# ENGLISH

X

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## Introduction

English for Grade X follows the guidelines of National Curriculum 2006. An effort has been made to include the Competencies, Standards and Benchmarks mentioned in the curriculum document. The basic requirements of Reading and Thinking Skills, Writing Skills, Oral communication Skills and Formal and Lexical Aspects of language have been incorporated in all units. The activities allow students to work individually, in pairs, in small groups and then in class discussion using a variety of learning styles. The activities also encourage students to accept other people's ideas, to share knowledge and opinions and gain confidence in expressing themselves. The textbook contains the following components.

#### **Reading Material**

The reading material comprises a variety of text types e.g. interpersonal, expository, descriptive, narrative, argumentative and literary texts. The chosen material is contemporary and reflects the specified themes. All reading material in the textbook requires learners to work at a level slightly above their receptive ability, only then they may be stimulated enough to stretch themselves cognitively. The learners are also provided opportunities for understanding expressive and narrative texts, and once initiated into this process they will be able to seek enjoyment through extensive reading on their own.

#### Pre-reading

The pre-reading section introduces students to the subject matter under discussion and gives them an opportunity to express their own experiences, views and understanding of the topic. This activity will also help the teacher to evaluate the level of oral competency each student has attained.

#### While-reading

Being an active reader is a crucial part of being a lifelong learner, therefore a number of while reading activities are designed. This section helps in recognizing the patterns of text organization through skimming, scanning, making inferences, deducing meaning from context, inferring meaning and generating questions to understand text.

#### Vocabulary

This section explores the use and purpose of word roots, contextual clues, phrases, transitional devices, similes, connotations and denotations etc. The variety of vocabulary exercises encourages students to have confidence in exploring and using new vocabulary. At this stage, the dictionary and thesaurus are their constant companions.

#### Reading Comprehension

If students are to become independent learners, they need to acquire thinking skills to enhance their study skills. Thinking creatively, sorting fact and opinion, problem and solution, cause and effect, recognizing consequences, defining alternative view points, comprehending and interpreting texts by applying critical thinking strategies which will help students significantly in their school work. In addition, students will answer literal, factual, interpretive, inferential, evaluative, personal response and open ended questions. Within these set of questions a variety of learning opportunities is offered, including individual and group work.

#### Grammar

This section provides contextualized as well extended activities on a particular grammatical item to encourage students to apply their knowledge of its rule. The rule is based on understanding and using the principles of pronunciation, grammar, punctuation and syntax for developing accuracy in their spoken and written communication. This follows the curriculum's directive that grammar should be experienced in context and in response to students needs.

## Writing Skills

The writing process is vital to prepare students thoroughly for new stages in academic development, examinations and later life. In order to present a well written composition, it is essential that students view writing as a process, and are taught to approach their writing deliberately in three stages. In pre-reading stage, a topic is chosen, and narrowed down; ideas are generated, gathered and then organized. In the second stage of drafting, the ideas are converted into sentences and paragraphs. In the third stage of revising, the ideas are reorganized, clarified and then finally, the draft is edited for errors and omissions so as to improve its style. With these skills, students can confidently produce with developing fluency and accuracy; academic, transactional and creative writing, which is focused, purposeful and shows an insight into the writing process.

#### Oral Communication Skills

This section builds on the communication skills using selected linguistic exponents to communicate appropriately for various functions and co-functions. Language functions are the purposes for which people speak or write. The purpose may be to present a point of view, to state one's opinion with reasons, to agree/disagree politely, to ask for information or any other. Therefore, students are exposed to a variety of appropriate language expressions which are best suited for the communicative purpose. In this way this section will develop the communication skills students need to succeed in their academic life through dialogues, group discussions and presentations.

### **Guidelines for Teachers**

A wide range of guidelines is provided for teachers to help them achieve learning objectives. These guidelines can also be seen as a means of helping teachers develop professionally. Teachers are given ample opportunities to use a variety of instructional strategies such as input, discussion, inquiry, investigation, cooperative learning, presentation and projects. These strategies will create learning environment and achieve learning objectives which cater to the differing interests, abilities and learning styles of students in order to make them independent and confident learners.

#### Conclusion

This level builds on earlier work, and the language learnt at the previous levels is consolidated. The learners are equipped with skills which are not only essential for their current needs but also for future academic and social needs. As language is the base of all knowledge, competency/ proficiency in English language will also help learners attain proficiency in other disciplines.

Unit			4
No.	Unit Title	Vocabulary	Reading Skills
1	Hazrat Muhammad رَمُولُ اللهِ عَالَمُ اللَّهِ عِنْهُ مَثْلُ اللهُ عَلَيْهِ وَقَلْ اللهِ وَأَصْتَالِهِ وَمَنْكَ an Embodiment of Justice	Deducing meaning of unfamiliar words Translation into Urdu	Analysis of patterns of text organization Comprehension questions
2	Chinese New Year	Explaining meaning of words Translation into Urdu	Reading MCQs Comprehension questions
3	Try Again	Synonyms Meaning of words	Comprehension questions Simile Alliteration
4	First Aid	Specialized vocabulary Prefixes Idioms with 'to infinitives'	Analysis of patterns of text organization Reading MCQs Comprehension questions
		Review-I	*
5	The Rain	Synonyms and antonyms Connotation and denotation	Comprehension questions Metaphor Personification
6	Television vs. Newspapers	Guessing meaning of unfamiliar words Translation	Reading MCQs Analysis of patterns of text organization Comprehension questions
7	Little by Little One Walks Far!	Deducing meaning of unfamiliar phrases Translation into Urdu	Reading MCQs Comprehension questions

		CHARLE TO A STATE	
Grammar	Oral Communication Skills	Writing Skills	P.#
Concrete nouns Abstract nouns Noun phrase Past indefinite tense Past continuous tense Pronunciation key	Group discussion  Expressions to explain one's point of view	Précis writing Essay on general subject	1
Collective nouns Use of must/mustn't Present indefinite tense Present continuous tense Punctuation Use of hyphen	Group discussion Expressions to give reasons	Summary of the text Essay on general subject	15
Personal Pronouns Degrees and order of adjectives Adjective phrase Future indefinite tense	Expressions to show anger	Paraphrasing Summary writing Paragraph writing	27
Kinds of adverb Adverb phrase Gerunds Infinitives Active passive voice	Expressions for apology	Paragraph writing Writing a personal narrative	37
			50
Transitive and intransitive verbs Prepositions Active passive voice	Expressions for directions Presentation Skills	Paraphrasing Summary writing Paragraph writing	55
Modal verbs Active passive voice First conditional Silent letters	Group discussion Expressions to show agreement	Précis writing Comparison and contrast essay writing Analysis of a formal letter	67
Indefinite pronouns Present perfect tense	Conducting interview	Précis writing Essay writing Application writing Formal letter writing	79

Unit No.	Unit Title	Vocabulary	Reading Skills
8	Peace	Synonyms Connotation and Denotation Translation of idioms into Urdu	Comprehension questions Use of imagery
		Review-II	
9	Selecting the Right Career	Explaining the meaning of unfamiliar words and phrases	Comprehension questions Analysis of patterns of text organization
10	A World Without	Deducing meaning of	Comprehension questions
	Books	unfamiliar words and phrases Translation of idioms into Urdu	Library skills
11	Great	Deducing meaning of	Comprehension questions
	Expectations	unfamiliar phrases Suffixes	Analysis of story elements Further reading activity
12	Population	Synonyms	Comprehension questions
	Growth and World Food Supplies	Analyzing and understanding common prefixes	Analysis of patterns of text organization
13	Faithfulness	Prefix 'en' Explaining phrases	Comprehension questions
		Translation into Urdu	
		Review-III	
		Sample Rubrics	

Grammar	Oral Communication Skills	Writing Skills	P.#
Kinds of pronouns Participles Gerund phrase Infinitive phrase Prepositional phrase	Stress and Intonation in speech Expressions for direction	Main idea of the poem Paraphrasing Summary writing Paragraph writing	91
( - 1 ) - 1			101
Noun clause Present perfect continuous tense	Group discussion Expressions to state one's opinion	Précis writing Essay on general subject Analyzing and writing a job application	106
Relative Pronouns Adjective clause Second conditional	Group discussion Expressions to show agreement/ disagreement	Analyzing and writing a letter to editor  Argumentative essay writing	118
Past perfect tense Past perfect continuous tense Direct and indirect speech Active passive voice	Group presentation on story elements	Character sketch Book review	129
Subordinating conjunctions Adverb clause	Group presentation	Précis writing Essay on general subject	139
Third conditional Simple, compound and complex sentences Quotation marks	Asking and responding to questions of social nature	Writing a character sketch Summarizing a story	149
	AL PUBLISHED	,	160
			164

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# بِسْمِ اللهِ الرَّحْمُنِ الرَّحِيْمِ ٥

in the Name of Allah, the Most Gracious the Most Merciful



# المعالكة الكينيان Hazrat Muhammad مثل الله عَلَيه وَعَلَى البِهِ وَاعْمَالِهِ وَمَالَّهُ عَلَيْهِ وَعَلَى البِهِ وَاعْمَالِهِ وَمِنْ اللهِ عَلَيْهِ وَعَلَى البِهِ وَاعْمَالِهِ وَمِنْ اللهِ عَلَيْهِ وَعَلَى البِهِ وَاعْمَالِهِ وَمِنْ اللهِ عَلَيْهِ وَعَلَى اللهُ عَلَيْهِ وَعَلَى اللهِ عَلَيْهِ وَعَلَى اللهِ عَلَيْهِ وَعَلَى اللهِ عَلَيْهِ وَعَلَى اللهِ عَلَيْهِ وَعَلَى اللهُ عَلَيْهِ وَعَلَى اللّهُ عَلَيْهِ وَعَلَى اللّهُ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَى اللّهُ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَى اللّهُ عَلَيْهِ ع

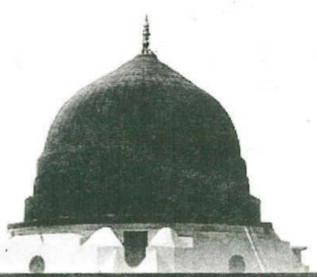
# Learning Outcomes

After completing this unit students will:

- · recognize and practise values and attributes of justice for peaceful coexistence
- deduce the meanings of unfamiliar words from the context
- · demonstrate the use of concrete and abstract nouns
- · illustrate the use of regular and irregular verbs in writing
- · write an effective essay on the given topic

# Pre-reading

- What do you understand by 'justice'?
- What is the importance of an independent judiciary in a society?
- Who is regarded as the true embodiment of justice? Why?





#### For the Teacher:

Use pre-reading activity to help students predict the content of the text from the title, picture, and by using their prior knowledge.

- (1) Hazrat Muhammad's المُونَّالُهُ عَالَيْهِ اللَّهِ عَالَى اللَّهُ عَالَى اللَّهُ عَالَى اللَّهُ عَالَى اللهُ وَالْحَالِمُ اللهُ عَالَى اللهُ عَلَى اللهُ عَلَى اللهُ عَلَى اللهُ عَلَى اللهُ عَلَى اللهُ عَلَى
- (2) Hazrat Muhammad رَّسُولُ اللَّهِ عَالَيْ اللَّهِ وَعَلَى اللَّهُ وَعَلَى اللَّهِ وَعَلَى اللَّهِ وَعَلَى اللَّهُ عَلَى اللَّهُ وَاللَّهُ وَاللَّهُ وَاللَّهُ عَلَى اللَّهُ وَاللَّهُ عَلَى اللَّهُ عَلَى اللَّهُ عَلَى اللَّهُ عَلَى الللَّهُ عَلَى اللَّ
- (3) As head of the state of Madinah, he decided all cases on merit with justice and equity, irrespective of colour, creed, or

saved them from a tribal conflict.

Why did the Quraish think that the Rasool خَاتَمُ الغَبِيْوَنَ صَلَّى اللهُ عَلَيْهِ وَثَلِي اللهِ وَاضْعَالِهِ وَسَلَّمُ اللهُ عَلَيْهِ وَسَلَّمُ العَبِيوَ مَن صَلَّى اللهُ عَلَيْهِ وَسَلَّمُ اللهِ وَاضْعَالِهِ وَسَلَّمُ اللهِ عَلَيْهِ وَسَلَّمُ would favour them?

race. Once a Quraish woman was found guilty of stealing. Some people wanted to save her from punishment in order to protect the honour of the family of the Quraish. They asked Hazrat Usama bin Zaid نولشتان to intercede



#### For the Teacher:

While-reading activities given in the box may be conducted to help students interact with the text actively. More while-reading questions may also be generated for better comprehension of the Rasool خَاتُمُ التَّهِيِّانَ صَلَّى اللهُ عَلَيْهِ وَمِن الْهِمُ اللهُ عَلَيْهِ وَمِن اللهُ عَلَيْهِ وَمِنْ اللهُ عَلَيْهِ وَمِن اللهُ عَلَيْهُ وَمِن اللهُ عَلَيْهِ وَمِن اللهُ عَلَيْهِ وَمِن اللهُ عَلَيْهِ وَمِن اللهِ عَلَيْهِ وَمِن اللّهُ عَلَيْهِ وَمِن اللّهُ عَلَيْهِ وَمِن اللّهُ عَلَيْهِ وَمِنْ اللّهُ عَلَيْهِ وَمِن اللّهُ عَلَيْهِ وَمِنْ اللّهُ عَلَيْهِ وَمِنْ اللّهُ عَلَيْهِ وَمِنْ اللّهِ عَلَيْهِ مِن اللّهُ عَلَيْهِ عَلَيْهِ مِنْ اللّهُ عَلَيْهِ عَلَيْهِ وَمِنْ اللّهِ عَلَيْهِ عَلَيْهِ عَلَيْهِ وَمِنْ اللّهِ عَلَيْهِ عَلْمِ عَلَيْهِ عَلَيْهِ

an Embodiment of Justice تَسْوَلُ المِمَاءَةُ النَّبِيهِانَ صَلَّى المُعَالَمُ اللَّهِ عَلَى وَعَلَّى إِبْوَاطْعَالِهِ وَمَلْكُ Am Embodiment of Justice

on her behalf. Hazrat Usama ثنىالله عنايات requested the Rasool غَاتَمُ النَّبِيِّدُن صَلَّى اللهُ عَلَيْهِ وَعَلَى الِهِ وَاضْحَابِهِ وَسَلَّمُ اللَّهِ عَلَيْهِ وَعَلَى اللهُ عَلَيْهِ وَعَلَى اللهُ عَلَيْهِ وَعَلَى اللهُ عَلَيْهِ وَعَلَى اللهُ وَاضْعَابِهِ وَسَلَّمُ to forgive her. The Rasool خَاتَّمُ النَّهِ عِنْ صَلَّى اللهُ عَلَيْهِ وَعَلَى اللهُ وَاضْعَابِهِ وَسَلَّمُ very furiously said, "Bani Israil was ruined because of this. They applied law to the poor and forgave the rich."

During the sermon, an Ansari seeing some men from the tribe of Banu (4) Tha'lba sitting there, stood up and pointed toward them and said, "Oh Rasool of Allah! Their ancestors killed a member of our family. We appeal to you to get one of them hanged in exchange for that." The replied, "The revenge of the father خَاتَمُ النَّبِيثِينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى الِهُ وَاضْحَالِهُ وَسَلَّمُ cannot be taken on his son."

was so well-known for his (5) خَاتَمُ النَّبِيِّيْنَ صَلَّى النَّهُ عَلَيْهِ وَعَلَى آلِهِ وَأَضْحَالِهِ وَسَلَّمُ justice that even the Jews, who were his Why did the non-Muslims خَاتَمُ النَّبِيثِينَ trust the Rasool bitter enemies, brought their suits to him and صَلَّى اللَّهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْعَابِهِ وَسَلَّمْ ؟ he decided the cases in accordance with the Jewish law. He very strictly followed the Commandment of Allah: "If they come to you, either judge between them, or decline to interfere. If you decline, they cannot hurt you in the least. If you judge, judge in equity between them.

For Allah loves those who judge in equity." (5:42).

Justice demands that it should be upheld in all the circumstances, even if it goes against one's own self or one's family or relations. All of his life Hazrat رَّسُولُ اللهِ خَاتَمُ النَّبِينُ يَن صَلَّى اللهُ عَلَيْهِ وَعَلى آلِهِ وَأَصْابِهِ وَسَلَّمُ Muhammad What advice did the Rasool خَاتَمُ التَّبِيِّينُ صَلَّى اللَّهُ عَلَيْهِ وَعَلَى ٓ لِهِ وَأَحْدَابِ وَسَلَّمُ judged other people's affairs with justice and give to Hazrat Ali المناسا? told his companions to be just. It is reported by Hazrat Ali تَى اللَّهُ عَلَيْهِ وَعَلَى آلِهِ وَآحْتَابِهِ وَسَلَّمُ that Allah's Rasool تَى اللَّهَ عَلَيْهِ وَعَلَى آلِهِ وَآحْتَابِهِ وَسَلَّمُ



#### For the Teacher:

Discuss with students the social and political situation of Madinah during the time of . غَاتَمُ النَّبِينِينَ صَلَّى اللَّهُ عَلَيْهِ وَعَلَى إِلِمُواَفِعُ الدِّوسُلُمُ the Rasool

said to him: "When two men come to you for judgment, never decide in favour of one without hearing the arguments of the other; it is then most likely that you will know the truth." Hazrat Muawia تَى اللَّهُ اللَّهُ عَلَيْهِ وَمَا اللَّهُ اللَّهِ وَاللَّهُ اللَّهُ عَلَيْهِ وَمَا اللَّهُ وَاللَّهُ اللَّهُ وَاللَّهُ وَاللَّا لَا اللَّهُ وَاللَّهُ وَلَّهُ وَاللَّهُ وَلَّهُ وَاللَّهُ وَل

- (7) While Hazrat Muhammad مُسُولُ اللَّهِ عَلَيْهِ وَعَلَى اللَّهُ عَلَيْهِ وَعَلَى اللَّهِ عَلَى اللَّهِ عَلَى اللَّهُ عَلَيْهِ وَعَلَى اللَّهُ عَلَيْهِ وَعَلَى اللَّهُ عَلَيْهِ وَعَلَى اللَّهُ عَلَيْهِ وَعَلَى اللَّهِ عَلَى اللَّهُ عَلَيْهِ وَعَلَى اللَّهُ عَلَى اللَّهُ عَلَى اللَّهُ عَلَيْهِ وَاللَّهُ عَلَيْهِ وَاللَّهُ عَلَيْهِ وَعَلَى اللَّهُ عَلَيْهِ وَعَلَى الللْهُ عَلَيْهِ وَعَلَى اللْهُ عَلَيْهِ وَعَلَى اللْهُ عَلَى اللْهُ عَلَى اللَّهُ عَلَيْهِ وَعَلَى اللَّهُ عَلَى اللَّهُ عَلَى اللَّهُ عَلَيْهِ وَعَلَى اللَّهُ عَلَيْهِ وَعَلَى اللْهُ عَلَى اللَّهُ عَلَى الْهُ عَلَيْهُ وَلَا عَلَى الْهُ عَلَى الللَّهُ عَلَيْهِ وَعَلَى اللَّهُ عَلَى الْهُ عَلَى اللْهُ عَلَى الْهُ عَلَى اللْهُ عَلَى الْهُ عَلَى اللْهُ عَلَى اللْهُ عَلَى اللْهُ عَلَى الْهُ عَلَى اللْهُ عَلَى الللْهُ عَلَى الللّهُ عَلَى الللّهُ عَلَى الللّهُ عَلَى اللّهُ عَلَى اللّهُ عَلَى الللّهُ عَلَى الللّهُ عَلَى الللّهُ عَلَى الللّهُ عَلَى اللّهُ عَلَى الللّهُ عَلَى الللّهُ عَلَى الللّهُ عَلَى الللْهُ عَلَى الللّهُ عَلَى الللّهُ عَلَى الللّهُ عَلَى اللّهُ عَلَى الللللّهُ عَلَى الللّهُ عَلَى اللللْهُ عَلَى الللّهُ عَلَى الللّهُ عَلَى الللللّهُ عَلَى الللّهُ عَلَى الللللّهُ عَلَى الللّهُ عَلَى الللللّهُ عَلَى الللللّهُ عَلَى اللللللّهُ عَلَى الللللّهُ عَلَى الللّهُ عَلَى الللّهُ عَلَى الللللّهُ عَلَى الللّ
- (8) Allah's Rasool المجاورة المعالية الله على ا

(From MUHAMMAD Encyclopedia of Seerah (Vol. 1) by Afzal ur Rahman)



#### For the Teacher:

- Ask students to deduce the meanings of difficult words from context.
- Help them analyze passages in the text to identify theme, general subject and supporting details. Invite them to read one paragraph of the text and ask questions such as "What one idea in this paragraph is mentioned? What sentences add information to the most important idea?", etc.

