

UNIT 2 ROLE MODEL

What will I learn?

2.1 Reading

- Use pre-reading strategies to predict the content of a text by asking questions
- Infer themes and main ideas
- Scan for facts and opinions
- Deduce the meaning of difficult words from context
- Identify viewpoints/ ideas and issues
- Generate questions to understand text
- Respond orally and in writing to the following question types.
 - Interpretive
 - Inferential
 - Personal responses/ opinions

2.2 Listening and Speaking

- Ask and respond to questions of a social nature

2.3 Language Practice

- Illustrate use of selected functions of modal verbs (ability, permission)
- Recognize common suffixes, use that knowledge to determine the meanings of unfamiliar words

2.4 Writing

- Write a narrative essay of at least four paragraphs on a given topic, describing an event or incident, following the conventions of essay writing
- Use summary skills to write a summary of a simple passage

2.5 Study Skills

- Editing practice (continued).

2.6 Fun

- Recitation and visual presentation of a poem

UNIT 2.1 READING COMPREHENSION

Pre- Reading

Work in pairs and ask each other the following questions:

- Who is your favourite poet?
- Share some couplets that you like.
- Do you know the name of any famous Sufi poet of Sindh?

Reading text

Shah Abdul Latif Bhitai

Shah Abdul Latif Bhitai, who is lovingly called *La! Latif* by his devotees, was a noted Sindhi Sufi scholar, mystic, saint, and poet. He is considered as the greatest Muslim poet of the Sindhi language. Information about the life of Bhitai has mostly been collected from oral traditions. A renowned Pakistani scholar, educationist, and writer of plays, dramas and stories, Mirza Kalich Beg, is said to have collected details about the early life of Shah Bhitai from some of the old people living at that time. These people had heard these facts from their fathers and grandfathers, some of whom had seen Shah Latif in person and had even spoken to him.

As a *Sufi* poet, Latif's '*Urs*' is held at his shrine every year, on 14th *Safar*, the second month of the Muslim calendar. Thousands of people gather and listen to the saint's songs sung on the '*Tambooro*'. Many learned men read papers that tell about Latif's life and his poetry. Some of the key aspects shared by different scholars about *La! Latif* are given below:

1. Background and Family

Shah Latif's ancestral roots lay in Afghanistan. Some historians say that the Shah's father, Syed Habib Shah, migrated from Matyaru, his ancestral home in Afghanistan, to Bhainpur in Sindh, in order to gain spiritual contact with Bilawal, a local pious man. Others say that his ancestors migrated to Sindh from Hirat. Sindh was then a centre of Muslim culture and Shah Latif's ancestors liked it so much that they decided to make it their home.

2. The Name Bhitai

In 1742, Shah Latif left his home and went to live on a mound at some distance from his village. A mound of sand is called '*Bhit*' in Sindhi. Due to the fact that he lived on this mound for the rest of his life, Shah Latif came to be known as 'the *Saint of Bhit*'. To this day, he is famous all over the country as Shah Abdul Latif Bhitai or Shah Latif of the Mound.

UNIT 2.1 READING COMPREHENSION

3. Early Life and Education

Shah Bhitai was born in 1689 A.D / 14th Safar 1102 A.H., in a small village called 'Hala Haveli', a few miles to the east of the present town of Bhit Shah. Latif was raised during the golden age of Sindhi culture. His first teacher was Akhund Noor Muhammad Bhatti, but mainly he was self-educated.

Although he received little formal education, the *Risalo* provides proof that he knew Arabic and Persian quite well. Various references in *Shah Jo Risalo* indicate that he had in-depth knowledge of the Holy Qur'an and the Hadiths. His poetic collections included the *Masnavi* of Moulana Jalaluddin Rumi and Shah Karim's poems.

