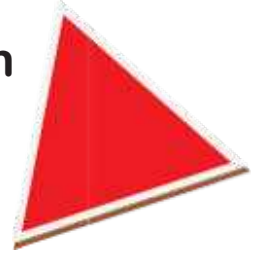




Test Edition



SECONDARY STAGE

English Book One
FOR CLASS IX



Sindh Textbook Board, Jamshoro.

Published by:

Sh. Shaukat Ali & Sons

Urdu Bazar, Ext. M.A. Jinnah Road, Karachi.

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Prepared and produced by the Sindh Textbook Board in collaboration with the Society of
Pakistan English Language Teacher (SPELT) and prescribed by the School Education &
Literacy Department, Government of Sindh for schools in the province of Sindh.
Reviewed by the Directorate of Curriculum Assessment and Research (DCAR)
Jamshoro, vide letter No. S.O (G-III) SELD/3-910/19 dated 05-07-2019

Patron in Chief

Ahmed Bakhsh Narejo

Chairman, Sindh Textbook Board

Authors

Prof. Fatima Shahabuddin

Ms. Rahila Waqar

Ms. Rehmat Ebrahim

Honorary Contributors

Ms. Adeeba Ahmed

Farhana Naz Siddiqui

Afsheen Bashir

Mateen Ahmed Shaikh

Razia Azhar Shaikh

Shabana Iris

Reviewers

Prof. Sayed Qalander Shah

Prof. Abdul Hadi Memon

Abdul Fahim Noonari

Rajesh Goshwani

Tahseen Malik

Ms. Shabana Iris

Prof. Fatima Shahabuddin

Sayed Saleh Muhammad Shah

Sudheer Ahmed Memon

Ajeeb Ahmed Noonari

Muhammad Ayaz Shah

Section Incharge

Abdul Wadood

Coordinator

A. Fahim Noonari

Proof Reading

Ajeeb Ahmed Noonari

Printed at: Sindh Offset Printers & Publishers, Karachi.

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UNIT 1 ETHICS – CHARACTER BUILDING

What will I learn?

1.1 Reading

- Use pre-reading strategies to predict the content of a text from key words by using prior knowledge, asking questions and using contextual clues
- Skim Text to have a general idea of the text
- Infer themes/ main idea
- Deduce the meaning of difficult words from context
- Make simple inferences using the context of the text
- Locate examples to support a viewpoint/ opinion
- Scan for facts and opinions
- Use summary skills to extract salient points

1.2 Listening and Speaking

- Share information/ideas

1.3 Language Practice

- Rules of conditional sentences (second conditional)
- Rectify faulty capitalization and punctuation in given passages

1.4 Writing

- Write a descriptive essay
- Analyse letters to the editor complaining about a problem/issue to note the differences of conventions, vocabulary, style and tone.
- Write a letter to the editor complaining about a problem/issue. Use the appropriate format, layout, and tone.

1.5 Study Skills

- Editing

1.6 Fun

- Creating a colourful travel brochure

UNIT 1.1 READING COMPREHENSION

Pre-Reading

1. Write on a piece of paper one quality that you think a good human being should have.
2. Fold the paper and keep it with you.
3. Form groups of six. All the students should put their slips on the table and mix them up.
4. Pick up one slip at a time and discuss why that quality is good and how it can make life better for an individual and for the society in which we live.

Reading Text

The Last Sermon of the Holy Prophet (S.A.W)

Our Holy Prophet Muhammad (S.A.W) is the last of the Prophets. Holy Prophet Muhammad (S.A.W) was born in 571 AD at Makkah Saudi Arabia, in a respected Quraish family. The Quraish used to worship idols and did not believe in one God. Prophet Muhammad (S.A.W), asked the Quraish not to worship their false gods. He told them that he was the Prophet of Allah and asked them to accept Islam and to worship the One and only true God. Most of them refused to accept Islam. They thought that he was against their gods and their ancestors. They opposed this new faith so much that the Prophet (S.A.W) had to ask the believers to migrate to Yathrib, a city 320 km (200 miles) north of Makkah.