## THEME

Allah's Rasool غَاتُمُ النَّبِيِّانَ صَلَّى اللهُ عَلَيْهِ وَعَلَى الْهِ وَاضْحَالِهِ وَسَلَّمُ المَّاعِلِيهِ وَسَلَّمُ السَّعِينِ مَلَى اللهُ عَلَيْهِ وَعَلَى الْهِ وَاضْحَالِهِ وَسَلَّمُ is a great example to all of mankind. A number of incidents give evidence of the Rasool's خُاتُمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلَى الْهِ وَاضْحَالِهِ وَمَا اللهُ عَلَيْهِ وَعَلَى اللهُ وَاضْحَالِهِ وَاسْتَالِهِ وَاسْتَالِهُ وَاسْتَالِهِ وَاسْتَالِهُ وَاسْتَالِهِ وَاسْتَالِهِ وَاسْتَالِهِ وَاسْتَالِهُ وَاسْتَالِهُ وَاسْتَالِهِ وَاسْتَالِهِ وَاسْتَالِهِ وَاسْتَالِهِ وَاسْتَالِهِ وَاسْتَالِهِ وَاسْتَالِهِ وَاسْتَالِهِ وَاسْتَالِهُ وَاسْتَالِهُ وَاسْتَالِهُ وَاسْتَالِهُ وَاسْتَالِهُ وَاسْتَالِهُ وَاسْتَالْهُ وَاسْتَالِهُ وَاسْتَالِهُ وَالْمُعِلِّيِ وَاسْتَالِهُ وَاسْتَالِهُ وَاسْتَالِهُ وَالْمُعِلِّيِ وَسُلِهُ وَاللَّهُ وَاللَّالِمُ وَاللَّهُ وَاللّهُ وَاللَّهُ وَاللَّا

GLOSSAR'	1	
ancestor		distant relation somebody is descended from
destitute	**********	with no money or possessions
equitable	*********	fair
firm		definite
foe		an enemy in battle or war
intercede		to speak in support of somebody involved in a dispute
magnitude	**********	importance, or effect
owe	********	have to give someone amount of money
revenge	***********	something that you do to hurt or punish someone because they have hurt you
seek		to get

# VOCABULARY

- A. Give the meaning of each word as used in the lesson. model, piety, eternal, earned, sermon, revenge, commandment, upheld, destitute, proclaimed, transcends
- Choose the appropriate synonyms of the following words.
  - (i) equitable
    - (a) fair
- (b) just
- (c) equal

- (ii) ancestor
  - (a) antecedent
- (b) forefather
- (c) predecessor



## For the Teacher:

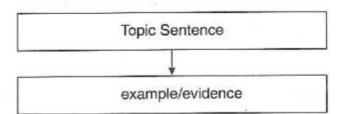
- Vocabulary A: Guide students to pick out contextualized meaning of a word from many meanings given in the dictionary for one word.
- Help students explore the use of synonyms with varying shades of meaning.
   Help them choose the synonym which is closest to the meaning of given word in context.

6)	-0.			English Grade X
	(iii)	foe (a) relative	(b) enemy	(c) friend
	(iv)	firm (a) expensive	(b) powerful	(c) persistent
	(v)	glorious (a) lustrous	(b) splendid	(c) fabulous
C.	phra	asal verbs in sent	ences.	al verbs and use these
	guilt	y of, belong to, exc	change for, in accorda	ince with
D.	Trai	nslate paragraph	1 of the lesson into l	Urdu.
REA	DING	COMPREHENS	ION	
				× .
	-	of patterns of te		
A.	Cho	ose the correct of	ption.	details of the Rasool's
			characteri خَاتَمُ التَّبِيِّيْنَ صَلَّى ا	- HATTERSHAPENT CONT. CHANGE IN THE TOTAL CONTROL OF THE
		a. general	b. specific	c. chronological
	2.	The key idea of p	paragraph 2 is that	-
		a. Hazrat Muhar great orator	مُعَلَيْوَوَعَلِ آلِهِ وَٱصْحَابِهِ وَسَلَّمُ nmad	was a رَّسُولُ اللّهِ خَاتَمُ النَّبِيِّيِّةُ يَّصَلَّى اللّ
		b. Hazrat Muhar just head of th		was a رَّسُوْلُاللَّهِ خَاتَمُ النَّبِيِّيْنَ صَلَّى اللَّ
			ammad عَلَيْهِوَ عَلَ الِهِوَاصَّعَابِهِ وَسَلَّمْ before his Nabuwat	was just زَسُوُلُ اللَّهِ خَاتَمُ النَّبِيِّلِينَ صَلَّى اللَّهُ
	3.	Examples given	in paragraphs 3 and 4	show that
		<ul> <li>a. Hazrat Muhar</li> <li>just head of the</li> </ul>		was a دَسُولُاللهِ مَا تَمُ التَّبِيِّئِينَ صَلَّى اللهُ
		simple man		was a رَسُولُ اللهِ خَاتَكُمُ النَّبِيِّ لِمَّى صَلَّى اللهُ
		<ul> <li>c. Hazrat Muhar</li> <li>his dealing</li> </ul>	تُهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمُ mmad	was fair in زَّسُولُ لللهِ خَاتَمُ التَّبِيِّيْنَ صَلَّى للأ

•

• 1+

- Paragraph 5 shows that \_\_\_\_\_
  - a. Hazrat Muhammad المُعْوَلُ اللَّهُ عَلَيْهِ وَعَلَى اللَّهُ عَلَيْهِ وَعَلَّى اللَّهُ عَلَيْهِ عَلَيْهِ وَعَلَّى اللَّهُ عَلَيْهِ وَعَلَّى اللَّهُ عَلَيْهِ عَلَيْهِ وَعَلَّى اللَّهُ عَلَيْهِ وَعَلَّى اللَّهُ عَلَيْهِ عَلَى اللَّهُ عَلَيْهِ وَعَلَّى اللَّهُ عَلَيْهِ وَعَلَّى اللَّهُ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَى اللَّهُ عَلَيْهِ عَلَى اللَّهُ عَلَيْهِ عَلَى اللَّهُ عَلَيْهِ عَلَيْهِ عَلَى اللَّهُ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَى اللَّهُ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَى اللَّهُ عَلَيْهِ عَلَيْهِ عَلْ
  - b. The justice of Hazrat Muhammad مُسُولُ اللهُ عَالَيْهِ وَمَالَ اللهُ عَالَيْهِ وَمَالَ اللهِ وَالْعَالِيهِ وَمَالَلهِ وَمَالَلهِ وَمَالًا وَهُوا مِعْنَا إِلَيْهِ وَالْعَالِيهِ وَمَالًا وَهُوا مِعْنَا لِيهِ وَالْعَالِيةِ وَمَالًا وَهُوا مِعْنَا لِيهِ وَمَالًا وَهُوا مِنْ وَمِنْ اللهُ عَالَيْهِ وَمَالًا وَهُوا مِنْ وَمُعَالِمُ وَمُعَلِّمُ وَمُعَالِمُ وَمُعَلِمُ وَمُعَلِمُ وَمُعَلِمُ وَمُعَلِمُ وَمُعَلِمُ وَمُعَلِمُ وَمُعَلِمُ وَمُعِلِمُ وَمُعَلِمُ وَمُعَلِمُ وَمُعَلِمُ وَمُعِلِمُ وَمُعَلِمُ وَمُعَلِمُ وَمُعَلِمُ وَمُعَلِمُ وَمُعْلِمُ لِلْمُعُلِمُ وَمُعْلِمُ وَمُعَلِّمُ وَمُعَلِّمُ وَمُعَلِمُ وَمُعَلِمُ وَمُعَلِمُ وَمُعَلِمُ وَمُعَلِمُ وَمُعِلِمُ وَمُعِلِمُ وَمُعِلِمُ وَمُعْلِمُ وَمُعِلِمُ وَمُعِلِمُ وَمُعِلَّمُ وَمُعِلِمُ وَمِعْلِمُ وَمُعِلِمُ وَمُعِلِمُ وَمُعِلِمُ وَمِنْ مُعِلِمُ وَمِعِلَمُ وَمِعِلَمُ وَمُعِلِمُ وَمُعِلِمُ وَمُعِلِمُ وَمُعِلِمُ وَمُعِلِمُ وَمُعِمِوا مُعْلِمُ وَمُعِلِمُ وَمِعِلَمُ وَمُعِلِمُ وَمُعِلِمُ وَمُعِلِمُ وَمُعِلِمُ وَمُعِلِمُ
  - c. Hazrat Muhammad تَسُوْلُ الله خَاتَمُ النَّهِ يَتِكْنَ صَلَّى اللهُ عَلَيْهِ وَعَلَى الهِ وَاضْتَابِهِ وَسُلَّمُ was just and fair even before his Nabuwat.
- 5. To whom did the Rasool خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلَى الِهِ وَالْحَالِبِهِ وَسَلَّمُ give the following advice? "When two men come to you for judgment, never decide in favour of one without hearing the arguments of the other; it is then most likely that you will know the truth."
  - a. Hazrat Abu Bakr Siddique نُىاللُمْتَالُ عِم
  - b. Hazrat Ali ئىللىتىلىت
  - c. Hazrat Umar Farooq ئىنشتانىيە
- B. Identify the topic sentence and supporting details in paragraph 3.



# g'-

#### For the Teacher:

Guide students to read the lesson silently to extract main/key ideas and supporting details of paragraphs. As each paragraph carries separate thought, help students analyze each paragraph to identify its main/key idea and supporting details. -

# C. Answer the following questions.

- How can people achieve perfection in the moral, spiritual and social areas of life?
- How did the Rasool خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَاضْعَالِهِ وَاسْتَلَمُ set high and noble ideals for all mankind?
- 3. How were people of Makkah convinced of the Rasool فَاتَمُ النَّهِ عَلَيْهِ وَعَلَى اللهُ وَأَضَالِهِ وَاسْتُلم justice even before his Nabuwat?
- 4. What standards of justice did the Rasool خَاتُمُ النَّهِ يِتِينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى اللهُ وَاضْا بِهِ وَسَلَّمُ اللهُ عَلَيْهِ وَعَلَى اللهُ عَلَيْهِ وَعَلَى اللهُ عَلَيْهِ وَسَلَّمُ اللهُ عَلَيْهِ وَعَلَى اللهُ عَلَيْهِ عَلَيْهُ عَلَيْهِ وَعَلَى اللهُ عَلَيْهِ عَلِيهِ عَلَيْهِ عَلَيْ
- What made the non-Muslims bring their suits to the Rasool
   خَاتَمُ النَّهِ يَـٰنَ صَلَّى اللهُ عَالَيْهِ وَعَلَى الهِ وَاضْحَالِهِ وَسَلَّمَ
- How does the Holy Quran describe the personality of the Rasool جُفَاتُمُ النَّبِيتِيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلَى الهِ وَاضْحَالِهِ وَاسْلَم ?

## GRAMMAR

#### Concrete Nouns

#### Example:

The revenge of the <u>father</u> cannot be taken on his <u>son</u>.

The underlined words are concrete or material nouns, as they refer to concrete things.

#### **Abstract Nouns**

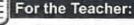
#### Example:

He decided their case with equity and justice.

The underlined words are abstract nouns, as they refer to ideas, qualities or states.

# Identify whether each underlined word is a concrete or an abstract noun.

 She puts much <u>effort</u> into her <u>studies</u> as she wants to score good marks.



Recapitulate students' previous knowledge of concrete and abstract nouns.
 Help them demonstrate the use of more concrete and abstract nouns from their immediate surrounding.



#### For the Teacher:

 Help students apply rules for the use of articles 'a', 'an' and 'the' wherever applicable in speech and writing.

$\sim$	
(10)	English Crade V
(10)	English Grade X

- Underline the noun phrases in the following sentences.
  - 1. This is an old-fashioned hat.
  - 2. We discovered Fahad's plans.
  - 3. A rolling stone gathers no moss.
  - 4. The recent flood caused heavy damage.
  - 5. An oral presentation can be interesting.

# Past Indefinite and Past Continuous Tenses

 Fill in each blank with past indefinite or past continuous tense of the verb in brackets.

1.	What	(you / do) when I (call) you last					ight?
2.	1	_ (sit) in the café wh	en yo	u		(call)	me.
3.	When you(	be) there?	at	the	bus	stand,	who
4.	Shamsa the noise.	(watch) a film	n whe	n she			(hear)
5.	We	(play) tennis w	hen J	aved			(hurt)

# E. Punctuate the following paragraph.

during the sermon an ansari seeing some men from the tribe of banu tha'lba sitting there stood up and pointed toward them and said oh rasool of Allah خَاتَمُ النَّهُ عَلَيْهِ وَعَلَى اللهُ وَاضَالِهِ وَاضَالِهُ وَاضَالِهِ وَاضَالِهِ وَاضَالِهُ وَعَلَى اللهِ وَاضْحَالِهِ وَاضَالِهِ وَاضَالِهِ وَاضْحَالِهِ وَاضَالِهُ وَعَلَى اللهُ وَاضْحَالِهِ وَاسْلَمُ وَعَلَى اللهُ وَاضْحَالِهُ وَمَا اللهِ وَاضْحَالُهُ وَعَلَى اللهُ وَاضْحَالُهُ وَمَا اللهُ وَاضْحَالُهُ وَمَا اللهُ وَاسْتَعَالَهُ وَعَلَى اللهُ وَاضْحَالُهُ وَمَا اللهُ وَاسْحَالُهُ وَمَا اللهُ وَاسْحَالُهُ وَمَا اللهُ وَاسْحَالُهُ وَمَا اللهُ وَاسْتَعَالَهُ وَعَلَى اللهُ وَاسْحَالُهُ وَمَا اللهُ وَاسْتَعَالَهُ وَمَالِهُ وَمَا اللهُ وَاسْتَعَالُهُ وَمَا اللهُ وَاسْعَالُوهُ وَعَلَى اللهُ وَاسْعَالُوهُ وَمَا اللهُ وَاسْعَالُوهُ وَمَا اللهُ وَاسْعَالُهُ وَاللّهُ وَاللّهُ وَاللّهُ وَمَا اللّهُ وَاسْعَالُهُ وَاللّهُ وَلّهُ وَاللّهُ وَاللّهُ وَلِهُ وَاللّهُ وَاللّهُ وَاللّهُ وَلِهُ ا

# For the Teacher

**Grammar D:** Recapitulate students previous knowledge of past indefinite and past continuous tenses. Help them illustrate use of these tenses and encourage them to relate these tenses to everyday situations.

# Unit-1 | Hazrat Muhammad تَسُولُ الدِمَاتَةُ النَّبِينَىٰ مَنَّ اللَّهَ عَلَيْهِ وَاسْلَا An Embodiment of Justice

# **Pronunciation Key**

Co	Consonants			Vowels a			nd diphthongs		
n	pen	/pen/	S	see	/si:/	i:	see	/si:/	
b b	bad	/bæd/	z	200	/zu:/	i	happy	/ˈhæpi/	
1	tea	/ti:/	ſ	shoe	/ʃu:/	1	sit	/stt/	
d	did	/did/	3	vision	/'vi3n/	e	ten	/ten/	
k	cat	/kæt/	h	hat	/hæt/	æ	cat	/kæt/	
9	get	/get/	m	man	/mæn/	a:	father	/'fa:ðə(r)/	
t,ſ	chain	/tʃeɪn/	n	now	/nau/	D	got	/gpt/	(British English)
d3	jam	/dʒæm/	ŋ	sing	/sm/	a:	saw	/80:/	
f	fall	/fo:1/	1	leg	/leg/	Ü	put	/pot/	
v	van	/væn/	r	red	/red/	u	actual	/'æktʃuəl/	
0	thin	/0m/	i	ves	/jes/	u:	too	/tu:/	
ŏ	this	/ðts/	w	wet	/wet/	Δ	cup	/kap/	
iii maan	Comme	10000000	des De	itich nen	umolation	3:	fur	/fa:(r)/	
The	symbol	(r) indicates only if a vov	mat br	nd follow	e directly	0	about	/əˈbaʊt/	
WIL	heberin	ning of then	extwo	rd as in f	araway:	eı	say	/seɪ/	
		ne/r/isomit				อบ	go	/gao/	(British English)
		unds should				UO	go	/goo/	(American English)
all	/x/ represents a fricative sound as in /lox/ for					aı	my	/mai/	
	represer	its a tricarive	conne	agin/ID	X/ IDI				
/x/				as in /in	X/ IDI	31	boy	/boi/	
/x/		h, Irish loug		as in /ib	X/ IDI	-	boy now	/tcd/ /nao/	
/x/				l as in /ID	X/ IDI	21	10000		(British English)
/x/				las in /ib	x/ tor	1C 2.0	now	/nao/	(British English) (British English)

F. Which words in the pronunciation key have the same pronunciation as that of the words given below? Also find the symbol of each underlined sound in your dictionary.

Words		Words with same pronunciation	Symbols used in your dictionary
l <u>i</u> fe	l <u>ig</u> ht		
f <u>a</u> mily	b <u>a</u> rriers		11
c <u>a</u> se	forgave		
destit <u>u</u> te	suits		



# For the Teacher:

Help students illustrate the use of punctuation marks learnt earlier.

Give students good practice to understand the pronunciation key given in their dictionaries.

# ORAL COMMUNICATION SKILLS

Form groups and discuss the following.

(i) What reforms did the Rasool خَاتَمُ النَّبِيِّئِنَ صَلَّى اللهُ عَلَيْهِ وَعَلَى اللهُ عَلَيْهِ وَعَلَى اللهِ وَأَضْحَابِهِ وَسَلَّمُ bring to the judicial system of Arab?

Use the following expressions to explain your point of view clearly.

- In my opinion, ...
- I have read that ...
- I believe one can (safely) say ...
- As far as I understand / can see, ...
- As far as I know ... /
- From what I know ...
- (ii) What measures should we take to bring justice in our society?
  Use the following expressions to support your opinion with reasons.
  - First of all, I think ...
  - · Not only that, but I also think that ...
  - There are various/several/many reasons for this.
  - · First, ... / Firstly, ...
  - · Second, ... / Secondly, ...
  - Moreover, ... / Furthermore, ... / In addition, ...
  - Another important point is that ...
  - · Finally,

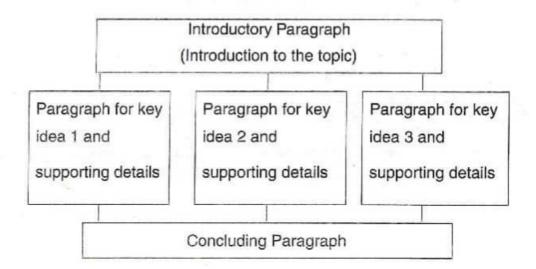


#### For the Teacher:

Oral: Help students use appropriate expressions to present and explain their point of view clearly and to support their opinion with reasons. Guide them to summarize main points of discussion for the benefit of the whole group.