4. Youth

Young Latif had a very sensitive mind. While he was only a boy, he started composing poetry. His admiration for the beauty of nature filled his heart with the love of God. In 1713 the Sufi poet married with Bibi Saidha Begum. His wife died at an early age, before she could have any children. However, Shah never married again. His heart turned more and more towards religion and devotion and he felt restless; he found it difficult to live a normal domestic life.

5. Spiritual Growth

Latif's love of God grew more and more, to the extent that he found pleasure only in devotion. As a result, he spent most of his time in prayers and deep thinking. His spiritual power grew stronger with prayers and devotion, so much so that people began to be attracted towards him. Anyone who came to him was strongly impressed by his gentle ways, and his followers increased day by day.

Close to the mound on which *La' Latif* came to live is a natural lake. His poetic nature loved the calm atmosphere. He would spend much of his time sitting on the bank of this lake. As he sat there, he prayed to God and sometimes composed verses in His praise.

UNIT 2.1 READING COMPREHENSION

6. Death and Remembrance

Lal Latif died in 1752, on the mound where he had lived. He was buried on the same mound. It is said that one day he ordered the musicians to play music. They played continuously for three days. When they stopped playing, they found the poet dead. A famous king of Sindh, Ghulam Shah Kalhoro, was so devoted to him that he built a grand mausoleum over his grave. The lovely white dome of the shrine represents the purity and dignity of Latif.

His devotees collected his poetry and this collection is called the “Risalo of Shah Abdul Latif.” Every year the devotees celebrate his Urs, which commences on 14th Safar and lasts for three days.



7. Shah Latif's Poetry

Shah Abdul Latif was a sensitive, gentle and kind soul. He was a Sufi in the true sense of the word. The word 'latif' literally means fine, delicate, tender, elegant, and light. This meaning is truly reflected in both his poetry and his personality. Moreover, he was a poet of the people, so he wrote in the language of the common man. In his poems he writes mainly about Sindh and its neighbouring regions. However, he also mentions distant cities, such as Istanbul and Samarqand, and also talks about Sindhi sailors (Samundi), their navigation techniques, and their voyages as far as the Malabar coast, Sri Lanka and the island of Java. Here is the translation of one such verse:

Clouds return and once again, it rains. Lightning flashes from all sides, and with it, some go to Istanbul, others turn to the west. Some shine bright over China and others take care of Samarqand. Some wander to Rome, to Kabul and Kandahar, some lie on Delhi, Deccan, thundering over... My beloved Allah, may you always make Sindh, a land of abundance, my beloved Allah, may you make prosperous the whole universe. (Shah Abdul Latif Bhitai, Sur Sarang, Shah Jo Risalo).

His collected poems have been compiled in Shah Jo Risalo, which has been translated into English, Urdu, and other languages. His spiritual and mystic poetry carries a message of love, which makes it universal and acceptable to the entire human race. Shah Abdul Latif Bhitai is, and always will be, remembered for his great poetry with love and reverence.

UNIT 2.1 READING COMPREHENSION

While Reading

Exercise 1

- a) How many aspects of Shah Abdul Latif's life have been covered in the text?
- b) List all these aspects in your notebook as shown below.

The first aspect is about his Background and Family.

The second aspect

The third

Vocabulary

Exercise 2

The words given in bold below have been taken from the text. Look up these words in the text and underline them.

Next, do the following exercise. Underline the correct answers from the choices provided. The first one has been done as an example.

1. Those who have an **abundance** of wealth have
(a) little wealth (b) a lot of wealth (c) some wealth
2. My family's **ancestral roots** are in Sindh, means my parents, grandparents and great grandparents have lived in Sindh since
(a) my grandparents got married (b) my birth
(c) many generations
3. The new academic year **commences** in our school in April.
(a) ends (b) progresses (c) begins
4. The **devotees** of some saints walk to shrines barefoot.
(a) children (b) followers (c) caretakers

Note for Teachers: Explain to the students that more than one option may seem correct in Exercise 2; however, only one option is correct as the meaning of the word given in bold.