But, with time, as many people started accepting his message and converting to Islam, the Quraish became more aggressive and started making attempts on his life. Hence, when Prophet Muhammad (S.A.W) got positive signals from Yathrib, he also decided to emigrate there. After eight days' journey, he reached the outskirts of Yathrib, on 28th June 622; but he did not enter the city directly. He stopped at a place called Quba', a place some miles from the main city, and built a mosque there.

On 2nd July 622, Prophet Muhammad (S.A.W) entered the city. This event is known as "Hijra" and marks the beginning of the Islamic calendar. Yathrib was soon renamed *Madinat un-Nabi* (literally "City of the Prophet"), but *un-Nabi* was soon dropped, and its name became "Madina", meaning "the city".

Note for Teachers: Divide the class into groups of six. Tell them that every one of them should write one good quality that they think a human being should have. Encourage them to ask you if they are not sure how to write what they want to write in English.

UNIT 1.1 READING COMPREHENSION

At the time of arrival of Prophet Muhammad (S.A.W) in Madina, the city had four broad groups of people. There were the Muslims; including those who were from Madina and those who had emigrated from Makkah. Then, there were the hypocrites; that is those who embraced Islam in name only, but actually were against it. Additionally, there were the people from *Aws and Khazraj*, who were still pagans but were likely to accept Islam. Finally, there were the Jews, who were huge in number and formed an important community there.

In order to ensure that all these people lived peacefully with each other, Prophet Muhammad (S.A.W) invited the leading personalities of all the communities to discuss this matter. He wanted the different groups to reach a formal agreement for harmony among the communities and for the security of the city of Madina. He succeeded in drawing up the Constitution of Madina, also known as the Charter of Madina, through which a kind of understanding was developed among all the communities living in Madina. It mentioned the rights and duties of the Muslims and the Jews of Madina, gave freedom of religion, and prohibited any alliance with the outside enemies. It also declared that any dispute would be referred to Prophet Muhammad (S.A.W) for settlement. In later years, he unified the different Arab tribes under Islam, carried out social and religious reforms, and administrative developments that further consolidated the Islamic community in Madina.

In the year 10 A.H., Prophet Muhammad (S.A.W) undertook his farewell pilgrimage to Makkah. This farewell pilgrimage is one of the most significant historical events for the Muslims, for it was the first and last pilgrimage made by Prophet Muhammad (S.A.W), as well as an occasion when he taught Muslims how to perform the *Haji*. Moreover, it was during this *Haji*, that he delivered his last sermon in the *Uranah* valley of Mount Arafat, on the 9th of Dhu al-Hijjah, 10 A.H. (6th March 632). There were countless Muslims present with the Prophet (S.A.W) during his last pilgrimage when he delivered his last Sermon.

Delivering his last sermon, Prophet Muhammad (S.A.W) first of all praised and thanked Allah, and then said, "O people, lend me an attentive ear, for I know not whether, after this year, I shall ever be amongst you again. Therefore, listen to what I am saying to you very carefully and take these words to those who could not be present here today."

UNIT 1.1 READING COMPREHENSION

Then, amongst other things, he gave the following messages:

"O People! regard the life and property of every Muslim as a sacred trust. Return the goods entrusted to you to their rightful owners. Hurt no one so that no one may hurt you."

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

"O People, it is true that you have certain rights with regard to your women, but they also have rights over you."

"All mankind is from Adam and Adam was created from dust. The noblest of you in Allah's sight is the most God-fearing. An Arab has no superiority over a non-Arab, nor does a non-Arab have any superiority over an Arab; a white has no superiority over a black, nor does a black have any superiority over a white, except by piety and good action. I, therefore, crush under my feet all the false claims to greatness and superiority founded on blood or wealth."

"Every Muslim is a brother to every Muslim and that the Muslims constitute one brotherhood. Nothing shall be legitimate to a Muslim which belongs to a fellow Muslim unless it was given freely and willingly."

The Holy Prophet completed His last sermon by saying, "Be my witness, O God, that I have conveyed your message to your people."

The messages conveyed in this sermon are for all times. If the Muslims follow these messages, the result will be a fair and equitable society, in which there will be honesty and justice, and meritocracy will be the guiding principle.



UNIT 1.1 READING COMPREHENSION

While Reading

Exercise 1

Read the text and tick (✓) the correct answer.