# WRITING SKILLS

- A. Write a précis of paragraph 5.
- لَا سُولُ اللهِ فَاتَمُ التَّبِيدِينَ صَلَّى اللهُ عَلَيْهِ وَمَا اللهِ وَأَحْمَالِهِ وَاحْمَالِهِ وَسَلَّمُ Write an essay on "Hazrat Muhammad B. as an Exemplary Judge". (220-250 words)





#### For the Teacher:

Activity A: Recapitulate students' knowledge of writing a précis of a paragraph/passage. Ask them what is this passage about. Ask them to read the passage at least thrice to find its message, then rewrite that massage in their own words. Tell them the length of the précis may be one-third of the given paragraph.

Activity B: Guide students to use a variety of pre-writing strategies such as brain storming, mind mapping, outlining, etc. for writing a composition.

Guide students to divide their essay into paragraphs e.g. an introductory paragraph with a clear central thought, separate paragraphs for each key idea and a general closing paragraph with a synthesis of each key idea and a general concluding statement.

Students' essays may be evaluated according to the sample rubric given at the end of the book.

C. Form groups to proof read and edit the written work for the following points.

#### Check List

- Have you used correct sentence structure?
- Have you avoided errors of subject/verb agreement?
- Have you used clear pronoun reference?
- Have you used correct word form?
- · Have you avoided errors of punctuations and spellings?

# **Further Reading Activity**

Consult an Islamic encyclopedia to read about the Rasool مَاتَمُ النَّبِيتِيْنَ صَلِّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَٱطْعَالِهِ وَالْعَالِهِ وَٱطْعَالِهِ وَالْعَالِهِ وَالْعَالِمِ وَالْعَالِهِ وَالْعَالِهِ وَالْعَالِهِ وَالْعَالِهِ وَالْعَالِمِ وَالْعَالِمِ وَالْعَالِمُ وَالْعَالِمُ وَالْعَالِمُ وَالْعَالِمُ وَالْعَلَاقِ وَالْعَالِمُ وَالْعَلَاقِ وَالْعَالِمُ وَالْعَلَاقِ وَالْعَلَالِهِ وَالْعَالِمِ وَالْعَالِمِ وَالْعَالِمِ وَالْعَالِمِ وَالْعَالِمِ وَالْعَالِمِ وَالْعَالِمِ وَالْعَالِمِ وَالْعَالِمِ وَالْعَالِمُ وَالْعَلَالِهِ وَالْعَلَاقِ وَالْعَلَاقِ وَالْعَلَاقِ وَالْعَلَاقِ وَالْعَلَاقِ وَالْعَلَاقِ وَالْعَلَالِهُ وَالْعَلَاقِ وَالْعَلَاقِ وَالْعِلْمِ وَالْعَلَاقِ وَالْعَلَاقِ وَالْعَلَاقِ وَالْعَلَاقِ وَالْعَلَاقِ وَالْعَلَالِهِ وَالْعِلَالِهِ وَالْعِلْمِ وَالْعِلِمِ وَالْعِلْمِ و



#### For the Teacher:

Help students plan and draft their writing, revise and edit it for logical flow of ideas through flexible and clear signal and reference words, point of view, supporting evidence, overall effect, appropriate punctuation and vocabulary. Students may be encouraged to proofread each others writings for the errors mentioned in the check list.

Further Reading: Encourage students for further reading activity as it will develop their reading habit and critical thinking.



# Chinese New Year

# Learning Outcomes

After completing this unit students will:

- · explore the festivals and cultural events around the world
- e explain the meaning of words as used in the text
- · illustrate use of simple present and simple past tense
- summarize the text by listing the important events of the Chinese festival
- o produce an effective essay on a general subject

# Pre-reading

- Which festivals do you celebrate throughout the year?
- What is the purpose of festivals?
- ♦ What do you know about China and Chinese festivals?





### For the Teacher:

Use pre-reading activity to help students predict the content of the text from the title, picture, headings and by using their prior knowledge of festivals.

The holiday is

(1) Chinese New Year is a holiday that celebrates the beginning of a new year according to the Chinese lunar calendar. It is considered to be one of the most important holidays for Chinese families. celebrated with big family gatherings, gift giving, the eating of symbolic foods and display of festive decorations -- all focused on bringing good luck for the new year and celebrating the coming of Spring. In China the lunar calendar is still used to determine traditional holidays like Chinese New Year. Since the lunar calendar is based on the phases of the moon-which has a shorter cycle than the sun — Chinese New Year is never on the same day each year, but typically falls somewhere between January 21st and February 20th. Celebrations can actually last up to a month.

Why is Chinese New Year never on the same day each

Here are some traditions associated with Chinese New Year.

# Cleaning Houses and New Clothes

(2) Prior to the first day of the New Year it is customary for families to thoroughly clean their houses. Doing this is said to clear out any bad luck from the previous year and to make the house ready to accept good luck

for the coming year. All cleaning must be finished before New Year's Day so there is no chance of accidentally throwing out the

What is Chinese belief about cleaning houses before new year day?

good fortune of the New Year. Wearing black is not allowed due to its association with death, however, wearing red is encouraged as the colour is associated with warding off bad spirits.



#### For the Teacher:

While-reading activity given in the box may be conducted to help students interact with the text actively. More while-reading questions may also be generated for better comprehension of the Chinese New Year.

(6)

# Decorating the House

Another popular custom is to hang up signs and posters on doors and (3) windows with the Chinese word fu written on them, which means luck and happiness. Buying flowers for the home is also commonplace since they symbolize the coming of spring and a new beginning.

### New Year's Eve Dinner

On the eve of the Chinese New Year it is customary to visit relatives (4) and partake in a large dinner where a number of specific foods are served. It is typical for a Chinese family to make eight to nine dishes for the New Year's Eve Dinner because in Chinese language the word "eight" means "prosperity" and the word "nine" means

Why does this dinner consist of eight or nine dishes?

# Giving Good Luck Gifts

"long-lasting".

It is a traditional practice for adults to give children little red envelopes (5) filled with money in order to symbolize wealth and prosperity for the coming year. It is also common for elders to present red packets to unmarried members of the family. Envelopes are not to be opened until the recipient has left the home of the giver.

# Honouring the Animal

Every year is associated with one of the twelve animals of the Chinese zodiac. These animals are often represented in decorations. Some people believe that

Is Chinese belief about people having character traits animals a fact or an opinion?

those born during the year of a particular animal may have the character traits of that animal.



#### For the Teacher

- Remind students to look for headings, captions and other text features to help them determine main ideas of paragraphs.
- Help them distinguish fact from opinion.

(7) Chinese New Year is a time when the family should come together in order to give thanks for the year that has passed, and reinvigorate themselves for the coming year.

# THEME

Chinese New Year is one of the major festivals in Chinese Culture. Just like other ethnic communities of the world, in China too the New Year is the most important day of the year. This is the time when the family members strive to be with their near and dear ones; they regard this as a time to usher out of the old year and welcome the new, with great festivities and merrymaking.

#### GI OSSARV

GLOSSARY		
association celebration customary	,	feeling that is connected with a particular event party or special event at which you celebrate something usual for somebody
gatherings		bringing together or coming together of people of a family
lunar partake		relating to the moon take a part or share in
recipient reinvigorate		receiver strengthen
symbolize traits		to represent something by means of a symbol characteristics

# VOCABULARY

A. Give the meaning of each word as used in the lesson. gatherings, customary, thoroughly, commonplace, partake, traits,

reinvigorate



## For the Teacher:

Vocabulary A: Help students pick out contextualized meaning of a word from many meanings given in the dictionary for one word.

#### B. Form nouns from the given words and use the nouns in sentences.

# Example:

celebrate - celebration gather, symbolic, prosper, decorate, encourage

#### Translate the following paragraph into Urdu. C.

It is a traditional practice for adults to give children little red envelopes filled with money in order to symbolize wealth and prosperity for the coming year. It is also common for elders to present red packets to unmarried members of the family. Envelopes are not to be opened until the recipient has left the home of the giver.

# READING COMPREHENSION

# Analysis of patterns of text organization

- A. Choose the correct options.
  - 1. Chinese New Year falls somewhere
    - a. on January 21st
    - b. on February 20th
    - c. between January 21st and February 20th
  - Paragraph 1 gives \_
    - a. general details of festivals
    - b. specific details of the Chinese New Year
    - c. General details of new year celebrations

## For the Teacher:

Vocabulary C: Give students examples to understand the difference between literal and figurative language.

Help them use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate the passage from English to Urdu.

Reading Comprehension A: Guide students to read the text silently to scan the information required.

(20)		English Grade X
	3.	It is customary for families to thoroughly clean their houses
		a. before the first day of the New Year
		b. on the first day of the New Year
		c. on the second day of the New Year
	4.	Hanging up signs and posters on doors and windows means
		a. love and sincerity
		b. care and affection
		c. luck and happiness
	5.	Envelopes are not to be opened until
		a. the giver has left the home of the recipient
		b. the recipient has left the home of the giver
		c. the giver has gone to sleep
В.	Ans	swer the following questions.
	1.	When does Chinese New Year start?
	2.	Why do Chinese families do thorough cleaning of their houses before New Year's Day?
	3.	Which colour is not allowed and which colour is encouraged on Chinese New Year? Why?
	1	What do decorations on doors and windows symbolize?

What is the significance of New Year's Eve Dinner?

What do the little red envelopes filled with money symbolize?

What is the importance of Chinese New Year for Chinese

5.

6.

7.

families?

# GRAMMAR

# Collective Nouns

9	gang, crowd, committee, class, crew, audience, family
1.	It is typical for a Chinese to make eight to nine dishes
	for the New Year's Eve Dinner.
2.	The applauded heartily at the end of the concert.
3.	The has just had a physics lesson.
4.	The of robbers was arrested by the police.
5.	A of people gathered at the accident sight.
6.	The took many important decisions at its monthly
	meeting.

# 7. The \_\_\_\_\_ of Pakistan Air Force looked smart in their uniform.

# Use of must/ mustn't

Strong obligation	must	All cleaning must be finished before New Year's Day.
Strong prohibition	mustn't	Mother: You mustn't play with matches



# For the Teacher:

Grammar A: Recapitulate students' previous knowledge of collective nouns.
 Encourage them to find more collective nouns.

(22)		The state of the s		English Grade X
В.	Fill in the blanks with 'must' or 'mustn't'.			7 A
	1.	She	eat so much sugar.	1
	2.	Students	pass an entrance examir	ation to study at
		this school.		
	3.	You	watch so much television.	
	4.	He	take some medicine for that co	ough.
	5.	Visitors	smoke.	de
Pres C.			esent Continuous Tenses definite or present continuou	s sentences.
	1.	You (not / like)	chocolate.	
	2.	She (not / study	at the m	oment.
	3.	They (not / eat)	rice every	day.
	4.	We (not / work)	now.	
100	5.	It (rain)	a lot here.	
	6.	I (go)	on holiday tomorrow	v.
_				1.4

# D. Punctuate the following paragraph.

on the eve of the chinese new year it is customary to visit relatives and partake in a large dinner where a number of specific foods are served it is typical for a chinese family to make eight to nine dishes for the new year s eve dinner because in Chinese the word eight means prosperity and the word nine means long lasting



### For the Teacher:

- Help students illustrate the use and function of modal verbs.
- Recapitulate students' previous knowledge of simple present and present continuous tenses. Ask them to illustrate the rules and function of these tenses. Encourage them to relate these tenses to everyday situations.
- Recall students' knowledge of punctuation.

#### Unit-2 | Chinese New Year

# Use of Hyphen (-)

Hyphens are used to divide words at the end of a line when the word cannot fit on the remainder of the line. There are six rules to follow.

 Divide the word between syllables. It means, that one-syllable words are never divided.

Incorrect	Incorrect	Correct
s- 1	su-	sup-
upport	pport	port

The hyphen goes at the end of the first line.

Incorrect	Correct
sup -port	sup- port
-port	port

Prefixes and suffixes make natural divisions.

Incorrect	Correct
in-	inter-
ternational	national

Do not divide proper nouns or adjectives.

Incorrect	Correct
Pakis- tan	Pakistan

There should be at least two letters plus the hyphen on the first line and three letters on the second.

Incorrect	Incorrect	Correct
s-	supposed-	sup-
upposedly	ly	posedly

Divide hyphenated word using the hyphen already in the word.

Incorrect	Correct	
moth-	mother-	
er-in-law	in-law	



#### For the Teacher:

 Help students recognize rules to use hyphen to indicate the division of a word at the end of a line. E. Work in groups and mark hyphens as used in your notebooks.
Make corrections in case you have wrongly used the hyphens.

# **Primary Stress and Secondary Stress**

The mark / ' / shows the main or primary stress in a word. For example, metalled /'metld/ is stressed on the first syllable.

The mark /, / shows secondary stress in a word. For example, in the word **metamorphic** /,metamorfik/there is a secondary stress on the first syllable.

Mes-siah /mo'sato/ noun 1 the Messiah [sing.] (in Christianity) Jesus Christ who was sent by God into the world to save people from evil and sin 2 the Messiah [sing.] (in Judaism) a king who will be sent by God to save the Jewish people 3 messiah a leader who people believe will solve the problems of a country or the world EXT SAVIOUR: He's seen by many as a political messiah.

mes-sl-an-ic /,mesi'ænik/ adj. (formal) 1 relating to a messiah 2 attempting to make big changes in society or to a political system in an extremely determined and enthusiastic way: The reforms were carried out with an aimost messianic seal.

Messrs (BrE) (NAME Messrs.) I'mesax; NAME sarx[ abbr (used as the plural of 'Mr' before a list of names and before names of business companies): Messrs Smith, Brown and Jones o Messrs T Brown and Co

'mess tin noun a metal tin used by soldiers for cooking, eating and drinking.

messy /'mesi/ ad/. (mess-ier, messi-est) 1 dirty and/or untidy BMI CHAOTIC: The house was always messy.

2 making sb/sth dirty and/or untidy: It was a messy job.

3 (of a situation) unpleasant, confused or difficult to deal with: The divorce was painful and messy.

mes-tiza /me'stiza/ noun a female mustizo

mes-tizo /me'sti:200; NAmE 200/ noun (pl. -os) a Latin American who has both Spanish and Native American ANGESTORS

Met /met/ abbr. (informal) 1 METEOROLOGICAL: the Met Office weather forecast service 2 the Met the Metropollated to metalanguage ▶ meta-linguistics / metalingwistiks/ noun [U]

met-alled /'metld/ adj. (of a road or track) made or a paired with small pieces of broken stone

me-tal-lic /ma'tælık/ odj. [usually before noun] 1 iz looks, tastes or sounds like metal: metallic paint/elours/blue o a metallic taste o a metallic sound/cleks a metallic voice (= that sounds unpleasant) 2 maderia containing metal: a metallic object o metallic compounds

metal-lif-er-ous /,metallforas/ adj. (geology) (of note containing or producing metal

met-al-loid /'metiord/ (BrE also semi-metal) som (chemistry) a chemical element which has properties both of metals and of other solid substances

me-tal-lur-gist /me-tælodʒist; NAmE metla:rdsist/mer a scientist who studies metallurgy

me-tal-lurgy /mo'tælodʒi; NAmE 'metia:rdʒi/ nom |i|
the scientific study of metals and their uses ▶ metallugical /,meto'la:dʒikl; NAmE 'metl'a:rdʒ-/ adj.

met-al-work / methwark; NAmE -warrk/ noun [0] 1 the activity of making objects out of metal; objects that at made out of metal 2 the metal parts of sth: cracksinite metalwork > metal-worker noun

meta-morph-ic / meta-morfik; NAmE 'morfi-j off (gaogy) (of rocks) formed by the action of heat or pressure

meta-morph-ose /,meta-morfaoz; NAmE implied verb ~ (sth/sb) (from sth) (into sth) (formal) to change imake sth/sb change into sth completely different, excially over a period of time FXXI TRANSFORM: [V] Three

# F. Look at the sample dictionary page:

- (i) Make a list of words that have both primary and secondary stresses.
- (ii) How many syllables does each of these words have?
- (iii) Which syllable has primary stress and which syllable has secondary stress?



#### For the Teacher:

Explain to students a stressed syllable is relatively loud, long in duration, said clearly and made noticeable by the pitch of the voice. Longer words may have one or more secondary stresses coming before the primary stress. It feels like beats in a rhythm leading up to the main stress.

# ORAL COMMUNICATION SKILLS

Form groups and discuss the following.

Festivals — A pleasant break from dull routine of life

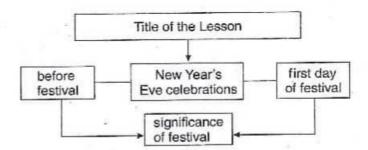
You may focus on purpose, celebration and significance of festivals.

# Use the following expressions to give reasons.

- The fact is that...
- It is obvious that ...
- · One can say that ...
- There is no doubt that ...
- · Because of ...
- · That is why ...
- · After all, ...

# WRITING SKILLS

A. Summarize the lesson by arranging the celebrations of "Chinese New Year" chronologically.

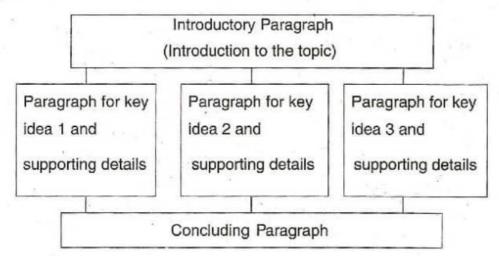




#### For the Teacher:

- Encourage students to use appropriate expressions to support or modify their opinion with reasons.
- Guide them to summarize the main points of discussion for the benefit of the whole group.
- Writing Skills A: Guide students to develop the mind map to summarize the text. Remind students that only main ideas should be included in a summary. To determine if students have included all main ideas, ask them if their summary is easily understood by someone who has not read the text. To help students include necessary information, ask them if they exclude this information, will their summary still sound complete.
- Help them analyze the order of arranging paragraphs chronologically.

B. Write an essay on "Our Cultural Festivals". (220-250 words)



# **Further Reading Activity**

- Surf internet to find names of the animals Chinese years are named after.
- Collect information about two more festivals that are celebrated around the world. Share your findings.



#### For the Teacher:

Writing B: Guide students to write a general essay following the process given in the mind map. Encourage students to use pre-writing strategies for writing the essay.



# Try Again

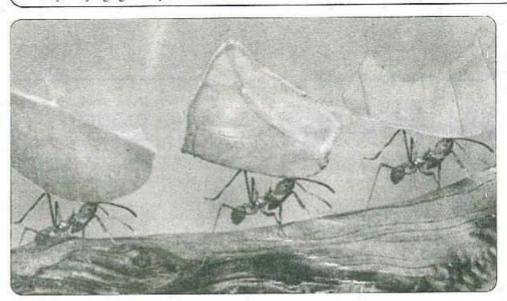
# Learning Outcomes

After completing this unit students will:

- · locate synonyms in a thesaurus
- · illustrate the use of degrees of adjectives and order of adjectives
- · illustrate the use of future indefinite tense
- state the main idea of the poem
- paraphrase and summarize the poem

# Pre-reading

- Have you read the story "King Bruce and the Spider"?
  What lesson did the king learn from the spider?
- Why is trying again important in life?





### For the Teacher:

Use pre-reading activity to help students predict the theme of the poem from the title, picture and by using their prior knowledge.

