe.

Masjid Cordoba is the living symbol of the past glory of Islam and dominance of Islamic civilization in Europe. The Masjid was founded by Abdul Rehman 1 in 784, who after the fall of the Umayyad Dynasty escaped to southern Spain. Once there, he established and consolidated his control over almost the whole



Columns in prayer hall with two tiered arches

English X



Mehrab of the Masjid



Dome over Mehrib

of the Iberian Peninsula. In Cordoba, he attempted to recreate the glory and grandeur of Damascus, the capital of the Islamic state. He erected magnificent buildings, promoted agriculture and imported fruit trees and olive plants from his former home. Even though the masjid was founded in 784 AD by Abdul Rehman, but the expansion and enlargement of the Masjid was carried on by his successors. This magnificent Masjid, a Jewel of Islamic architecture, was finally completed by Abu Amir Almansur in 976. The structure of the masjid comprises of a large hypostyle prayer hall (hypostyle means filled with columns), a courtyard with a fountain in the middle, a covered pathway circling the courtyard and minaret which is not visible now because of it being encased in bell-tower.

Allama Iqbal paid a visit to the Masjid-e-Qurtuba in 1933. This visit was not an ordinary visit of an average tourist interested in ancient monuments but a pilgrimage to an outstanding symbol of faith by a faithful believer and visionary poet. The sight of the Masjid transported him into the golden age of Islam which provided roots to the enlightenment of Europe. These strong feelings resulted in creation of one of his superb poems, the Masjid-e-Qurtuba.

اے حرم قرطبہ! عشق سے تیرا وجود
عشق سراپا دوام، جس میں نہیں رفت و بود

To Ishq, you owe your being, O' Harem of Cordoba,
To Ishq, that is eternal; never waning, never fading



Iqbal praying at the Masjid



Iqbal in the Mehrib of the Masjid



Masjid from the side of the orchards



A door to the Masjid

English X

The most consummate and accomplished structure of the Masjid is its prayer hall. The hall is erected with 857 columns from which sprout an amazing two-tiered symmetrical arches. These arches are made of stone and red bricks, giving strong chromatic effect to the interior of the prayer hall. The multiplicity of the column in the prayer hall so amazed Iqbal that he expressed his feeling in these words:

تیری بنیادیں اترے ستوں بے شمار
شام کے صحرائیں ہو جیسے انجمِ نخیل

**Your foundations are lasting, your columns countless,
Like the profusion of palms, in the plains of Syria**

The focal point in the prayer hall is the famous horseshoe arched Mehrab and the Qibla wall of the Mehrab. The arch and the Qibla wall of the Mehrab are decorated with the inscription of two lines of calligraphy in kofic style both on the top and either side of the arch. The mosaic of the two lines of calligraphy has blue background with gold letters, whereas the single line of calligraphy immediately over the arch is mosaic having golden background with blue letters in kofic script.

The Mehrab is decorated with gold tesserae and repeated flowing design of plants; reflecting dark blue, reddish brown, yellow and golden rays of light that charms the visitors with its beauty. A dazzling dome hovers over the Mehrab. It is built of crisscrossing ribs that create pointed arches, all lavishly covered with gold mosaic in a radial pattern. The addition of ribs to the vault of the dome has not only given strength to the dome but also provided a fascinating decorative technique in the form of a rose formed by interlacing ribs.

The Masjid of Cordoba is a superb example of the magnanimity of the Muslim civilization to create an architectural masterpiece on pre-existing regional traditions. It is an extraordinary combination of familiar and innovative, which can be recognised as "Islamic" even today.

After the fall of the Muslim in Spain, the Masjid was converted into a cathedral in 1246 A.D. and a giant nave was built in the center of the masjid. Upon completion of the cathedral, King Charles the Fifth visited the area for the first time and remarked, "We have built what other might have built elsewhere; but we have destroyed something that was unique to the world".

Iqbal was so moved by the magnificence of the masjid that he saw the traces of the Ishq of those who built it. Ishq, according to Iqbal, is the burning desire to do one's utmost to achieve one's ideal of perfection and self realisation through the moral teachings of Islam. It was this uplifted passion that made Muslims of that era extend their dominance to far off lands. Iqbal expressed his tidings in these words.

ہے مگر اس نقش میں رنگِ ثابتِ دوام
جس کو کیا ہو کسی مردِ خدا نے تمام
مردِ خدا کا عملِ عشق سے صاحبِ فردغ
عشق ہے اصلِ حیات، موت ہے اس پر حرام

**Yet there exists a hue of eternity in this imprint
The one that has been completed by some man of God
The action of the Man of God gets accelerated with Ishq
The essence of life is Ishq, death is forbidden for it.**

Iqbal attributes the beauty and grandeur of this magnificent Masjid to the intense Ishq of Mard-e-Khuda which still emanates from the premises of this masjid.

تیرا جلال، جمالِ مردِ خدا کی دلیل
وہ بھی جلیل و جمیل، تو بھی جلیل و جمیل

**Your grandeur and beauty manifest the man of God
He too is eminent and handsome, you too are eminent and handsome**

The Masjid of Cordoba is one of the finest works of art and fantastic display of Ishq which can be accomplished only when a person (mard-e-Khuda) is at the exalted state of moral and spiritual character. We can achieve this again if we enkindle in ourselves this master passion, the Ishq, another name of perpetual and sincere struggle to achieve one's ideals.



Geoff Garvey, Mark Ellingham (2009). The Rough Guide to Andalusia. Penguin. p. 474.

Glossary

Words	Meaning
repeated geometry	(of a pattern/geometrical shape) recurring uniformly over a surface
Iberian Peninsula	located on the southwestern tip of the European continent, the Iberian Peninsula, includes the countries of Andorra, Portugal and Spain, and the British Crown colony of Gibraltar
tiered	having a series of rows or levels placed one above the other
tapered	diminish or reduce in thickness towards one end
horseshoe arched	the horseshoe arch, also called the Moorish arch and the Keyhole arch, is the representative arch of Islamic architecture
niche	a small space created by building part of a wall further back from the rest
gold tesserae	is an individual tile, usually formed in the shape of a cube, made of two glass pieces sandwiching the gold which produces a golden reflection emanating from in between the tesserae as well as their front, causing a far richer and more luminous than even plain gold leaf would create
dazzling	extremely impressive, beautiful, or skillful
calligraphic bands	the art of producing decorative handwriting or lettering with a pen or brush written in stripes

ribs	a curved constituent piece supporting a vault or defining its form
mosaic	mosaic is a design which consists of small pieces of coloured glass, pottery, or stone set in concrete or plaster
radial pattern	the pattern that you get when straight lines are drawn from the center of a circle to a number of points round the edge
rib vaulting	a vault supported by or decorated with diagonal ribs
Gothic	a style of architecture, characterized by the use of the pointed arch and the ribbed vault
dilapidating	of a building or object in a state of disrepair or ruin as a result of age or neglect
tidings	news information
exalted	of a person or their rank or status at a high or powerful level
perpetual	never ending or changing
enkindle	arouse or inspire
nave	the central part of a church building, intended to accommodate most of the congregation

Exercise

Comprehension

A. Answer the following questions.

1. Where did Abdur Rehman 1 import fruit trees and other plants from? Why?
2. What can we achieve again if we enkindle in ourselves the master passion (Ishq)?
3. What is the view of Iqbal about the Masjid of Cordoba? Explain his view in your own words.

4. What, in your opinion, is the significance of the Masjid of Cordoba to present day Muslims? Explain
5. Why did Iqbal greatly appreciate a faraway Masjid in Spain, when there were superb buildings of the Muslim era in the Sub-Continent?

B. Choose the correct option.

1. After the fall of Muslims in Spain, the Masjid was converted into a cathedral. It shows that Muslims were overthrown by _____.
a) Hindus b) Jews c) Christians d) Sikhs
2. We can achieve _____ again if we enkindle in ourselves the master passion (Ishaq).
a) the great Masjid of Cordoba
b) finest work of art
c) exalted state of moral and spiritual character
d) Spain
3. It was an era when the Iberian Peninsula was glittering with progress and advancement of the Muslim civilization. In this sentence the word "glittering" is used as _____.
a) simile b) metaphor
c) personification d) alliteration
4. The most consummate and accomplished structure of the Masjid is its prayer hall. By using contextual clues, the word that is closest in meaning to consummate is _____.
a) faultless b) complete c) imperfect d) skillful
5. After careful reading of the text "The Great Masjid of Cordoba and Iqbal" it can be concluded that the theme of the lesson is _____.
a. the artistic beauty of the Masjid
b. the glory of Muslims rule in Spain
c. contributions of Muslims to art and architecture
d. Islam, present, past and future

Vocabulary

- A. Use the pronunciation key in a dictionary to pronounce the following words. Also use a thesaurus to locate synonyms of the following words that are closest to the meaning of the given word in the context.**

eternal

perfection

columns

profusion

exquisitely

Writing

- A. Imagine yourself to be standing in the middle of the prayer hall of the Masjid of Cordoba; now develop a paragraph in spatial order on what you see around you.**
- B. Write an expository essay showing comparison and contrast between the Masjid of Cordoba and the Badshahi Masjid.**

Listening and speaking

Arrange a group discussion on the causes of the downfall of Muslim rule in Spain.

Grammar

- A. For each of the following sentences, encircle the correct type of adjectives to fill in the blank.**
1. "Can you see **that** plane?" - Which type of adjective is the word in bold?
a) an adjective that modifies the pronoun b) indefinite adjective
c) demonstrative adjective d) possessive adjective
 2. "Did you see **any** person come on this road?" "No, I saw **no** one come here." Which type of adjectives are the words in bold?
a) an adjective that modifies the pronoun b) indefinite adjective
c) demonstrative adjective d) possessive adjective
 3. "Dog collars will be given to **those** dogs that are trained." - Which type of adjective is the word in bold?
a) an adjective that modifies the pronoun b) indefinite adjective
c) demonstrative adjective d) possessive adjective

4. "He was asked to spot the car that crashed and he identified the **red** one."
- Which type of adjective is the word in bold?

a) an adjective that modifies the pronoun b) indefinite adjective
c) demonstrative adjective d) possessive adjective

5. "The **brave** few fought the war." - Which type of adjective is the word in bold?

a) an adjective that modifies the pronoun b) indefinite adjective
c) demonstrative adjective d) possessive adjective

B. Fill in the correct degree of adjective.

- My house is (**big**) _____ than yours.
- This flower is (**beautiful**) _____ than that one.
- This is the (**interesting**) _____ book I have ever read.
- Non-smokers usually live (**long**) _____ than smokers.
- Which is the (**dangerous**) _____ animal in the world?
- A holiday by the sea is (**good**) _____ than a holiday in the mountains.
- It is strange but often a cola is (**expensive**) _____ than a juice.
- Who is the (**rich**) _____ woman on earth?
- The weather this summer is even (**bad**) _____ than last summer.
- He was the (**clever**) _____ thief of all.

C. For each of the following sentences, choose the correct order of adjectives to fill in the blank.

- My grandmother lives in the _____ house on the corner.
a) modern, huge, beautiful and white
b) white, huge, beautiful and modern
c) huge, beautiful, modern and white
d) white, huge, beautiful and modern
- The store carries an assortment of _____ objects.
a) interesting new, old and antique
b) new, old, interesting and antique
c) interesting, old and new and antique
d) antique, interesting, old and new

3. We went for a two-week cruise on an _____ ocean liner.

a) incredible, brand-new, huge, Italian
b) incredible, huge, brand-new Italian
c) Italian incredible, brand-new, huge
d) huge, brand-new, Italian, incredible

4. I bought a pair of _____ rain boots.

a) new, nice, red b) nice, new, red
c) red, nice, new d) new, red, nice

5. Please put the marbles into that _____ box.

a) round, huge, old, red b) huge, old, round, red
c) huge, old, red, round d) red, huge, round, old

D. Use the nouns given in parenthesis to form adjectives.

- I wish I had (**magic**) _____ powers.
- My sister is (**allergy**) _____ to cats.
- That bird has a (**love**) _____ voice.
- Akram has a (**friend**) _____ relationship with his customers.
- The project has been brought to a (**success**) _____ conclusion.

Teacher's guideline

Revise with the students that adjectives can be formed from nouns and verbs by adding these suffixes: -al, -ous, -ly, -able, -y, -ed, -ing, -ful, -less, -ic

Review Unit 1 - 5

A. Choose the correct kind of noun for the underlined words in each sentence.

- The cat drank the milk from the saucer.
 a. abstract, common, common b. proper, common, common
 c. common, uncountable, common d. common, compound, common
- Lubna loves to climb a mountain every Sunday.
 a. proper, common, collective b. collective, common, proper
 c. abstract, common, proper d. proper, common, proper
- The history of the city is recorded in a book.
 a. abstract, abstract, abstract b. abstract, proper, abstract
 c. common, collective, abstract d. abstract, common, common
- His wealth is the envy of his friends.
 a. collective, abstract, collective b. abstract, abstract, plural
 c. abstract, concrete, collective d. proper, abstract, countable
- My family is going to Lahore by train next month.
 a. collective, proper, common b. collective, common, abstract
 c. common, collective, abstract d. common, proper, abstract

B. Circle the noun phrase in each sentence given below.

- Has anyone seen the little green parrot?
- The football coach got very upset with his team.
- She is my favorite English teacher.
- The kids were surprised by the summer rain.
- I live in a good, family home.

C. Complete the following exercise with the articles a / an or the. Put "x" where no article is needed.

My mother is _____ English teacher. I am _____ student. When I get home from school, I watch _____ programs on TV. That's _____ best part of my day. _____ programs I watch are for _____ children. I am _____ child, so I think they are funny. I'm _____ little excited because

it's _____ Friday. There are _____ lot of good shows on TV today. _____ one I usually watch is at 3:30. It's about _____ animals. Also, I'm excited today because my mother is making _____ rice for dinner. Later, after eating dinner and doing my homework, I will go to my room and read _____ book for 30 minutes. Then I turn off _____ light and go to _____ bed.

D. Read the following letter from Beenish to her friend Sameena. For each space, put a relative pronoun:

whose	where	when	who	which	that
-------	-------	------	-----	-------	------

Write 0 (Zero) in the blank space where no relative pronoun is used. Write 'that' where both 'which' and 'that' can be used.

Dear Sameena,
 In your last letter, you asked me to tell you about all the things I did during my summer vacation. We went to Narran _____. I have some old friends _____ I haven't seen for about three years. My friend Tina, _____ mother I wrote about in my last letter to you, came with me and we had a great time. We drove to Narran on Monday 24th, _____ was also my birthday.

The first thing we did was to visit the wonderful Lake Saif-ul-Malook _____, on the jeep _____ we hired. We arrived in the late afternoon _____. The following day, _____ was cloudy and rainy unfortunately, we went to Babusar top _____.

The next time _____ you write to me, you must tell me about your last vacation.

Bye for now Sameena,
 Beenish.

E. Insert the pronoun that agrees in number with its antecedents.

1. Of all the subjects Asif liked, English was _____ favorite.
2. Haneef bought me a story book for my birthday. I can't wait to open _____ and start reading!
3. Kangaroos, koalas, and possums all have something in common, _____ are marsupials.
4. The flight attendant instructed all passengers to keep the seatbelts fastened across _____ laps while seated.
5. Both Ryan and Sabrina love watching a good car race; _____ find it thrilling.

F. Insert indefinite pronouns: some-, any-, no-, every- in the sentences below.

1. Would you like _____ to eat?
2. It was really dark and I couldn't see _____.
3. Does _____ live in that house?
4. It doesn't matter where we go. We can go _____ we want to.
5. This is boring. There's _____ to do.

G. State whether the verbs in the following sentences are transitive or intransitive. Name the object of each transitive verb, and the complement of each verb of incomplete predication.

1. The sun rises in the east.
2. The dog barks.
3. He raised his hands.
4. The information proved false.
5. The child has fallen asleep.

H. Choose the correct participle (present / past) from the parenthesis.

1. I am so _____ (relaxed / relaxing) that I don't want to move.
2. I find horror films really _____ (frightened / frightening) and not at all fun to watch.
3. Sometimes I get really _____ (frustrated / frustrating) when I can't express myself well in English.
4. We were stopped by a man with a knife who took our money. It was _____ (terrified / terrifying).
5. The programme was really _____ (interested / interesting).

I. Underline the main clause and encircle the subordinate clause or clauses in the following sentences.

1. Jameel spoke as though he was a born orator.
2. When at last he returned to the village, the people told him that his mother had died.
3. The newspaper will tell us tomorrow what the world does today.
4. The few books that were produced in the Middle Ages were written by hand.
5. When the world was young, artists drew their pictures on stone.

J. Choose the correct tense for each sentence.

1. After Javeria _____ her degree, she intends to work in an office.
a. will finish b. will have finished c. finished d. is finishing
2. Laila looked down to discover a snake. When she saw it she _____.
a. screamed b. was screaming c. had screamed d. screams
3. I borrowed four books on gardening the last time I _____ to the library.
a. go b. went c. had gone d. have gone
4. By the time I go to bed tonight I _____ my work for the day.
a. will finish b. have finished
c. will have finished d. finish
5. Until you learn how to take a break, you _____ your ability to speak English.
a. haven't improved b. aren't improving
c. don't improve d. won't improve

K. Make the past perfect continuous tense.

1. I _____ (work) all day, so I didn't want to go out.
2. She _____ (sleep) for ten hours when I woke her.
3. They _____ (live) in Beijing for three years when he lost his job.
4. When we met, you _____ (work) at that company for six months.
5. We _____ (eat) all day, so we felt a bit ill.