1. The text is about:
 - a) The battles of Islam.
 - b) The family of Prophet Muhammad (S.A.W).
 - c) The migration and teachings of Prophet Muhammad (S.A.W).
 - d) The last pilgrimage
2. Which of the following message is mentioned in the Last Sermon, as given in the text
 - a) People should not hurt others.
 - b) Both men and women have rights over each other.
 - c) Muslims are a part of one brotherhood.
 - d) All of the above.

Vocabulary

Exercise 2

Find the following words in the text and underline them.

ancestors	migrate	aggressive	hypocrites	pagans	harmony
prohibited	alliance	unified	consolidated	astray	
beware	superiority	piety	legitimate	equitable	
meritocracy	principle				

Next, work in pairs and try and guess what the words mean. Once you have guessed, check the meanings from the glossary given at the end of the book.

Exercise 3

Choose any ten words from the list above and use them in your own sentences. Write these sentences in your notebook.

Once you have finished writing, exchange your copy with your partner. Read each other's sentences and give feedback.

Note for Teachers: Ask the students to read the text and do the exercises. Tell them that they can refer to the text again and again; they don't have to memorize the text.

UNIT 1.1 READING COMPREHENSION

Exercise 4

Read the text and answer the following questions by circling the right answer.

1. How did the Quraish treat the Holy Prophet (S.A.W) They?
 - a. favoured him.
 - b. opposed him.
 - c. loved him.
 - d. criticized him.

2. When did the Holy Prophet (S.A.W) migrate to Madina?
 - a. 620 A.D.
 - b. 621 A.D.
 - c. 622 A.D.
 - d. 623 A.D.

3. When the Holy Prophet (S.A.W) settled in Madina, which of the following groups of people lived there?
 - a. Muslims and Jews
 - b. Muslims, pagans and Jews
 - c. Muslims, pagans, hypocrites and Jews
 - d. Muslims, hypocrites and Jews

4. Where did the Holy Prophet (S.A.W) deliver his last sermon?
 - a. Quba mosque
 - b. Uranah valley
 - c. Jabal-e- Rehmat
 - d. Hudebia

5. When did the Holy Prophet (S.A.W) perform his last Hajj?
 - a. 06th year of Hijra
 - b. 08th year of Hijra
 - c. 10th year of Hijra
 - d. 12th year of Hijra

UNIT 1.1 READING COMPREHENSION

Exercise 5

Read the text and find out whether the statements are right or wrong. Tick the appropriate column. One has been done for you as an example.

S.No.	Statements	Right	Wrong
1.	The mission of the Prophet (S.A.W) continued for 23 years.	✓	
2.	All the Quraish refused to accept Islam.		
3.	The City of Yathrib was less than 320 miles away from Makkah.		
4.	The Holy Prophet (S.A.W) decided to build a mosque at a place outside Yathrib before entering the city.		
5.	Today, Yathrib is called Madinat an-Nabi.		
6.	The people of Madina agreed that Prophet Muhammad (S.A.W) should settle their disputes.		
7.	The Holy Prophet (S.A.W) addressed such a large gathering of Muslims for the last time at Arafat.		
8.	Islam has different laws for the black and for the white people.		
9.	All human beings are children of Adam and Adam was created from dust.		
10.	Only the people who heard the last sermon were supposed to follow it.		

Post Reading

Exercise 6

The table on next page has messages from the Last Sermon of the Holy Prophet (S.A.W). The first part of the sentence is given in column A and the second part is given in column B, in a jumbled order. Read the text, match the part in column A with the correct part in column B and write the answer in column C. The first one has been done for you as an example.

UNIT 1.1 READING COMPREHENSION

After you have completed the exercise, compare your answers with your partner.

No.	Column A	Column B	C.
1.	Only those people were superior	a) to the people to whom they belong.	1 f
2.	All Muslims were tied to each other	b) that were based on blood and wealth were useless.	
3.	The only thing that made one person better than the other	c) you may get hurt in return.	
4.	No Muslim had a right to things belonging to other Muslims	d) have rights over each other.	
5.	Satan will try to misguide you in small matters	e) as a sacred trust.	
6.	Therefore, all claims to superiority	f) who led a righteous life.	
7.	Return all things kept with you in trust	g) in the bond of brotherhood.	
8.	Both men and women	h) so be careful.	
9.	If you will hurt others	i) unless they gave these of their own free will.	
10.	Consider the life and property of every Muslim	j) was the goodness with which they led their lives.	