(1) 'Tis a lesson you should heed--

Try again;

If at first you don't succeed,

Try again.

Then your courage should appear;

For if you will persevere,

You will conquer, never fear,

Try again.

Once or twice though you should fail,

If you would at last prevail,

Try again.

If we strive, 'tis no disgrace

Though we did not win the race--

What should you do in that case?

Try again.

(3) If you find your task is hard.

Try again;

Time will bring you your reward,

Try again;

All that other folk can do,

Why with patience should not you?

Only keep this rule in view,

Try again.

W.E. Hickson

What does the word 'persevere' mean?

"If we strive, it is no disgrace," explain this sentence.

Why is the poet repeating the sentence 'try again'?



#### For the Teacher:

More while-reading questions maybe generated to involve students actively in the analysis of the poem. Ask them to orally give theme of the poem, their personal response about it and also paraphrase/summarize it.

#### THEME

The message of the poem is universal. The poet says that when the world says, "Give up," Hope whispers, "Try it one more time." The road to success is dotted with many tempting parking places. So you should keep up trying again and again to cross this road.

#### VOCABULARY

- A. Write meanings of the following words. heed, persevere, strive, case, patience
- Find synonyms of the following words.
   courage, conquer, disgrace, hard, reward

### READING COMPREHENSION

- Answer the following questions.
  - What is the lesson taught in the first stanza?
  - What can we learn from failure?
  - 3. How is failure not a disgrace?
  - 4. How many times should we try and why?
  - 5 What should we do if we find our task hard?
  - 6. Give an example of struggle from your life?

#### Simile

A figure of speech in which two apparently unlike things are explicitly compared, usually in a phrase introduced by like or as.

### Examples:

He is as fast as a horse.

It is cold like ice.

#### For the Teacher:

Ask students to use thesaurus to locate synonyms of words.

- B. Select the choice that explains the meaning of the simile as it is used in the sentences.
  - On the cold winter day, under the covers, I kept as snug as a bug in a rug.

The simile as snug as a bug in a rug means:

- A There were bugs in my bed.
- B I was cozy in my bed.
- C I was too cold to stay in bed.

The new teacher was as sweet as apple pie.

The simile as sweet as apple pie means:

- A The new teacher was nice.
- B The new teacher was big by eating too much pie.
- The new teacher was rude.
- Their leader was as wise as an owl.

The simile as wise as an owl means:

- A The leader thought he could
- The leader could talk to the owls.
- The leader knew a lot of things.

The shopping center was like a three-ring circus the day before

Fid.

The simile like a three-ring circus means:

- A The shopping center was quiet.
- B The shopping center was big.
- The shopping center was really busy.
- Danish threw such a temper outburst over such a tiny thing; he was acting like a baby.

The simile like a baby means:

- A Danish was mature.
- Danish was acting childish.
- C Danish was babysitting.

Mohsin was as explosive as a volcano when he found out his bike had been stolen.

The simile as explosive as a volcano means:

- Mohsin was happy.
- Mohsin was angry.
- C Mohsin was calm.



#### For the Teacher:

 Help students recognize the use of figurative language e.g. simile. Encourage them to use similes in their own speech and writing. C. Fill in the blanks to make similes. Use these similes in sentences.

1	as a turtle	2. as quiet as	
3. as black		4, as tall as	-
5	as a lemon	6	as honey

#### Alliteration

The repetition of the same sounds or of the same kinds of sounds at the beginning of words or in stressed syllables.

#### Example:

"She sells seashells by the seashore."

D. Read the poem again and find out the examples of alliteration.

## GRAMMAR

#### Personal Pronouns

	Subject Pronouns		Object. Pronouns		Possessive Pronouns	
	Singular	Plural	Singular	Plural	Singular	Plural
First Person	1	we	, me	us	my, mine	our, ours
Second Person	you .	you	you	you	your, yours	your, yours
Third Person	he, she, it	they	him, her,it	them	his, her, its	its, their, theirs



#### For the Teacher:

Reading Comprehension D: Help students recognize the literary technique 'alliteration' in the poem. Encourage them to find more examples of alliteration. Grammar: Recall students' previous knowledge of personal pronouns.

(32)		English Grade X
A.	Fil	I in the blanks with correct pronouns.
	1.	There is no need to shout. Lcan hear you.
	2.	You and I work well together are a good team.
	3.	We have got a bit of a problem. Could help, please?
	4.	A: This is a good photo, isn't? Is Samina in?
		B: Yes, that's, look is next to Fahad.
	5.	A: Who did this mowing?
		B: I did this morning.
	6.	A: Is this Ahmad's bag?
		B: No,didn't bring one. It can't belong to
	7.	A: I'm looking for my shoes. Have seen ?
		B: Yes, are here.
В.		lect a personal pronoun that agrees with the subject of each ntence.
Exar	nple:	The group has meeting here. ( its )
	1.	Anyone can get name in the news.
	2.	None of the cheques were cashed; finally expired.
	3.	My mother and her sister took vacation together.
	4.	All are welcome: just need to call for directions to the party.
0 0 0	For	the Teacher:
	• Help	students illustrate use of pronoun antecedent agreement in sentences.

	/ Again						
5.	Venus and Mars have orbits nearer to Earth than to any other planets.						
6.	The band s	tarts tour ton	norrow night.				
7.	Any of the	Any of the candidates could win; are very much alike					
8.	Everybody	has own drea	ams and goals.				
egrees	of Adjective	es					
Positiv	е	Comparative	Superlative				
hard		harder	hardest				
interest	ing	more interesting	the most interesting				
	ectives.  My family a	and I went to visit Mu	ing the correct degrees  irree last summer. Of all this was the (go				
adj	ectives.  My family a	and I went to visit Mu have had, I would say	irree last summer. Of all				
adj	My family a summers I summer eve In Murree,	and I went to visit Mu have had, I would say er! we enjoyed the horse	ride. I rode a horse that				
adj 1.	My family a summers I summer even In Murree,	and I went to visit Mu have had, I would say er! we enjoyed the horse fast) and (fas	ride. I rode a horse that				
adj 1. 2.	My family a summers I summer even In Murree, (for the work of the	and I went to visit Mu have had, I would say er! we enjoyed the horse fast) and (fas	ride. I rode a horse that t) on the hills. reached the highest brance				
adj 1. 2.	My family a summers I summer even In Murree, (for the was	and I went to visit Mu have had, I would say er! we enjoyed the horse fast) and (fas nbed a tree and when I (tired) than my sister	ride. I rode a horse that t) on the hills. reached the highest brance				
adj 1. 2.	My family a summers I summer even In Murree, (for was I bought a jetting and the summer even In Murree, the summer even I bought a jetting was	and I went to visit Mu have had, I would say er! we enjoyed the horse fast) and (fas nbed a tree and when I (tired) than my sister	ride. I rode a horse that t) on the hills. reached the highest brance. (expensive) and				
adj 1. 2. 3.	My family a summers I summer even In Murree, (for was I bought a jetting and the summer even In Murree, the summer even I bought a jetting was	and I went to visit Mu have had, I would say er! we enjoyed the horse fast) and (fas nbed a tree and when I (tired) than my sister acket which was quite a	ride. I rode a horse that t) on the hills. reached the highest brance. (expensive) and				
adj 1. 2. 3.	My family a summers I summer even In Murree, (for was I bought a justifier chose (cheap) to be	and I went to visit Mu have had, I would say er! we enjoyed the horse fast) and (fas nbed a tree and when I (tired) than my sister acket which was quite a e a sweater because so	ride. I rode a horse that t) on the hills. reached the highest brance. (expensive) and				
adj 1. 2. 3. 4.	My family a summers I summer even In Murree, (for was I bought a justifier chose (cheap) to be	and I went to visit Mu have had, I would say er! we enjoyed the horse fast) and (fas nbed a tree and when I (tired) than my sister acket which was quite a e a sweater because so	ride. I rode a horse that t) on the hills. reached the highest brance. (expensive) and she found it much				

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**English Grade X** 

#### Order of adjectives

Where a number of adjectives are used together, the order depends on the function of the adjectives.

#### The usual order is:

1	2	3	4	5	6	7
value/	size	age/ temperature	shape	colour	origin	material

D.	Arrange	the	adjectives	following	the correct	order
----	---------	-----	------------	-----------	-------------	-------

- We saw (gray, huge, a) \_\_\_\_\_ whale in the sea.
- Babar uses the (blue, medium, rubber) \_\_\_\_\_ ball for basketball practice.
- Mehreen brought (few, a, chocolate, dark, triangular) \_\_\_\_\_\_ bars to the birthday party.
- The pyramids of Egypt are made out of (rock, enormous, rectangular) \_\_\_\_\_\_ boulders.
- 5. Shahid can eat (thin-crust, square, five) \_\_\_\_\_ pizza slices.

#### **Adjective Phrase**

An Adjective Phrase is a group of words that functions like an Adjective.

#### Examples:

- (a) The black umbrella is mine.
- (b) The umbrella with a broken handle is mine.

In example (a) the adjective black, describes the umbrella. In example (b) the adjective phrase with a broken handle, describes the umbrella. It does the work of an adjective.

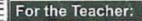


#### For the Teacher:

Ask students to follow appropriate order of adjectives in case of using more than one adjectives in a sentence.

7. A: Why are you carrying a hammer?

B: I \_\_\_\_\_ put up some pictures.



to study all day.

Recapitulate students' previous knowledge of future indefinite tense. Help them differentiate between use of 'will' and 'going to'. When we talk about future plans/predictions in general we use 'will'. When we talk about prior plans, strong intentions or fixed arrangements we use "going to".

### ORAL COMMUNICATION SKILLS

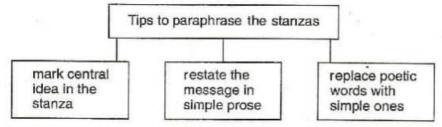
Useful expressions to show anger

- · I've just had enough!
- · That's going a bit too far!
- · Are you being funny?
- · Who do you think you are?

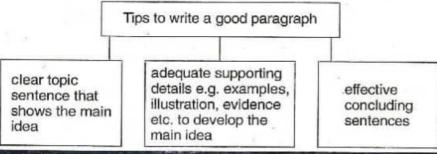
Situation: Suppose an argument has occurred between you and your friend. How will you express your anger?

#### WRITING SKILLS

- A. Explain the main idea of the poem.
- B. Paraphrase the stanzas of the poem.



- C. Write a summary of the poem "Try Again".
- D. Write a paragraph on "Hardwork is the Key to Success". (100-150 words)



#### For the Teacher:

Recap students' knowledge of process of paragraph writing that every paragraph has a topic sentence followed by supporting details and it ends with a concluding sentence.



## First Aid

#### Learning Outcomes

After completing this unit students will:

- · identify specialized vocabulary used in a particular field
- use the knowledge of prefixes to determine the meanings of unfamiliar words
- illustrate the use of gerunds and infinitives
- write a paragraph on the given topic using clear topic sentence and supporting details
- write an effective personal narrative including significant details of time

### Pre-reading

Read the headings of the lesson and look at the pictures.

- ♦ What is this lesson about?
- ♦ What do you understand by "First Aid"?
- Have you ever given first aid to anyone?





#### For the Teacher:

 Use Pre-reading activity to help students predict the content of the text from the title, headings, key words and visuals and by using their prior knowledge about the topic. accidents and we may get hurt. When we are injured or suddenly become unwell, we need someone to help us — What is the importance of knowledge of 'First Aid' in crisis management?

temporary and immediate help. This timely assistance, comprising simple medical techniques, is most critical to the victims and is, often, life saving. Any lay person can be trained to administer first aid. This First Aid can be carried out using minimal equipment. First aid knowledge ranges

#### **CUTS AND SCRAPES**

(2) Handling minor accidents at home or on the road develops a sense of crisis management. This may prepare people to tackle with unexpected emergencies with great confidence. Minor cuts and scrapes usually do not need to go to the emergency room. Yet proper care is essential to avoid infection or other complications. Following guidelines can help you to handle crisis and take care of all.

from taking care of cuts to deal with an unconscious victim.

- Stop the bleeding: Minor cuts and scrapes usually stop bleeding on their own. If they don't, apply gentle pressure with a clean cloth or bandage. Hold the pressure continuously for 20 to 30 seconds and if possible elevate the wound. Don't keep checking to see if the bleeding has stopped because this may damage or dislodge the clot that is forming and cause bleeding to resume. If blood spurts or continues flowing after continuous pressure, seek medical assistance.
- Clean the wound: Rinse out the wound with clean water. To clean the
  area around the wound, use soap and a washcloth. But soap can
  irritate the wound, so try to keep it out of the actual wound. If dirt or
  debris remains in the wound after washing, use tweezers cleaned with
  alcohol to remove the particles. If debris still remains, see your doctor.
  Thorough cleaning reduces the risk of infection and tetanus.

- Apply an antibiotic: After you clean the wound, apply a thin layer of an antibiotic cream or ointment to help keep the surface moist. The products don't make the wound heal faster, but they can help your body's natural healing process work fast. Certain ingredients in some ointments can cause a mild rash in some people. If a rash appears, stop using the ointment.
- Cover the wound: Bandages can help keep the wound clean and keep harmful bacteria out. After the wound has healed enough to make infection unlikely, exposure to the air will speed wound healing.
- Change the dressing: Change the dressing at least daily or whenever
  it becomes wet or dirty. If you are allergic to the adhesive used in most
  bandages, switch to adhesive-free dressings or sterile gauze held in
  place with paper tape, gauze roll or a loosely applied elastic bandage.
  These supplies generally are available at pharmacies.
- Watch for signs of infection: See your doctor if the wound is not healing or you notice any redness, increasing pain, drainage, warmth or swelling.

#### FIRST AID KIT

(3) Every office, factory, home and school should have an accessible first-aid box with the following recommended basic contents:

#### 1. First Aid Book

Clearly explains how to handle the basic problems.





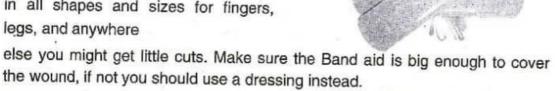
#### For the Teacher:

 More while-reading questions may also be generated for better understanding of first aid process of cuts and scrapes.

Help students to identify the text structure. Remind them to look for the heading and captions to identify the text structure.

### 2. Band-aids (Plasters)

Band aids or Sticking plasters are good for dressing small wounds. They come in all shapes and sizes for fingers, legs, and anywhere



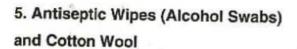
## 3. Elastic Bandages

The elastic bandages are good for wrapping sprained joints or making a sling in the case of a broken arm.



Gauze pads or rolls are cloth pads that are placed directly on a wound to protect and control bleeding (for larger cuts and scrapes). You will need adhesive tape to keep the gauze in place.

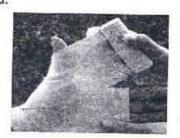
In an emergency, a clean cloth, hand towel, clean tee-shirt can be used to cover the wound.



### 6. Safety Pins and Tweezers

#### 7. Scissors

A pair of scissors is needed to cut the tape and gauze.











#### 8. Latex Gloves

Latex gloves are always a good idea, especially if you are dealing with body fluids from a stranger.



#### 9. Calamine Lotion

Calamine lotion is used for soothing sunburns and stings.

#### 10. Clinical Thermometer



#### 11. Analgesic Tablets

Such as aspirin or paracetamol



#### THEME

First Aid means responding to an emergency situation. Accidents happen always unexpectedly. But a life can be saved by having a basic knowledge of what to do in emergency and knowing proper first aid procedures. Basic training in first aid skills should be taught in schools, in work places and, in general, be learnt by all, as it is mandatory to our modern and stressful life.



#### For the Teacher:

Help students make a first aid kit of their own.

accessible		easy for anyone to obtain and use
adhesive		sticky, gluey
antibiotic	•••••	A substance which is capable of destroying or inhibiting the growth of bacteria or other micro-organisms
infection	······································	the agency by which disease is caused or transmitted.
ingredients		the substances that are combined to make something.
minor		ralatively small in size
ointment		a medicinal preparation in the form of a soft smooth
rinse		wash something quickly
tweezer		A small pair of pincers for taking up small objects, plucking out hair, etc.

## VOCABULARY

A. Many fields have a specialized vocabulary. Identify specialized vocabulary related to medical field in the text.

Specialized word	What I think it means?	What does it mean?
scrapes		
infection		
ointment		
bandage		
dressings		
stitches		-

#### Unit-4 | First Aid

B. Complete the missing letters in the words below to match the meanings given on the right. All these words have prefix dis-.

Word	Meaning
ocate	to put out of place
tisfied	to be unhappy
ract	to divert
ualify	to exclude
elieve	to doubt
prove	to reject

The prefix dishas the meaning of 'devoid'.

- C. Now use the above words in sentences.
- D. Further reading activity

Go through the list of idioms in a grammar book and find five idioms which start with 'to-infinitive'. Write Urdu equivalents of these idioms also.

قرض يُرى بلا ہے۔ . Example: To owe is woe.

## READING COMPREHENSION

- Choose the correct answers.
  - 1. If blood spurts or continues flowing after continuous pressure,
    - a. do first aid
    - b. apply gentle pressure with a clean cloth
    - c. seek medical assistance



#### For the Teacher:

Explain to students that prefixes help us understand/guess the meanings of unfamiliar words.

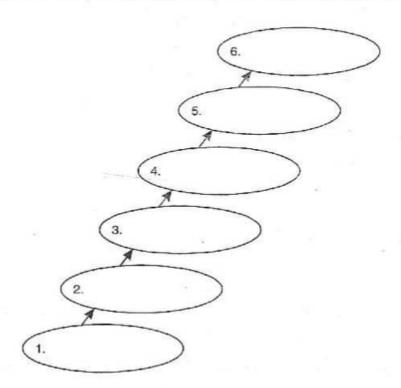
Reading Comprehension A: Ask students to read the text silently and scan the required information.

44)		English Gr	ade X
_	2.	Thorough cleaning reduces the risk of	
		a. infection and tetanus b. allergy c. rash	
	3.	If a/an appears, stop using the ointment.	
		a. infection b. rash c. allergy	
	4.	Change the dressing at least	
		a. weekly b. twice a day c. daily	
	5.	Band aids or sticky plasters are good for dressing	small
		a. wounds b. burns c. fractures	
3	An	nswer the following questions.	
	1.	You should not keep checking if the bleeding has stopped? V	Vhy?
	2.	Why is it necessary to keep away soap from the wound?	
	3.	How is an antibiotic cream or ointment good in healing the	
		wound?	
	4.	What should you do if you are allergic to adhesive material usin most bandages?	sed
	5.	When do you need to see a doctor?	٠
	6	What should your first aid kit consist of?	

### **Patterns of Text Organizations**

Text structure	Signal words	Signal to reader
sequence/procedure	first, after, next, then, third, finally etc.	A sequence of steps or events in a process is being described.

C. Read the First Aid Process of cuts and scrapes. Put the relevant information in the graphic organizer showing sequence.



#### For the Teacher:

Help students analyze the paragraphs to identify words, phrases or sentences that support the main idea through process / procedure and complete the activity C.

Help them organize information using organizational pattern of sequence.

#### GRAMMAR

#### Position of Adverbs

- Place adverbs at appropriate places.
- I am happy when it is my birthday. (always)
- My brother gets up at six o'clock from Monday to Friday as he goes jogging. (often)
- He went to the market. (last night)
- 4. Have you been to Hunza Valley? (ever)
- The birds were chirping. (beautifully)
- I'm waiting for Khalid to arrive. I have been waiting for over twenty minutes! (still)
- He saw a blind beggar. (in the market)

#### Adverb phrase

An Adverb Phrase is a group of words that functions like an Adverb.