In Spite of War

Students Learning Outcomes

After reading the lesson the students will be able to:

- ① 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.
- ② read a poem and give orally and in writing
 - theme and its development.
 - personal response with justification.
 - paraphrase/ summary.
- ③ read and analyze how a writer/ poet uses language to
 - appeal to the senses through use of figurative language including similes and metaphors.
 - create imagery.
 - affect meaning through use of synonyms with different connotations and denotations.
- ④ enhance and use appropriate vocabulary and correct spelling in speech and writing:
 - recognize words that vary in meaning according to their connotations.
- ⑤ create and deliver group/ class presentations on various themes, problems and issues:
 - present and explain one's point of view clearly.
 - support or modify one's opinions with reasons.
 - acknowledge others' contributions.
 - present with clarity, the main point or subject of the presentation.
 - support the topic or subject with effective factual information.
 - structure ideas and arguments in a coherent logical fashion.
- ⑥ use adjective phrases and clauses.

In Spite of War

Pre- reading

- ① Look at the pictures and predict the theme of the poem.



Reading

In spite of war, in spite of death,
In spite of all man's sufferings,
Something within me laughs and sings
And I must praise with all my breath.

In spite of war, in spite of hate
Lilacs are blooming at my gate,
Tulips are tripping down the path
In spite of war, in spite of wrath.

"Courage!" the morning-glory saith;
"Rejoice!" the daisy murmureth,
And just to live is so divine
When pansies lift their eyes to mine.

The clouds are romping with the sea,
And flashing waves call back to me
That naught is real but what is fair,
That everywhere and everywhere
A glory liveth through despair.

Though guns may roar and cannon boom,
Roses are born and gardens bloom;
My spirit still may light its flame
At that same torch whence poppies came.

Where morning's altar whitely burns
Lilies may lift their silver urns
In spite of war, in spite of shame.

And in my ear a whispering breath,
"Wake from the nightmare! Look and see
That life is naught but ecstasy
In spite of war, in spite of death!"

By Angela Morgan

About the poet

Angela Morgan was born in 1875 in Washington, D.C. Her given name at birth was Nina Lillian, which she later changed to Angela. Her career as a writer started as a journalist for the Chicago and New York newspapers before World War I. Her most productive years were from 1914-1940. Morgan's pieces were published in major magazines. She also wrote fourteen books of poems, one novel, and a book of short stories. She passed away on January 24, 1957 in New York.

Glossary

Words	Meaning
lilacs	a Eurasian shrub or small tree of the olive family, which has fragrant violet, pink, or white blossom and is a popular garden ornamental
urn	a tall, rounded vase with a stem and base
tripping	catch one's foot on something and stumble or fall
murmureth	a softly spoken or almost inaudible utterance
pansies	a plant possessing a distinctive purple tint
altar	a table or flat-topped block used as the focus for a religious ritual, especially for making sacrifices or offerings

wrath	extreme anger
ecstasy	an overwhelming feeling of great happiness or joyful excitement
romping	(especially of a child or animal) play roughly and energetically

Exercise**Comprehension****A. Answer the following questions.**

- What are the things that thrive despite the ravages of war?
- What are some of the different words and images used in the poem that convey the emotion of loss?
- In the poem "In Spite of War", there are several examples of personification. Identify two examples of personification: explain what is being personified and how in each example.
- Make a list of the words that tell you about the tone of the poem 'In spite of War' and explain how those words tell us what the tone is. Use examples from the poem to back up your reasoning.
- What is the theme of the poem 'In spite of War'?

B. Choose the correct option.

- According to Angela Morgan, despite death and destruction of war life springs in the form of _____.
a) natural beauty b) social beauty c) cultural beauty d) artistic beauty
- "When pansies lift their eyes to mine": in this line the poet has used the poetic device of _____.
a) simile b) metaphor c) personification d) alliteration
- The words boom, roar, murmurth and whispering breath is the example of _____.
a) simile b) metaphor c) rhymes d) onomatopoeia

4. According to the poet Angela Morgan, life is the name of _____
 a) sufferings and despair b) hate and wrath
 c) nightmare and shame d) ecstasy and elation
5. The tone of the poem is _____
 a) optimistic b) pessimistic c) ecstatic d) gloomy

Vocabulary

Read the poem "In Spite of War" and make a list of words that evoke positive emotions and the others that evoke negative emotions.

Writing

- A. Write the summary of the poem, "In Spite of War" in your own words.
 B. Paraphrase the following stanza.

"Courage!" the morning-glory saith;
 "Rejoice!" the daisy murmureth,
 And just to live is so divine
 When pansies lift their eyes to mine.

Listening and speaking

Create a class presentation on the topic 'Importance of Peace', and deliver in front of class.

Grammar

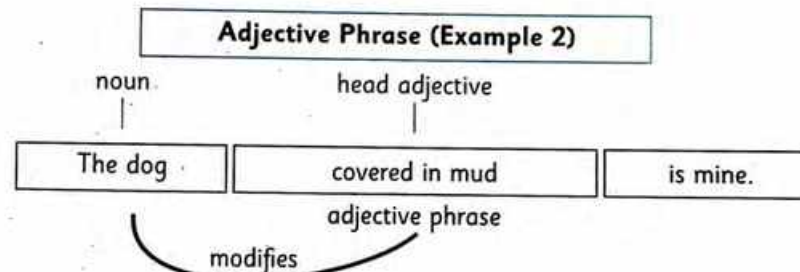
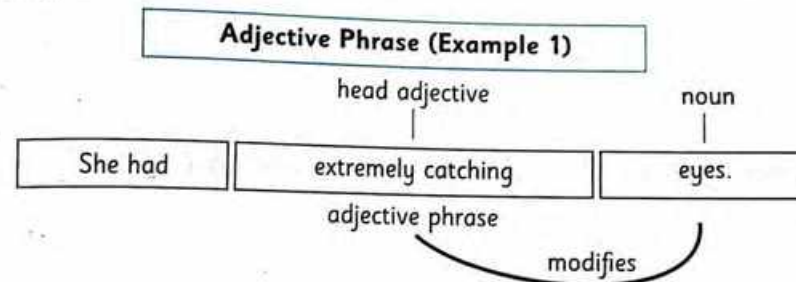
Adjective Phrase

An adjective phrase (or adjectival phrase) is a phrase that tells us something about the noun it is modifying. The head (principal) word in an adjective phrase will be an adjective. Like a normal adjective, an adjective phrase can be used before the noun it is modifying or after the noun it is modifying.

Teacher's guideline:

Explain to the students how the poet has used language to affect meaning by using two sets of words i.e. words with positive connotation and negative connotation.

Example:



More Examples of Adjective Phrases

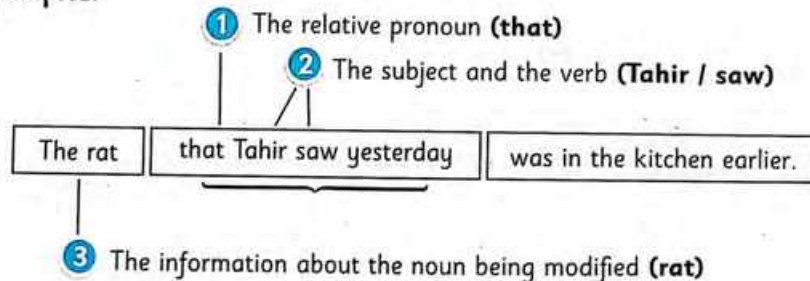
- ▷ The extremely **tired** lioness is losing patience with her overly **enthusiastic** cub.
 (The extremely tired and her overly enthusiastic are adjective phrases. The adjective phrase the extremely tired modifies the noun lioness and the adjective phrase her overly enthusiastic modifies the noun cub.)
- ▷ My father was fairly **unhappy** with the service.
 (Fairly unhappy with the service is an adjective phrases that modifies the noun father.)
- ▷ The consequences of agreeing were far too **serious**.
 (Far too serious is an adjective phrases that modifies the noun consequences.)

- › The dog **covered** in mud looked **pleased** with himself.
(Covered in mud and pleased with himself are adjective phrases. The adjective phrase covered in mud modifies the noun dog and the adjective phrase pleased with himself also modifies the noun dog.)

Adjective Clause

- › First, it will contain a subject and verb.
› Next, it will begin with a relative pronoun [who, whom, whose, that, or which] or a relative adverb [when, where, or why].
› Finally, it will function as an adjective, answering the questions What kind? How many? or Which one?

Examples:



More Examples of Adjective Clauses

- › We are reading the book **that I like the best**.
(That I like the best is an adjective clause. It contains the subject I and the verb like. The clause modifies the noun book.)
- › Mr. Javed is the teacher **who helped me with my math problems**.
(Who helped me with my math problems is an adjective clause. It contains the subject who and the verb helped. The clause modifies the noun teacher.)
- › The bad weather is the reason **why I decided to drive instead of walk**.
(Why I decided to drive instead of walk is an adjective clause. It contains the subject I and the verb decided. The clause modifies the noun reason.)
- › Maria is the person **whose family owns a cattle farm**.
(Whose family owns a cattle farm is an adjective clause. It contains the subject family and the verb owns. The clause modifies the noun person.)

A. Underline the adjective phrases in the following sentences.

- Have you ever seen an elephant with a white skin?
- He was wearing a crown made of gold.
- There I met a girl with blue eyes.
- Wild beasts in small cages are a sorry sight.
- A man with a long beard came to see me.

B. In each of the following sentences replace the adjective in bold letters by an adjective phrase of the same meaning. The first one has been done.

- The King wore a **golden** crown.
The King wore a crown **made of gold**.
- It is a **white** elephant.
- He lived in a **stone** house.
- There was an **earthen** pot on the table.
- She wore a **diamond** necklace.
- That was a **brave** act.

C. Underline the adjective clause in the following sentences and circle the word it modifies.

- I like a leader who listens to his people.
- The dog which I loved dearly was hit by a truck last night.
- Rasheed is a person who takes responsibility well.
- Ghazala is the one for whom you are looking.
- The shirt that you bought me doesn't fit well.

D. Combine each of the following pairs of simple sentences into one complex sentence containing an adjective clause. The first one has been done.

- The theft was committed last night. The police has caught the man.
The police has caught the man who committed the theft last night.
- You are looking upset. Can you tell me the reason?
- He had several plans for making money quickly. All of them have failed.
- This is the village. I was born here.
- You put the keys somewhere. Show me the place.

Regular and Irregular Verbs

Put the verb in brackets in the correct simple past form. Note that some of these verbs are regular and some are irregular.

Yesterday Tahir _____ (get) up at 7 o'clock. He _____ (have) a shower and _____ (put) on some clean clothes. Then he _____ (have) breakfast. At half past seven he _____ (go) into the bathroom, _____ (brush) his teeth and _____ (comb) his hair. After that he _____ (put) on his shoes and _____ (leave) his home to go to school. He _____ (take) the bus which _____ (have) a stop in front of his home. He _____ (get) on this bus at a quarter to eight. He _____ (get) off the bus in front of the school and _____ (enter) his classroom just in time. He _____ (listen) to various teachers from 8 a.m. to 1:35 p.m. Then he _____ (hurry) home because he _____ (be) very hungry. He _____ (eat) lunch and _____ (do) his homework. Later on he _____ (watch) TV. In the evening he _____ (have) dinner with his parents. After that he _____ (meet) some friends in the city. When he _____ (come) home, he _____ (wash) his face and _____ (brush) his teeth before he _____ (put) on his pyjamas. Finally, he _____ (recite) a few Ayah of the Holy Quran in bed late at night until he _____ (fall) asleep.

Unit
8Women's Role in the
Pakistan Movement

Students Learning Outcomes

After reading the lesson the students will be able to:

- ① 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.
- ② analyze paragraphs to identify words, phrases or sentences that support the main idea through definition / example / illustration.
- ③ analyze the order of arranging paragraphs:
 - chronological or spatial, general to specific, specific to general, most important to least important and vice versa.
- ④ enhance and use appropriate vocabulary and correct spelling in speech and writing:
 - analyze and understand common roots and use that knowledge to recognize the meaning of new words.
- ⑤ create and deliver simple group/ class presentations on various themes, problems and issues:
 - support the topic or subject with effective factual information.
- ⑥ 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.
- ⑦ illustrate use of adverbs learnt earlier.
- ⑧ recognize varying positions of adverbs in sentences according to their kinds and importance.
- ⑨ identify and use degrees of comparison of adverbs.
- ⑩ use adverbial phrases and clauses.

Pre-reading

- Do men and women have different roles in the society, community and at home? How?
- What is the role of women in the development of a country?

Reading

At the dawn of twentieth century when Pakistan was at formative stage, most Muslim women led secluded lives within their homes, and were not visible in public spaces. A handful of women emerged during the Khilafat Movement (1919-1922), a pan-Islamic movement for the restoration of the Caliphate in Turkey. The name of Abadi Begum, popularly known as Bi Amma, is on the top of the list of such noble ladies. She was the mother of Maulana Muhammad Ali Jauhar and Maulana Shaukat Ali.

It was Quaid-e-Azam who brought about a social revolution in the emancipation and empowerment of Muslim women. He repeatedly stressed the importance of women as equal partners of men if the Muslims of India were to achieve the dream of a separate homeland. Fatima Jinnah was always at his side, as visible symbol, advising and participating in all the political activities of Quaid-e-Azam.

However, the real game changer was the Muslim League session at Patna in 1938. Quaid-e-Azam, who was reorganizing and revitalizing the Muslims after his return from England in 1934, created the All India Muslim Women's Sub-Committee of the Muslim League. By the mid-40s, a galaxy of women had emerged in the leadership role of the Muslim League, organizing and mobilizing women workers in the cities and also at the district level. Some of the more



Muslim League activists in Lahore, led by Jahanara Shahnawaz (source: Lahore Museum)



Begum Salma Tassaduq Hussain



Begum Fatima



Mumtaz Shahnawaz



Rana Liaquat

English X

prominent names that emerged were: Jahanara Shahnawaz, Begum Salma Tassaduq Hussain and Begum Fatima from Lahore, Shaista Ikramullah from Bengal, Zari Sarfraz from Khyber Pakhtunkhwa, and Lady Abdullah Haroon from Sindh.

As the Pakistan Movement picked up, the Muslim Students Federation and its women's wing began playing an increasingly important role in mass mobilization, with girl students traveling even to the Khyber Pakhtunkhwa, a remarkable act given the province's social conservatism. Begum Fatima, the founder principal of the Jinnah Islamia College for girls in Lahore, had played a key role in mobilizing female students. She invited the Quaid to come and address the students of her college in November 1942. Imagine the impact on these young minds when this charismatic leader declared, "... I am glad to see that not only Muslim men but Muslim women and children have understood the Pakistan scheme. No nation can make any progress without the cooperation of its women. If Muslim women support their men, as they did in the days of their Prophet of Islam, we should soon realize our goal".

When the Muslim League won all the Muslim seats in the provincial elections of Punjab but was excluded from the formation of the provincial government in February 1946, massive demonstrations were held outside the Chief Minister Khizar Hayat's house, with the women Leaguers' processions making a serious impact.

When the Parliamentary Board was formed in the same year to negotiate with other parties for the formation of a government in Punjab, Jahanara Shahnawaz was made a member of it. The Quaid-i-Azam was invited to send a representative to the USA to attend the International Herald Tribune Forum in September 1946 in order to present the case for a separate homeland for



Begum Zari Sarfraz



Shaista Ikramullah



English X

Muslims. He nominated Jahanara Shahnawaz and MAH Ispahani for it, telling Ispahani to counter the Hindu propaganda that Muslims were reactionaries who wanted to create a theocratic state. They addressed public meetings and met heads of delegations at the UN from various countries and dispelled their apprehensions about creation of Pakistan. Ispahani wrote of Begum Shahnawaz, "The Begum, an experienced parliamentarian, made quite an impression on the audience with her fluent speeches." When the provincial assemblies elected their quota of members to the Constituent Assembly, Begum Shahnawaz was elected from Punjab and Shaista Ikramullah from Bengal. By early 1947, the Pakistan Movement had become a mass movement. An intelligence report quoting the Daily Dawn reported that on 2nd February, the Frontier Women's Provincial Muslim League held its annual session in Peshawar, which was attended by a thousand burqa-clad women. By April, groups of women Leaguers were touring the Frontier, for the Frontier Women's Sub-Committee had asked for help from the Punjab women Leaguers. Mrs. Kamaluddin from Punjab addressed the women of Kohat from the Muslim League office through a loudspeaker. Lady Haroon had toured the Khyber Pakhtunkhwa province as far back as October 1945, accompanied by a group of women that included Begum Hakem, the President of the Bengal Muslim League.

The valiant act of women Leaguers' heroism was in February or March 1947, when one young woman climbed on top of the Punjab Secretariat, removed the Union Jack, and hoisted the Pakistani flag. The Quaid not only transformed the Muslim League into an effective mass organization in just under 13 years, but also brought about a social revolution, bringing Muslim women out of their homes, schools and colleges onto the streets as activists and effective parliamentarians. Since then, there has been no turning back for the women of Pakistan.