Exercise 7

Work in pairs and complete the following statements. Write the complete sentences in your notebook.

1. Most of the Quraish refused to accept Islam because they thought that the Holy Prophet (S.A.W) was _____.
2. The day the Prophet Muhammad entered Yathrib, marks the start of the _____.
3. The Holy Prophet (S.A.W) invited the leaders of all the communities living in Madina to discuss _____.

UNIT 1.1 READING COMPREHENSION

4. The three main points of the Charter of Madina were _____.
5. In order to strengthen the position of the Muslims in Madina, the Holy Prophet (S.A.W) took three major steps, which were _____.
6. The farewell pilgrimage of the Holy Prophet (S.A.W) is an important event for the Muslims because _____.
7. The Holy Prophet (S.A.W) asked the people in the gathering to listen carefully as _____.
8. The Muslims can ensure that all people get their fair share by _____.

Exercise 8

Work in groups as divided by the teacher. Orally discuss and then prepare a chart on one of the following topics, as assigned by the teacher.

1. The principles that the Holy Prophet (S.A.W) followed after migrating to Madina so that Muslims and non-Muslims could live in peace and harmony.
2. The basic messages in the last sermon about the rights of other people and why it is important to respect them.
3. At least five teachings, as described in the Last Sermon of the Holy Prophet (S.A.W), that we should practice in our daily life in order to strengthen our society.
4. Some of the bad practices that we have adopted, which are against the teachings of the last sermon of the Holy Prophet (S.A.W), and how these are affecting our society.

Note for Teachers: Divide the class into groups of three to five students, depending on the size of the class. You should have at least four groups. Ask each group to call out a number from 1 to 4; i.e. after four groups have called out a number, the fifth group will again start from 1. Tell the groups to remember their number.

After all the groups have a number, tell them that all number 1 groups will prepare a chart on topic 1, all number 2 groups on topic 2 and so on. You can assign this task as homework.

UNIT 1.2 LISTENING AND SPEAKING

Focus: *Sharing information and ideas.*

Exercise 1

All students must listen to what others are saying and participate fully in the discussion.

Step: A

- Work in groups of 4-5, as instructed by the teacher.
- Discuss one of the topics from the list given below, as assigned by the teacher.
- Select two members from the group who should note all the points discussed.
- Make sure that everyone takes part in the discussion.

Topics

1. Some unfair means that students use in exams
2. Reasons for using unfair means in exams
3. Impact of using unfair means in exams on students' performance
4. Effect of using unfair means on the future of students

Step: B

- Prepare a presentation that your group will make.
- Compile all the ideas that the group discussed.
- Decide which member of the group will say what.
- Also decide the order in which all the members will speak.

Step: C

- At the end of their presentation, each group should ask the class to suggest any point that they might have missed.
- The note takers should note these points.
- Collect all the data and prepare a talk for giving in the assembly, to discourage use of unfair means during exams.

Note for Teachers: Divide the class into groups (4-5 students in each group). Distribute the topics amongst them. More than one group can be given the same topic. Ask each group to discuss their own topic and prepare an oral presentation.

UNIT 1.3 LANGUAGE PRACTICE

Rules of conditional sentences (Second Conditional)

You have learnt about type 1 conditional sentences in earlier classes. Here we will discuss and practise Type 2 conditional sentences.

Type 2 conditional sentences are often used for talking about imaginary or unreal situations. Here are some basic rules followed in the second conditional sentences:

- The verb in the clause with 'if' is in the simple past or past continuous tense
- The verb in the other clause uses the modal 'would' (in negative sentences 'wouldn't' is often used). Other modals that can also be used are 'could' and 'might' and their negative forms (couldn't, might not)
- The 'if' clause can come at the beginning or at the end
- The 'if' clause is separated from the main clause by a comma
- In a type 2 'if' clause, sometimes 'were' is used instead of 'was'

Examples

- If they drank sufficient water, they would have a healthy skin.
- If Sana was watching television, the lights would be on.
- I would go mad, if I received a billion rupees.
- If allowed, they could sleep the whole day.