#### Examples:

- (a) He works carefully.
- (b) They rested at sunset.

In example (a), carefully, is an adverb. In example (b), at sunset, is an adverb phrase which does the work of an adverb.

- B. Find a suitable adverb to replace each adverb phrase in the following sentences.
  - Our teacher wanted that work to be done without delay.
  - 2. She is without doubt the most caring person I have met.



#### For the Teacher:

Grammar A: Recall students' knowledge of position of adverbs in a sentence. Adverbs of manner may come before verb or at the end of a sentence. Adverbs of place may come in the beginning or at the end of a sentence. In case of having more than one adverbs, MPT (manner, place, time) sequence is followed in a sentence e.g. She worked hurriedly at home yesterday. An adverb of frequency usually comes before the verb in a sentence.

Help them recognize varying positions of adverbs in sentences according to their kinds and importance.

#### Unit-4 | First Aid

- 3. This plant flowers once every year.
- You should complete the work in a while.
- The two old friends met each other by accident.

#### Gerunds and Infinitives

These ve	erbs can take GERUNDS after them:	These verbs can take INFINITIVES after them:		
enjoy	Salman enjoys playing tennis.	hope expect	I <u>hope to learn</u> gerunds. I <u>expect to improve</u> my	
finish quit	Maryam <u>finished doing</u> her homework. Jamil <u>has quit smoking</u> .	plan	English. Sara plans to attend college.	
put off	Pasha always <u>puts off</u> <u>cleaning</u> his room.	intend mean	Mehak is <u>intending to go</u> . He <u>meant to say</u> "dear" not	
postpone	We postponed having the picnic.	01	"deer."	

After some verbs (begin, start, continue, like, love, hate, intend and prefer) you can usually use either a gerund or an infinitive. There is practically no difference in meaning.

Exception: After would/should + like/love, only the infinitive can be used.

- Complete the following sentences with infinitive or gerund which ever is appropriate.
  - We felt the plane -----(shake) in the storm.
  - 2. I've always disliked ----(smoke).
  - Where did you learn ---- (speak) French?
  - 4. Is the exhibition worth ---- (visit)?
  - 5. I don't mind ----- (get up) early.
  - 6. We'd love ----- (come) with you.
  - 7. She seems -----(know) this place.



#### For the Teacher:

Grammar C: Revise and illustrate the use of gerunds and infinitives. Encourage students to find more examples of gerunds and infinitives from immediate surrounding.

## Identify gerunds and infinitives in the following sentences.

- 1. Minor cuts and scrapes usually stop bleeding on their own.
- To clean the area around the wound, use soap and a washcloth.
- Don't keep checking to see if the bleeding has stopped.
- 4. So try to keep it out of the actual wound.
- 5. If a rash appears, stop using the ointment.
- If dirt or debris remains in the wound after washing, use tweezers cleaned with alcohol to remove the particles.

## E. Change the following sentences into the passive voice. Subject in the passive sentences may be skipped.

- You must put out all smoking materials.
- 2. You must fasten the seat belt.
- They will demonstrate safety precautions.
- You should read the safety instructions.
- 5. You can store small packages in the overhead compartment.

## ORAL COMMUNICATION SKILLS

## Useful expressions to make an apology

- I'm so sorry ......
- I hope you aren't too upset (offended) about .......
- I must (have to) apologize.
- I feel so mean (about) .......



#### For the Teacher:

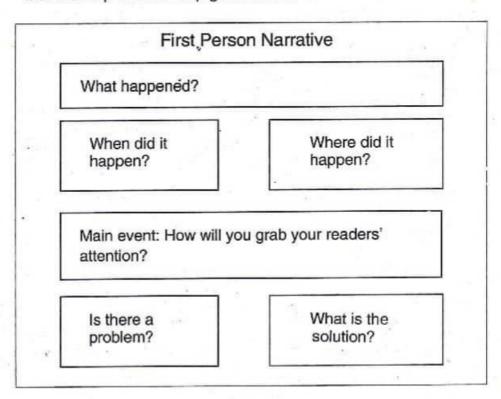
**Grammar E:** Tell students sometimes subject in the passive sentence may be skipped if it is not important or unknown.

Situation: You realize that you were wrong in arguing with your friend.

Now you want to patch up. How would you apologize?

#### WRITING SKILLS

- A. Write a paragraph on "How to take care of cuts and scrapes". Use transitional devices e.g. first, next, then, after that, in the end etc. to join sentences within the paragraph.
- B. Did you ever get cuts and scrapes? How did you give yourself first aid? Write a paragraph in past tense. First make an outline with the help of mind map given below.





#### For the Teacher:

Writing B: Help students write an effective personal narrative by including choice of time period, clear statement of personality traits at that time and significant details of the incident.

# **Review 1**

## A. Choose the correct option.

a. privileged b. reasonable c. favourite  1. 'He decided every case brought to him, by friend or foe with just without fear or favour.' The underlined word means:  a. partner b. companion c. enemy  1. Their ancestors killed a member of our family. The underlined we means:	
without fear or favour.' The underlined word means:  a. partner  b. companion  c. enemy  Their <u>ancestors</u> killed a member of our family. The underlined w	
3. Their ancestors killed a member of our family. The underlined w	ce,
	ord
a. relatives b. forefathers c. successors	
<ol> <li>'Prior to the first day of the New Year it is customary for families thoroughly clean their houses.' The underlined word means:</li> </ol>	to
a. preceding b. following c. subsequent	
<ol> <li>'Another popular <u>custom</u> is to hang up signs and posters on doors a windows with the Chinese word <i>fu</i> written on them.' The underling word means:</li> </ol>	
a. law b. practice c. rule	*
<ol><li>'First aid knowledge ranges from taking care of cuts to dealing with unconscious victim.' The underlined word means:</li></ol>	an
a. helper b. suppressor c. sufferer	
50	

L	Rev	ew 1		(51)
	7.	The synonym of "per	rsevere" is	- 8
		a. persist	b. give up	c. surrender
	8.	The synonym of "rew	vard" is	
		a. fine	b. prize	c. penalty
	9.	The antonym of "mig	hty" is	
		a. weak	b. grand	c. strong
	10.	The antonym of "fail"	is	
		a. unsuccessful	b. succeed	c. flourish
	11.	'The accident was du	ue to his ruthlessness.' T	he underlined word is a/
		an noun.		
		a. collective	b. concrete	c. abstract
	12.	'Our job is to keep th	e audience happy.' The	underlined word is a/ an
		noun.		
		a. collective	b. concrete	c. abstract
	13.	We have to take the b	ous tomorrow	w morning.
		a. early	b. earlier	c. earliest
	14.	We our	bottle, so we could use i	t again.
		a. cleaning	b. clean	c. cleaned
	15.	Ali was impressed	Sarmad's grades	
		a. with	b. by	c. from
	16.	Last summer, we	many places.	
		a. visited	b. had visited	c. have visited

52)		9	English Grade X
17.	All students	for prizes.	
	a. competes	b. compete	c. competing
18.	Didn't you see the hour.	e sign? Youdrive	e at more than 30 miles an
	a. must not	b. should not	c. may not
19.	You fi	nd Lubna in the garden, but	t I doubt it.
	a. can	b. must	c. might
20.	Choose the correct	ct spelling.	
- 7	a. intersede	b. intercede	c. entercede

#### B. Answer the following questions.

- Hazrat Muhammad تُسْوَلُ الله عَاتَمُ النَّبِيِّ لِنَ صَلَّى اللهُ عَلَيْهِ وَعَلَى اللهُ عَالَيْهِ وَمَا لَا اللهُ عَالَمُ اللهُ عَالَمُ اللهُ عَالَمُ اللهُ عَالَمُ اللهُ عَاللهُ عَلَيْهِ وَعَلَى اللهُ عَالَمُ اللهُ عَلَيْهِ وَعَلَى اللهُ عَلَيْهِ وَمَا لَا اللهُ عَلَيْهِ وَمَا لَا اللهُ عَلَيْهِ وَعَلَى اللهُ عَلَيْهِ وَعَلَى اللهُ عَلَيْهِ وَعَلَى اللهُ عَلَيْهِ وَمَا للهُ عَلَيْهِ وَمَا للهُ عَلَيْهِ وَعَلَى اللهُ عَلَيْهِ وَعَلَى اللهُ عَلَيْهِ وَعَلَى اللهُ عَلَيْهِ وَمَا للهُ عَلَيْهِ وَعَلَى اللهُ عَلَيْهِ وَعَلَيْهِ وَعَلَيْهِ عَلَيْهِ وَعَلَيْهِ وَعَلَيْهِ وَعَلَى اللهُ عَلَيْهِ وَعَلَيْهِ وَعَلَيْهِ وَعَلَيْهِ وَلَهُ عَلَيْهِ وَعَلَيْهِ وَعَلَيْهِ وَعَلَيْهُ عَلَيْهِ وَعَلَيْهِ وَعَلَيْهِ وَعَلَيْهِ وَعَلَيْهِ وَعَلَيْهِ وَعَلَيْهِ وَعَلَيْهِ وَعَلَى اللهُ عَلَيْهِ وَعَلَى اللهُ عَلَيْهِ عَلَيْهِ وَعَلَيْهِ وَعَلَيْهِ وَعَلَيْهِ وَعَلَيْهِ وَعَلَيْهِ وَعَلَيْهِ وَعَلَيْهِ عَلَيْهِ عَلَيْهِ وَعَلَيْهِ عَلَيْهِ عَلَيْه
- 2. Write a note on Chinese New Year celebrations.
- 3. Why is trying again important in life?
- 4. Write the First Aid Process for cuts and scrapes.

## Read the passage and answer the questions given below.

Since the advent of the internet, there have been profound changes in the way we live, work or play. Firstly, the internet has brought e-mail to the masses, which made it possible to send messages, digital photos, music, and videos to anywhere in the world instantly. Gone are the days when it took about fifteen days for a letter from Lahore to reach San

Francisco. Besides e-mail, further innovations like instant messaging has also become the norm. With a web camera, users can actually see each other on the computer monitor and speak to each other through a microphone at no extra cost. In the past, this convenience was only available to companies that could afford highly expensive video conferencing equipment at exorbitant charges. The effect of this technological development is that people are able to stay in close touch with each other even though they are thousands of kilometres apart. Not long ago, this was only possible in science fiction movies and our fantasies. Internet has also changed the way we access information. In the past, one had to search books, magazines and libraries if one needed to know something. Now, search engines e.g. Google and Yahoo give us a list of websites that provide the information that we need. There are even free online dictionaries, encyclopedias and maps. As technology advances, the impact of the internet will be even more profound in the future. Now it is up to us to use its power to serve mankind in a positive way.

#### Questions

- 1. What is the first change that internet has brought in our lives?
- 2. How have search engines revolutionized access to information?
- 3. Internet has brought people closer. How?
- Find words from the passage that mean the same as phrases given below.
  - far greater or higher than is reasonable
  - the quality of being or making things easy

- 5. Write a précis of the given passage and suggest a suitable title for it.
  - D. Write a paragraph on any ONE of the following topics.
    - 1. Land Pollution
    - 2. The Subject I Like the Most in School
  - E. Write a general essay on any ONE of the following topics.
    - 1. Traffic Problems of a Big City
    - 2. School Discipline
  - F. Write a narrative essay on any ONE of the following topics.
    - 1. On a Rainy Day
    - 2. Most Memorable Trip
  - G. Paraphrase the following stanza.

If you find your task is hard.

Try again;

Time will bring you your reward,

Try again;

All that other folk can do,

Why with patience should not you?

Only keep this rule in view,

Try again.



## The Rain

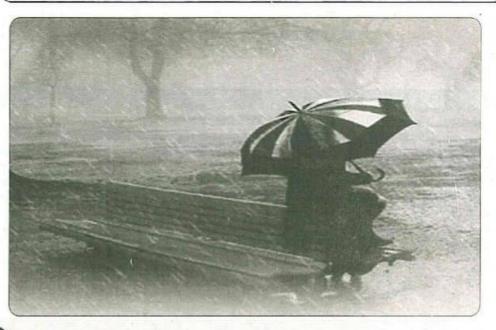
## Learning Outcomes

#### After completing this unit students will:

- understand and appreciate nature
- · locate synonyms and antonyms
- · illustrate the use of transitive and intransitive verbs
- · illustrate the use of prepositions
- o paraphrase and summarize the poem
- · write a paragraph on the given topic using clear topic sentence and supporting details

### Pre-reading

- Do you enjoy rain? Why?
- Can you share three good things about rain?
- What may be the result of excessive rains?



#### For the Teacher:

Use pre-reading activity to help students predict the theme of the poem from the title, picture and by using their prior knowledge.

English Grade X

(1) I hear leaves drinking rain;
I hear rich leaves on top
Giving the poor beneath
Drop after drop;
'Tis a sweet noise to hear
These green leaves drinking near.

What do the rich and the poor leaves stand for?

(2) And when the sun comes out,
After this rain shall stop,
A wondrous light will fill
Each dark, round drop;
I hope the Sun shines bright;
It will be a lovely sight.

Do you also like the sun coming out after rain? Why?

W.H. Davies

#### THEME

W. H. Davies' favourite themes are nature and the hardships of the poor. This poem also has a symbolic meaning. The upper leaves get the rain drops and quench their thirst. Afterwards they pass on the drops to the lower leaves. This metaphor means that the rich get a golden chance first and whatever remains trickle down to the poor people. But the poet hopes that there would be equality in the society just like the sunshine which spreads all over the world equally. This sunshine is both for the dark round drop of rain and rich green leaves.



#### For the Teacher:

• More while-reading questions may be generated to involve students actively in the analysis of the poem. Ask them to orally give theme of the poem, their personal response about it and paraphrase/summarize it.

#### **VOCABULARY**

A. Give an antonym for each given word and make sentences with both words.

rich, top, near, light, bright, noise, lovely

Denotation	Connotation		
It is the dictionary and literal meaning of a word.	It is the emotional / contextual /cultural meaning attached to a word; shades and degrees of meaning.		

#### Example:

home, house, residence, dwelling

Denotation: All these words mean a place in which someone lives.

#### Connotation:

Home	House	Residence	Dwelling
cozy, loving, comfortable, feeling of security	the actual building	cold, without feeling	primitive or basic

- Read the following sentences. Answer the questions given below.
  - Adeel was surprised.
  - Adeel was amazed.
  - Adeel was astonished.
  - 1. What is the general meaning of each of the three sentences about Adeel? Do the words "surprised," "amazed," and "astonished" have approximately the same denotation?



#### For the Teacher:

Vocabulary B: Help students understand the use of connotation and denotation.

Guide them to recognize words that vary in meaning according to their connotations.

Ask them to look up the meaning of 'surprised, amazed and astonished' in the dictionary.

58			English Grade X				
	2.	Use dictionary to fin "astonish".	d what additional meanings are suggested by				
	3.	Would a person be	surprised or astonished at seeing a ghost?				
C.	Wh	ich connotation is m	ore positive?				
	1.	Our trip to the Khewra Mines was					
		a) fine	b) wonderful				
	2.	people rod	e on the roller coaster.				
to		a) Brave	b) Foolhardy				
	3.	We saw animals in the zoo.					
		a) fascinating	b) weird				
0.	4.	Some of the monkey	s made faces.				
		a) hilarious	b) amusing				
	5.	Everyone had a	on his or her face on the way home.				
		a) smile	b) smirk				
D.	Wh	ich connotation is m	ore negative?				
	1.	We bought so	ouvenirs at the Khewra Mines.				
		a) cheap	b) inexpensive				
	2.	I ate a sandw	ich.				
		a) soggy	b) moist				
$\overline{}$							

## For the Teacher:

Vocabulary C & D: Encourage students to explore the use of synonyms for varying shades of meaning for various purposes such as irony, parody, propaganda etc. Motivate them to use appropriate connotations in their own writing.

	3.	I didn't like the	on the jester's face.	
		a) smirk	b) grin	
	4.	It made me feel		
		a) uneasy	b) frightened	
E.	Giv	e synonyms for the	following words.	
	shir	ne, bright, noise, love	ly	

## READING COMPREHENSION

- A. Answer the following questions.
  - What does the poet hear?
  - What according to the poet is a sweet noise?
  - 3. What will happen after the rain stops?
  - 4. How does the sun come out after the rain?
  - 5. How does the light fill the drops?
  - 6. What makes the scene lovely?

## Metaphor

A figure of speech in which an implied comparison is made between two unlike things.

#### Examples:

He was a lion in the battle.

The striker was a goal machine.

The moon was a misty shadow.

# B. Select the choice that explains the meaning of the metaphor as it is used in the sentence.

<ol> <li>Junaid is an ox.</li> <li>The metaphor is an ox means.:</li> <li>Junaid is deaf.</li> <li>Junaid is weak.</li> <li>Junaid is strong.</li> </ol>	Waleed is a real couch potato.     The metaphor couch potato means:     Waleed is always busy with some activity.     Waleed is lazy.     Waleed likes to go outside and play.
3. Shahid is a volcano after hearing his brother borrowed his car without permission.  The metaphor Shahid is a volcano means:  A Shahid is angry.  B Shahid lives in Japan.  C Shahid has a triangle head.	4. Lubna is the apple of her father's eye.  The metaphor Lubna is the apple means:  A Lubna is loved by her father.  B Lubna 's father is mad at her.  C Lubna has an apple tree in her yard.
5. Maria was feeling blue after her cat hit by a car.  The metaphor feeling blue means:  A Maria didn't like cars.  B Maria was sad.  C Maria wore blue frock.	6. Faraz is a giant in his class, towering a foot over his classmates.  The metaphor Faraz is a giant means:  (A) Faraz is short. (B) Faraz is from a fairy tale. (C) Faraz is tall.

## C. Identify the use of metaphor in the poem and answer these questions.

- 1. What do the rich leaves symbolize?
- 2. What do the poor leaves stand for?
- 3. What does the sun symbolize?

#### Personification

It is a figurative language technique where an object or idea is given human traits or characteristics.

#### Example:

Flowers were fluttering and dancing in the breeze.

- D. Identify the use of personification in the poem and answer these questions.
  - 1. Which object is being personified in the poem?
  - Which human traits are given to that object?

#### **GRAMMAR**

Transitive and Intransitive Verbs

- A. Pick out the verb in each sentence and state whether it is transitive or intransitive.
  - The sun shines bright.
  - 2. I hear a noise.
  - 3. Ali drives the car carefully.
  - 4. You got angry with your sister.
  - Sarmad ate a lot of sweets.
  - 6. Everyone tried very hard to win the race.
  - 7. She knows the secret.



#### For the Teacher:

**Grammar A:** Recall students' previous knowledge of transitive and intransitive verbs. A quick tip to identify transitive and intransitive verbs is that transitive verbs can be changed into passive voice whereas intransitive verbs cannot be converted into passive.

## Some verbs can be used both transitively and intransitively.

#### Examples:

- a. She hangs the painting on the wall.
- b. The painting hangs on the wall.

In example a, <u>hangs</u> is a transitive verb which passes the action to the noun "painting". In example b, <u>hangs</u> is an intransitive verb.

B. Make two sentences with each of the given words. Use these first as a transitive verb and then as an intransitive verb.

write, play, sing, read, plan, move

#### **Prepositions of Movement and Direction**

C. Fill in the blanks with appropriate Prepositions.



> Sarah is getting out of the taxi.



Sheraz is going
 the ladder.



2. The furniture is ..... the van.



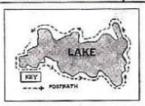
My friend lives in a flat ...... a shop.



4. The boss is coming ..... the corridor.



5. There's a garage ..... the house.



6. We walked .....the lake.



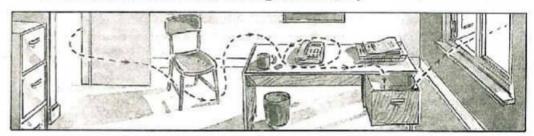
7. There's statue ...... the museum.