UNIT 2.1 READING COMPREHENSION

5. Many people go to a **mystic** to ask for the fulfilment of their wishes.
(a) person who lives alone (b) new person
(c) person with spiritual power
6. The sailors of Sindh used to travel to far off lands as they had good **navigation** skills.
(a) ship directing (b) engineering (c) swimming
7. For centuries, the main medium for transfer of information was **oral traditions**.
(a) horses (b) passing of information by word of mouth
(c) messages
8. My brother is a **restless** person, always looking for new things to do.
(a) genius (b) different (c) change seeking
9. Truly great persons deserve **reverence** as they play a positive role in our lives.
(a) richness and wealth (b) leadership positions
(c) respect and admiration
10. Islam's message of peace is **universal**, as without it there can be no happiness.
(a) good (b) applicable to all the people in the world (c) acceptable

After you have completed, work with a partner and check the meanings of the words in bold from the glossary. This will help you check whether you have the right answers.

UNIT 2.1 READING COMPREHENSION

Exercise 3

Work in pairs and complete the sentences below with a word written in bold in Exercise 2. You can use one word only once. Write the complete sentences in your notebook.

1. The _____ of Shah Bhitai celebrate his *Urs* every year.
2. My mother and I decided to go to a _____ to ask him to pray for my father's health.
3. It is a _____ fact that no living thing can survive without oxygen.
4. Much of what we know about our culture has been passed on to us through _____.
5. We may have different _____ but we are all the off springs of Adam.
6. Fasting _____ on the first day of Ramadan.
7. Pakistan has everything in _____ but we need strong policies to make good use of everything that we have.
8. Nelson Mandela won his people's _____ for his long struggle for the rights of people in South Asia.
9. The art of _____ requires hard work and one needs to practise a lot to write beautifully.
10. The Pakistan Navy has very good _____ skills.

UNIT 2.1 READING COMPREHENSION

Exercise 4

The reading text has seven aspects that relate to Shah Latif.

The following sentences state one key point covered under each aspect. However, these sentences are in a jumbled up order. Read the text and write the aspect number in the blanks provided. The last one has been done for you as an example.

- a) He found pleasure in praying, thinking and devotion. _____
- b) He was married for a short period of time only. _____
- c) Shah Latif's forefather migrated to Sindh from Afghanistan. _____
- d) A shrine was built over his grave sometime after his death. _____
- e) His poetry is mainly about Sindh but off places are also mentioned. _____
- f) He loved studying and had a command over other languages. _____
- g) He is called Bhitai because he spent a good part of his life on a mound. 2

Exercise 5

Read the text and find the following information. Write down these things in your notebook. After you have completed, discuss your answers with your partner.

1. Two things done at the time of 'Urs', as mentioned in the text.
2. Two possible reasons why his ancestors migrated to Sindh.
3. Two other languages that he knew quite well.
4. Two main religious sources that he had knowledge about.
5. Two poets whose works were a part of his collection.
6. Two skills for which he is known.
7. Two places in Afghanistan mentioned in his poetry.
8. Two places in India mentioned in his poetry.
9. Two languages mentioned in which the '*Risalo*' has been translated.

UNIT 2.1 READING COMPREHENSION

Exercise 6

- a) How was information about Shah Latif's early life collected. Why was it collected in this manner?
- b) Why is Shah Latif called the 'Saint of Bhit'?
- c) Why did Shah Latif not marry again after his wife died?
- d) Why did people become Shah Latif's followers?
- e) What does Shah Latif's poetry and work tell us about his knowledge and skills?
- f) Name the places in the text mentioned in Shah Latif's poetry. Why do you think these places have been mentioned by him?
- g) Why is Shah Latif's key message in his verses acceptable to everyone?
- h) Can we put his message into practice in today's world. If 'Yes' how, if 'No' why not?

Exercise 7

Work in groups of six and prepare questions for conducting an interview of scholars who have studied Shah Abdul Latif Bhitai, his life and his poetry.