Exercise 1

The following table has some second conditional sentences. The first part is in column A and the second in column B, but in a jumbled order. Find the correct match from column B and write the answer in the answer column. The first one has been done as an example.

No.	Column A	No.	Column B	Ans.
1.	If all people in Pakistan became honest	a.	if the students and teachers paid due attention.	1 g
2.	I could easily get an A grade in my exams	b.	if they had an updated map of the area.	
3.	If our driver did not drive so fast	c.	they could visit all the r fr ends.	
4.	The tourists would not be lost	d.	we would not be in hospital right now.	
5.	If they had the time	e.	if she presented it well.	
6.	If money grew on trees	f.	if I worked really hard,	
7.	Our school would produce capable leaders	g.	the country would progress very fast.	
8.	Her idea would be accepted	h.	everyone would be rich.	

UNIT 1.3 LANGUAGE PRACTICE

Once you have completed the exercise, discuss with your partner. Then write the complete sentences in your notebooks.

Exercise 2

Work in pairs and orally complete the following second conditional sentences by using the correct form of the verbs given in brackets. You may use other verbs, but make sure that you use the correct form.

Next, write the correct sentences in your notebooks. The first two sentences have been done as examples

- If we had a computer, ... (finish)
- If we had a computer, *we could finish this work quickly.*
- If we had a computer, *we could find some more information.*
- We might see a bear, ... (go)
- We might see a bear, *if we went further in the woods.*
- We might see a bear, *if we climbed on a tree.*

- a) If she studied harder, ...(get)
- b) If you grew multiple crops on your land, ...(earn)
- c) People would fly, ...(have)
- d) If I owned a camera, ...(take)
- e) They might win the match, ... (work)
- f) If Abdullah lived with his family, ...(save)
- g) My family would move to the city, ...(allow)
- h) She could become a good doctor, ... (get)

Exercise 3

Complete the following dialogue by using some or all of the words given below. You may use your own words or use these words any number of times. The first one has been done as an example. Do this exercise in your notebook.

want	have	come	fall	sick	join
swim	go	plan	be		

Zahid: We had to call off our picnic plan. First, we decided to go to the seaside but we could not do so.

UNIT 1.3 LANGUAGE PRACTICE

Qasim: Why?

Zahid: If we went to the sea side, Salim would not come.

Qasim: Why would Salim not come?

Zahid: If _____, he _____.

Qasim: You don't fall sick when you swim.

Zahid: Salim's heart is weak. He _____, if he _____.

Qasim: You could have gone to the park.

Zahid: Tahir and Salman said that if we _____, they _____.

Qasim: Then what?

Zahid: Someone suggested that we visit the museum. However, half the group objected and said that if we _____, they _____.

Qasim: Why?

Zahid: They said that they _____ themselves, if we just _____.

Qasim: They were right. If you _____ to have fun, then you _____ that inside the museum.

Zahid: So, if we _____ to please everyone, we _____ on a place to go, hence, the plan was dropped.

Revision: Punctuation

Exercise 4

Work in pairs and correct the punctuation and capitalization in the following passage. Here are some tips on how to do it:

Step 1: Read each paragraph and identify where each sentence is getting completed. Mark that part. Read again to see whether it is a question or a statement. If it is a question, put a question mark, otherwise put a full stop.

Step 2: Read each sentence again to see where commas and apostrophes are needed.

UNIT 1.3 LANGUAGE PRACTICE

Step 3: Check and put the capital letters where needed.

Step 4: Read the whole passage again to check for any errors.