Hassan and Ali are walking ...... the stadium.

Unit-5	The Rain	(63)

Where did the fly go? Put in these prepositions appropriately.
 around, into, on, out of, through, under, up

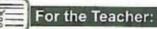


Example:	The	fly	came	in	through	the	door.
----------	-----	-----	------	----	---------	-----	-------

- 1. It flew ..... the chair.
- 2. It crawled ..... the chair leg.
- 3. It stopped ..... the desk for a moment.
- 4. It went ..... the telephone.
- 5. It flew ..... the drawer.
- 6. It went ..... the window.

#### Active and Passive Voice

- E. Put in the correct form of the verb to complete the following sentences in passive vice.
  - We \_\_\_\_\_a letter the day before yesterday. (to send -Past Indefinite)
  - 2) This car \_\_\_\_\_. It's too old. (not/to steal Past Indefinite )
  - 3) A new restaurant \_\_\_\_\_ last week. (to open past continuous)
  - 4) He \_\_\_\_\_ to the party yesterday. (to invite -Past definite)
  - 5. I \_\_\_\_\_ the book by my friend. (to give past continuous)



Grammar: Help students illustrate use of prepositions of movement and direction through examples from immediate surrounding.

## ORAL COMMUNICATION SKILLS

#### A. Useful expressions for asking for and giving directions

Asking for Directions	Giving Directions
How do I get to?	Go straight on (until you come to).
What's the best way to?	Turn back./Go back.
Where is?	Turn left/right (intostreet).
	Go along, Cross
	Take the first/second road on the left/right. It's
	on the left/right.
	straight on.
	opposite ,near, next to, between,
	at the end (of), on/at the corner,
	behind, in front of, (just) around the corner, traffic lights, crossroads, junction, signpost.

Situation: Work in pairs. Choose some places at your school. e.g. principal office, main office, cafeteria and library. Ask for and give directions to reach these places.

B. Monsoon Rains prove devastating every year. Collect information from newspapers and magazines on recent Monsoon Rains. Prepare a group presentation on "Suggestions to deal with Monsoon Rains".



#### For the Teacher:

Oral: Students may also be asked to give directions for nearby places outside the school.

#### Presentation Skills

#### Introduction

Give your listeners general information on the topic and explain how your presentation is structured. You may use the following expressions to introduce your presentation.

I will first explain ...

Then I will ....

After that ....

Finally ....

#### Actual Presentation

Subdivide your presentation into several sub-topics. You may use the following expression when you come to another sub-topic.

I will now talk about ....

In this way your audience can follow your presentation more easily. You may also ask questions from time to time. Your listeners will listen more attentively then.

#### Conclusion

Try to find a good conclusion, for example:

an invitation to act, an acknowledgement or a motivation.

#### WRITING SKILLS

- A. Write the main idea of the poem.
- B. Paraphrase the stanzas of the poem.
- C. Write summary of the poem "The Rain".
- D. Write a paragraph on "The Rainy Day". (125-150 words)

## **Further Reading Activity**

Monsoon Rains always prove devastating in Pakistan. Get cuttings of newspapers headlines, articles and letters to the editor on recent monsoon rains. Share your findings.



#### For the Teacher:

Writing B: Help students use paraphrasing tips to paraphrase stanzas of the poem. Encourage them to do the activity orally first.

Writing D: Recap students knowledge of process of paragraph writing that every paragraph has a topic sentence followed by supporting details and it ends with a concluding sentence.



# Television vs. Newspapers

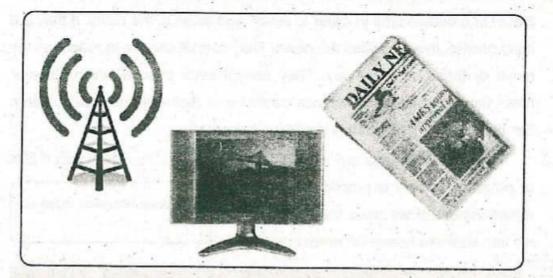
## Learning Outcomes

After completing this unit students will:

- · illustrate the use of first conditional sentences
- a present and explain their points of view clearly
- structure ideas and arguments in a coherent logical fashion
- summarize the main points of the discussion for the benefit of the whole group
- write a comparative essay on the given topic

## Pre-reading

- What kind of programmes do you like to watch on television?
- What kind of news do you like to read in newspapers?
- Which medium of information is more important? Why?





#### For the Teacher:

Use pre-reading activity to help students predict the content of the text from the title, pictures and by using their prior knowledge of media.

- (1) News coverage over television is different from reading newspapers. Newspapers were primarily established to cover the news and later on they added entertainment. On the other side television was mainly invented for entertainment and then it became an effective news medium. Now television news has become a powerful rival to newspapers. Though both of these mediums cover the news effectively, there are distinct differences in the way they do it.
- Busy people may read the papers anytime of the day. They may read the news that is important to them early in the morning, and

carry the paper with them to read in the bus or van. They may also choose to omit certain aspects of the news that they are not interested in.

- (3) Television, on the other hand, requires its viewers to be at a certain place, at a certain time in order to watch and listen to the news. If they are busy people, they will miss the news. They cannot choose to read it on the move or throughout the day. They cannot even choose which piece of news they wish to skip. One way could be to record it and watch it later. But the point here is that it is not that convenient.
- or no effort since it is practically a form of entertainment. If we have the leisure time, we can view the television news anytime of



#### For the Teacher:

 More while-reading questions may also be generated for better understanding of the role of media.

Help students identify details which make/show comparison and contrast between Newspapers and Television. Ask them to look carefully at the descriptions and other details that the author includes in the text. the day and night. It broadcasts the news as it is happening. Much mastery of language is not necessary for the person who prefers to view the news on television because everything is visual and auditory. A person with a basic knowledge of the broadcast language will be able to view and understand it. In comparison, the reader of a newspaper needs to be proficient in the language in order to understand it better.

Although television can give us the most updated news and visuals, (5) newspapers can give us more in-depth coverage. Editorials and column writers can give us their expert views and analysis that we can digest slowly as we read them. Many people also opt to read more than one newspaper a day so as to get different viewpoints of the story and to check its validity. Readers can also give feedback to

the articles by writing to the forum pages. Viewers of television news do not have this luxury as the news flies too fast for any feedback to be relevant.

Each medium has strengths that the other does not. Each makes (6) use of strong points that the other lacks.

Television news is like having a fast food

Which simile has the author used and why?

having a ten course dinner. The ideal seems to be, if one has the time, to both read the news and watch it on television.

meal whereas reading newspapers is like

#### THEME

Role of Print and Electronic Media in our life is very significant, we know the national and international news because of media. Electronic media brings awareness. Print media also plays a vital role in this respect.

#### GLOSSARY

broadcast ...... to transmit a program on television or radio

coverage ..... the action of covering something for the press;

distinct ..... marked

entertainment ...... performances that people enjoy

leisure ..... the state of having time at one's own disposal

luxury ..... delight

omit leave somebody or something out

proficient ..... very skillful at something

skip ..... not do something, but to do the next thing instead

#### VOCABULARY

- A. Give the meaning of each word as used in the lesson.
   primarily, distinct, aspects, leisure, auditory, coverage, luxury
- Form a noun with each of the following words and use the nouns in sentences.

relevant, interested, require, convenient, effective

#### READING COMPREHENSION

## Analysis of patterns of text organization

- Choose the correct option.
  - In paragraph 1, the topic sentence is supported through\_\_\_\_\_
    - a. facts
- b. examples
- c. definitions
- 2. Paragraph 2 shows that watching news on television is\_
  - a. not as convenient

- b. trouble-free
- c. more convenient than reading newspapers



#### For the Teacher:

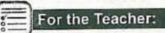
Reading Comprehension A: Guide students to read the text silently to extract main/key idea and supporting details of paragraphs. As each paragraph carries separate thought, ask students to appropriately analyze these paragraphs. Help the students grasp contextualized meaning from English dictionary.

## Patterns of Text Organization

Text structure	Signal words	Signal to reader
Compare and contrast	like, unlike, in contrast, on the other hand, however, both, also, too, as well as	

television news should be given preference

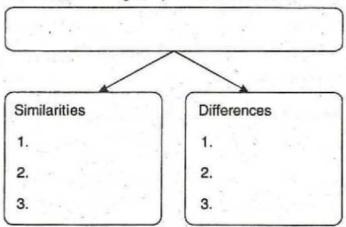
c. reading newspapers is more important



Reading Comprehension B: Have students look for the clue words (transitional devices) which signal that the author is comparing or contrasting items/ideas.

## B. Read the text again and put information from the text into the graphic organizer showing comparison and contrast.

What is being compared and contrasted?



- C. Answer the following questions.
  - How is a newspaper more convenient medium of news?
  - How does a viewer get restricted while watching TV news?
  - 3. In what way viewing news on TV is easier than reading a newspaper?
  - 4. How do newspapers give us more in-depth coverage?
  - 5. Why do some people read more than one newspapers?
  - 6. How can readers give feedback to the newspaper articles?
  - 7. Which medium do you prefer for news? Why?



#### For the Teacher:

Reading Comprehension B: Help students analyze the paragraphs to identify words, phrases or sentences that support the main idea through comparison and contrast. Help them organize information using organizational patterns of comparison and contrast.

## GRAMMAR

A.	Put	t appropriate modal verbs into the gaps.
	1.	We to borrow umbrellas; so we didn't get wet.
	2.	I was so far from the stage that I see very well.
	3.	He sees very badly; he wear glasses all the time.
	4.	You drive fast; there is a speed limit here.
	5.	We drive fast; we have plenty of time.
Act	ive	and Passive Voice
В.		in the correct form of the verb to complete the following stences in passive voice.
	1.	A letter by Ahsan. (to write - Present continuous)
	2.	The words by the teacher today. (to explain - Present indefinite)
	3.	This road because of snow. (aiready/to close - Present indefinite)
	4.	The dishes by my brother. (not/to wash -
	5.	I by the principal. (not/ called- Present indefinite)
	For	the Teacher:

Grammar B: Help students recall the rules to change active voice into passive voice.

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English Grade X

#### The First Conditional Sentences

The first conditional sentences are used to speculate about possible situations that can really happen at present or in future.

Example: If they are busy people, they will miss the news.

Structure: if + present tense + future tense

- C. Put the correct form of the verbs to make first conditional sentences.
  - If you \_\_\_\_\_ (get) back late, I \_\_\_\_\_ (be) angry.
  - 2. If we \_\_\_\_\_ (wait) here, we \_\_\_\_\_ (be) late.
  - 3. If we \_\_\_\_\_ (go) on holiday this summer, we \_\_\_\_\_ (go) to Ziarat.
  - 4. If the weather \_\_\_\_\_ (not / improve), we \_\_\_\_\_ (not / have) a picnic.
  - 5. They \_\_\_\_\_ (go) to the party if they \_\_\_\_\_ (be) invited.

#### Silent Letters

In many English words, you will come across some letters that are spelled but not pronounced. Here is a list of common silent letter combinations.

Silent B B is not pronounced when following M at the end of a word. climb, crumb, dumb, comb  Silent G G is often not	Silent C C is not pronounced in the ending "scle". muscle Silent GH GH is not	Silent D  D is not pronounced in the following common words. handkerchief, Wednesday  Silent H  H is not pronounced	Silent E  E is not pronounced at the end of words and usually makes the vowel long. hope, drive, gave, write, site  Silent H  H is not
pronounced when followed by an N. foreign sign feign	pronounced before T and at the end of many words. thought, through light, might, right, fight, weigh	when following W. what, when, why, where, whether	pronounced at the beginning of many words. hour, honest, honour, heir, herb
Silent K K is not pronounced when followed by N at the beginning of a word. knife, knee, know, knock, knowledge	Silent L L is often not pronounced before L, D, F, M, K. calm, half, talk, walk, would, should	N is not pronounced following M at the end of a word.  Autumn, hymn	Silent P P is not pronounced at the beginning of many words using the suffix "psych" and "pneu". Psychology, pneumonia,
Silent S S is not pronounced before L in the following words. island, isle	Silent T  T is not pronounced in these common words. castle, fasten, listen, often, thistle, whistle	W is not pronounced at the beginning of a word followed by an R. wrap, write, wrong	Silent W W is not pronounced with these three pronouns. who, whose, whom

D. Read paragraph 5 and find words that contain silent letters.

#### E. Silent Letters Game

Form groups. Speak out words with silent letters. Each group will alternately speak a word with silent letter e.g. *gh*. The first group to run out of words will lose the game.

## ORAL COMMUNICATION SKILLS

#### Form groups and discuss the following.

People are influenced by what they see on television and in films. Do you agree? Support your answer by giving relevant examples.

#### Useful expressions to show agreement

- There are many reasons for ...
- There is no doubt about it that ...
- I simply / must agree with that.
- I am of the same opinion as ...
- I completely/absolutely agree with ...



#### For the Teacher:

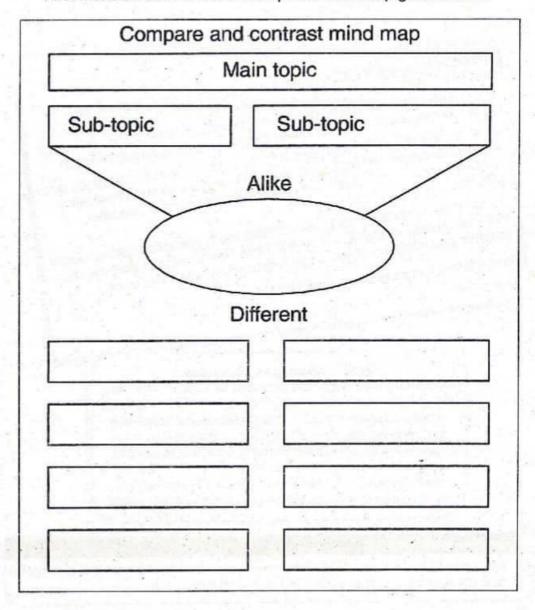
Oral: Guide students to present and explain their point of view clearly and to support their opinion with reasons.

## WRITING SKILLS

- A. Write a précis of paragraph 4.
- B. Write a comparative essay on "The Influence of Electronic Media on Print Media". (220-250 words)

  Sample Rubric

First make an outline with the help of a mind map given below.



C. Hassan Raza is writing a letter of complaint to Mr Haq Nawaz, the Chairman of the Lahore Development Authority. information in his letter is correct but the style is informal. Rewrite the letter in a formal style and include the phrases in the boxes below.

> I am writing to express my concern about ... I must insist that you ... I must urge you to ...

## Dear Mr. Haq Nawaz

I'm writing to say just how fed up I am with the state of the road outside my house. It's a real mess! Just the other day old Mrs. Nasim, the woman who lives next door, got the back wheel of her car stuck in one of the huge great pot-holes outside my gate. The poor old thing was really upset and we had to get two chaps from the garage to pull her car out! Now why have we got these pot-holes in the road? Well, because of that terrible rainy weather. But that was two months ago, now and I know you know about the situation because we saw a chap from the LDA inspecting the road just after the weather got better.

So, why haven't you done anything about it? I think you'd better send a road repair team round here as soon as possible. Not only that, I think it would be a good idea for you to be better prepared in the future so you can get things sorted out a bit more quickly!

Hoping to hear from you very soon about this problem.

#### Use the following words/phrases:

I look forward, take steps, pay for breakdown truck, situations like this, in such a bad repair, recently had the misfortune, express my concern, appalling, enormous, take appropriate action, however, road was inspected, urge, damage/road surface, indeed, in the future, ensure, nothing has been done, rectified more promptly, improved, despite/fact, therefore, most distressed, clearly the result, moreover, member of the council, must insist, incident, have the road repaired, period/extremely cold weather, faithfully



#### For the Teacher:

Writing C: Help students analyze and compare informal and formal letters to note differences of conventions, vocabulary, style and tone.



## Little by Little One Walks Far!

## Learning Outcomes

After completing this unit students will:

- · deduce the meanings of unfamiliar phrases from the context
- s illustrate the use of indefinite pronouns
- · illustrate the use of present perfect tense
- write general essay on importance of co-curricular activities
- fill in a form for specific information

#### Pre-reading

- What do you understand by the topic?
- Do you think co-curricular activities may prepare students for the future?
- What kind of co-curricular activities do you like? Why?





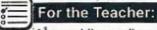
#### For the Teacher:

 Use pre-reading activity to help students predict the content of the text from the title, picture and by asking questions about co-curricular activities. they have for everyone of my age. The experiences might be different but everyone has gone through many of the same "teenage" circumstances as I have done. All of them have dealt with them in their own way. As a personal participant in this "game", we call life, I would say I worked hard for the first place and earned it. That is just my creative view of things. It is bad, but the fact is that not everyone sees it in the same way as I do.

(2) As a student, I am an active participant in academic and co-curricular activities. My first priority has always been

What does the author want to imply by mentioning his cocurricular activities?

to get good grades in school. Although this is important to me, I also know that by participating in sports, and after-school activities, I will become a well-rounded student. During the past years of my high school career I participated and received awards in the following: Quaid-e-Azam Badge in Scouting, winner of Who's Who Quiz Programme at the district level, and Academic Excellence Award while participating Inter-District Declamation Contest and Essay Writing Competition for the year 2011. I also belonged to the following clubs: Reading Club (two years), second year as Secretary Reading Club, and Computer Club. In the year 2009, I received awards in the following classes: Computer Applications, Geography, and Advanced Algebra/Trigonometry. I also received an award for the Most Encouraging Student. I currently belong to the Hiking and Outdoor Club, and Environmental Awareness Club. In addition, this year participated in a programme called "Read With A Friend". In this



More while-reading questions may also be generated for better comprehension of the text. programme I, along with a group of other students, went to the nearby elementary school to read to a class of students from Kindergarten to Fifth Grade.

In order to gain an understanding of independence and (3) responsibility, I held several summer jobs in the preceding two years. I also worked to help myself financially in a boarding school. My first summer job was at the English Language Center. My second job was at McDonald's, and my past summer job was at D.K. Academy. I am thankful to all these

institutions for these job experiences. They have prepared me mentally and financially. This is important in a way that

How have these job experiences made the author more mature?

I am now more mature and responsible; which helps me not to be worried about the future but to look forward to it.

I am glad that I have got a taste of what the real world has to offer. I have learned many lessons from my Public High School, boarding school, and work experiences. I am now ready to learn many more lessons through my college experience. Although it has been tough, I have succeeded so far. I am prepared to excel and make it much further in the years to come with my college education. This developing positive outlook

has given me the motivation that I need to become successful. I never give up. When I am determined to achieve, "I shoot for the moon and land amongst the stars".

What has motivated the author to participate so actively?

#### THEME

Co-curricular activities give students the chance to become well-rounded individuals by teaching them a variety of skills. These activities prepare students for the future. Through these activities, students learn about working in a group or a team to accomplish a goal. When students enter the workforce they will be able to call on the teamwork and leadership skills they learned.



#### For the Teacher:

Help students identify the author's purpose. Ask them questions like "What is the author's purpose; to inform, to entertain or to persuade? etc.

career	 a job or series of related jobs that you do
circumstances	 environmental conditions of an act or event
contest	 a competition in which people try to win something
excel	 be better than others
motivation	 inspiration
participant	 A person who takes part in something
priority	 most important thing

## VOCABULARY

- Give the meaning of each word as used in the lesson.
  - circumstances, participant, priority, contest, preceding, excel, motivation, financially
- Explain each phrase as used in the lesson.
  - (a) a long bumpy ride
  - (b) earned the first place
  - (c) a well-rounded student
  - (d) alongwith a group of other students
  - (e) to look forward to it
  - (f) made it this far



#### For the Teacher:

Vocabulary A & B: Help students find the appropriate meanings of words as used in the context.