Next, prepare a role play in which one member of the group becomes an anchor person while the remaining members become scholars in a TV talk show.

Note for Teachers: Divide the students in groups of six. Tell them that they have to prepare 10 questions for a role play, based on Shah Latif's life.

Once the questions are finalized, they should decide who will be the anchor person; the remaining five will be the panellists. The anchor person will ask each panellist two questions, therefore, the group should decide which questions will be answered by each one. The anchor person should note down the names accordingly. They should then discuss the possible answers.

Finally, they should practise the role play, as each group will be asked to come up and deliver it in front of the class.

UNIT 2.2 LISTENING AND SPEAKING

Focus: *Asking and answering questions of a social nature.*

Exercise 1

Work in groups of six. First, read the following questions silently.

1. What are some of the harmful things that people eat, drink or smoke?
2. How does the use of these harmful things affect their physical health?
3. How does their use affect their relationships with their friends and other people?
4. How does their use affect their family life?
5. How does the cost of these things affect a person's life style?

Now, write down the questions in your notebook. Leave two lines after each question so that you can write the answers later, when you ask these questions.

Each one of you should ask all the other group members one question each and note down their answers in your notebook.

Here are some key words/ phrases that you can use while asking questions. Use the actual names of the students instead of the names used here. Use the questions given above.

1. Shahina, ***what do you think***, what are some of the harmful things that people eat, drink or smoke?
2. Farah, ***in your opinion***, how does the use of these harmful things affect?
3. Gulnar, ***according to you***, how does their use affect their relationships?
4. Tahira, ***what do you say***, how does?
5. Mahira, ***can you tell me***, ...?

Exercise 2

After all the students in your group have asked all the questions, select one answer for each one of the questions that you would like to share with the class. Decide who will go and present each answer on behalf of the group.

Note for Teachers: Tell students to use the names of the students in their group instead of the names given. Ask one student who will not be giving an answer, to come up and ask one question. Ask one student from each group to come up and share one response with the rest of the class. Repeat this process for all five questions.

UNIT 2.3 LANGUAGE PRACTICE

Using Modals for Ability

The modal verbs are **can, could, may, might, shall, should, will** and **would**. Modals are used for different language functions; like talking about ability, asking permission, making requests, giving suggestions, etc. Here, we will learn about using the modals *can, could, may* for ability and permission.

Ability

We use **can** to talk about someone's skill or general abilities at a given time in the **present** or **future**:

- He **can swim** like a fish.
- They **can't speak** Punjabi very well.
- You **can** get good marks in the exams.

We use **could** to talk about **past** time:

- She **could speak** several languages.
- They **couldn't write** very well.

Exercise 1

Fill in the blanks with the positive or negative form of suitable modal verbs: *can/could*.

- a) I _____ swim when I was a child but I _____ swim now.
- b) My brother _____ run fast when he was five years old but he _____ run fast now.
- c) They _____ come early but they _____ find a bus earlier.
- d) Nowadays, Sana _____ speak English fluently but she _____ speak so well a year ago.
- e) Sameer _____ speak several languages when he was young but now he _____ speak only English fluently.
- f) Little Shahzain _____ crawl but he still _____ walk.
- g) Sara _____ embroider and stitch clothes but her sister _____.
- h) We _____ play after completing our homework but we _____ play before that.

UNIT 2.3 LANGUAGE PRACTICE

Exercise 2

Write about your abilities/ inabilities in the following blanks. You should share what you were/were not able to do when you were younger, what you can do now and what you will be able to do when you grow up.

You may use sentences like:

When I was younger/ When I was nine years old

I could _____

I can ride a bicycle.

But, I couldn't _____

I could ride a bicycle when I was five years old.

Now, I can _____

However, I can't _____

I can become a famous doctor.