Forming Habits

how long does it take to form a new habit i looked for an answer the same way most people do nowadays i asked google the answer i got was 21 days it seemed that if you repeat a behaviour everyday for 21 days you can form a brand-new habit then i asked can one change all types of behaviour in 21 days or just some types i was not able to find an answer all I could find out was that if it was exercise smoking writing a diary or turning cartwheels you could do it 21 days the important thing was to maintain a chain of 21 days without breaking it

one psychologist mr mohan decided to do some research to find out if all new habits could be formed in just 21 days about 100 people from the multan university participated in the research they were asked to choose a behaviour that they wanted to turn into a habit they all had to choose something they didnt already do that could be repeat every day what do you think the result was

the results showed that on average it took 66 days until a habit was formed however this does not mean that people werent able to form new habits in 21 days according to the study findings some habits could be formed in 21 days while some could take as long as 254 days so 21 days to form a habit is probably right as long as all you want to do is drink a glass of water after breakfast anything harder is likely to take longer to become a really strong habit and in the case of some activities much longer

Note for Teachers: Select a small paragraph from some other lesson in the textbook. Remove all punctuation marks and replace capital letters with small letters. Before asking students to do Exercise 5, write this paragraph that you have prepared on the board. Follow the more steps given and ask the students to do step 1, then 2, 3 and 4. This will help the whole class understand what needs to be done. After this, divide the class in pairs and ask them to do Exercise 5. When they have completed, combine two pairs and ask them to discuss their work.

UNIT 1.4 WRITING

Descriptive Essay

A descriptive essay describes a person, place or thing. It includes important details about the person, place or thing in such a manner that the readers can create a picture in their mind about the object being described.

PERSONS

General description, moving from general to specific

Detailed physical description of face, build, clothes, expressions, etc.

Personality traits e.g. habits, attitudes, behaviour, etc.

OBJECTS AND PLACES

Physical description and characteristics of an object/ place, moving from general to specific

Finer details of size, colour, shape, texture, structure, etc.

Atmosphere of a place/ qualities of an object

Use appropriate adjectives and adverbs for vivid effect

Write the details in an appropriate order

Exercise 1

First, individually, read the following essay, titled 'Deserts'. Notice how the introductory and concluding paragraphs are written. Also notice how the topic sentence and the other details are linked in each body paragraph.

Next, discuss the following aspects with your partner.

- Discuss the introductory paragraph. Is the thesis statement at the end of the paragraph given in one sentence or two sentences? The thesis statement should contain all the key ideas that are covered in the essay.

UNIT 1.4 WRITING

- Underline the topic sentence in each body paragraph.
- Discuss how each topic area is explained with facts, examples, ideas, opinions, etc.
- See how the closing paragraph is written; underline the signalling closing word or phrase used. Also discuss how the paragraph briefly brings together the central idea, all the supporting ideas. Underline the concluding statement does it give an idea, suggestion, recommendation, etc.

DESERTS

It is difficult to imagine what a desert looks like without having seen one. A desert is a vast plain of sands and stones, having some mountains and hills of various sizes and heights. They are usually without roads or shelters. Sometimes, deserts have springs of water, which create green, grassy spots, with a few trees. One of the most remarkable deserts of the world is the Sahara Desert.

Springs of water are usually few and far apart in deserts. Where such springs are there, an oasis is formed. An oasis is an area in the desert where there is water and where plants grow. It is a place where tired travellers and their animals quench their thirst and find a shady place to rest. Were it not for these small springs and shady places, no human being could cross the vast stretch of burning sand. To be thirsty in a desert, without water, exposed to the burning sun without shelter, is one of the greatest sufferings that a human being can be exposed to.

One of the most remarkable deserts in the world is the Sahara Desert. This desert is a vast plain, but is slightly above the sea level. It is covered with sand and gravel, with a mixture of sea shells, and looks like the basin of an evaporated sea. Amid the desert, there are springs of water and oases. There are thirty-two of these that contain fountains and date palms; twenty of them are inhabited. They serve as stopping places for the caravans.

UNIT 1.4 WRITING

To conclude, a desert has vast areas of just sand, with no trees or forests. The only places where a few trees and some grass can be found are the oases, where the tired and thirsty travellers can rest. Travelling in the desert used to be, and sometimes still is, very risky and lack of water can lead to suffering and death. However, modern technology, including satellite phones and advanced modes of transport, have greatly reduced the risks and sufferings.

Exercise 2

Now, work in pairs and write a descriptive essay of at least four paragraphs on one any of the following topics:

1. My village/ town/ city
2. A historical place
3. A scenic place
4. School playground

Here are the guidelines that you should follow:

- a. Brainstorm for ideas
- b. Select the ideas to be covered in the essay
- c. Write an introductory paragraph with a clear thesis statement at the end of the paragraph. The thesis statement should contain all the key ideas that are to be covered.
- d. Use a separate paragraph for each topic area.
- e. Write a clear topic sentence for each key idea.