(Based on the chapter "Political Activism" by Dr. Dushka H Saiyids' book, Muslim Women of the British Punjab, from Seclusion to Politics, Macmillan, UK, 1998)
<https://www.youlinmagazine.com/story/role-of-women-in-pakistan-movement/ODAw>

Glossary

Words	Meaning
emancipation	process of being set free from legal, social, or political restrictions
social conservatism	commitment to traditional values and ideas with opposition to change or innovation
secluded	away from people and busy activities, and often hard to reach
game changer	an event, idea, or procedure that effects a significant shift in the current way of doing or thinking about something
revitalizing	make something stronger, more active or more healthy
mobilization	the action of organizing and encouraging a group of people to take collective action in pursuit of a particular objective
dispel	make (a doubt, feeling, or belief) disappear
firebrand	a person who is very passionate about a particular cause
chastise	rebuke or reprimand severely
valiant	possessing or showing courage or determination
hoiste	raise (something) by means of ropes and pulleys

Exercise

Comprehension

A. Answer the following questions.

1. How did Quaid-e-Azam empower and emancipate the Muslim women of the Sub-Continent?
2. How did Begum Fatima, the principal of Jinnah Islamia College, mobilise female students?
3. Why did the Quaid-e-Azam stress the importance of women as equal partners of men in the creation of a separate homeland for Muslims?

4. Describe the role of women in the Pakistan Movement, highlighting their love and aspirations for the new homeland.
5. Analyse the third paragraph of the lesson 'Women's Role in the Pakistan Movement' and identify the sentences that support the main idea through cause and effect.
6. What ideas and issues have been explored in the fifth paragraph of the text, 'Women's Role in the Pakistan Movement'.

B. Choose the correct option.

1. "Most of the Muslim women led secluded lives within their homes". By using contextual clues the word closest in meaning to 'secluded' is _____.
 - a. involved little in outside social activities
 - b. involved too much in activities outside their homes
 - c. banned to take part in social activities
 - d. prohibited by law to take part in social activities
2. "By the mid-40s, a galaxy of women had emerged in the leadership role of Muslim League". In this sentence the word 'galaxy' means _____.
 - a. a group of impressive persons
 - b. a system of numerous stars
 - c. a cluster of bright heavenly bodies.
 - d. community of people
3. "It was Quaid-e-Azam who brought about social revolution in the emancipation and empowerment of women". In this sentence the word 'social revolution' means _____.
 - a. communal revolt
 - b. societal change
 - c. social disorders
 - d. economical change
4. After reading the lesson, 'Women's Role in the Pakistan Movement', it is inferred that the role of women expanded because of _____.
 - a. Bi- Amma speeches to khilafat gatherings.
 - b. Fatima Jinnah participation in all the activities of Quaid-e-Azam
 - c. Quaid-e-Azam who stressed the importance of Women as equal partner of men in the struggle for a separate homeland.
 - d. Begum Fatima who invited Quaid-e-Azam to address the girl student of her college.

5. After reading the lesson, 'Women's Role in the Pakistan Movement', it can be concluded that the paragraphs are arranged in _____.
 - a. chronological order
 - b. general to specific
 - c. specific to general
 - d. spatial order

Vocabulary

Most words in English language are based on words from ancient Greek and Latin. For example, the root of the word vocabulary is 'voc'. It has Latin roots, meaning word or name. Some of the common root words are given below:

root words	meaning	examples
anti	against	antibiotics, antidote
ast(er)	star	asteroid, astronomy, astronaut
aqua	water	aquarium, aquatic
auto	self	automatic, autobiography
pel / pul	push / drive	expel, impulsive, repel
bio	life	biological, biography

By using your knowledge of the meaning of common roots, try to find out the meaning of the following words.

automatic

anti-war

dispel

aqueous

astrology

Writing

Pattern of organizing paragraphs in essay

There are four ways to organize body paragraphs:

1. Chronological order

A chronological paragraph is one that shows a sequence of events in the order they occurred through time, and to do that you will have to use transitional words (first, next, then, finally, as soon as, subsequently, etc.)

2. Order of importance

Ideas or steps are prioritized according to the importance of information. Information can be structured from most important to least important or least important to most important. Some key transitional words you should use with this method of organization are **most importantly**, **almost as importantly**, **just as importantly**, and **finally**.

3. Spatial order

Spatial order is the location of things in order of their physical being. Therefore, a spatial order paragraph is a form of writing that describes items as they are in their physical location. Such as from top to bottom, my left to my right, center to corner, over my head.

4. Specific to general and vice versa

General-to-specific order is a method of developing an essay, in which idea flows from a broad observation about a topic to specific details in support of that topic.

Critically examine the order of arrangement of paragraphs in the text, 'Women's Role in the Pakistan Movement' and reproduce the essay by changing the pattern organisation of paragraphs to achieve your desired purpose.

Listening and speaking

In groups of four, prepare a five minute presentation on 'Diverse roles that the Pakistani women play in various fields'. Also discuss the role of women as mothers, sisters, wives, daughters etc. and the need for them to study. Present your ideas before the class.

Grammar

Adverbs and Adverbials

A. Rewrite the complete sentence using the adverb in brackets in its usual position.

1. I must see a dentist. (also)
2. I was joking. (only)
3. Did you enjoy the film? (both)
4. Javeria watches TV. (hardly)
5. She drives her car. (carefully)

English X

B. Form adverbs from these adjectives.

perfect	late	quick	regular	nice	terrible
heavy	good	hard	fantastic	quiet	recent

C. Complete the sentences using an adjective or adverb.

1. He's always in a rush. I don't understand why he walks so _____ (hurry/hurriedly).
2. I prefer studying in the library. It's always _____ (quiet/quietly).
3. Masood _____ (happy/happily) took the assistant job. He had been looking for a position all summer.
4. They speak Pashto very _____ (good/well). They lived in Peshawar for two years.
5. Please be _____ (careful/carefully) in the hallway. The walls have just been painted.

D. Fill in the blank with the correct comparative / superlative form of the adverb (in parentheses).

1. We walked _____ than the rest of the people. (slowly)
2. The man drove _____ than last time. (far)
3. They called us _____ in the afternoon. (late)
4. The work went _____ today because all the workers showed up. (good)
5. My mother and my sister talked _____ than the other guests. (loudly)

Adverb Phrase

A prepositional phrase that modifies a verb, an adjective, or another adverb is called an adverb phrase by pointing out "When", "Where", "Why", "How", and "To what extent". An adverb phrase may come before or after the modified word.

Examples:

1. Baseball has become very popular in our town.

Adverb phrase (where?)

English X

2. The flowers bloom in spring.

Adverb phrase (when?)

3. Hamza did not go to school on account of the bad weather.

Adverb phrase (why?)

4. My brother spoke in a polite manner.

Adverb phrase (how?)

5. For many years, she has been waiting for this opportunity.

Adverb phrase (to what extent?)

E. Underline the adverb phrases in the following sentences.

1. We hurried down the street to catch the bus.
2. She was born on the very same day as her friend.
3. Asad fell asleep holding his book.
4. Every now and then they meet and chat.
5. For now, I would like to ask you to leave.

Adverb clause

An adverb clause is a group of words that is used to change or qualify the meaning of an adjective, a verb, another adverb, or any other type of word or phrase with the exception of determiners and adjectives that directly modify nouns.

Adverb clauses always meet three requirements:

- First, an adverb clause always contains a subject and a verb.
- Second, adverb clauses contain subordinate conjunctions that prevent them from containing complete thoughts and becoming full sentences.
- Third, all adverb clauses answer one of the classic "adverb questions": When? Why? Where?

The clause markers can indicate:

- time (**when, while, whenever, as soon as**)
- concessions (**in spite of, despite, although, even though**)
- reason (**as, because, in case, so**)
- purpose (**in order that, so, so that**)
- manner (**as, as if, as though, like**)
- place (**where, wherever, everywhere**)
- conditions (**even if, if, only if, unless**)

Examples:

1. The lamb followed Maria wherever she went.

Adverb clause

2. After winning the prize, Junaid became famous overnight.

Adverb clause

3. Take a shawl because the night is cold.

Adverb clause

F. Underline the adverb clause in the following sentences.

1. Whether you like it or not, you have to go to bed now.
2. Unless you run fast, you will miss the bus.
3. Once they saw the car coming, the birds flew away from the street.
4. Although she has a business degree, she is working as a clerk.
5. You must keep practicing the math question until you get it right.
6. Give us a call when you get back from your trip.
7. Since I'll be working late, I'll eat dinner in the office.
8. The fireworks show will start after the sun goes down.
9. Whenever you promise to do something, you need to keep it.

Unit 7

The Aged Mother

A Japanese Folktale (by Matsuo Basho,)

Students Learning Outcomes

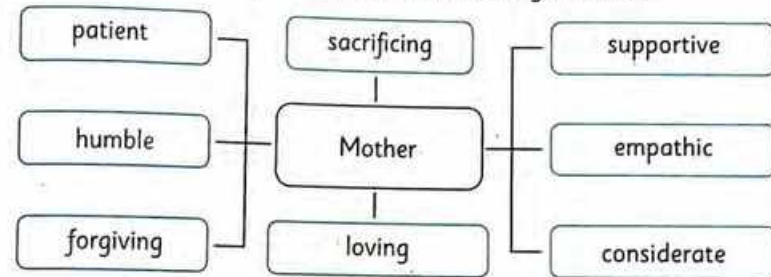
After reading the lesson the students will be able to:

- 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.
- use dictionary to:
 - choose appropriate word definition.
 - identify part of speech.
 - recognize abbreviation used in a dictionary.
 - locate entry and guide words.
- analyze passages in the text to identify the theme / general subject, key idea / central thought (a statement about general subject), and supporting details.
- apply critical thinking to interact with text and use intensive reading strategies to scan to answer short questions.
- use summary skills to extract salient points and develop a mind map to summarize a text.
- recognize and use appropriate transitional words within and beyond paragraphs for better coherence and cohesion.
- translate passages from English to Urdu:
 - use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate passages from English to Urdu.
 - understand that most phrases and idioms do not translate literally from one language to another.
- remonstrate heightened awareness of conventions and dynamics of group discussion and interaction to Offer and respond to greetings, compliments, invitations, introductions and farewells.
- illustrate use of pronouns learnt earlier.
- identify, and demonstrate use of relative pronouns.
- recognize the rules for using indefinite pronouns.
- illustrate use of pronoun-antecedent agreement.

The Aged Mother

Pre- reading

- Look at the mind map and guess what the story is about.



Reading

Once there lived at the foot of a mountain a poor farmer and his aged, widow mother. They owned a bit of land that supplied them with food. They both led a happy, peaceful and humble life.

Shinano, the town where they lived, was governed by a despotic leader who though a warrior, had a great and cowardly shrinking from anything suggestive of failing health and strength. This caused him to send out a cruel proclamation. The entire province was given strict orders to immediately put to death all the aged people. The days were barbarous, and the act of abandoning old people to die in isolation was not strange. The poor farmer had immense love and reverence for his aged mother and the order filled his heart with sorrow. No one could even think to refuse to obey the mandate of the governor. With many a deep and hopeless sighs, the youth prepared for the kindest mode, he could kill his mother with.

At twilight, when his day's work ended, he took a quantity of unwhitened rice, the principal food for the poor. He cooked and dried the rice and tied it in a square cloth making a pack of it. The bundle was swung around the neck along with a gourd filled with cool sweet water. He then, lifted his helpless old mother to his back and set out on his painful journey up the mountain. Paths made by hunters and woodcutter, crossed and re-crossed the long, steep and narrow road at several places. At some places he was confused and lost, but he paid no

heed. One path or another, it mattered not for him. On he went, climbing blindly upward – ever upward towards the high bare summit of what was known as Obatsuyama, the mountain of the “abandoning of the aged”.

The eyes of the old mother had still light in them and they noted the reckless hastening of her son from one path to another. Her loving heart grew anxious because her son did not know the mountain's paths and his return might be one of dangers. She stretched forth her hand to snap twigs from brushes as they passed by. She quietly dropped a handful of twigs every few steps as they climbed up. Thus the narrow path behind them was dotted at frequent intervals with tiny piles of twigs. Weary and heart sick, at last he reached the summit. The son gently released his burden and silently prepared a place of comfort as his last duty to his beloved old mother. He gathered some fallen pine needles and made a soft cushion and tenderly lifted her onto it. He wrapped padded coat closely around her stooping shoulders and said her farewell with aching heart and tearful eyes.

The trembling mother's voice full of unselfish love delivered her last injunction. “Let not thine eyes be blind, my son.” She said. “The mountain road is full of dangers. Look carefully and follow the path which holds the piles of twigs. They will guide you to the familiar path farther down”. The surprised son looked back to the path and then to the hands of the poor old lady. They were shriveled, scratched and soiled. His heart broke within and bowed to the ground crying aloud: “oh, honorable mother, your kindness breaks my heart! I will not leave you. Together we will follow the path of twigs, and together we will die!”

Once again he shouldered his burden (how light it seemed now) and hastened down the path, through the shadows and the moonlight, to the little hut in the valley. Beneath the kitchen floor was a walled closet for food, which was covered and hidden from view. There the son hid his



mother and supplied her with everything she needed, watching and fearing if she would be discovered. Time passed and he began to feel safe when again the governor sent forth messengers bearing another senseless order, seemingly a pride in his power. His demand was that his subjects should present him with a rope of ashes.

The entire province again went into a state of fear. Who in all Shinano could make a rope of ashes? Yet the order had to be obeyed. One night, in great distress, the son whispered the news to his hidden mother. “Wait!” she said. “I will think. I will think” Next day she told him how to make a rope of ashes. “Make a rope of twisted straw,” she said. “Then stretch it upon a row of flat stones and burn it on a windless night.” He summoned all the people and did what she had said. After the blaze died down, there lay a rope of ashes upon the stones, with every twist and fiber looking perfectly intact.

The governor was pleased at the wit of the youth and praised him, but he insisted to know where he got his wisdom. “Alas! Alas!” cried the farmer, “the truth must be told!” With deep bows he related his story. The governor listened to him and meditated in silence for a while. Then he lifted his head. “Shinano needs more than strength of youth,” he said gravely. “Ah, that I should not have forgotten the well-known saying, “with the crown of snow, there cometh wisdom!” That very hour the cruel law was abolished, and the custom drifted so far into past that only legend remain.

Glossary

Words	Meaning
despotic	connected with or typical of a ruler with great power, especially one who uses it in a cruel way
suggestive	reminding you of something or making you think about something
proclamation	an official statement about something important that is made to the public; the act of making an official statement
barbarous	extremely cruel and shocking

abandon	to leave somebody, especially somebody you are responsible for, with no intention of returning
isolation	the act of separating somebody/something; the state of being separate
tender	kind, gentle and loving
reverence	a feeling of great respect or admiration for somebody/something
mandate	the authority to do something, given to a government or her organization by the people who vote for it in an election
snap	to break something suddenly with a sharp noise; to be broken in this way
twig	a small very thin branch that grows out of a larger branch on a bush or tree
frequent	happening or doing something often
summit	the highest point of something, especially the top of a mountain
cushion	a cloth bag filled with soft material or feathers that is used, for example, to make a seat more comfortable
stooping	to bend your body forwards and downwards
injunction	an official order given by a court which demands that something must or must not be done
hasten	to say or do something without delay
shriveled	to become or make something dry and wrinkled as a result of heat, cold or being old
closet	a small room or a space in a wall with a door that reaches the floor, used for storing things
senseless	having no meaning or purpose

legend	a story from ancient times about people and events, that may or may not be true / a very famous person
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Exercise

Comprehension

A. Answer the following questions.

1. Why did the farmer decide to take his mother on the summit?
2. Why did the son hide his mother in the closet?
3. What does the phrase "with the crown of snow, there cometh wisdom!" mean?
4. What is the theme of "The Aged Mother"?
5. What is the climax of the story "The Aged Mother"?
6. Why did the farmer disclose his secret?
7. What are the elements of the story "The Aged Mother"?
8. What is the setting of the story?
9. Why did the leader issue the proclamation?
10. How does the poor youth feel about the proclamation?
11. How did the youth carry out the order?

B. Choose the correct option.

1. Shinano, the town where they lived, was governed by a despotic leader. In this sentence the word "despot" means that _____.
 a) the governor was a kind person b) the governor was an intelligent man
 c) the governor was a cruel man d) the governor was a wise fellow
2. He lifted his helpless old mother to his back and set out on his painful journey up the mountain. The journey was painful because _____.
 a) the farmer had the burden of his mother
 b) the mountain was steep
 c) the mountain was steep and he was to abandon his mother
 d) he could face the soldiers of the king on his way

3. The son decided to take her mother back to his hut because _____
- the mountain was not a proper place for living
 - she did not want to stay there
 - the governor abolished the law
 - he was greatly moved by the pains she took to guide him back his home
4. The saying "with the crown of snow, there cometh wisdom" means that _____
- whoever wears a silver crown is wise
 - wisdom comes with the passage of time
 - the snow always falls on the wise
 - the king is always wise
5. His demand was that his subjects should present him with a rope of ashes. Using the contextual clue, the word subjects in this sentence means _____
- man
 - citizens
 - they
 - issues

Vocabulary

Use dictionary to:

- find meaning of the following words.
- identify part of speech of the word through abbreviation used.
- find guide and entry words for the following words.

strength reverence comfort frequent humble barbarous hunter twig

Writing

A. Write a summary of any other story that you have read about mother.

B. Translate the following passage from English to Urdu.

The trembling mother's voice full of unselfish love delivered her last injunction. "Let not thine eyes be blind, my son." She said. "The mountain road is full of dangers. Look carefully and follow the path which holds the piles of twigs. They will guide you to the familiar path farther down". The son surprised and looked back to the path and then to the hands of the poor old lady. They were

shriveled, scratched and soiled. His heart broke within and bowed to the ground crying aloud: "oh, honorable mother, your kindness breaks my heart! I will not leave you. Together we will follow the path of twigs, and together we will die!"