#### C. Translate paragraph 1 of the lesson into Urdu.

The last couple of years have been a long bumpy ride for me, as they have for everyone of my age. The experiences might be different but everyone has gone through many of the same "teenage" circumstances as I have done. All of them have dealt with them in their own way. As a personal participant in this "game", we call life, I would say I worked hard for the first place and earned it. That is just my creative view of things and the fact is that not everyone sees it in the same way as I do.

#### READING COMPREHENSION

#### A. Choose the correct options.

- The last couple of years have been <u>a long bumpy ride</u> for me, as they have for everyone of my age. The underlined phrase means
  - a. easy time b. hard and challenging time c. leisure time
- 2. The author thinks he will become a well-rounded student by
  - a. making good grades in academics
  - b. participating in co-curricular activities.
  - c. partaking both in academic and co-curricular activities



#### For the Teacher:

Vocabulary C: Help students understand that most phrases and idioms do not translate literally from one language to another.

Help them use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate passages from English to Urdu.

Reading Comprehension A: Ask students to read the text silently and scan it for the information required.

84)	_	English Grade X
	3.	His summer jobs in the preceding two years helped him
	4-1	<ul> <li>a. gain an understanding of independence and responsibility</li> </ul>
		b. get financial boost
		c. make friends
	4.	The author has become more because of his job experiences.
.*		a. well-to-do and prosperous
		b. mature and responsible
		c. social and well-known
	5.	This developing positive outlook has given the author the
		motivation he needs to become
		a. famous b. wealthy c. successful

## B. Answer the following questions.

- 1. What are some distinctions of the writer?
- 2. How has the writer spent his summer vacation?
- 3. What has he gained from his summer jobs experiences?
- 4. How are these experiences helpful to him in future?
- 5. What kind of student is the writer? Which of his qualities impress you?

#### GRAMMAR

#### Indefinite Pronouns

## Underline indefinite pronouns in the following sentences.

**Example:** The last couple of years have been a long bumpy ride for me, as they have for **everyone** of my age.

- 1. Everybody enjoys a good movie.
- 2. Does anybody have the time?
- 3. One sang while the other played the guitar.
- 4. Nobody knows the trouble I've seen.
- The secret was known by few.
- 6. No, the secret was known by many.
- 7. Mathematics is too hard for some.
- 8. Surely, you recognize somebody.
- 9. Is there anything that I can do?

## Tick the verb which agrees with the indefinite pronoun.

- 1. Each of the family members (has, have) one vote.
- 2. One of the boys (eat, eats) pizza every week.
- 3. Both of the answers (is, are) correct.
- A few of the staff (was, were) gone today.
- 5. All of the animals (run, runs) when they are scared.
- Someone (has, have) his own thoughts.
- You know that others (has, have) tried this.



#### For the Teacher:

Grammar A: Recall students' previous knowledge of indefinite pronouns. These pronouns refer to persons, places, or things without specifying for certain which one e.g. everyone, none, something etc. Indefinite pronouns can be either singular or plural, depending on their use.

Grammar B: Help students illustrate the use of pronoun antecedent agreement in sentences. Encourage them to find more examples.

#### **Present Perfect Tense**

C. Fill in the blanks with the present perfect form of the verb given in brackets.

1.	How	lona	(he/	live)	in	Karachi?

- 2. I \_\_\_\_\_ (speak) Chinese for twenty years.
- 3. \_\_\_\_\_ (Aliya / fly) in an airplane before?
- 4. Shan \_\_\_\_ (not / go) to lunch yet.
- Our class \_\_\_\_\_ (take) a field trip three times this year.
- Where \_\_\_\_\_ (they / move) to?
- 7. Javeria \_\_\_\_ (ask) that question four times today.

#### **ORAL COMMUNICATION SKILLS**

A. Get a cutting of an interview of any celebrity from a magazine and analyze the questions and answers of that interview.



#### For the Teacher:

Grammar C: Recapitulate students' previous knowledge of present perfect tense. Help them illustrate use of this tense and relate it to real life and everyday situations.

Oral: Help students identify and analyze appropriate expressions and interviewing techniques to conduct and give short interviews of a friend or relative on specific topics.

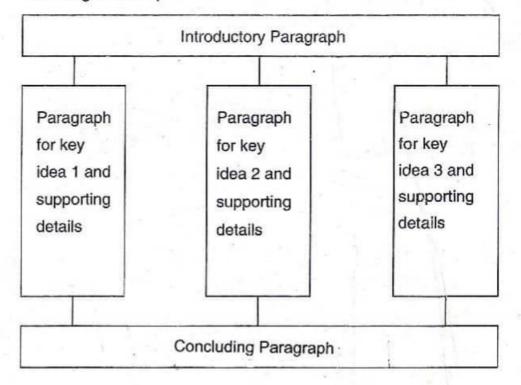
Help them prepare relevant questions for the interview and use appropriate language. Guide them to respond appropriately and effectively to questions.

Ask them to make notes of the responses.

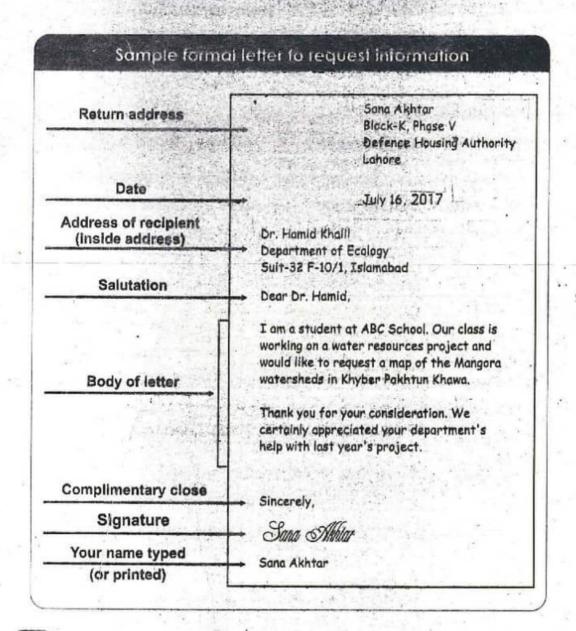
- B. Conduct an interview of your class fellow who has shown extraordinary performance in Annual School Sports.
  - Work in groups and prepare 5-8 interview questions.
  - Compile the oral responses of the interview in written form.

## WRITING SKILLS

- A. Write a précis of paragraph 2.
- B. Write an essay on "Co-Curricular Activities Preparing Students for Future". (220-250 words). First make an outline with the help of following mind map.



C. Write an application to the principal to arrange for Sports Week in your school.





#### For the Teacher

. Help students write applications using correct format, layout and tone.

- D. Write to the principal of a Technology College of your district requesting for information regarding admission criteria in Associated Degree of Civil Engineering.
- E. Suppose you have qualified for the award of Merit Scholarship.
   Fill in the following particulars correctly.

The Director (Research)
Board of Intermediate & Secondary Education.

Subject: APPLICATION FOR AWARD OF MERIT SCHOLARSHIP

With reference to / BISE Circular No. 1- / BISE / RESH / SCH / ....

Dated \_\_\_\_\_\_\_ my particulars are as under for award of Merit Scholarship.

Name \_\_\_\_\_\_

Contact No. \_\_\_\_\_\_

Father's Name \_\_\_\_\_\_

Exam Passed (SSC/HSSC) Year \_\_\_\_\_\_ Roll No. \_\_\_\_\_

Group \_\_\_\_\_\_

Marks obtained \_\_\_\_\_\_ (copy attached). Name of Institution \_\_\_\_\_\_

## For the Teacher:

Tell students that a form is a kind of a question paper asking information or facts for specific purpose. It is very important to supply the correct information to facilitate the department to process the case easily. Short questions are asked in these forms about the applicant. For example 'Name' means 'What is your name?', 'Address' means 'What is your address?' etc. The applicant is required to fill in the necessary information only. Students may also be taught to fill other type of forms e.g. library membership form, admission form etc.

90)			English Grade X
Name of Present Institution	on		
Name of Course			
Duration of Course	Date of A	dmission	
Name of the Board/Univer	rsity with which the	e present Instit	tution is affiliated
		- 4	
Postal Address of the	he Candidate		
			1.
	,		
Signature of Parent		Date	
Signature of Candidate			

4.1.4



## Peace

### Learning Outcomes

## After completing this unit students will:

- recognize imagery used in the poem
- · illustrate the kinds of pronouns
- make and use present and past participles
- illustrate the use of gerund phrases, infinitive phrases and prepositional phrases
- paraphrase and summarize the poem
- write an account of a natural disaster

#### Pre-reading

- What is the concept of 'peace' in your mind?
- Sometimes a natural phenomenon can also be destructive, how?
- Give some examples of natural disasters.





#### For the Teacher:

Use pre-reading activity to help students predict the theme of the poem from the title, picture and by asking questions.

English Grade X

The wind is now
a roaring, smashing
monster of destruction,
raking all man's work
from the valleys,
from the vales,
and sends them spinning,
broken flying -

Why is wind compared to a monster of destruction?

But all of that is not its core, its center is in truth eternal stillness bright blue skies and all you hear are gentle whispers far away and unimportant.

Explain "its center is in truth".

Dr. Hartmann

#### THEME

Nature teaches us lessons through wind, water, mountains and light. Wind in the form of storm smashes every thing. In its rage it destroys trees, fields and buildings. But when the wind is gentle and cool it gives lives to buds, birds and humans. We have to experience storms to enjoy peace.



#### For the Teacher:

More while-reading questions may be generated to involve students actively in the analysis of the poem. Ask them to orally give theme of the poem, their personal response about it and paraphrase/summarize it.

#### **VOCABULARY**

A.	Pick out	words	from	the	poem	which	mean	the	same	as	the
	following										

- (a) extremely noisy
- (b) to be broken violently and noisily into pieces
- (c) to make something level by using a rake
- (d) to make something turn rapidly round and round a central point
- (e) lasting or existing forever
- (f) to speak or say something quietly, using only one's breath so that only the people closest to one can hear

B.	Give	synonyms	for each	of the	following	words.
----	------	----------	----------	--------	-----------	--------

roaring smashing spinning stillness core

C. Which word in each pair below has the more positive connotation to you? Circle your answer.

thrifty – penny-pinching

pushy – aggressive

politician – statesman

♦ chef – cook

• slender – skinny

## D. Choose the appropriate connotations.

1. Which would you rather be called?

a) thrifty

b) cheap

2. Which is more serious?

a) problem

b) disaster

3. Which is more polite?

a) sip a drink

b) gulp it

- 4. Which would you be if you hadn't eaten for several days?
  - a) hungry

- b) starving
- 5. Which would you be after a walk in the mud?
  - a) filthy

b) dirty

## Explain the following idioms and find their Urdu equivalents.

- It is of no use crying over spilt milk.
- Do not put off till tomorrow what you can do today.
- 3. Out of the frying pan into the fire.
- 4. Out of sight, out of mind.
- As you sow, so shall you reap.

#### READING COMPREHENSION

#### A. Answer the following questions:

- How is wind described in the first stanza?
- With what wind is compared in the first stanza?
- What is wind doing to all man's work?
- 4. How does the scene look like when wind is still?
- 5. What comparison is made in the second stanza?

## Imagery

The use of vivid or figurative language to represent objects, actions, or ideas. In other words imagery is a picture created by the mind.

#### Types of Imagery:

There are five types of imagery, each corresponding to one of our senses: visual (sight), auditory (sound), tactile (touch), olfactory (smell), gustatory (taste).

## For the Teacher:

Help students understand that idioms do not translate literally from one language to another. B. Which imagery has the poet used in this poem? Give examples.

## GRAMMAR

#### Kinds of Pronouns

Identify demonstrative, reflexive and interrogative pronouns in the following sentences.

- 1. Hand me that hammer.
- 2. I saw myself in the mirror.
- 3. Who is there?
- 4. He himself will be our new friend.
- 5. Is this your teacher's book?
- Which is your pen?

## Present and Past Participles used as Adjectives

#### Example:

I was amused by the way she acted in the play.

Do you find this type of humor amusing?



#### For the Teacher:

Grammar A: Help students illustrate use of pronouns learnt earlier. Encourage them to find more examples of these pronouns.

(96)		English Grade X
B.	Cho	pose appropriate participles.
1.	(a)	The movie was really ( interested/interesting)!
	(b)	I thought it was a good lecture, but I wasn't very
•	(inte	erested/interesting) in the topic.
2.	(a)	Our town is so (bored/boring)! There is nothing to do
	here	).
	(b)	Are you already (bored/boring) with that game?
3.	(a) H	Have you heard her laugh? It's so (annoyed/annoying).
	(b) I	'm really (annoyed/annoying) with one of my co-workers.
4.	(a)	The city was (damaged/damaging) during the storm.
	(b)	The information was quite (damaged/damaging)
		to his reputation.
5.	(a)	This treatment is really great. It makes me feel so  (relaxed/relaxing).
	(b)	I didn't like that movie. I thought it was too (depressed/depressing).
		(depressed/depressing).

## For the Teacher:

Grammar B: Help students make and use present and past participles. Past participles "\_\_ed" are used to describe how people feel while present participles "\_\_ing" are used to describe something that causes the feelings.

#### **Gerund Phrase**

The gerund phrase includes the **gerund** and the **object of the gerund** or any modifiers related to the gerund.

In the following example, the gerund is **bold** and the gerund phrase is underlined.

The student gathered signatures for increasing the hours of the library.

#### Infinitive Phrase

The infinitive phrase includes the **infinitive** and the **object of the infinitive** or any modifiers related to the infinitive.

In the following example, the infinitive is **bold** and the infinitive phrase is underlined.

Every cricket team has a captain to direct the other players.

## **Prepositional Phrase**

The prepositional phrase includes the **preposition** and the **object of the preposition** or any modifiers related to the preposition.

In the following example, the preposition is **bold** and the prepositional phrase is <u>underlined</u>.

Samra could hear her sister snoring across the room.

- C. Identify gerund phrases, infinitive phrases and prepositional phrases in the following sentences.
- Maria fell <u>over the cat.</u>
  - a. infinitive phrase
- b. gerund phrase
- c. prepositional phrase
- The strikers held a meeting to discuss the terms of employers.
  - a. infinitive phrase
- b. gerund phrase
- c. prepositional phrase
- After <u>learning the parts of speech</u>, the class began studying punctuation.
  - a. infinitive phrase
- b. gerund phrase
- c. prepositional
- 4. Will someone be here soon to open the door?
  - a. infinitive phrase
- b. gerund phrase
- c. prepositional phrase
- 5. Talha visited Turkey while studying the history of Turkish art.
  - a. infinitive phrase
- b. gerund phrase
- c. prepositional phrase
- Before <u>putting too much effort into the project</u>, you should get some guidance from your boss.
  - a. infinitive phrase
- b. gerund phrase
- c. prepositional phrase
- 7. Does the captain want us to lower the sails before we enter the herbor?
  - a. infinitive phrase
- b. gerund phrase
- c. prepositional phrase

## **ORAL COMMUNICATION SKILLS**

are not stressed.

A. Stress patterns - use of weak forms, stress placement and timing
 First, You need to understand which words are generally stressed and which

Content Words	Function Words		
Basically, stress words are considered content words.  Examples:  Nouns e.g. kitchen, Ali  (most) verbs e.g. visit, construct  Adjectives e.g. beautiful, interesting  Adverbs e.g. often, carefully	Non-stressed words are considered function words.  Examples:  Determiners e.g. the, a, some, a few  Auxiliary verbs e.g. don't, am, can, were  Prepositions e.g. before, next to, opposite  Conjunctions e.g. but, while, as  Pronouns e.g. they, she, us		

The same sentence can take on different meanings depending on where the speaker chooses to place the primary stress.

Example: "I'm not going".

- "I'm not going": meaning [1] = Not "ME", but perhaps "YOU", "SHE" or "HE".
- 2. "I'm not going": meaning [2] = I reFUSE to go.
- 3. "I'm not going": meaning [3] = I'm not GOing... I'm COMing BACK!



#### For the Teacher:

Oral A: Explain to students turn-taking as it means giving the floor to another person or taking your turn in a conversation: rise and fall are used as a signal for when to speak and when not. Remain at a high pitch if you want to continue talking. A fall shows completion. Encourage them to use appropriate stress and intonation in reading a text and in their speech.

- B. Make pairs and practise the following dialogue following appropriate stress and intonation.
  - A: Will you look at this form?
  - B: Are you having problems with it?
  - A: I don't understand some things.
  - B: Let me help you.
  - A: What does "MM/DD/YY" mean?
  - B: That means Month/Day/Year. Use numbers.
  - A: I don't understand.
  - B: For example, if your birth date is January 12, 1987, write 01/12/87.
  - A: Oh! That's simple enough. Thank you.

### WRITING SKILLS

- A. What is the central idea of this poem?
- B. Paraphrase the stanzas of the poem.
- C. Write a summary of the poem "Peace".
- D. Write an account of a natural disaster in 170 to 200 words.



#### For the Teacher:

Oral B: Guide students to first highlight the words which will be stressed.

# **Review 2**

A.	Choose the correct option.		
1.	'But the point here is means:	that it is not that conve	nient.' The underlined word
	a. easy	b. good	c. difficult
2.			news effectively, there are e underlined word means:
	a. perplexing	b. minor	c. clear
3.	The same of the sa	cel and make it much fation.' The underlined v	urther in the years to come word means:
	a. high c. exalted	b. to do extreme	ly well
4.		ears have been <u>a long</u> my age'. The underline	bumpy ride for me, as they d phrase means:
	a. easy time c. leisure time	b. hard and chall	lenging time
5.	'Everyone had a		on the way home.' Which
	a. grin	b. smile	c. smirk
6.	The synonym of "love	ly" is	
	a. unattractive	b. beautiful	c. ugly

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7.	The synonym of "culpri	t" is	
	a. innocent	b. offender	c. honest
8.	The antonym of "abanc	lon" is	
	a. support	b. discard	c. desert
9.	The antonym of "bright"	' is	
	a. dark	b. brilliant	c. clear
10.	'Someone ate my cook	ies.' The underlined	word is a/an
	a. personal pronoun     c. indefinite pronoun	b. relative prono	oun
11	'The watchman blew	his whistle.' The	underlined word is a/an
	a. intransitive verb	b. transitive verl	c. regular verb
12.	'I am afraid I cannot af	ford to spend too m	uch money.' The underlined
	part of the sentence is	a/an	April 1
	a. gerund	b. participle	c. infinitive
13.	'Who is the man at the	door?' The underline	ed word is a/ an
	a. indefinite pronoun	b. interrogative	pronoun
	c. relative pronoun	1111	
14.	'A clever trick was playe	ed successfully by the	ne cat.' The underlined word
	is an adverb of	<u> </u>	
	a. manner	b. place	c. time

Revie	ew 2		(103
15.	'Our practice <u>usually</u> starts adverb of	at six o'clock.' The	underlined word is an
	a. degree	b. manner	c. frequency
16.	If he offers me a job I	it.	
	a. will accept	b. would accept	bronskin seri in
	c. would have accepted	set of the set	ST GH TOOK
17.	Yesterday at 5 o'clock, I	apples.	, walked making
	a. was eating	b. ate	c. had eaten
18.	By the time we got to the	cinema the film	, so we missed
	the first five minutes.		
	a. had started	b. have started	c. started
19.	'Flying above the lake at t	this time of night see	ems a little dangerous.
	The underlined phrase is a	an	and the state of t
	a. infinitive phrase	b. gerund phrase	
	c. prepositional phrase		and the second district
20.	'They invited us to their hon	ne yesterday.' What	tense is it?
	a. past indefinite	b. past perfect	
	c. past perfect continuous		
· 21.	'A new computer was borvoice.	ught by them.' Cho	ose the correct active
	a. They buy a new computer	er.	
	b. They bought a new comp	outer.	
	c. They have bought a new	computer.	