When I grow up, I can _____

Now ask two of your class mates what they could/ couldn't do when they were younger, what they can/ can't do now and what they think they can do in the future. Follow the same pattern as you did for yourself and write their responses in your notebook.

Ask your classmate:

"What could you do when?"

"What couldn't you do when?"

"What can you do now?"

"What can't you do now?"

"What can you do in the future?"

Note for Teachers: Discuss the use of the modals 'can/ can't' to express ability/ inability to do something at the present time or at some time in the future. Also discuss the use of the modals 'could/ couldn't' to express ability/ inability to do something at some point in the past. Use the examples given and some additional examples to explain the point. You can even ask the students to give you examples.

UNIT 2.3 LANGUAGE PRACTICE

Permission

We also use **can** to ask for permission to do something:

Can I borrow your pencil, please?

Can we go home now?

The use of **could** is more formal and **polite** than **can**:

Could I borrow your pencil, please?

Could we go home now?

Another **more formal** and polite way of asking for permission is with the use of **may**:

May I borrow your pencil, please?

May we go home now?

We use **can** to **give** permission:

You **can** go home now if you like.

You **can** borrow my pencil if you like.

We can also use **may** as a **more formal** and polite way of **giving** permission:

You may go home now, if you like.

Exercise 3

Work in groups of six; three of you should complete Dialogue **A** given below, while three should complete Dialogue **B**. Add at least 10 lines in both the dialogue. You can change the names or add more names.

Dialogue A: Using *can/ could* for ability

Zahra Can you speak Chinese, Najma?

Najma No, but I can speak Persian.

Zahra Wow! What about you Farah?

Farah I can't but I can

Note for Teachers: Ask some of the students to come up and share the information about themselves and their friends with the class.

UNIT 2.3 LANGUAGE PRACTICE

Dialogue B: Using *can/ could/ may* for permission

Areeb I have completed my work. Can I play now?

Mother Yes, you can, but come back soon.

Areeb May I take my new?

Mother

Bilal

Suffixes

We sometimes add a pair or group of alphabets at the end of a word to add something to the meaning of a word. These are called suffixes. We can use suffixes to make many new words, including nouns.

Examples:	agree+ ment = agreement	postpone+ ment = postponement
	willing+ ness = willingness	frank+ ness = frankness
	arrive+ al = arrival	profession+ al = professional

Exercise 4

- A.** Fill the blanks in the following exercise with nouns formed by using the suffix 'ment' with the appropriate given words. One has been done as an example.

employ treat manage pay retire judge

1. As soon as the judgement was given, the reporters left the court room.
2. Zaman is back to work after his
3. The workers receive their weekly every Friday.
4. My son is looking for as he lost his job last week.
5. After his at the age of sixty he has decided to write a book.
6. The of the school announced their new admission policy yesterday.

UNIT 2.3 LANGUAGE PRACTICE

B. Fill the blanks in the following exercise by using the suffix 'ness' with the appropriate given words.

ill bold neat kind soft

1. Her _____ has made her weak.
2. I love the _____ of our new sofa set.
3. Our neighbour's son, who is a soldier, fought the enemy with _____.
4. The principal of our school treats everyone with _____.
5. My mother taught us _____ in all our work.

C. Fill the blanks in the following exercise by using the suffix 'al' with the appropriate given words.

sign survive approve propose remove

1. The _____ of the green turtle is in danger on the Karachi beaches.
2. Our _____ for setting up a dispensary was accepted by the minister.
3. The _____ of garbage is the responsibility of the government.
4. The train moved out of the station as soon as the guard gave the _____.
5. I needed my parents' _____ for going to friend's wedding.

UNIT 2.4 WRITING

Narrative Essays

A narrative essay is focused on telling a story. It includes important details about the incident. When writing a narrative essay, include details about:

- When and where the event /- incident took place
- What happened, include significant details
- What is its significance at the personal, societal, country level

Here are some tips that can help you write a good narrative essay.