- Analyze the last paragraph in the text to identify the theme / general subject, key idea / central thought (a statement about general subject), and supporting details.
- Discuss respect for clerks / parents with reference to today's youth.
- Write a paragraph of at least 100 words.
- Write down the summary of the lesson 'The Aged Mother'.

Listening and speaking

Role-play: In pairs present a dialogue in front of the class to offer and respond to greetings, compliments, invitations, introductions and farewells.

Grammar

Modal Verbs

A. Choose the correct answer about the function of the modal verbs in following sentences.

- May I use your mobile phone?
 - to make a prediction
 - to express possibility
 - to make a semi-formal request
 - to express permission
- You mustn't walk on grass.
 - to make a command
 - for prohibition
 - to make a conjecture
 - for suggestions
- He should come to the meetings on time.
 - to convey the idea of an obligation
 - to make a suggestion or advice
 - for prohibition
 - to form polite questions

4. Can you help me with this exercise?
- to show inability or impossibility
 - to express or inquire about willingness
 - to show possibility
 - to express permission
5. You needn't take your umbrella. It isn't raining.
- expressing prohibition
 - expressing obligation
 - expressing lack of necessity
 - expressing ability
6. Could you say it again more slowly.
- to make a request
 - to give a suggestion
 - to show ability in the past
 - to identify a possibility
7. The weather will be hot enough to go to the beach this weekend.
- to express intention
 - to make a prediction
 - for habitual behavior
 - to show willingness or interest
8. The dog would bark every time the doorbell rang.
- to request permission.
 - for preferences
 - for requests
 - to show habitual activity
9. Shall I help you with your luggage?
- for suggestions
 - for offering someone help
 - for asking what to do
 - to indicate a promise

B. Choose the most appropriate answer to express the idea specified in parentheses.

1. You don't look well. You _____ see a doctor. (**Advice**)
- are to
 - could
 - need to
 - should
2. _____ take a message please? (**Request**)
- May you
 - Could you
 - Shall you
 - Need to
3. Whose book is this? I am not sure. It _____ be Anam's. (**Possibility**)
- might
 - must
 - should
 - would
4. She _____ have stayed home yesterday because her little son was sick. (**Necessity**)
- could
 - would
 - must
 - should
5. You _____ leave work at 3:30 today. (**Permission**)
- can
 - could
 - might
 - will

Teacher's guideline:

Revise functions of modal verbs with the students.

Ability	Possibility Probability	Permission (ask/refuse)	Request	Offer
- Can - Could - Was able to - Couldn't - Wan't able to	- Might - May - Must - Could - Can't be - Can he be?	- Can - Could - May - Might - Mustn't - Can't	- Can - Could - Will ('ll)	- Would you like? - Shall I/we? - Will?
Suggestion	Advice Strong Obligation	Obligation Necessity	Absence of necessity	Prohibition
- Could - Shall I/we...?	- Should - Ought to - Had better	- Must - Have to - Have got to	- Needn't - Don't need / don't have to - Didn't / didn't have to	- Mustn't - Can't

Students Learning Outcomes

After reading the lesson the students will be able to:

- Use dictionaries to
 - locate guide words.
 - locate entry word.
 - choose appropriate word definition.
 - identify pronunciation through pronunciation key.
- read a poem and give orally and in writing
 - theme and its development.
 - personal response with justification.
 - paraphrase/ summary.
- read and analyze how a writer/ poet uses language to
 - appeal to the senses through use of figurative language including similes and metaphors.
 - affect meaning through use of synonyms with different connotations and denotations.
 - create imagery.
- read and recognize literary techniques such as repetition, personification and alliteration.
- use summary skills to write summary/ précis of simple passages / poems.
- use paraphrasing skills to paraphrase stanzas.
- select and use appropriate expression for various functions:
 - ask and express preferences, emotions, wishes needs and requirements by giving reasons.
- illustrate the use of prepositions of position, time and movement and direction.
- use prepositional phrases.

Equipment

Pre- reading

- What are the qualities that one should have to succeed?
- How can we utilize the abilities Allah has blessed us with?

Reading

Figure it out for yourself, my lad,
You've all that the greatest of men have had,
Two arms, two hands, two legs, two eyes,
And a brain to use if you would be wise.
With this equipment they all began,
So start for the top and say "I can."

Look them over, the wise and great,
They take their food from a common plate
And similar knives and forks they use,
With similar laces they tie their shoes,
The world considers them brave and smart.
But you've all they had when they made their start.

You can triumph and come to skill,
You can be great if only you will,
You're well equipped for what fight you choose,
You have legs and arms and a brain to use,
And the man who has risen, great deeds to do
Began his life with no more than you.

You are the handicap you must face,
You are the one who must choose your place,
You must say where you want to go.
How much you will study the truth to know,
God has equipped you for life, But He
Lets you decide what you want to be.

Courage must come from the soul within,
The man must furnish the will to win,
So figure it out for yourself, my lad;
You were born with all that the great have had,
With your equipment they all began.
Get hold of yourself, and say: "I can."

By Edgar Guest

About the poet

Edgar Albert Guest (born on 20th August 1881 in Birmingham, England – died on 5th August 1959 in Detroit, Michigan) was a prolific English-born American poet who was popular in the first half of the 20th century and became known as the People's Poet. His poems often had an inspirational and optimistic view of everyday life.

Glossary

Words	Meaning
lad	a boy or young man (often as a form of address)
equipment	the necessary items /tools for a particular purpose
figure out	solve or discover the cause of a problem
triumph	a great victory or achievement
handicap	a condition that markedly restricts a person's ability to function physically, mentally, or socially
furnish	give (something) to someone/supply someone with (something)

Exercise

Comprehension

A. Answer the following questions.

1. Paraphrase the second stanza of the poem "Equipment".

2. Summarize the poem "Equipment".
3. Write down the rhyme scheme of the poem "Equipment".
4. What is theme of the poem "Equipment"?
5. "All human beings are created equal". Explain this statement in the light of the poem "Equipment".
6. How do you feel after reading the poem, 'Equipment' ?

B. Choose the correct option.

1. The word equipment is used by the poet as _____.
a. simile b. metaphor c. personification d. alliteration
2. The poem 'Equipment' by Edgar Guest is in the form of _____, from father to son.
a. order b. request c. advice d. permission
3. The words forks, shoes, laces are used as a _____.
a. imagery b. alliteration c. metaphor d. simile
4. The mood of the poem the "Equipment" is _____.
a. sad. b. ecstatic c. pessimistic d. optimistic
5. What according to the poem "Equipment" is essential for someone to become a great person?
a. Arms, hands, legs and brain
b. Food, common plate, forks and knives
c. Money, power and resources
d. Will, courage and self-control

Vocabulary

A. Use dictionary to

- locate guide and entry words
- choose appropriate word definition
- identify pronunciation through pronunciation key

wise

laces

equipped

risen

courage

truth

Teacher's guideline:

Revise with the students figurative language with reference to this very poem.

- B. Write down the imagery of the poem and figure out as to what type of imagery does the poet use?
- C. Think over the following words and write down their connotative and denotative meaning.

equipment

brain

common plate

handicap

top

Writing

- A. Paraphrase the first and last stanza of the poem 'Equipment'.
- B. Write in your own words the message of the poem 'Equipment' and tell how effective the message of the poem is.

Listening and speaking

Express your point of view, feelings, emotions and ideas about the poem Equipment in front of class.

Grammar

Prepositions

- A. Choose the correct preposition of movement or direction in each sentence.

- He goes ____ library every evening.
a. to b. across c. down d. towards
- You must walk ____ the bridge.
a. into b. across c. down d. along
- Walk ____ the street and turn left.
a. around b. onto c. down d. across
- That woman going ____ the supermarket is my mother.
a. into b. onto c. across d. off
- Sana is talking ____ Mehwish.
a. to b. off c. through d. up

- B. Choose the correct preposition of time or place in each sentence.

- Stay ____ the dog. It bites.
a. under b. to c. onto d. away from
- Please get ____ the stage, the performance is about to start.
a. off b. in c. at d. up
- Quick! Get the ball before it rolls ____ the hill.
a. in b. down c. up d. at
- What do you like to do ____ the weekend?
a. up b. in c. on d. to
- I haven't seen her ____ June.
a. on b. since c. in d. for
- We will next meet ____ the middle of next month.
a. in b. on c. to d. of
- Her birthday is ____ the 6th June.
a. at b. for c. on d. in
- He was born ____ a farm.
a. on b. between c. at d. to

Prepositional Phrase

A prepositional phrase is a group of words consisting of a preposition, its object, and any words that modify the object. Most of the time, a prepositional phrase modifies a verb or a noun.

A **prepositional phrase** is made up of a **preposition** and a **noun phrase**. We use prepositional phrases for many purposes, for example:

as adverbials of time and place:

- We will be back **in a few days**.
- They drove **to Peshawar**.

as a post modifier in a noun phrase:

- Hina is the girl **in the red dress**.
- We've got a new television **with a thirty one inch screen** to show **who** did something:
- The lion was killed **by the hunter**.
- I saw a wonderful painting **by Ismail Gulgee**.

- ▷ with **double object verbs** like give and get:
 - We gave five pounds **to the woman on the corner**.
 - They got a drink **for me**.
- ▷ after certain verbs, nouns and adjectives:
 - The book belongs **to me**.
 - I had an argument **with my brother**.
 - I feel sorry **for you**.

Some of the most common prepositions that begin prepositional phrases are **to, of, about, at, before, after, by, behind, during, for, from, in, over, under, and with**.

Example:

- He arrived **in time**.
- Is he really going out with his friend?

Complete the following sentences choosing the appropriate prepositional phrases.

1. _____ Jameel, they all seemed pretty cordial.
a. Except for b. Except with c. Except from d. Except to
2. _____, cancer is curable.
a. To a great extent b. For a great extent
c. In a great extent d. From a great extent
3. The train was late. _____, I managed to get to the meeting in time.
a. In spite of this b. In spite this c. In spite to d. In spite in
4. _____ the starter, I thought the meal was excellent.
a. Apart with b. Apart from c. Apart for d. Apart to
5. What is the _____ you?
a. matter of b. matter with c. matter on d. matter to

Unit 10

Water Scarcity in Pakistan

Students Learning Outcomes

After reading the lesson the students will be able to:

- use critical thinking to respond orally and in writing to the text (post-reading) to explore causes and consequences of a problem or an issue and propose various solutions.
- use summary skills to extract salient points and develop a mind map to summarize a text.
- write a unified paragraph on a given topic to show
 - clear topic sentence using specific words, vivid verbs, modifiers, etc.
 - adequate supporting detail (example, illustration, definition, evidence, comparison, contrast, cause and effect, clarification, explanation) to develop the main idea.
 - appropriate pronoun-antecedent relationship and transitional devices within a paragraph.
 - chronological / sequential / spatial order of arranging detail.
 - order of importance (most important to least important and vice versa, general to specific and vice versa).
- demonstrate heightened awareness of conventions and dynamics of group discussion and interaction to summarize the main points of discussion for the benefit of the whole group.
- analyze sentences for clauses and phrases. Identify and differentiate between main, subordinate and relative clause.
- utilize appropriate informational sources including encyclopedias and internet sources.

Pre-reading

- Look at the pictures and predict what the lesson is about.

**Reading**

Pakistan is a land gifted with lavish resources of water. It is a land where crystalline glacial water rolls down the mighty Himalayas and Karakorum peaks to the fertile plains and break into intricate web of canal system that irrigates over 16 million hectares of land, out of 34 million hectares of cultivable land available. The other sources of water available in Pakistan are rainfall, surface water available in rivers and underground water.

In surface water we have three river drainage basins:

- the Indus Basin River
- closed basin Kharan desert
- Makran coastal basin.

The Indus Basin River

The Indus River system is one of the most important water systems in Asia. It originates near the Kailash range in Tibet. The river flows to the west and eventually falls into Arabian Sea. The total area of the Indus basin is about 3,65,000 square miles. The river Indus has tributaries at both Western and Eastern sides. Its eastern tributaries are the Ravi, the Beas, the Chenab, the Sutlej and the Jhelum. These five rivers meet at Panjnad. Its western tributaries are the river Swat, the Kabul, the Kurram, the Tochi, the Gomal and the Zhob. These rivers join Indus in Khyber Pakhtunkhwa. The Indus River System is



considered as the lifeblood of Pakistan. Its sources of water are snowing, glacier melting, and rainfall. From Indus River system 141.67 million square feet of water is being received. In 1960, Pakistan signed with India a water treaty called, 'Indus Water Treaty' which brought major changes in the sources of water for Pakistan. This Treaty gave the right of three eastern rivers, Beas, Satluj and Ravi to India whereas the water of Indus Jhelum and Chenab is to be used by Pakistan.

Closed basin Kharan desert

It consists of areas of mountain basins of Quetta and basins of tributaries draining into Kharan desert. Its main rivers are Pishin Lora, Baddo Rakhshan, Mashkel and many other streams. It covers an area of 120,100 sq. km. Its main sources of water are rainfall and snow. Here we are getting approximately 4.5 million acre feet of water.

**Makran coastal basin**

The Makran coastal basin consists of streams of Malir, Hub, Porali, Kud, Hingol, Nai, Mashhai, Dasht, Nihing and Kech. It covers an area of 122,400 sq. km and its main source of water is rainfall. From this basin we get 0.78 million acre feet of water.

The construction of dams and barrages by India over the River Chenab and the River

Jhelum created the problem of water shortage for Pakistan. This shortage is becoming more and more severe with the passage of time. According to the UNO Report, Pakistan ranks at the 7th position in the list of countries facing water crisis. Presently, Pakistan has surface water of 153 million acre feet and underground water resources of only 24 million acre feet. Pakistan may face water shortage by 2025 AD.

The population of Pakistan is increasing at a rate of 3.2%. Presently, we have to feed more than 200 million people and if the rate of increase in population



remains the same, then it will be almost double by the year 2025, leading to add pressure on the underground water resources. Factors such as global warming and climate change will further aggravate the problem of the water scarcity. According to a research study on water resources of Pakistan, water of economic values of \$70 billion is being thrown into sea every year due to non-construction of water reservoirs. Being water starved country, which has the foreign reserve of only \$20 billion, we cannot afford throwing water of the economic value of \$70 billion every year into sea.

Study of Pakistan Counsel of Research on the Water Resources of Pakistan (PCRWR) revealed that rapid depletion of ground water may soon worsen the water crisis in Pakistan's major cities, causing a drought-like situation. Such crisis needs to be taken on war footings; otherwise, a large section of Pakistan's population, especially those living in big cities, will be facing severe shortage of water.

Due to excessive pumping of underground water, the quality of water is being contaminated rapidly with heavy metals like Copper, Nickel and Cobalt etc, which can pose some serious health hazards and can cause the spread of lethal diseases in the population, especially in the big cities.

The problem of water shortage in Pakistan has gained the momentum as our water storage capacity is only for 30 days, and Pakistan has the 4th highest rate of water use in the world.

To overcome this horrible water scarcity we should take these remedial measures immediately:

- › Strict implementation of National Water Policy 2018.
- › Formulation of National Action Plan for judicious use of available water.
- › Construction of water reservoirs.
- › Control on over pumping of underground water and its wastage.
- › Increase the use of water efficient crops.
- › Switch over from conventional agriculture to conservative agriculture.
- › Adopting water efficient method of irrigation like Sprinkler and Drip irrigation.

Recent's question

Ask the students to utilize appropriate informational sources including encyclopedias and internet sources to find more about causes, effects and solutions of water scarcity.

The problems faced by the water sector in the country are many, acute and serious. Therefore, building of more reservoirs and effective management strategy are the needs of the hour. The implementation of these recommendations will enable the country to overcome the challenges, and achieve the objectives of sustainable development and management of water resources. It is said that the wars of the twenty-first century will be fought for water. We should therefore save now to prevent war.

Sources: daily the Nation, December 11, 2017

<http://www.pakistan.com/>

Water Policy, 2018

Glossary

Words	Meaning
scarcity	the state of being scarce or in short supply
bounty	something given or occurring in generous amounts
alluvial	a deposit of clay, silt, and sand left by flowing floodwater in a river valley or delta, typically producing fertile soil
diversion	the taking of water from a stream or other body of water into a canal, pipe, or other conduit
basin	an area of land that is lower at the centre than at the edges, especially one from which water runs down into a river
tributaries	a river or stream flowing into a larger river or lake
depletion	reduction in the number or quantity of something
drought	prolonged period of abnormally low rainfall, leading to a shortage of water
contaminated	having been made impure by exposure to or addition of a poisonous or polluting substance

conservative agriculture	the process of soil management practices that minimize the disruption of the soil's structure, composition and natural biodiversity
sprinkler	sprinkler irrigation is a method of applying irrigation water which is similar to natural rainfall; water is distributed through a system of pipes usually by pumping, it is then sprayed into the air through sprinklers so that it breaks up into small water drops which fall to the ground
drip irrigation	drip irrigation is a technique in which water flows through a filter into special drip pipes, with emitters located at different spacing water is distributed through the emitters directly into the soil near the roots through a special slow release device

Exercise

Comprehension

A. Answer the following questions.

1. What are the main sources of water in Pakistan?
2. What are the river drainage systems of Pakistan? Describe them briefly.
3. What are the main causes of water shortage in Pakistan? Discuss in detail.
4. What measures can we take to overcome water shortage in Pakistani?
5. What can you do on your own to contribute to conservation of water in your home and surrounding?
6. What is the importance of building national reservoirs? Can you point out a spot in your area where small reservoirs can be built to benefit the local population?