Note for Teachers: After the students have read the essay in Exercise 1, and have discussed it, have a whole class discussion, so that all the students understand how a descriptive essay is written, i.e. how the introductory, body and concluding paragraphs are written.

UNIT 1.4 WRITING

- f. Include evidences (facts, quotations, etc.), examples (analogies, anecdotes etc.).
- g. Add a closing or summary paragraph with a signalling closing word or phrase (to sum up, in the end, etc.), brief summary of the main points discussed in the essay, and a general concluding statement giving an idea, suggestion, recommendation, etc.
- h. Follow grammar and punctuation rules.
- i. Edit your work to see that you have covered points c – h, given above

Formal Letters

Exercise 3

First, individually read the following letters to the editor complaining about a problem/issue. Note the layout and the vocabulary, style and tone used.

(1)

August 19, 2018.

The Editor,
Daily Dawn,
Karachi.

Subject: Traffic Accidents

Dear Sir,

In Pakistan hundreds of people die every year in road accidents. The media and the government focus a lot on terrorism, although traffic accidents are more common than acts of terrorism.

The main reasons for accidents are: poor conditions of vehicles, violations of traffic rules, use of mobile phones while driving, underage children driving, bad road conditions, and dim or no street lights.

The government should take effective steps, like creating awareness among people through the media and training the traffic police, so that the number of accidents is reduced.

A Concerned Citizen.

Multan.

UNIT 1.4 WRITING

(2)

August 12, 2018.

The Editor,
Express Tribune,
Karachi.

Subject: Banning Plastic Bags

Dear Madam,

Plastic bags cause land destruction because plastic can turn good fertile land into barren land. This is because, according to scientists, plastic takes more than 500 years to break down in a landfill.

Moreover, scientists have also found that plastic bags can be a source of many deadly diseases such as cancer, birth defects, immune damage and asthma.

According to the Minister of climate change, more than 55 billion plastic shopping bags are being used in Pakistan and their use is going up every year by about 15%.

The government should conduct surveys to see how much damage is caused to the environment and people's health by plastic bags. Steps should then be taken to create awareness among the people about loss of fertile land for future generations and the health risks in using plastic bags. Moreover, laws should be passed to reduce the use of plastic bags to an essential minimum.

Munir Altaf
Turbat

Next, work with a partner and analyse these letters by discussing the following aspects:

- a. To which newspaper's editor were these letters written?
- b. Are these letters addressed to a man or woman?
- c. What problem has been identified in letter 1 and in letter 2?
- d. Which of these letters gives reasons for the problem?
- e. Which of these letters gives suggestions?
- f. Do we know who wrote both these letters?
- g. Why is the name of one writer missing?

UNIT 1.4 WRITING

Exercise 4

Work in pairs and write a letter to the editor complaining about a problem / issue, of the letter given above.

Follow these steps:

- a. Brainstorm for ideas
- b. Select the ideas to be covered in the letter
- c. Decide the name of the newspaper and the gender of the editor
- d. State the problem in paragraph 1.
- e. List the possible reasons for the problem in paragraph 2
- f. Give ideas/ opinions/ suggestions to the concerned body in paragraph 3.
- g. Use the appropriate format, layout, vocabulary, and tone.
- h. Edit to check for points c – g stated above

UNIT 1.5 STUDY SKILLS

Note: For acquiring additional language skills. Not to be formally assessed.

Editing

Editing adds quality to your work. Edit everything that you write before you send/ give it to anyone, even if it is a two-line email. Editing helps you look critically at your work and it makes you think of the rules of language that you have learnt. If you are not sure whether something is right or wrong, check it from someone who knows, or from the internet, or even from your books.

Exercise 1

One of the students wrote a story and gave it to the teacher. The teacher underlined the parts where there were errors and returned it back to the student to correct it and then submit it again. The story is given below.

Work in pairs and read the story. It contains many types of errors, grammatical, punctuation, capitalization, spellings, wrong words and so on. Correct all the underlined errors, first orally and then rewrite the corrected story in your notebooks.