Choose a story that is about the topic or theme that you have been assigned or you have chosen.

Make an outline of the plot before you begin – this will help you put your story in order.

Describe the important characters such that people can see them.

Describe the setting in a manner that the readers feel that they are seeing the scene.

Usually, the third person, i.e. he, she, it, is used along with common and proper nouns (boy, Salim).

Make sure your theme is clearly illustrated in the story.

In narrative essays, it is important to keep the readers' interest/ attention.

Your narrative essays should leave the reader with something to think about.

Note for Teachers: Explain the rules of writing a narrative essay. The points given in the boxes can help you.

UNIT 2.4 WRITING

Exercise 1

Individually, read the story given below:

Two Brothers

Tanveer and Junaid were twin brothers. They both looked exactly alike but, in personality, they were quite different in nature. Junaid always thought carefully before doing anything while Tanveer did things without thinking. Their father thought of a plan to make Tanveer realize that he should think before doing things.

One day, he called the two brothers and told them that he had saved enough money to buy one of them a bicycle. Since he had money only for one bicycle, he had decided to set up a competition. The one who would win the competition would get the bicycle. The competition was that both of them should set out right after the morning prayers and walk a distance – as much as each one could – and return by sunset. The one who would manage to complete the task would get the prize. Both the twins readily agreed.

Next morning, both the brothers set off. As usual, Tanveer sprinted off in order to cover a greater distance and win the prize. But Junaid held back and thought about what he should do before setting off.

Tanveer ran far ahead, to the end of the town and further, because he wanted the prize. Junaid, on the other hand, walked until midday and turned around to return home. When Tanveer felt that he had run far enough and Junaid would never be able to catch up with him, he turned around to return home. Unfortunately, because he had been running so fast, Tanveer was very tired, so the return was slower. When he finally returned home, long after sunset, he found that Junaid was already home.

Tanveer demanded his prize for running very far but his father pointed out that he hadn't returned within the time he was supposed to be back, therefore, the prize would be given to Junaid because he had completed the task according to instructions.

After you have read the story, work in pairs and orally discuss the following questions. The discussion will prepare you for the writing task that follows.

UNIT 2.4 WRITING

- a) Why was the twins' father worried?
- b) What did he decide to do?
- c) Who won the competition? Why did he win?
- d) Who lost the competition? Why did he lose?
- e) What lesson do you think Tanveer learnt?

Exercise 2

Imagine that you are Tanveer's teacher. You wanted him to win but he was not successful. What do you think he should do / not to do?

Write a narrative essay keeping the following points in mind:

- Explain the reason for the competition.
- State what he did and why.
- Describe what his brother did.
- Explain who won the competition and why.
- Identify the mistakes that Tanveer made.
- Express your regret and explain how you would like him to change.

Exercise 3

Work in groups of three. Think of one story related to you or someone you know quite well. Share your stories with each other.

Select one of the stories for writing a narrative account. Then, follow the steps given below to write a narrative essay.

- Brainstorm
- Select a topic for the essay, based on the story selected.
- Decide why you want to tell that story.
- Select the points/ ideas that you want to include.
- Prepare an outline of the story; be clear about the order in which you plan to tell the story and how you want to conclude it.

UNIT 2.4 WRITING

- Write the introductory paragraph, giving the background and purpose
- Narrate the incident.
- Relate the incident to the purpose.
- Write the concluding paragraph.
- Edit your work for organization of ideas, correctness of grammar and punctuation, and appropriate introductory and concluding paragraphs.

Summary Writing

A summary gives brief information about a topic. Here are some basic rules to follow when writing a summary of a given passage:

Do's

- Include all the main ideas.
- Select points from all the paragraphs.
- Limit your summary by not including all the details.
- Use simple, short sentences
- Link sections/ points with appropriate linking words.

Don'ts

- Do not reproduce sentences from the original text.
- Do not repeat any point/ idea.
- Do not introduce new ideas.
- Do not criticise.
- Do not change anything given in the original text.
- Do not give own opinion.