B. Choose the correct option for the following statements.

1. Pakistan is a land where crystalline glacial water rolls down the mighty Himalaya and Karakorum peaks to the fertile land. In this sentence the phrase 'rolls down' is used as _____
 a) simile
 b) metaphor
 c) personification
 d) alliteration

2. Pakistan is a land gifted with lavish resources of water. By using contextual clues, the word opposite in meaning to "gifted with" is _____.
 a) blessed with
 b) deprived of
 c) bestowed with
 d) banned upon
3. Which of the following sentences best describe the lesson 'Water Scarcity' _____
 a) Conserve water and reduce its wastage
 b) Control on over pumping of underground water and its wastage
 c) Switch over from conventional agriculture to conservative agriculture.
 d) Use water liberally but construct water reservoirs first.
4. According to UNO Report, Pakistan is at _____ position in the list of countries which are facing water crisis.
 a) eleventh
 b) fifth
 c) sixteenth
 d) seventh
5. After careful reading of the text, we can say that the central idea is _____.
 a) don't make nature cry, keep your water clean
 b) you never know the worth of water until the well runs dry
 c) to a thirsty man, a drop of water is worth more than a sack of gold
 d) save water to secure your future

Vocabulary

A. The following words, taken from the text, belong to the same word class. Use dictionary to find out its word class and meaning.

abundant severe marvellous starved judicious excessive

B. Change the above words into adverb and use them in your own sentences to make its meaning clear.

Teacher's guidelines

Activity: Devise a strategy for efficient and effective use of water in your school.

Writing

- A. Organize the main points of the lesson graphically with the help of mind-map and write a summary of the lesson, 'Water Scarcity in Pakistan'.
- B. Write a unified paragraph on the topic, 'Save a Drop Today and Reap an Ocean Tomorrow', using:
 - ▷ examples, definition, evidence, comparison, contrast, cause and effect, clarification, explanation to develop the main idea.
 - ▷ use appropriate pronoun-antecedent relationship and transitional devices within a paragraph.
 - ▷ arrange paragraphs in correct order.

Listening and speaking

Arrange a group discussion on conservation of water in your area and after conclusion of the discussion, the group leader should summarize the main points of the discussion for the benefit of the whole group.

Grammar

Infinitives and Infinitive Phrases

The Infinitive

An infinitive is a verb form that can be used as a noun, an adjective, or an adverb. Most infinitives begin with to.

Infinitive used as a noun	To heal was the athlete's first priority.
Infinitive used as an adjective	The player to watch this season is Afridi.
Infinitive used as an adverb	This speech will be easy to memorize.

A. Locate the infinitives in each sentence. Identify each as an adverb, an adjective, or a noun.

1. More than anything else, I wanted some time alone to read.
2. My grandmother told me that we have been put on earth to share, to care, to give, and to receive.
3. The right to vote is very valuable.
4. I tried to call but the line was busy.
5. To finish will be a relief.
6. Do you agree with the decision to go?
7. The case will not be easy to solve.
8. To fly, the wings must create more lift.

The Infinitive Phrase

An infinitive phrase consists of an infinitive together with its modifiers and complements. The entire phrase may be used as a noun, an adjective, or an adverb.

Noun	To heal in shape requires dedication and discipline.
Adjective	The thing to do first is an activity you enjoy.
Adverb	I came to Swat to see the art exhibition.

B. Underline the infinitive phrases in the following sentences and tell whether these infinitive phrases have been used as noun, adjective or adverb.

1. Sending her roses is a way to win her friendship.
2. The day to sleep in is Saturday.
3. Javed is coming to discuss the problem with the boss.
4. It is also possible to bring cookies rather than a cake.
5. Please write the numbers to win the lottery on this form.
6. The museum is fun to visit on a cold day.
7. The captain of the ship is the authority to obey at all times.
8. Samia offered to think over the argument.

Gerunds and Gerund Phrases

Gerunds

A **gerund** is a "verb + ing" used as a noun.

Example:

- › Swimming is good exercise. (**subject**)
- › The girls enjoy swimming. (**direct object**)
- › The best exercise is swimming. (**predicate nominative**)
- › She was scolded for swimming. (**object of a preposition**)

Gerund Phrases

A gerund phrase consists of a gerund and related words.

Example:

- › **Swimming** in the lake is good exercise.
Swimming in the lake is the subject on the verb is.
- › **Blowing** bubbles on a windy day is a fun activity for children.
Blowing bubbles on a windy day is the subject of the verb is.
- › **Piling** too much laundry into a washing machine will cause it to malfunction.
Piling too much laundry into a washing machine is the subject of the verb will cause.

A. Use gerunds in the following sentences. The first one has been done.

1. Always check the oil, before you start the car.
Always check the oil, before starting the car.
2. The house was decorated with lights. It looked beautiful.
3. To praise all alike is to praise none.
4. I cannot go on to do nothing.
5. To collect wealth ruins health.
6. To see is to believe.
7. To give is better than to receive.
8. To talk like this is foolish.
9. She loves to read books.

B. Underline the gerund phrases in the sentences below. The first one has been done.

1. Brisk walking is Danial's favorite exercise.
2. Mrs. Noman enjoys playing bridge.
3. I remember promising Sami my old bike.
4. Standing during a two-hour train trip is not my idea of fun.
5. Do you like sailing on the lake?
6. Volunteering at the hospital is just one of Haleema's activities.
7. Mrs. Basheer enjoys watching quiz shows on television.
8. Taking out the garbage is not my favorite job around the house.

Review Unit 6 - 10

A. Underline the adjective phrases in the following sentences.

1. The main character in the story is a young boy.
2. He is a visitor from another planet.
3. Part of the treasure map is missing.
4. The road along the coastline has the best views.
5. Several of the eggs are cracked.

B. Find the adjective clause in the following sentences and tell which word it modifies.

1. I like a leader who listens to his men.
2. The dog which I loved dearly was hit by a truck last night.
3. Rulon is a person who takes responsibility well.
4. All individuals who purchased tickets will be admitted.
5. The shirt that you bought me doesn't fit well.

C. Do as directed.

1. What is the adjective phrase in this sentence?

The cabin beside the lake was already occupied when we arrived.

- | | |
|-------------------------|---------------------|
| a. when we arrived | b. beside the lake |
| c. was already occupied | d. the cabin beside |

2. What is the adjective clause in this sentence?

Summer, which is my favorite season, will be here in another week.

- | | |
|--------------------------------|---------------------------------|
| a. summer | b. will be here in another week |
| c. which is my favorite season | d. will be there |

3. What is the adjective phrase in this sentence?

He finished the dish of ice cream very quickly.

- | | | | |
|-----------------|----------------|-----------------|-------------|
| a. of ice cream | b. he finished | c. very quickly | d. the dish |
|-----------------|----------------|-----------------|-------------|

4. Choose the correct option to best complete the sentence.

I always remember the times _____ my cousins and I spent vacations together.

- | | | | |
|---------|----------|--------|---------|
| a. when | b. where | c. who | d. that |
|---------|----------|--------|---------|

5. Identify the phrase type in the sentence below.

Houses are unbelievably expensive these days.

- | | |
|---------------------|-------------------------|
| a. adjective phrase | b. adverb phrase |
| c. noun phrase | d. prepositional phrase |

D. Underline the adverb phrases in the following sentences.

1. She lives in a luxurious home.
2. Is there water on the moon?
3. She ran into her room.
4. They chatted for a while.
5. She performed the task with great skill.

E. Combine each set of simple sentence into one sentence containing an adverb clause.

1. I waited for my friend. I waited till he arrived.
2. You are intelligent. I am intelligent.
3. He was not there. I left a message with his mother.
4. We wish to live. We eat for that purpose.
5. She was very tired. She could barely stand.

F. Fill in the blanks with the correct preposition.

I'm Palwasha and I live _____ Peshawar. _____ summer I like to travel _____ Swat, because _____ the weather and the people there. Last summer I took a bus _____ Peshawar to Swat. _____ the bus stop we went to our hotel _____ taxi. We stopped _____ a small restaurant for a quick meal. The driver parked the taxi _____ the restaurant. Nobody could find the taxi and the driver, so we waited _____ the restaurant _____ one hour. The driver was walking _____ the small park _____ the restaurant which we did not know. So we were very angry _____ him. But my holidays were great. We sat _____ campfires and went tracking _____ the early mornings.

G. Choose the correct option.

- Determine how the infinitive phrase is being used in the sentence.
To have a balanced diet, keep the food triangle in mind.
a. adverb b. noun c. adjective d. pronoun
- What is the infinitive phrase in this sentence?
To surprise his family, Asad dressed up in a funny costume.
a. to surprise
b. Asad dressed up
c. in a funny costume
d. to surprise his family
- Which sentence contains an infinitive phrase?
a. Tahir hated to leave the party so soon.
b. Tahir was going to a meeting.
c. Tahir enjoys partying with his friends.
d. Tahir ate cake.
- Determine how the underlined infinitive phrase is being used in the following sentence.
It is also possible to bring biscuits rather than a cake.
a. noun b. adjective c. adverb d. pronoun
- Determine how the underlined infinitive phrase is being used in the following sentence.
The day to sleep in is Sunday.
a. noun b. adjective c. adverb d. pronoun

H. Below are incomplete sentences. After each sentence are two choices to complete the sentences. One is an infinitive, and one is a gerund. Write the correct verbal in the blank.

- She enjoyed _____ to you. (speaking / to speak)
- He agreed _____ the book. (reading / to read)
- The lawyer argued for _____ the case. (dismissing / to dismiss)
- When they finish _____ the test, they will leave. (taking / to take)
- Are you planning _____ to the picnic? (going / to go)

I. Underline the appropriate prepositional phrase in each sentence.

- There are lots of birds nesting under the leaves.
- After school, the children played tag at the park.
- Come into the store with me.
- For one hundred years the chair sat moldering in the attic.
- I gave the children eggs instead of cakes for breakfast today.

J. Complete the sentences with appropriate model verb.

- You really _____ watch TV this much.
- She _____ be at work, she always works at this time.
- Speak up, I _____ hear you!
- Amir _____ call his father urgently.
- Thank you for calling sir, how _____ I help you?
- If I go to Peshawar, I _____ see the Bala Hisar Fort.

K. Change the regular / irregular verbs in parenthesis into the past simple.

- At the age of 23, she _____ (become) a doctor.
- On Saturday I _____ (play) computer games with my cousins.
- I _____ (know) the answer yesterday.
- He _____ (tell) me that he lived in China.
- My mum _____ (not cook) dinner last night.

Students Learning Outcomes

After reading the lesson the students will be able to:

- apply critical thinking to interact with text and use intensive reading strategies (while-reading) to
 - scan to answer short questions.
 - deduce meaning of difficult words from context.
 - comprehend / interpret text by applying critical thinking.
- write a unified paragraph on a given topic to show
 - appropriate pronoun-antecedent relationship and transitional devices within a paragraph.
 - chronological / sequential / spatial order of arranging detail.
- classify, use, convert and make declarative (affirmative and negative), interrogative, exclamatory, and imperative sentences.
- identify and differentiate between simple, compound and complex sentences.
- utilize appropriate informational sources including encyclopedias and internet sources.
- 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.
 - 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 ideas and supporting arguments in a clear, structured and logical manner.
 - distinguish between language used for persuasion and propaganda.
 - use persuasive language to enhance ideas.

Pre-reading

- Look at the pictures and predict what the lesson is about.



1957 - 840g



1978 - 945g



2005 - 2202g



Reading

Several centuries ago, when people started domesticating crops and animals, they also began selection of better plants and animals for breeding, initially unknowingly and later on intentionally. Over thousands of years, farmers have developed plants with desirable traits, such as increased resistance to disease, larger yield, and greater nutritional content. Scientific discoveries and technological advances have continuously improved agriculture to improve plant and animal stocks to meet changing societal needs. But the turning point in this field was the discovery of the gene and the consequent development of genetics.

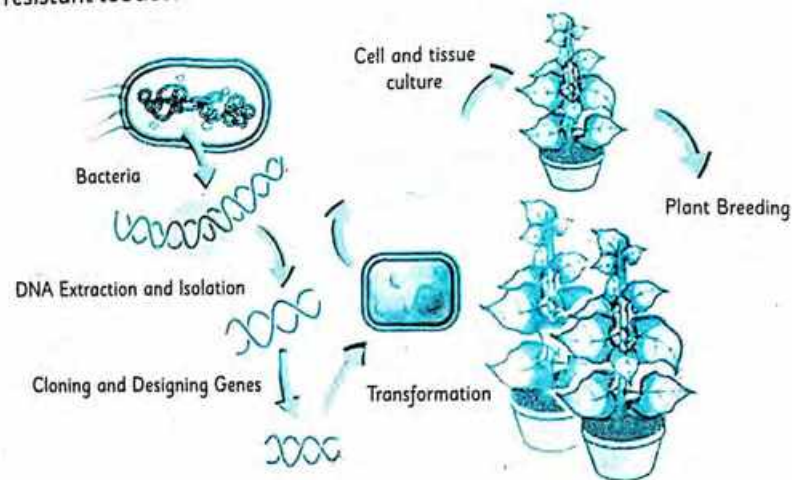
Genetics is the study of genes, genetic variation, and heredity in living organisms. It is generally considered a field of biology, but intersects frequently with many other life sciences. Genes are subunits of DNA (Deoxyribonucleic acid), the information database of any organism that is contained inside the cell nucleus. DNA carries many pairs of genes that transmit character traits of parents to their offsprings.

Genetically modified food or GM food is food produced from plants or animals whose DNA has been altered through genetic engineering. These genetically modified organisms are often shortly called GMOs. Genetic engineering is the process of manipulation of an organism's genes directly by transplanting DNA from other organisms in its cells. It is different from the conventional method of selection and breeding of plants and

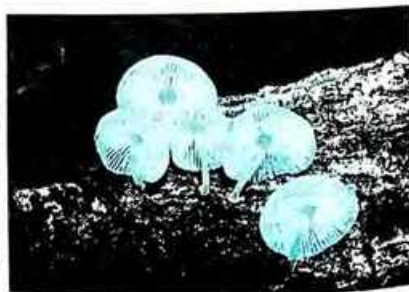


animals to get desired traits.

Scientists first discovered in 1946 that DNA can be transferred between organisms. It is now known that there are several mechanisms for DNA transfer and that these occur in nature on a large scale. The transfer of DNA between disease causing bacteria for developing resistance against antibiotic is a major example of this mechanism. The first genetically modified plant was produced in 1983, using an antibiotic-resistant tobacco plant. China was the first country to commercialize a transgenic crop in the early 1990s with the introduction of virus resistant tobacco.



Starlight Avatar is the first genetically engineered plant that is able to light up without the need for external treatments or stimuli such as chemicals or ultraviolet lighting. The plant has been developed through the introduction of DNA from luminescent marine bacteria into the chloroplast genome of a common houseplant. The stem and leaves of the plants constantly emit a faint light similar to that produced by fireflies and other luminescent organisms.



Similarly, an insect protection gene called *Bacillus thuringiensis* (Bt) has been transferred to several crops such as cotton, potatoes and corn in order to repel pests.

Tomato genes have been modified so that the fruit can stay on the vine for a long time and develop mature flavour. Highly fatty soya bean has been genetically modified to produce beans containing less fat. The commercial production of human insulin using a bacterium *E. coli* is another wonder of genetic engineering.

In 2007, South Korean scientists altered a cat's DNA to make it glow in the dark. In China, a group of scientists developed transgenic cows that were engineered to produce an antimicrobial enzyme that is present in large amounts in human milk. In another set of experiments, cows were genetically engineered that produce milk containing certain immunity-providing proteins of human milk.

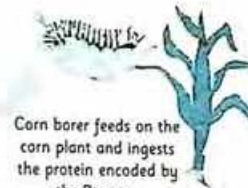
A few decades ago, manipulation of genes in people, plants, and animals was just science fiction. Today, it is a reality, and genetic modification may have many positive applications in the future, including the eradication of many hereditary diseases. However like most scientific and technological advances, the genetic modification of organisms for our food supply can be as dangerous as it is beneficial. Because of the potential dangers of this technology, genetically altered plants and animals in the food supply is a practice that should be very tightly controlled and carefully studied before it becomes an accepted and common practice. Unfortunately, it may already be too late for that.

GMOs are already prevalent in supermarkets and grocery stores across the world, but manufacturers are not required to label foods as having been made

Bt gene is transferred from the *Bacillus* into corn



Corn borer feeds on the corn plant and ingests the protein encoded by the Bt gene.



The Bt protein penetrates and collapses the cell lining, the gut and the insect dies.



from GMOs. As a result, millions of people purchase and eat GMOs every day without even knowing it. Yet we do not even know if they are harmful to our health. We do not really know how GMOs may affect our bodies or our ecosystem. When we play with DNA, we may be making changes that have all sorts of dangerous repercussions, including some that we may not even realize for several generations. One of the main concerns about GMOs is the unpredictability of the behavior of altered genes and of the bacteria, plants, and animals that interact with the altered organism. For example, a crop of corn genetically modified to be less susceptible to a particular insect may take on other unwanted characteristics due to the change. It may, for example, become more susceptible to another disease, or it could develop a tougher skin on its kernels, or it could decrease the crop's ability to produce vitamin E. More frightening is the domino effect of genetically modifying foods. Any change in an organism's DNA has the potential to affect not only the organism but also anything that feeds on it, including us. Studies where, genetically modified soy and corn were fed to mammals found that a GMO diet often led to liver and kidney problems.

Further, genetically modified plants or animals could interbreed with wild populations, creating problems such as population explosions or crashes or offspring with dangerous traits which would go further to harm the delicate ecosystem.