The Wise King

A rich man was on his death bed. He told her sons to dig the ground under his cot and share the buried wealth, after his death, when he die, the sons starts digging. one of them find a vessel full of jewels and parls, another a vessel full of gold and silver coins, the third one a vasel full of bones, and the first a vessel full dust. The last two quarreled with the first three and said that the riches shuld be shared equally amongst them? the first two did not agree

Finally, all four decide to put their case before the king. The king listened to their storey and decided that the on who got the jewels should kept them and the one whose got the coins should also keep them. The other two brothers felt very said when the heard this.

Then the king looked at the other two daughters and said that the one who had the vessel full of bones was to be owner of the cattle left by her father, and the one with the vessel that has dust was to get all the land owned by the rich woman.

Note for Teacher: Please note that the purpose of the study skills and fun sections, in all the limits is to develop certain skills that will help the students strengthen their English for various purposes. These sections should not be formally tested.

UNIT 1.5 STUDY SKILLS

This decision by the minister was liked all the brothers. They amazed at the kings wisdom. They was all satisfied and happy with the decision.

Exercise 2

The following story also has similar errors as the story in exercise 1. First, work individually, read the story, and try to find out the errors in this story. Underline the portion where the error is and write the correct form above it.

Once you have done this, work in groups of three, and discuss your work. After discussing make the necessary changes in your book. Finally, write the corrected story in your notebooks.

The Four Seasons

There was a man who had four son, he wanted his sons to learnt not to judge things too quickly. So he send them each one of them, one by one, to go and look at pear tree that was a greet distance away.

The first son went in winter, the second on spring, the third in summer and youngest son in autumn. When they had all go and come back, he called them together to describe what they had see. The first son said that the tree was ugly, bent, and twisted the second son said no if was covered with green buds and full of promise. The three son disagreed; he said it was laden with blossoms that smelled so sweet and look so beautiful, it was most graceful thing he had ever seen. The last son disagreed all of them; he said it was dropping with ripe fruit, full of life and fulfillment.

The man then explained to his son that they were all right, because they had each seen but only one season in the trees life. He tell them that you cannot judge a tree, or a person, by only one season or on the basis of knowing about only one aspect of his life. So, don't let the pain of one season destroy the joy of all the rest. Dont judge life by one difficult season or people on the basis of one bad example.

Note for Teachers: First, do both exercise 1 and 2 yourself. If you are not sure about something, check with your colleagues or someone with strong English skills. Exercise 2 has twenty errors in all; five each in the first and third paragraphs and ten in the second one. Tell the students that these exercises will help them acquire editing skills that they can use to improve the quality of their written work.

UNIT 1.6 FUN

Note: For having fun with language. Not to be formally assessed.

Travel brochure

Work in groups of four. Each group represents a travel agent. Your job is to prepare a travel brochure to attract people to visit a particular place. A brochure is a kind of pamphlet that gives brief information about a programme, place, activity, etc. The group that will develop the best brochure – colourful brochure with good, brief information – will be the winner.

Here is what you should do.

Step 1

- Think of a place that you want people to visit
- Brainstorm for ideas about
 - Why should people visit that place, what is nice and attractive about it
 - What will the people need to take with them when they travel to this place
 - What are the modes of travel they can use, i.e. train, bus, car, plane, etc.
 - What are some of the things that they must see, eat, buy, etc.
 - What are some important things to remember

Step 2

- Discuss and decide a name for your travel agency
- Think about what your brochure will look like, i.e. the shape of the brochure, how you would write the information, the pictures or drawings that you will use, etc.
- Decide who will do what; for example, who will collect the information/pictures, who will write/ draw, etc.
- Start developing the brochure

Note for Teachers: Divide the class into groups of four. Take some brochures with you and show them to the class. Explain to them that a brochure is a kind of pamphlet that gives brief information about a programme, place, activity, etc.

Ask them to develop a brochure in their respective groups by following the guidelines that have been provided. Tell them that their brochures will be displayed in the class/ school. Also tell them that the group that develops the most colourful and informative brochure will be the winner.

You may ask the students to think and plan their brochure in class, divide the tasks amongst themselves, then work at home, and bring their brochure after a few days or a week.