Note for Teachers: Divide the students into groups of three. Tell them that each one should think of a story to share. They should all share their stories and then pick one of the stories for writing their narrative essay.

After selecting the story they should write a narrative essay, by following the steps given in the exercise. Remind students to use the appropriate transitional devices (however, therefore, etc.)

UNIT 2.4 WRITING

Exercise 4

Work in pairs. Read the following passage and underline the main ideas/ words in each paragraph; do not include any details. The first paragraph has been done as an example.

Moen-jo-Daro or the 'Mound of the Dead' is one of the oldest cities in the world. Few people live there today, but 4,500 years ago, it was a large, busy city. It is in the province of Sindh, at a distance of 27 kilometres from Larkana, on the right bank of the Indus River. It was one of the early urban settlements in the world. The city was built around 2600 BC. It was one of the largest city-settlements of the Indus Valley Civilization of south Asia. The Indus Valley Civilization developed around 3000 BC, from the prehistoric Indus culture. At its height, the Indus Civilization spanned much of what is now Pakistan and North India.

Nobody knew anything about Moen-jo-Daro until 1922, when some villagers found pieces of old smooth pots and old bricks at the place where the city was discovered. These pieces of old pots and bricks were brought to Sir John Marshall, an English civil servant, whose work it was to look after historical remains. When he looked at them, he at once knew that they were pieces of very old pots. He decided that the area should be dug up as there might be remains of an old city.

So, the men started digging and as they dug, more and more such pieces came up, till there appeared, bit by bit, a city of straight roads, and well-built houses. When the people saw all this coming up, from what they had so far taken to be only mounds of clay and sand, they were very surprised and excited. Each house was made of large baked bricks and had a bathroom and servant quarters closed by. Covered drains ran beside the streets. Even the streets were made of baked bricks. There was a wide road in the middle of which had shops on both sides. This road continued on to the houses of the workmen.

UNIT 2.4 WRITING

The people of this city must have been great traders, with the river Indus so near and the sea within easy reach. The country side must have been fertile since wheat, rice and cotton grew there. The farmers also kept cattle. There were skilled craftsmen who made things from gold, silver and ivory. Clay dolls and carts were made for the children to play with.

For a long time, these people lived a happy life. They were quite rich and travelled from place to place on business or for pleasure. Their city was well-planned and clean. The rain water did not remain on the streets. We do not know what happened to them. Either they were raided from the north or some great earthquake destroyed them.

Exercise 5

Work in pairs. Use the underlined key words and write a summary of the above passage. Look at the Do's and Don'ts given in the boxes above.

You may begin like this:

Moen-jo-Daro, in Sindh, was one of the largest cities of the Indus Valley Civilization. This civilization developed around 3000 BC, in areas that today form Pakistan and North India. Moen-jo-Daro, one of the oldest cities in the world, was built around 2600 BC.

After you have written the summary, exchange your work with another pair. Read each others' work and give feedback, stating what is good and what needs to be changed.

Note for Teachers: Discuss with the students what they know about summary writing. Then discuss the Do's and Don'ts given in the boxes above. Also discuss the portions underlined in paragraph one and how they are used to write the initial part of the summary.

After this, divide the students into pairs. Also tell them which pairs will exchange their work with each other after writing the summary.

UNIT 2.5 STUDY SKILLS

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

Editing Practice (Continued)

There are many types of activities that can help sharpen our editing skills. One such activity is the C-test. In this activity incomplete words have to be completed by using the context for clues to guess what the word might be.

Exercise 1

The following passage is about 'The Duties of a Good Citizen'. Beginning from the second word of the second sentence half or sometimes half plus one extra letters have been removed from every second word. Work in pairs and first orally complete all the words. Once you have done so, write the complete passage in your notebook.