With the rapid development of science and technology more variety of Genetically Modified food and organisms will come into our life and surrounding due to the desire to make more food available more quickly and more cheaply than ever before. The general behaviour of the developer of this type of organisms and food should be profit with safety of consumers and the environment. The agribusiness needs to slow down and stop selling us GMOs until their safety is certain.



Glossary

Words	Meaning
domesticate	to make a wild animal used to living with or working for humans
Genetics	the scientific study of the ways in which different characteristics are passed from each generation of living things to the next
modify	to change something slightly, especially in order to make it more suitable for a particular purpose
transplant	to take an organ, skin, etc. from one person, animal, part of the body, etc. and put it into or onto another
conventional	tending to follow what is done or considered acceptable by society in general; normal and ordinary, and perhaps not very interesting
genome	the complete set of genes in a cell or living thing
trait	a particular quality in your personality
manipulate	to control or influence somebody/something, often in a dishonest way so that they do not realize it
ultraviolet	light waves that are just shorter than those of violet light in the spectrum and that cannot be seen
eradicate	to destroy or get rid of something completely, especially something bad
hereditary	(especially of illnesses) given to a child by its parents before it is born
fluorescent	(of substances) producing bright light by using some forms of radiation

transgenic	(of a plant or an animal) having genetic material introduced from another type of plant or animal
antimicrobial	acting opposite of extremely small living thing that you can only see under a microscope and that may cause disease
explosives	easily able or likely to explode
susceptible	liable to be influenced or harmed by a particular thing
potential	that can develop into something or be developed in the future
alter	to become different; to make somebody/something different
prevalent	that exists or is very common at a particular time or in a particular place
grocery	connected with food and other goods sold by a grocer or at a supermarket
ecosystem	all the plants and living creatures in a particular area considered in relation to their physical environment
repercussion	an indirect and usually bad result of an action or event that may happen sometime afterwards
unpredictable	that cannot be predicted because it changes a lot or depends on too many different things
susceptible	very likely to be influenced, harmed or affected by somebody / something
kernel	the inner part of a nut or seed
domino effect	the situation in which one event causes a series of related events, one following another. The term is used as analogy to a falling row of dominoes
stimuli	something that helps somebody/something to develop better or more quickly

luminescent	The property of a substance emitting light without being heated
marine	connected with the sea and the creatures and plants that live there
genes	a unit inside a cell which controls a particular quality in a living thing that has been passed on from its parents
consequence	a result of something that has happened
agribusiness	an industry concerned with the production and sale of farm products, especially involving large companies

Exercise

Comprehension

A. Answer the following questions.

1. What is gene and genetics?
2. Why is the discovery of gene called a game changer in biological sciences?
3. What is genetic engineering? What role does genetic engineering play in producing genetically modified organisms?
4. Name some GMOs and describe their characteristics by showing how they are different from naturally occurring organisms.
5. Write at least two merits and two demerits of GMOs.
6. What in your opinion will be the effect of GMOs on our lives, life-style and environment in the future?
7. Have you ever used genetically modified foods? Give your suggestions and solutions for the safe use of genetically modified foods.

B. Choose the correct option in the following statements.

- The information database of an organism is called _____.
 a) cell
 b) genetic
 c) genetic engineering
 d) genes
- But turning point in this field was discovery of the gene. In this sentence the phrase "turning point" means _____.
 a) a point in a chain of events at which an important change occurs
 b) a point at which something rotates
 c) a point where road branches off into two
 d) a situation in which no change takes place in the chain of events
- "Scientists first discovered in 1946 that DNA can be transferred between organisms". The idea expressed in this statement is based on _____.
 a) fact
 b) opinion
 c) textual inference
 d) textual argument
- After carefully reading the text "Genetically Modified Organisms", it looks to be _____.
 a) narrative
 b) expository
 c) transactional
 d) argumentative
- "A few decades ago, manipulation of genes in people, plants, and animals was just science fiction". This sentence means _____.
 a) a few decades ago genes were multiplied and fixed in science lab with difficulty
 b) a few decades ago the movement of genes in people, plants and animals was not as fast as it is today
 c) a few decades ago control of genes was discussed in great detail in stories based on science
 d) a few decades ago control of genes in living organisms seemed imaginary and was not possible in the real world

Vocabulary

Deduce the meaning of unfamiliar words from the context by using evidence from the text and explain if you were correct, close, or totally off and why you think that happened.

Words/ phrase	What you infer the meaning is	Explain why and use evidence from text.	Dictionary definition	Correct, close, or totally off and why that happened?
breeding				
manipulation				
resistance				
stimuli				
luminescent				
evaporates				

Writing

- Keeping in view the text and recent advances of science, write argumentative essay on the topic "Truth Is Stranger than Fiction".
- Search the internet about genetic modifications made in animals and write a paragraph on the first sheep ever cloned called "Molly / Dolly".

Listening and speaking

Make groups comprising of five student each and discuss with each other the possible impact of genetically modified food on our future generations.

Grammar

Types of Sentences

There are four common types of sentences in English. Each sentence type has a different purpose:

- to make statements (declarative sentences)
- to ask questions (interrogative sentences)
- to give commands, suggestions, warnings (imperative sentences)
- to express strong emotions with statements (exclamatory sentences)

Classify the following sentences as declarative, interrogative, imperative or exclamatory.

1. Yikes! I feel terrible that you got into an accident this morning.
2. Where is the school?
3. The smoke alarm battery should be changed at least once a year.
4. Shut that door now.
5. I love this plant!
6. Slow down before you get into an accident.
7. How many students are in your class?
8. Did I say anything to make you angry?

Changing an affirmative sentence into negative, interrogative and exclamatory

Study the following sentences. They are in the pattern:

adjective + of + noun / pronoun + to-infinitive

Examples:

- It was good of him to help the poor man. (**affirmative**)
- It was not good of him to help the poor man. (**negative**)
- How good of him to help the poor man! (**exclamatory**)
- Was it good of him to help the poor man? (**interrogative**)
- Shazia passed the test. (**affirmative**)
- Shazia did not pass the test. (**negative**)
- Hurray! Shazia passed the test. (**exclamatory**)
- Did Shazia pass the test? (**interrogative**)

English X

- Peshawar is a very big city. (**affirmative**)
- Peshawar is not a very big city. (**negative**)
- What a big city Peshawar is! (**exclamatory**)
- Is Peshawar a very big city? (**interrogative**)

Rewrite the following sentences in negative, exclamatory and interrogative forms.

1. It is kind of you to invite us.
2. He is very generous.
3. She is very knowledgeable.
4. Gold is very precious.
5. The wind is blowing from the west.

Simple Sentence

A simple sentence is the simplest form of a **sentence**. It contains the basic components that make a sentence, that is, **subject**, **verb**, and the complete thought. It has one subject and one predicate. A simple sentence has one independent clause and no dependent clause. Therefore, a simple sentence is also referred to as an independent clause.

Simple
Sentence

=

Independent
Clause

Examples:

She cried. (She = subject, cried = verb)

Sarah liked the book. (Sarah = subject, liked = verb, book = object)

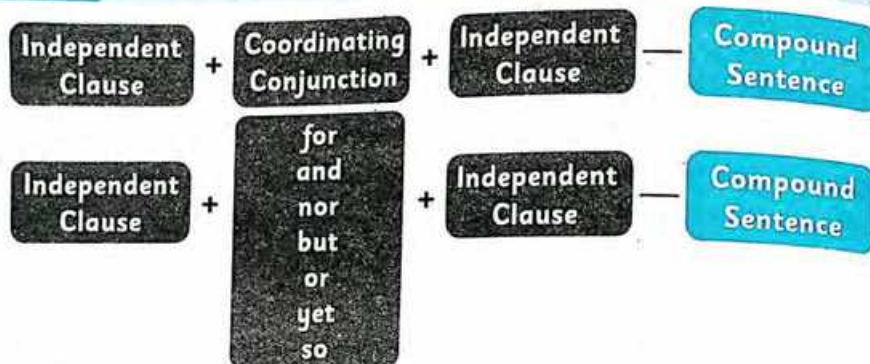
They were late. (They = subject, were = verb, late = adjective)

My mother and I waited for my father. (My mother and I = subject, waited = verb, for my father = object of preposition)

She didn't want to go to school. (She = subject, didn't want = verb, to go to school = object of preposition)

Compound Sentence

A compound sentence has two or more independent clauses. These clauses are combined with the use of a **coordinating conjunction**. (**for, and, nor, but, or, yet, and so**)

**Examples:**

It is also important to notice that punctuation can be used to form a compound sentence; using a dash or a semicolon between two independent clauses can also create compound sentences.

Example:

- He bought me a dress, but I didn't like its colour.
- Saleem has returned home, so we didn't meet him.
- He can lift it with one hand—I've seen him doing it.

Complex Sentence

A complex sentence is made up of an independent clause and one or more dependent clauses connected to it. In complex sentences, the clauses are connected by **subordinating conjunctions**. Some common subordinating conjunctions include **when, until, because, while, if, although, after, as, before, whenever, since, and whereas**.

You can construct a complex sentence by including the dependent clause first, followed by the independent clause.

**Example:**

Note that a comma should be used at the end of the dependent clause if you are writing the dependent clause first. However, if you are including the independent clause first, a comma should not be used.

State whether the following sentences are simple, compound or complex?

1. The house was destroyed in the fire, but the whole family was saved.
2. Walking through the wood, he saw a fox that was following him.
3. The large horses walked slowly.
4. If I do not get this job, I will start a business.
5. He said that he was so disappointed that he would not try again.
6. The men who rule the world with their pens are mightier than those who rule the world with their swords.
7. Javed and Palwasha went home.
8. The evil that men do lives after them.
9. All that glitters is not gold.
10. Neither the colour nor the design of this cloth appeals to me.

They have Cut Down
the Pines

Students Learning Outcomes

After reading the lesson 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.
- read a poem and give orally and in writing
 - theme and its development.
 - personal response with justification.
 - paraphrase/ summary.
- read and analyze how a writer/ poet uses language to:
 - appeal to the senses through use of figurative language including similes and metaphors.
 - read and recognize literary techniques such as repetition, personification and alliteration.
- use paraphrasing skills to paraphrase stanzas:
 - mark thought groups in the stanza.
 - restate the message in simple prose.
- demonstrate heightened awareness of conventions and dynamics of group discussion and interaction to present and explain one's point of view clearly and share information and ideas.
- create and deliver simple group/ class presentations on various themes, problems and issues to support or modify one's opinions with reasons and acknowledge others' contributions.
- use conditional sentences.

They have Cut Down the Pines

Pre- reading

- Discuss the title of the poem in groups and predict the content of the poem.

Reading

They have cut down the pines where they stood;
The wind will miss them ——— the rain,
When its silver blind is down.
They have stripped the bark from the wood —
The needly boughs, and the brown
Knobby nuts trodden into the ground.
The kind and friendly trees,
Where all day small winds sound,
And all day long the sun
Plays hide and seek with shadows
Till the multiplying shadows turn to one
And night is here.

The have cut down the trees and ended now
The gentle colloquy of bough and bough.
They are making a fence by creek,
And have cut down the pines for the posts.
Wan in the sunlight for ghosts
The naked trunks lie.
A bird nested there — it will seek
In vain: they have cut down the pines.

Mary Lisle

About the poet

Mary Lisle was born in Riverina New South Wales, Australia in 1897. She contributed poems to periodicals like "The County Life", "The Bulletin", and "The Prism and Vision", etc. She published two collections, "The Secret Fire" (1947), and "The Inlanders" (1968). She died in 1973.

Glossary

Words	Meaning
bark	the outer covering of a tree
bough	a large branch of a tree
colloquy	a conversation
creek	narrow area of water where the sea flows into the land
knobby	having small hard lumps
needly	the thin, hard, pointed leaf of a pine tree
stripped	to remove a layer from something, especially so that it is completely exposed
wan	looking pale and weak

Exercise

Comprehension

A. Answer the following questions.

- Why were the pines cut down?
- Beside the poet, who will badly miss the company of the pines?
- Pick out the lines having personification.
- How has the cutting down of the trees affected nature?
- What picture of the rain does the words "its silver blind is down" give you?
- The poet mourns the cutting down of pines in a way as if she has lost her near and dear mate; why?
- What is the mood of the poem and what effect does it have on you? Describe in detail.
- What is the central idea of the poem?
- What are the effects of deforestation on the environment?

B. Choose the correct option in the following statements.

- And all day long the sun
Plays hide and seek with the shadows
In these lines the poet has used the literary device _____.
a) simile b) metaphor c) personification d) alliteration
- By using the contextual clue, the words closest in meaning to 'trodden' is _____.
a) trampled b) walked c) strolled d) marched
- "The gentle colloquy of bough and bough"
In this line the poet uses the literary device _____.
a) simile b) metaphor c) personification d) rhyme
- "When its silver blind is down"
In this line the phrase 'silver blind' is used as _____.
a) metaphor b) alliteration c) simile d) rhyme
- The tone of the poem is _____.
a) sorrowful b) cheerful c) wrathful d) aggressive

Vocabulary

The following words/ group of words set the tone of the poem. Consult a dictionary (if required) and analyse these words and phrases to know the tone of the poem.

- › cut down the pines
- › wind will miss
- › stripped the bark
- › trodden into the ground
- › the kind, the friendly tree
- › ended now
- › wan
- › seek in vain

Writing

- A. Paraphrase the second stanza of the poem, "They Have Cut Down the Pines".
 B. Write the summary of the poem, "They Have Cut Down the Pines".
 C. Write an expository essay on "Importance of Planting Trees".

Listening and speaking

Divide the class into groups of five students. Share your views in group on importance of trees and plantation. Present your argument precisely. During the discussion wait for your turn and let each speaker finish his/her argument. The team leader of each group may summarise the results of the discussion or can ask one of the students to do so.

Grammar

1. First Conditional

The first conditional is a structure used for talking about possibilities in the present or in the future.

If clause	Main clause
If + subject + verb in the present tense	subject + will + verb
If the weather is nice,	we'll go swimming.
If you study hard,	you will pass the test.

2. Second Conditional

The second conditional expresses unreal situations in the present or future. A second conditional sentence consists of two clauses, an "if" clause and a main clause.

If clause	Main clause
If + subject + verb in the past simple tense	subject + would + verb
If I had a million pounds,	I would buy a big yacht.

A. Complete the Conditional Sentences Type I.

- If you (wash) _____ the dishes, I (cook) _____ dinner tonight.
- If my dad (have) _____ time next week, we (paint) _____ my room.
- You (learn) _____ a lot about American history if you (visit) _____ the exhibition.
- If the weather (be / not) _____ too bad tomorrow, we (play) _____ golf.
- We (get / not) _____ there on time if we (catch / not) _____ the bus.

B. Complete the Conditional Sentences Type II.

- If I (have) _____ more time, I (learn) _____ to play the guitar.
- If she (study) _____ harder, she (get) _____ better marks.
- If we (know) _____ more about history, we (be / not) _____ afraid of the test.
- I (go) _____ jogging with Tahir and Sohail if they (be) _____ here this week.
- It (surprise) _____ me if she (help / not) _____ you.

C. Finish the sentences with a clause in the correct conditional.

- If it is sunny tomorrow _____
- If you sit in the sun too long _____
- If I were you _____
- If I were the Prime Minister _____
- If she had studied harder _____
- If I won the lottery _____
- If I hadn't gone to bed so late _____
- If I hadn't come to London _____

Students Learning Outcomes

After reading the lesson 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.
- apply critical thinking to interact with text and use intensive reading strategies (while-reading) to
 - scan to answer short questions.
 - read silently with comprehension and extract main idea and supporting detail.
 - comprehend / interpret text by applying critical thinking.
- locate appropriate synonyms and antonyms in a thesaurus.
- 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 ideas 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 (e.g. appeal to logic through reasoning, appeal to emotion or ethical belief, relating a personal anecdote or analogy).
- anticipate and respond to opposing arguments by defending point of view with factual evidence, quotations, expert opinion, logical reasoning, and commonly held beliefs.
- use summary skills to extract salient points and develop a mind map to summarize a text.
- use active and passive voice appropriately in speech and writing according to the required communicative function.

Pre-reading

- Have you ever realized that peaceful co-existence is the secret of leading a happy life?

Reading

The Rasool of Islam (ﷺ) had left behind a band of selfless people who dedicated themselves with singleness of purpose to the service of new religion. One of these persons was Hazrat Umar Farooq (رضي الله عنه) who was great both in war and peace. Few persons in the history of mankind have displayed better qualities of head and heart than Hazrat Umar (رضي الله عنه).

Hazrat Umar (رضي الله عنه) was born in Makkah in 40 B.H (before Hijra). His lineage joins that of Rasool's (ﷺ) in the eighth generation. He was one of the seventeen literate persons of Makkah when Hazrat Muhammad (ﷺ) became Rasool. He entered the fold of Islam at the age of 27.

Hazrat Umar (رضي الله عنه) led a very simple life. His standard of living was in no case higher than an ordinary man. Once the Governor of Kufa visited him while he was taking meals comprising of barley bread and olive oil. The Governor said, "Amirul Momineen, enough wheat is produced in your dominions. Why do you not take wheat bread?" Feeling some what offended, the Caliph asked him, "Do you think that wheat is available to each and every person inhabiting my vast dominions?" "No", replied the Governor. "Then how can I take wheat bread unless it is available to all my people", added the Caliph.

Once the envoy of the Roman Emperor set out for Madina attended by a large retinue. He wanted to meet the caliph. He enquired of a passerby, "Tell me please where is the palace of the Caliph?" The Arab was surprised by this strange question. The envoy was escorted to the Masjid of the Nabi (ﷺ) and to his utter astonishment a person who was lying on the bare floor of the mosque was the caliph Umar Farooq (رضي الله عنه), the greatest ruler of his time, whose armies held sway over the three known continents of the world.

Everyone had easy access to Hazrat Umar رضي الله عنه and every person was free to question his actions. Once he said, "I have no more authority over the Bait-ul-mal than a custodian has over the property of an orphan. If I had been well-to-do, I would not accept an honorarium. If not, I would draw a little to meet the ordinary necessities of life. Brothers! I am your servant and you should neither unnecessarily hoard nor waste. I must work for the welfare and prosperity of our people". Once a person shouted in public meeting, "O Umar! fear Allah". The audience wanted to silence him but the Caliph prevented them from doing so. Saying "If such frankness is not exhibited by the people, they are good for nothing and if we do not listen to them, we would be like them".

He took particular care to emphasize that there should not be much distinction between the ruler and the ruled and the people should have an easy and free access to the highest authority of the state. Every Governor had to sign a bond on his appointment that he would put on coarse cloth and would eat coarse bread and that the complainant would have an easy access to his presence at any time.

Hazrat Umar رضي الله عنه was kind and sympathetic to the needy. Unstinted service to humanity was his foremost concern. He roamed about at night often under cover in order to acquaint himself with the condition of his people. One night as he was roaming outside Madina, he observed in a house a woman cooking something and two children sitting beside her crying for food. After waiting for some time, he asked the woman what the matter was. She told him that the children were hungry, that there was nothing in the kettle except water and a few pieces of stones and that she was lulling them to believe that food was being cooked for them. The Caliph without disclosing his identity hurried to Madina, three miles away, brought a bag of flour and was not content until the appetite was satisfied. The next day he called again to apologise to the woman for his negligence



and fixed a dole for her. Honesty and integrity were the highest virtues in the character of the second caliph. Once during his illness, his Physician prescribed honey for him. Tons of honey was kept in the Bait-ul-mal but he did not take a drop of it unless he was permitted by the people's committee. His wife, Umme Kalsum, once presented a few bottles of perfumes to the Empress of Rome. The Empress returned the bottles filled with precious stones. When Hazrat Umar رضي الله عنه learned of it, he deposited the jewels in the Bait-ul-Mal. Tradition makes the Rasool ﷺ of Islam say "if Allah had wished that there should have been another Nabi after me, he would have been none other than Umar رضي الله عنه".

Glossary

Words	Meaning
lineage	the series of families that somebody comes from originally; ancestry or pedigree.
dominion	authority to rule; control
retinue	a group of people who travel with an important person to provide help and support
astonishment	a feeling of very great surprise
sway	to move slowly from side to side
honorarium	a payment given for professional services that are rendered nominally without charge.
custodian	a person who has responsibility for taking care of or protecting something
hoarded	accumulate (money or valued objects) and store away
unstinted	given or giving generously in a way that does not stop and is always generous
lull	calm or send to sleep, typically with soothing sounds or movements

dole	benefit paid by the state to the unemployed
negligence	the failure to give somebody/something enough care or attention
appetite	physical desire for food

Exercise

Comprehension

A. Answer the following questions.

- Why did Hazrat Umar Farooq (رضي الله عنه) deposit the jewels, given by the empress of the Rome to Hazrat Umar's (رضي الله عنه) wife, in the Bait-ul-Mal?
- Hazrat Umar (رضي الله عنه) was one of those people who served the new religion with singleness of purpose. Describe the services of Hazrat Umar (رضي الله عنه) to Islam in the context of this statement.
- Humility and simplicity were the hallmarks of Hazrat Umar's (رضي الله عنه) rule. Support this view by giving evidences from the given text.
- Why did Hazrat Umar (رضي الله عنه) not eat wheat bread?
- How did Hazrat Umar (رضي الله عنه) ensure his own accountability and the accountability of his governors before the public during his government?

B. Choose the correct option.

- "Hazrat Umar's (رضي الله عنه) standard of living was in no case higher than an ordinary man". This shows that as caliph his lifestyle was _____.
a) opulent b) luxuriant c) austere d) lavish
- Hazrat Umar (رضي الله عنه) felt offended when the governor of Kufa proposed eating wheat instead of barley because _____.
a) he did not like wheat b) barley was his favourite food
c) the poor could not afford wheat d) the poor did not like wheat

- What according to the text was not the part of Hazrat Umar's (رضي الله عنه) personality?
a) humbleness and simplicity b) luxury and display of wealth
c) justice and impartiality d) bravery and modesty
- Feeding the hungry children of the old woman is an excellent example of _____.
a) humanism and social welfare of disadvantaged
b) political vigilance and bravery
c) fearlessness and courage
d) criminal justice
- After reading the text of the lesson "Hazrat Umar Farooq (رضي الله عنه)", it can be concluded that the central point of Hazrat Umar's (رضي الله عنه) rule was _____.
a) welfare of people b) expansion of his dominion
c) amassing wealth in bait-ul-mal d) punishing the wrong-doers

Vocabulary

A. Scan the text for five adjectives. Consult a thesaurus for the synonyms that are closest in meaning to the contextual meaning. Now change these synonyms into adverbs of manner and use them in your own sentences as per the following table.

Adjectives from the text	Synonyms closest in meaning to contextual meaning	Adverb of manner	Sentences

B. Form verbs from these words:

protection	reduction	initiation	expansion	pleasure
food	congratulation	tight	response	

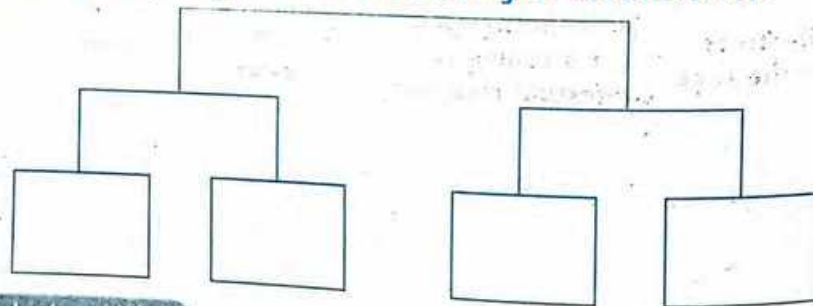
C. The word "unique" demonstrate the following spelling rule.
When using "qu" to make the "k" sound at the end of the word, add an "e".

Write these words in your notebook and complete them with correct spelling of "qu" producing 'k' sound. Then use each word in a sentence.

1. mysti _____
2. physic _____
3. techni _____
4. bouti _____

D. Family tree is talking about your family history. It is like you start telling from your grandfather and grandmother. How many children they have (male and female)? Their children come after them. Then your father and mother. Their children (your siblings). Now try to make a family tree. Take help from your teacher.

Make your family tree and show it to your teacher/class.



Teacher's guideline

The teacher should guide the students to make the family tree.

Writing

- A. Write a summary of the lesson "Hazrat Umar Farooq (رضي الله عنه)".**
- B. Write a persuasive essay, having a thesis sentence, "Hazrat Umar (رضي الله عنه) devoted himself to the welfare of his countrymen - not as a ruler but as a servant".**
- C. Translate the text of the incident of feeding the hungry children of the the old woman by Hazrat Umar (رضي الله عنه) into Urdu.**

Listening and speaking

Consult some authentic sources from library and prepare a class presentation on the topic, "comparison and contrast of Hazrat Umar's (رضي الله عنه) administration with the present day administration of Pakistan". Present it before the class with clarity and support the topic with effective factual information.

Grammar

Active and Passive Voice

Active voice describes a sentence where the subject performs the action stated by the verb. In passive voice sentences, the subject is acted upon by the verb.

Examples:

- Saleem changed the flat tyre. **(active)**
The flat tyre was changed by Saleem. **(passive)**
- I ran the obstacle course in record time. **(active)**
The obstacle course was run by me in record time. **(passive)**
- Mom read the novel in one day. **(active)**
The novel was read by Mom in one day. **(passive)**
- I will clean the house every Saturday. **(active)**
The house will be cleaned by me every Saturday. **(passive)**
- Tahir painted the entire house. **(active)**
The entire house was painted by Tahir. **(passive)**

A. Decide whether the sentences are written in Active or Passive.

1. Boys like to play soccer.
2. This room has been painted blue.
3. Cricket is played in Australia.
4. I am given a book.
5. We have lost our keys.
6. You might see dolphins here.
7. The report must be completed by next Friday.
8. They were singing a song in the lesson yesterday.

B. Rewrite the following sentences so that the verbs will be in the active voice.

1. We are taught grammar by Mrs. Sikandar.
2. He was praised by the teacher.
3. The injured were taken to the hospital by the firemen.
4. The town was destroyed by an earthquake.
5. The teacher was pleased with the boy's work.
6. The building was damaged by the fire.
7. By whom were you taught English?
8. You will be given a ticket by the manager.

**Unit
14**

The Model Millionaire

(by Oscar Wilde, with slight modifications to suit social and cultural sensitivities)

Students Learning Outcomes

After reading the lesson 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.
- read text to make predictions about story line / content, characters, using contextual clues and prior knowledge.
- 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.
- analyze a simple sample book review of a story book to write one.
- write a book review of a simple story book:
 - write a summary of the book.
 - gather information about the author.
 - evaluate the plot, character and setting.
 - prepare an outline for the book review.
 - write, revise, and proof read the review.
- select and use appropriate expression for various functions:
 - express satisfaction/ dissatisfaction, approval/ disapproval, and agreement/ disagreement (fully and partially) politely.
 - express refusal politely.
- recognize the rules of and change the narration of statements, requests/ orders and questions.

Pre-reading

- ▷ If you were a millionaire, what would you do?

Reading

Hughie Erskine, a French aristocrat was soft-hearted, well-mannered and good looking with brown curly hair and grey eyes. He was very popular in his circle because of his good demeanour, gentle heart and unaffected plainness. He was once a successful tea merchant but a slump in tea trade badly affected his business. Consequently, he had to dismantle his trade. After that he tried his luck at everything but could not succeed in any business at all. Ultimately he became nothing but a delightful, ineffectual young man with a perfect profile and no profession except meagre resources from his farms. Another predicament that troubled him greatly was the issue of his unsettled marriage. In the hey days of his tea-trade, Hughie's mother asked Colonel Martin for the hand of his daughter, Laura Martin, for her son. Seeing the thriving business of Hughie, the colonel readily agreed to give his daughter's hand in engagement. However, the consistent fiasco of his career in business made the colonel change his mind. Whenever Hughie's mother would approach the colonel for the marriage of her son with Laura Martin, he would bluntly say, "Come to me, when your son has got ten thousand pounds, and we will see about it." Hughie looked very glum in those days, and would often go to his friend, Alan Trevor for consolation. Trevor was a painter and famous artist. He was a real master, and his pictures were eagerly sought after.

One morning, when Hughie came to Trevor's studio he found him giving finishing touches to a wonderful life-size picture of a beggar-man. The beggar himself was standing on a raised platform in a corner of the studio. He was a wizened old man, with a face like wrinkled parchment, and a most piteous expression. Over his shoulders was flung a coarse brown cloak, all tears and tatters; his thick boots were patched and cobbled, and with one hand he leant on a rough stick, while with the other he held out his battered hat for alms. "What an amazing model!" whispered Hughie, as he shook hands with his friend. "An amazing model?" shouted Trevor at the top of his voice; "I should think so! Such beggars as he are not to be met with every day. Poor old chap!"

English X

said Hughie, "How miserable he looks! But I suppose, to you painters, his face is his fortune?"

"Certainly," replied Trevor, "You don't want a beggar to look happy, do you?"

"How much does a model get for sitting?" asked Hughie, as he found himself a comfortable seat on a divan.

"A shilling an hour."

"And how much do you get for your picture, Alan?"

"Oh, for this I get two thousand!"

"Pounds?"

"Guineas" replied Trevor. "Well, I think the model should have a percentage," cried Hughie, laughing; "they work quite as hard as you do."

"It's all very well, Hughie, for you to talk, but I assure you that there are moments when art almost attains to the dignity of manual labour."

After some time the servant came in, and told Trevor that the frame maker wanted to speak to him.

"Don't run away, Hughie," he said, as he went out, "I will be back in a moment."

The old beggar-man took advantage of Trevor's absence to rest for a moment on a wooden bench that was behind him. He looked so forlorn and wretched that Hughie could not help pitying him, and felt in his pockets to see what money he had. All he could find was a sovereign and some coppers. "Poor old fellow," he thought to himself, "he wants it more than I do," and he walked



English X

across the studio and slipped the sovereign into the beggar's hand. The old man startled, and a faint smile flitted across his withered lips. "Thank you, sir," he said, "thank you."

Then Trevor arrived, and Hughie took his leave, and walked home. That night he strolled into the cafe at about eleven o'clock, and found Trevor sitting by himself in the coffee-room drinking hot cappuccino.

"Well, Alan, did you get the picture finished all right?" he said, as he ordered his cup of black coffee.

"Finished and framed, my boy!" answered Trevor; "and, by the bye, you have made a conquest. That old model you saw is quite devoted to you. I had to tell him all about you - who you are, where you live, what your income is, what prospects you have -"

"My dear Alan," cried Hughie, "I shall probably find him waiting for me when I go home. But of course you are only joking. Poor old wretch! I wish I could do something for him. I think it is dreadful that any one should be so miserable. I have got heaps of old clothes at home - do you think he would care for any of them? Why, his rags were falling to bits."

"But he looks splendid in them," said Trevor. "I wouldn't paint him in a frock coat for anything what you call rags I call romance. However, I'll tell him of your offer."

"You don't mean to say you talked to him about me?" said Hughie.

"Certainly I did. He knows all about the relentless colonel, your marriage, and the £10,000."

"You told that old beggar all my private affairs?" cried Hughie, looking very red and angry.

"My dear boy," said Trevor, smiling, "that old beggar, as you call him, is one of the richest men in Europe. He could buy all London to-morrow without overdrawing his account. He has a house in every capital, dines off gold plate."

"What!" exclaimed Hughie.



"What I say," said Trevor. "The old man you saw to-day in the studio was Baron Hausberg. He is a great friend of mine, he gave me a commission a month ago to paint him as a beggar. And I must say he made a magnificent figure in his rags."

"Baron Hausberg!" cried Hughie. "Good heavens! I gave him a sovereign!"

"Gave him a sovereign!" shouted Trevor, and he burst into a roar of laughter.

"My dear boy, you'll never see it again. I think you might have told me, Alan" said Hughie sulkily, "and not have let me make such a fool of myself."

"Well, to begin with, Hughie," said Trevor, "It never entered my mind that you went about distributing alms in that reckless way. And when you came in I didn't know whether Hausberg would like his name mentioned. You know he wasn't in his own dress."

"What a duffer he must think me!" said Hughie.

"Not at all. He was in the highest spirits after you left; kept chuckling to himself and rubbing his old wrinkled hands together. I couldn't make out why he was so interested to know all about you; but I see it all now."

"I am an unlucky fellow," growled Hughie. "The best thing I can do is to go to bed; and, my dear Alan, you mustn't tell anyone."

"Nonsense! It reflects the highest credit on your philanthropic spirit, Hughie. And don't run away. Have another cup of coffee."

However, Hughie wouldn't stop, but walked home, feeling very unhappy, and leaving Alan Trevor in fits of laughter.

The next morning, as he was at breakfast, the servant brought him up a card on which was written, "Mr. Gustave Naudin, from Baron Hausberg". "I suppose he has come for an apology," said Hughie to himself; and he told the servant to show the visitor up.

An old gentleman with gold spectacles and grey hair came into the room, and said, "Have I the honour of addressing Monsieur Erskine?"

Hughie bowed and said, "Yes sir."

"I have come from Baron Hausberg", he continued. "The Baron -"

"I beg, sir, that you will offer him my sincerest apologies," stammered Hughie.

"The Baron", said the old gentleman with a smile, "has commissioned me to bring you this letter", and he extended a sealed envelope.

On the outside was written, "A wedding present to Hugh Erskine, from an old beggar," and inside was a cheque for £10,000.

When he married Alan Trevor was the best man, and the Baron made a speech at the wedding breakfast.

"Millionaire models," remarked Alan, "are rare enough; but, by Jove, model millionaires are rarer still!"

Glossary

Words	Meaning
aristocrat	people born in the highest social class, who have special titles
demeanour	the way that somebody looks or behaves
prosaic	commonplace; unromantic
fascinating	attracting the strong attention and interest of someone
ineffectual	(of a person) lacking the ability or qualities to fulfil a role or handle a situation
glum	looking or feeling dejected
parchment	a stiff, flat, thin material made from the prepared skin of an animal, usually a sheep or goat, and used as a durable writing surface in ancient and medieval times
wizened	shrivelled or wrinkled with age
battered	(of a thing) damaged by age and repeated use
divan	long, low sofa without a back or arms
guineas	the sum of £1.05 (21 shillings in pre-decimal currency), now used mainly for determining professional fees and auction prices
sovereign	a former British gold coin worth one pound sterling, now only minted for commemorative purposes

coppers	brown coins of low value made of copper or bronze
hansom	a two-wheeled horse-drawn cab accommodating two inside, with the driver seated behind
flitted	move swiftly and lightly
sulkily	behaving in unpleasant and angry way because you are unhappy about something
slump	to fall in price, value, number, etc., suddenly and by a large amount
predicament	a difficult or an unpleasant situation, especially one where it is difficult to know what to do
fiasco	something that does not succeed, often in a way that causes embarrassment

Exercise

Comprehension

A. Answer the following questions.

1. What was Hughie's financial status?
2. What condition was laid down by the colonel for Hughie's marriage to his daughter?
3. Was Alan a good painter? What makes you think that?
4. Describe the role of Colonel Marton in the story. Would you describe him as a negative character or not? Why?
5. Draw the character sketch of Erskine Hughie in the story "The Model Millionaire"?
6. Describe the climax of the story in your own words. Also, present a sketch of how you would have ended the story, had you been the writer.
7. What is the theme of the story "The Model Millionaire"?