The Duties of a Good Citizen

If we just think for a minute, about the things and services we use in one day, we shall realize how much we owe to society. The mil__ brings mi__ for u__; t__ baker ba__ the br__; the pri__ prints o__ books; t__ driver dri__ the b__ in wh__ we g__ to sch__ or t__ place o__ work. T__ teacher tea__ the pup__ at sch__, the doc__ treats t__ sick a__ the shopk__ sells arti__ of da__ use. T__ traffic pol__ regulate t__ traffic s__ that w__ may tra__ without a__ fear o__ accident.

W__ must re__ society f__ all th__ gifts. I__ a mil__ mixes wa__ in t__ milk, h__ can h__ expect ot__ members o__ society t__ treat h__ fairly? I__ a shopk__ gives sh__ measure o__ sells sub-st__ goods, h__ must b__ prepared t__ get t__ same ki__ of trea__ from oth__. If w__ ignore tra__ rules, w__ not on__ endanger t__ lives o__ others b__ our o__ as we__.

UNIT 2.5 STUDY SKILLS

Ma___ benefits w___ enjoy a___ provided b___ our o___ country a___ society. I___ is, ther___, our du___ to b___ loyal a___ patriotic t___ Pakistan. W___ should p___ our ta___ promptly, fu___ and hone___, so th___ we m___ continue t___ enjoy a___ social bene___.

Is___ lays gr___ stress o___ our dut___ as citi___. The Ho___ Prophet (pe___ be up___ him) on___ said, "God lays so much stress on the rights of our neighbours that I almost thought they would get the right of inheritance in our property". In short, we cannot be good Muslims without being good and dutiful citizens.

Exercise 2

You are the editor of your school magazine. Work in pairs to edit the following passage for the school magazine.

Students have mainly three basic duties. They must obey their parents, teachers and elders. Students must help there parent in simple home chores. they must not became unresponsive to parents or teachers.

Students must fellow the standard discipline. They must establish a routine with studying. They learn and practice good manners and habits. They must focus on their studies. Regular reading should be a part of their daily routine and this reading habit makes them more intelligent and knowledgeable and moreover, it also improves their overall languach skills and vocabulary. Besides study they must exercise daily. They avoid watching too much TV. They must be polite and respectful towards every one. They must eat healthy food and avoid eating good that is unhealthy.

Note for teachers: Before asking the students to do Exercise 1, explain to them how the exercise is to be done. Tell them that if a word has an even number of letters, i.e. 4, 6, 8, etc., then half the letters would be missing in that word. However, if the word has an odd number of letters, i.e. 3,5,7,etc.,then half the number plus one more letter would be missing. For example, the word 'tailor' will be written as tai___ and the word 'would' will be written as wo___.

Also tell the students to read the whole sentence as this would give them an idea of the context and will make it easier for them to guess the word.

UNIT 2.6 FUN

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

Recitation and Visual Presentation of a Poem

Exercise 1

Here is one of Shah Latif's poems, translated by Elsa Kazi. Work in groups of four and recite it. Each group should read one verse only.

RAIN

The rain pours on the desert sands
On hills and vales around;
At early dawn we rise to hear,
The churns soft, humming sound-

The hands are full of butter, wives
With merriment abound-
Each buffalo for milking brought;
Athwart the grassy ground;
In thatches here we never found
Mistress and mind so glad!

Season's Orchestra's in full swing,
Fresh showers ease the mind;
On mountain-side so green with grass;
Cattle abundance find;
Gay herdsmen's wives about their necks
Of blossoms garlands wind;

Cucumbers, mushrooms, vegetables
Food of every kind;
Lord! Days of dearth let lie behind,
Ne'er let them reach the earth.

Exercise 2

Continue working in the same groups of four and draw the scene described in the verse that you recited, on a chart paper. Colour or paint the picture. Write the verse in beautiful and fancy writing on the chart.

All the charts will be displayed in the class and the group with the best drawing will be the winner.