B. Choose the correct option.

- In "The Model Millionaire", what does Colonel Marton want from Hughie before he would allow him to marry his daughter?
 - patience
 - financial stability
 - faithfulness
 - commitment
- All of these traits may be used to describe Hughie Erskine from "The Model Millionaire" except _____.
 - greedy
 - personable
 - handsome
 - unlucky
- "His pictures were eagerly sought after". In the sentence the antonym of the word "eagerly" is _____.
 - indifferently.
 - differently
 - enthusiastically
 - expectantly
- The theme of the story, "The Model Millionaire" is _____.
 - work is worship
 - hard work never fails
 - art is long but life is short
 - kindness begets kindness
- In Oscar Wilde's "The Model Millionaire", Alan considered the model's face his fortune because _____.
 - he looked miserable
 - he was very poor
 - he looked happy
 - he looked serious
- In Oscar Wilde's "The Model Millionaire", Baron Hausberg was interested in knowing about Hughie because _____.
 - Hughie was young and handsome
 - Hughie was jobless
 - Hughie was sympathetic
 - Hughie was arrogant

Vocabulary

Find out the meaning of the following words and identify their parts of speech through abbreviations used in dictionary.

philanthropic

chuckling

patched

strolled

cobbled

Writing

Student Book Review (fictional / story book)

What is a Book Review?

A book review is a form of literary criticism in which a book is analyzed based on content, style, and merit. A book review may be a primary source, opinion piece, summary review or scholarly review. A book review's length may vary from a single paragraph to a substantial essay.

How to review a book.

To review a book, keep in mind the following sequential steps.

1. Author and Title

Provide information about author and his/her popularity and title and also tell whether the author has written any book before this book or it is his/her first attempt.

2. Short summary

Provide a short summary of the plot in your own words that does not give away (or spoil) the exciting parts of the story. Make sure that you write with expression and that your topic sentence "hooks" the reader. Finally, try not to include opinions in this portion of the review.

3. Genre of the book

Tell the reader about the category of the book: historical fiction, mystery, fantasy, etc.

4. Additional Information

In this section you will include some additional information about the book or author so that the readers can better understand your recommendation.

Examples include:

a. Favorite quotation:

Introduce the quotation so that the reader can understand what's happening in

that part of the story. Make sure to use quotation marks and explain to the reader why you liked the quotation.

b. Favorite character: Describe your favorite character and his traits. Was the character believable?

c. Author's purpose:

Why do you think the author wrote this book? Was it to persuade, entertain, inform, or teach?

5. Recommendation

Tell the readers if you would recommend the book. Explain why you would or would not recommend this book to others. Be specific so that your readers really understand what you liked or disliked about the book.

Go to library and select a story book and write its review in the pattern given above.

Listening and speaking

Expressing refusal politely

One way to accidentally offend someone is by being too direct when saying no. We decline requests, offers, and invitations in a certain way, and that simply saying "no" or "no thanks" isn't always acceptable.

We often do three things to politely say no :

1. Make a statement of regret.

(I'm sorry..., I'd really like to, but...I appreciate the offer, but..., etc.)

2. Explain why the answer is no.

(I'm really busy right now, we aren't available that weekend, etc.)

3. Offer an alternative, if possible.

(I might be able to do it next week, Jamshed might be able to help you with that, etc.)

Some examples of expressions we use to say "no".

a. Polite ways to say "no" to a request

I'd love to help you, but right now I'm really busy with...

I wish I could, but right now I need to focus on...

Normally I'd be able to, but right now I have to....

b. Polite ways to say "no" to an offer

I appreciate the offer, but...

That would be great, but I'm already working on...

Thank you for the offer, but my schedule is full at the moment.

c. Polite ways to say "no" to invitations to social events

That sounds great, but....

I'm sorry I can't come that night. I have to....

I really appreciate the invitation, but

Break students into two groups (A and B). Student from group A should ask the question, and student from group B are to politely say "no".

Grammar

Direct and Indirect Speech

A. Change the following Assertive Sentences into Indirect Speech.

1. Boys said, "It has been raining since morning. We cannot play today."

2. She said to him, "I am leaving now and shall return after two hours."

3. The girl said to me, "My father went to the market and brought toys for me."

4. Her husband said to her, "I shall not go to the office today as I am not feeling well."

5. My father said to me, "I fear that you have caught cold again."

B. Change the following Interrogative Sentences into Indirect Speech.

1. The doctor said to his patient, "Are you taking the medicine prescribed to you regularly?"
2. Her friend said to her, "Can you spare your book for me for a week?"
3. She said to him, "Can I do anything for you?"
4. His mother said to him, "Will you come home in the evening in time?"
5. His friend said to him, "Did I not warn you against this before hand?"

C. Change the following Exclamatory Sentences into Indirect Speech.

1. The woman said, "What a beautiful child this is!"
2. His aunt said, "What a pleasant surprise to see you here!"
3. Hameed said, "How unlucky I am that I cannot find out any solution!"
4. The captain said, "Bravo! Well done, boys!"
5. The leader said, "Alas! We have lost the game."

D. Change the following imperative sentences into Indirect Speech.

1. The land lord said to his servant, "Go away and leave the room at once."
2. She said to her maid servant, "Bring me a glass of water."
3. The teacher said to the boys, "Do not waste your time."
4. Mother said to her son. "Work hard lest you should fail."
5. The doctor said to the patient, "Do not smoke."

Unit 15

Opportunity

Students Learning Outcomes

After reading the lesson 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.
- read a poem and give orally and in writing
 - Theme and its development.
 - Personal response with justification.
 - Paraphrase/ summary.
 - replace poetic words with simple ones.
- read and analyze how a writer/ poet uses language to
 - appeal to the senses through use of figurative language including similes and metaphors.
 - affect meaning through use of synonyms with different connotations and denotations.
 - create imagery.
- read and recognize literary techniques such as repetition, personification and alliteration.
- enhance and use appropriate vocabulary and correct spelling in speech and writing to understand connotations and denotations; explore the use of synonyms with varying shades of meaning used for various purposes
- write a persuasive/argumentative essay on a given topic
- apply rules of capitalization wherever applicable.
- illustrate use of punctuation marks learnt earlier.
- recognize and use hyphen to indicate the division of a word at the end of a line.
- recognize and use dash as a separator to indicate that a sentence has been broken off, or to indicate a new direction of thought.

Pre- reading

- Look at the title of the poem and predict what the poem is about?

Reading

THEY do me wrong who say I come no more
When once I knock and fail to find you in;
For every day I stand outside your door
And bid you wake, and rise to fight and win.

Wail not for precious chances passed away!
Weep not for golden ages on the wane!
Each night I burn the records of the day--
At sunrise every soul is born again!

Dost thou behold thy lost youth all aghast?
Dost reel from righteous Retribution's blow?
Then turn from blotted archives of the past
And find the future's pages white as snow.

Art thou a mourner? Rouse thee from thy spell;
Art thou a sinner? Sins may be forgiven;
Each morning gives thee wings to flee from hell,
Each night a star to guide thy feet to heaven.

Laugh like a boy at splendors that have sped,
To vanished joys be blind and deaf and dumb;
My judgments seal the dead past with its dead,
But never bind a moment yet to come.

Though deep in mire, wring not your hands and weep;
I lend my arm to all who say "I can!"
No shame-faced outcast ever sank so deep
But yet might rise and be again a man!

English X

by Walter Malone

About the poet

Walter Malone (1866-1915) Was Born in De Soto County, Mississippi, 1866; died in Memphis, Tennessee, 1915. While his epic "De Soto" is a well-sustained work, it is by the brief lyric, "Opportunity", that Walter Malone will live in the public heart.

Glossary

Words	Meaning
wail	a prolonged high-pitched cry of pain, grief, or anger
on the wane	becoming weaker or less extensive
behold	see or observe (someone or something, especially of remarkable or impressive nature)
aghast	filled with horror or shock
righteous	morally right or justifiable
Retribution	punishment inflicted on someone as vengeance for a wrong or criminal act
blotted	marked or stained
vanished	disappear suddenly and completely
mire	complicated or unpleasant situation from which it is difficult to extricate oneself
outcast	person who has been rejected or ostracized by their society or social group

Exercise**Comprehension**

A. Answer the following questions.

- Who is the speaker in the poem?
- It is a commonly held belief that opportunity knocks once at the door; but this belief is rejected outright by opportunity herself. Why?

English X

- What is the advice of "Opportunity" to those who have failed or lost opportunity in the past?
- What was the effect of this poem, "Opportunity" on you? Describe your response in your own words.
- What is the key theme of the poem, "Opportunity"? Explain the various themes discussed in the poem.
- Point out some of the poetic devices used by the poet in the poem 'Opportunity' and identify the line/lines.

B. Choose the correct option.

- To describe opportunity, the poet has employed the technique of _____.
a) alliteration b) simile c) personification d) metaphor
- By using the contextual clues the words closest in meaning to the phrase 'reel from' is _____.
a) upset about b) rush from c) abstain from d) think over
- "Dost reel from righteous Retribution's blow?" In this line the poet has used the technique of _____.
a) alliteration b) metaphor c) personification d) simile
- "And find the future's pages white as snow". In this line the word 'snow' is used as _____.
a) simile. b) metaphor c) repetition d) personification
- The mood of the poem, "Opportunity" is _____.
a) hopeful b) hopeless c) sorrowful d) cheerful

Vocabulary

- A. Look at the words in the table below, besides its surface meaning these words have been purposely used to give depth to the meaning of the poem. Consult a dictionary for its literal sense and try to find out its conceivable connotations.

Word	dictionary/denotative meaning	conceivable connotations
knock		
wake		

fight		
win		
born		
hell		
heaven		
mire		
rise		

- B. Scan the poem, "Opportunity" for poetic words and make a list of them. Substitute these words with simple everyday words.

Writing

- Write an expository paragraph on the message of the poem, "Opportunity". Explain in your writing how effective or not the message of the poem is.
- Paraphrase the first and last stanza of the poem 'Opportunity'.
- "Opportunity is missed by most people because it is dressed in overalls and looks like work". Develop a mind map on this quote and write a detailed persuasive essay with help of this mind map.

Listening and speaking

Divide the class into groups of five students each and share your ideas with the class on the opportunities of employment available to youth of Pakistan.

Teacher's guideline:

Explain to the students the poetic words.

Grammar

A. Use appropriate punctuation marks (full stop, colon, semi colon, hyphen, quotation marks and question mark) in the following sentences.

1. We had a great time in Peshawar the kids really enjoyed it
2. Some people work best in the mornings others do better in the evenings
3. What are you doing next weekend
4. Mother had to go to hospital she had heart problems
5. It is a fine idea let us hope that it is going to work
6. Sorry to disturb you could I speak to you for a moment
7. We will be arriving on Monday morning at least I think so
8. In the words of Murphy's Law Anything that can go wrong will go wrong

B. Place the appropriate mark (selecting from the dash, ellipses or brackets) where needed in the following sentences. Cross out any misplaced marks. If the sentence is correct as written, indicate with a "C."

1. "I'm excited about the party, yet."
2. "I had never met him before last night when he came to my house," Aslam explained.
3. I remember a time when everyone used to quote famous appeal, "Ask not what your country can but what you can do for your country."
4. Tariq hesitated at first, but then he said, "well, you are welcome to stay in the guest room."
5. All the children six sisters two half-sisters and four full sisters and two brothers were at their parents' home for the celebration.

C. Correct the paragraph by adding appropriate punctuation and capitalization.

atif is one of the most laid-back people i know he is tall and slim with black hair and he always wears a t-shirt and black jeans his jeans have holes in them and his baseball boots are scruffy too he usually sits at the back of the class and he often seems to be asleep however when the exam results are given out he always gets an "A" i don't think hes as lazy as he appears to be

Review Unit 11 - 15

A. Do as directed.

1. Amjad is a successful writer. (Change into negative)
2. It is raining cats and dogs. (Change into interrogative)
3. She does not eat meat or fish. (Change into affirmative)
4. It was careless of him to leave the door unlocked. (Change into exclamatory)
5. My mother makes delicious cookies. (Change into negative)
6. She writes with her left hand. (Change into interrogative)
7. I do not have two sisters. (Change into affirmative)
8. She was clever to solve the problem that way. (Change into exclamatory)

B. Choose the correct option for the following sentences.

1. A subject and a verb that cannot stand alone is called a _____.
a) simple sentence b) independent clause
c) dependent clause d) complex sentence
2. Since we had only gone a mile from camp, we could turn back before dark.
a) a simple sentence b) a compound sentence
c) a complex sentence d) a dependent clause
3. I know you don't like him, but that doesn't matter.
a) a simple sentence b) a compound sentence
c) a complex sentence d) a main clause
4. While the dinner was being served, Sana sneaked in through the side door.
a) a simple sentence b) an independent clause
c) a compound sentence d) a complex sentence
5. Those clouds promise snow; we might get another snow day off from school.
a) a simple sentence b) a compound sentence
c) a complex sentence d) a phrase

C. Choose the correct option to complete the conditional sentences.

- What would you _____ if you won the lottery?
a) do b) did c) was doing d) was do
- She wouldn't be nervous if she _____ her homework.
a) would do b) did c) does d) do
- If my grandfather _____ alive, he _____ 110 years old.
a) were / was b) would be / were c) was / will be d) were / would be
- If you printed on both sides, you _____ paper.
a) were saved b) saved c) would save d) would be save
- We _____ football if the weather were good.
a) would be able to play b) would were able to play
c) were able to play d) will be able to play
- If you _____ a bike you wouldn't cycle to school.
a) don't have b) didn't have c) not had d) weren't have
- The film _____ more interesting if it _____ a happy ending.
a) would be / has b) were / would have
c) was / would have d) would be / had
- If my father _____ me a ticket, I _____ to the cinema.
a) didn't buy / wouldn't go b) weren't buy / won't go
c) wouldn't buy / didn't go d) wasn't buy / won't go

D. Choose the correct passive voice for the following sentences.

- They probably won't attend lecture tomorrow.
a) The lecture probably not attended by them tomorrow.
b) The lecture probably won't be attended by them tomorrow.
c) The lecture not probably attended by them tomorrow.
d) The lecture probably won't been attended by them tomorrow.
- He was driving a car, when accident occurred.
a) A car driven by him, when the accident occur.
b) A car was driven by him, when the accident occur.
c) A car was been driven by him, when the accident occurred.
d) A car was being driven by him, when the accident occurred.

3. Who designed a car?

- By whom a car designed? b) By whom a car had designed?
 - By whom was a car designed? d) By whom a car was being designed?
- They took her to the hospital yesterday.
a) She was taken to the hospital yesterday.
b) She taken to the hospital yesterday.
c) She had taken to the hospital yesterday.
d) She was took to the hospital yesterday.
 - People visit Murree in hot summer season.
a) Murree visited by people in hot summer season.
b) Murree is visited by people in hot summer season.
c) Murree has visited by people in hot summer season.
d) Murree is being visited by people in hot summer season.

E. Select the correctly punctuated sentence.

- Spain is a beautiful country; the beache's are warm, sandy and spotlessly clean.
 - Spain is a beautiful country: the beaches are warm, sandy and spotlessly clean.
 - Spain is a beautiful country, the beaches are warm, sandy and spotlessly clean.
 - Spain is a beautiful country the beaches are warm, sandy and spotlessly clean.
- The children's books were all left in the following places: Mrs Faisal's room, Mr Fakhar's office and the caretaker's cupboard.
 - The children's books were all left in the following places; Mrs Faisal's room, Mr Fakhar's office and the caretaker's cupboard.
 - The childrens books were all left in the following places: Mrs Faisals room, Mr Fakhars office and the caretakers cupboard.
 - The children's books were all left in the following places, Mrs Faisal's room, Mr Fakhar's office and the caretaker's cupboard.

Revision

- 3.
- a) She always enjoyed sweets; chocolate, marshmallows and toffee apples.
 - b) She always enjoyed: sweets, chocolate, marshmallows and toffee apples.
 - c) She always enjoyed sweets chocolate marshmallows and toffee apples.
 - d) She always enjoyed sweet's, chocolate, marshmallow's and toffee apple's.

- 4.
- a) Sarah's uncle's car was found without its wheels in that old derelict warehouse.
 - b) Sarah's uncle's car was found without its wheels in that old, derelict warehouse.
 - c) Sarahs uncles car was found without its wheels in that old, derelict warehouse.
 - d) Sarah's uncle's car was found without it's wheels in that old, derelict warehouse.

- 5.
- a) I can't see Tahir's car, there must have been an accident.
 - b) I cant see Tahir's car; there must have been an accident.
 - c) I can't see Tahir's car there must have been an accident.
 - d) I can't see Tahir's car: there must have been an accident.

F. Change the following sentences into indirect.

1. Jaffar said, "I love this town."
Jaffar said _____
2. "Do you like football?", he asked me.
He asked me _____
3. "I can't drive a lorry", he said.
He said _____
4. "Be nice to your brother", he said.
He asked me _____
5. "Don't be nasty", he said.
He urged me _____

The Seeking of Knowledge
is obligatory
for every Muslim.

"Corruption erodes
society"