## B. Answer the following questions.

- 1. How can we raise the status of our country in the world?
- 2. What will be the effect of sunshine over rain drops?
- 3. What role can media play in bringing harmony in society?
- 4. Co-curricular activities prepare students for future. How?

## C. Read the letter to the editor and answer the questions given below.

## Suggestions to deal with Monsoon Season

I refer to the letter 'Moonsoon and disaster management'. (July 15) I suggest the following precautionary measures to be adopted before the onset of monsoon.

Disaster management teams must visit all villages to educate the population living in rural areas for compliance of standing operation procedures (SOPs) to avert any human and livestock loss in case of floods.

Disaster management must ensure that affected people's belongings left behind when they abandoned their homes must be protected from any theft etc. as was experienced in the floods of 2010 and 2011 respectively.

Adequate arrangements on evacuation of people and livestock must be ensured. Sufficient numbers of boats must also be made available on short notice either by federal or provincial governments.

Sufficient number of water pumps must be made available to drain out water in populated areas.

Provincial irrigation departments must be made responsible to ensure strengthening of dykes/

Disaster management authorities must ensure the availability of tents on short notice so that the affected people can be provided shelter without waiting in the open. Security arrangements must be put in place to ensure that food supplies to the affected people can be ensured as incidents of looting took place in the past.

No political point-scoring be allowed by law-enforcement agencies as there must be one distributing body for food and other essential items.

Civic bodies must ask sanitation departments to clean all nullahs in populated areas so that a smooth flow of rainy water can be ensured.

Medical teams must also report to the affected areas with adequate supplies of medicines on short notice.

#### Questions

- 1. What is the main idea of the letter?
- 2. What is the writer's opinion on the issue. ?
- 3. What points does the writer make to support his opinion?
- 4. What suggestions does the writer give to cope up with the issue?
- 5. Do you agree with the writer? Give reasons.
- Write a précis of the passage.

## D. Write an application on any ONE of the following.

- 1. Asking principal to remit your fine
- Asking principal to arrange a trip to a historical place/ study tour

### E. Write a comparative essay on any ONE of the following.

- Outdoor Activities and Playing Video Games
- Text Messaging to Personal Conversation

## F. Paraphrase the following stanza.

I hear leaves drinking rain;

I hear rich leaves on top

Giving the poor beneath

Drop after drop;

'Tis a sweet noise to hear

These green leaves drinking near.

## G. Write a summary of the poem "Peace".



## Selecting the Right Career

## Learning Outcomes

After completing this unit students will:

- explain the meaning of unfamiliar words and phrases from the context
- · illustrate the use of present perfect continuous tense
- structure ideas and arguments of oral discussion in a coherent logical fashion
- summarize the main points of the discussion for the benefit of the whole group
- write an essay on a general subject
- write a formal letter

## Pre-reading

- When you grow up what would you like to become?
- ♦ Who has chosen this field for you?
- How can you enter the field of your choice?





#### For the Teacher:

 Use pre-reading activity to help students predict the content of the text from the title, picture and by asking questions about their career choices.

There was a time when any student's future plans revolved around (1) becoming a doctor, a pilot or an engineer

These few disciplines were thought to be the only fields that could offer rewarding

In the past, why did people want to become a doctor, an engineer or a pilot?

careers in terms of both respect and money. Resultantly, students were unaware of other opportunities that could, perhaps, have been more advantageous.

Today, life has become more dynamic and innovative. Gone are (2) the days when the medical and engineering fields were the only available choices. Now a whole world of non-traditional careers, from IT, electronic media and web networking to online business portals and fashion designing, are available for the young people.

However, there still remains the question of choosing the right (3) profession. Unfortunately, for most of us the right career merely means a profession that guarantees a profitable livelihood, but

Explain the phrase "profitable livelihood".

considerations like interest in the job and mental satisfaction should also be given importance.

The scope of any field in terms of market demand should also be (4) considered very seriously. We cannot practically deny the significance of hiring trends; for example, a decade ago when computer science professionals were in demand, masses of MCS (Master of Computer Sciences) students flooded the market with extremely disappointing results.



#### For the Teacher:

 More while-reading questions may also be generated for better comprehension of the text. Ask them to enlist three professions of their choice.

Career counselors are generally well informed about such trends. They can play a key role in guiding the youth towards a rewarding profession. This highlights the importance of a full time career-counseling department at the school level. The job of this department should be to determine the personalities of students, to observe and analyze their interests and to suggest suitable careers according to their aptitude. Most of the parents and students find themselves in a fix when deciding on a career. Parents are unaware of market trends, educational systems and the scope of any particular discipline. Similarly 14-15 year old students are not mature enough to make such life-changing

How do career counselors help you choose the right profession?

decisions. So it is widely felt that career counseling must be promoted from school level.

- Once a field has been selected, the next step is to enter that (6) particular field. Which degrees, certifications, courses and subjects should be opted for? A student should also consult successful students and professionals of that particular field.
- Following is a brief introduction to various career choices. This is (7) the outcome of a survey conducted among senior students and professionals to know the most suitable pathway for their selected field.
- Chartered Accountancy (CA), undoubtedly one of the toughest and (8) most highly paid professions, may be started directly after the completion of the Intermediate or equivalent education. However, according to experts, twelfth grade with business subjects like accountancy, business statistics, commercial geography etc. are the best route to a CA degree as it helps build concepts. The Business Studies and IT (Information

#### For the Teacher:

Help students identify and analyze the problem in the text to enable them to see the complexity of an issue or idea that a writer presents. Ask them to define, evaluate or determine solution to a given problem by thinking logically and systematically.

#### Unit-9 | Selecting the Right Career

Technology) fields also confuse young minds with a wide range of subdisciplines. MBA (Master of Business Administration), MBIT (Master in Business and Information Technology), MSc. IT (Master of Sciences in Information Technology) and MSc. (Master of Computer Sciences) should ideally be followed by B.Com (Bachelor of Commerce), BBA (Bachelor of Business Administration), BBIT (Bachelor of Business and Information Technology) and BCS (Bachelor of Computer Sciences).

The engineering field has also been introduced to the new areas like (9)
Biomedical Engineering. A great opportunity in agriculture discipline has
also been developed for pre-engineering students.

Mass communication is certainly one of the fastest emerging (10) industries in the world. This field is highly rewarding in terms of both respect and money. Unlike other disciplines, Mass Communication does not require a particular line of study; you may join this field after completing your BA, BCom or BSc, etc. Fashion designing has now emerged as a separate industry. A number of universities are offering degree programmes and diplomas in fashion designing.

So before deciding on any career, make sure that you do not earn (11) only money from your career but also mental peace and satisfaction. It is the only way to lead a hassle free professional life!

#### THEME

Choosing a career is an involved process that is based on a number of things, including your interests, skills, work-related values, and personality. One of the most important decisions you will make in your lifetime is determining what you want to be when you grow up. So, spend some time researching to decide if a certain career is right for you before making a commitment.

GLOSSAF	łΥ	· 1、 · 6 12 15 15 15 15 15 15 15 15 15 15 15 15 15
aptitude		a natural tendency to do something well, especially one that can be further developed
considerati	ons	something to be taken into account before making a decision
dynamic		active and changing
fix		spot of trouble
innovative		new and creative
merely		only
resultantly		resulting from
rewarding		given as reward
significance	9	the importance that something has because it affects other things
trends		current fashion or mode

## VOCABULARY

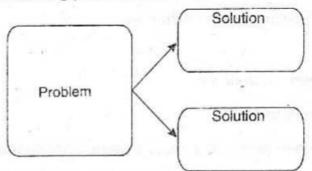
- Give meaning of each word as used in the lesson.
   disciplines, flooded, scope, significance, trends, pathway
- Use these words in sentences. advantageous, innovative, rewarding, aptitude, considerations
- Identify the difference between these terms after consulting the dictionary.
  - (i) degree and certificate (ii) diploma and course

D.	Give a name to each of the following persons.				
	<ol> <li>A person who reports for a newspaper.</li> </ol>				
	2. A person who introduces performers at a concert.	4			
	3. A person who takes charge of a school.	N			
	4. A person who gives evidence in the court.				
	<ol><li>A person who repairs boots and shoes.</li></ol>				

- 6. A person who is skilled in the science of plants.
- 7. A person who designs buildings.

### READING COMPREHENSION

- A. Answer the following questions.
  - 1. What were some famous careers for the young people in the past?
  - Nowadays non-traditional careers are more appealing to young minds? Why?
  - 3. What is meant by the "right profession"?
  - 4. Why is it important to consider the scope of any field?
  - 5. Is there any need of proper career counseling department?
    Why?
  - 6. How can career counselors help the young people?
  - Which career do you want to opt for? Give reasons.
- B. Read the text again and put relevant information into the graphic organizer showing problem and solution.





#### For the Teacher:

Ask students to identify through their reading the main problem in the text. Ask them what steps or actions may be taken to solve the problem.

Have them look for transitional devices that show a problem solution text structure, such as because, if/then, as a result, therefore and complete activity B.

## GRAMMAR

## **Noun Clause**

Function	Begins with	Example	
Serves as a subject, an object	Words such as how, that, what, whatever, when, where, which, who, whom, whoever whose, or why	injury amazed me. I expect that I shall get	

#### Pick out the noun clause in each sentence.

- 1. I often wonder how you are getting on.
- She replied that she would come:
- I went to see what had happened.
- He noticed that the clock had stopped.
- 5. He could not decide whom he should address first.

# B. Rewrite each sentence, changing the noun clause into a noun phrase introduced by an infinitive.

#### Example

I know where I can find it.

#### I know where to find it.

- 1. They have warned him that he should not deceive them.
- We had discussed how we could improve matters.
- 3. She has learnt how she should use the machine.
- The child did not know how he could reach home.
- 5. The class has discussed what they should make for the fun-fair.

#### Present Perfect Continuous Tense

#### Form

Subject + HAS/HAVE + BEEN + Verb (continuous form)

#### Use

- 1. Actions that started in the past and continue in the present
- 2. Actions that have recently stopped
- 3. Temporary actions and situations

Since and for are very common time expressions used with the Present Perfect Continuous.

#### Questions

## Negative Sentences

Subject	+ HAVE/HAS + NOT	+ BEEN + Verb	(continuous	form)
e.g. <i>he</i> ,	she, it,	e.g.	walking,	going,
etc.		takin	<b>g</b> , etc.	

## Use since or for to complete these sentences.

1.	I have been studying	three hours	
	7 (7)		

- I have been watching TV \_\_\_\_\_\_ 7 p.m.
- 3. Tahir hasn't been feeling well\_\_\_\_\_ two weeks.
- Sarah hasn't been visiting us \_\_\_\_\_ March.

114)		English Grade X
	5.	He has been playing football a long time.
	6.	He has been living in Peshawar he left school.
).	An	swer these questions using present perfect continuous tense.
	Ex	ample: Why are you so tired?
	l a	m so tired because I have been working for hours.
	1.	Why are you wearing joggers?
	2.	Why haven't you finished your work yet?
	3.	Why are you looking pale?
	4.	Why hasn't he seen you for so long?
	5.	Why are you yawning so much?
	6.	Why are you working so hard?

+1

## ORAL COMMUNICATION SKILLS

#### Discuss the following.

Choosing a career is one of the most important decisions in life. What are the factors that will influence your choice?

Use the following expressions to state your opinion.

	F-1	- 6 - 11	1 11 1 1	
•	HIPCT	Of all	I frunk	
	1 11 21	Ul all.	I think .	

- There are various/several/many reasons for this.
- First, ... / Firstly, ...
- · Second, ... / Secondly, ...
- Moreover, ... / Furthermore, ... / In addition, ...
- Another significant point is that ...
- · Finally, ...

#### WRITING SKILLS

A. Make a list of professions mentioned in the lesson and also write the qualification required for each profession.

Profession	Qualification	
	P P	
- E1		



#### For the Teacher:

Oral: Encourage students to use expressions appropriately to state their opinion.

116			English Grade X		
В. С.		Write a précis of paragraph 5. Write an essay on "My Favourite Career". (220-250 words).			
D.	Complete the following statements by choosing the appropriate words from the box.				
	salutation	date	complimentary closing		
	signature	inside add	ress return address		
	write	r's name	body		
	2. The recipier	it's name, compa	any name, and address are called the		
	3. The purpose	of the letter is in	ncluded in the		
	4. 'Sincerely' is	an example of a	a		
•	5. The last line	in a business le	tter is the		
	6. The	shows when	the letter is written.		
	7. The	is the addre	ess of the letter writer.		
	8. Dear Mr. R	ehman is a			

## For the Teacher:

Writing C: Ask students to make a mind map first to develop the focus of their writing.

## Identify parts of the formal letter given below.

#### Sample Formal Letter

House No.5, Street No.10 Johar Town, Lahore

March 20, 2017

Mr. Abdul Rehman 10-H Blue Area, Islamabad

Dear Mr. Rehman,

I am applying for the Technical Writer's position advertised in the June, 2012, magazine. My relevant experience is diverse and establishes me as a first-class candidate for this opportunity.

My writing experience is extensive. I am currently employed as a staff technical writer for a local company. My past work experience includes business and freelance writing and editing. At my current employer, I draft technical descriptions of products for the company website.

Additionally, I edit fiction manuscripts for an online e-book publishing company. Specifically, I edit for overall flow, content, grammar and spelling. In my editing role, I have regular interaction with the authors and the publisher.

I am available for an interview scheduled at your convenience.

Thank you for your consideration.

Sincerely,

Saeed Zafar

# F. Write an application to the Managing Director of a firm for the post of Manager.



#### For the Teacher:

Writing E: Help students analyze format of the sample letter.

Guide students to include all parts of a formal business letter appropriately. Ask them to be careful about language appropriacy, spellings or grammatical errors.

Oxford Advanced Learner's Dictionary of current English 6th Edition by Sally Wehmeier.



## A World Without Books

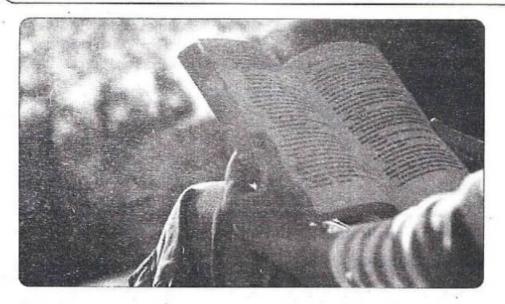
## Learning Outcomes

After completing this unit students will:

- · deduce the meanings of unfamiliar words and phrases from the context
- · identify and demonstrate the use of relative pronouns
- · support the topic of oral communication skills with effective relevant information
- · structure ideas and arguments in a coherent logical fashion

#### Pre-reading

- Which books have you read in your childhood?
- Which is your favourite book? Why?
- Who is book reading a good habit?





#### For the Teacher:

Use pre-reading activity to help students predict the content of the text from the title, picture and by asking questions about the importance of reading books.

#### Unit-10 A World Without Books

An Irish novelist Colm Toibin once recounted a story about (1) observing a Cantonese man sitting on a Kowloon footpath reading a book. The man's face was stern with concentration, and his finger tracing the line being read. At times the man's expression would be disturbed in frustration at his progress. Finally, the reader looked up at the sky, while his face was beaming. It does'nt matter whether it was because of a sudden joy with the act of reading, or revelation from what was written, or delight

Have you ever experienced the same feelings while reading a book?

at how the story resolved. The point is that book?

he was in possession of something deliciously private – a connection between him and the writer, between the real world and the world

described upon the pages.

There is a frequently asked question; What would the world be like (2) without books? The very question is absurd and depressing. It is always

said that the latest technology signals the demise of the book. Decades ago, it was thought that the radio would replace books.

Can modern technology take the place of books?

This fear has persisted throughout with the inventions of television and Internet. But scenes like that of Cantonese man reading the book negate the notion that modern advances pose a threat to reading. Books are themselves a form of technology that is spread over the pages and makes us delve into the complexities of life.

Literature is the story of humans. It is the record of who we are, (3) where we come from and where we are going. Books make us travel at large. During our journey, we are connected with humanity. We identify ourselves with the characters we meet and learn whether we love, loathe, fear or flatter. They help us comprehend our faults and aspirations. They



#### For the Teacher:

Share with students the advantages of reading as it offers a productive approach to improve vocabulary and word power. It is unfortunate that with time, people are losing their passion to read.

tell us who could we become if we are not careful. Reading provides the deepest connection to the morals that make us human, and part of a larger society.

- (4) Books are a source of comfort for us. They are a safe shelter. Throughout human history man has found peace in the written works. Books are bridges - through their pages we make our contact with society. Those who read more are better prepared to face the world than those who don't read.
- (5)Though reading a book connects us with humanity, it is also the last truly private act in a world that has become too public. As a nourishment for the mind, it is slow food in a world given Why does the author use the over to fast food. Blogs, text messages and terms "fast food" and "slow food"? e-books, bring relevance and instant gratification, much as newspapers and magazines do. But however important such forms are, they endure only as long as the stuff they are printed on. The comforts of books defy time, and break borders.

Books offer other types of pleasures as well. The joy of their touch, sound and fragrance is immeasurable. The pleasure of their understanding is an addition to it. The sharing of a book with friends is still another form of joy. Libraries are the evidence of grandeur of a civilisation.

It is important that we work to give every person the opportunity to (6)enjoy books as shelters, sustenance, and roads forward. To imagine a world without books is to imagine a world without thought. feeling, compassion, history, or voice.

What role does a library play to promote the habit of book reading? -

#### THEME

It is a well-known fact that when there were no televisions or computers, reading was a primary leisure activity. People would spend hours reading books and travel to lands far away-in their minds. The reading habit can become a healthy addiction and make us sensitive to global issues. It can also broaden our minds and improve our knowledge.

#### Unit-10 | A World Without Books

aspiration	s	a desire or ambition to achieve something
beaming		smiling in a very obvious way
blog		a biographical web log. the page usually contains some one's personal opinions, comments, and experiences.
decade		a period of ten years
defy		disobey
demise		the time when something stops existing
loathe		to dislike somebody or something intensely
negate		prove something is false
prevail		be or become the more widespread or more usual
revelation		the revealing of something previously hidden or secret

## **VOCABULARY**

- Explain each phrase as used in the lesson.
  - (a) books are bridges
  - (b) his face beaming
  - (c) books make us travel at large
  - (d) connects one with humanity
  - (e) nourishment for the mind
- Find five idioms in which comparative adjectives are used.

Example: A bird in hand is better than two in the bush.



#### For the Teacher:

Vocabulary A: Help students find contextualized meanings of phrases.

Vocabulary B: Help them understand that idioms do not translate literally from one language to another.

#### READING COMPREHENSION

#### Answer the following questions.

- How does a book connect the reader and the writer?
- In what way are books better than radio, TV and internet?
- "It's a slow food in a world given over to fast food" Explain.
- 4. Why should people be given more opportunity to read books?
- 5. Which book has inspired you the most? Why?

#### B. Library Skills

Libraries play a very important role in promoting reading habit. With joint effort you and your friends can also make a small library in your locality. "Visit your school library to learn the following library skills with the help of the librarian.

- How to alphabetize book titles, words and names? Why is it important?
- 2. How to locate fiction and non-fiction books by subject?
- What is the use of card catalogue?
- 4. What is the difference between author card, title card and subject card?
- 5. Why are cases and shelves labeled?
- Which books are placed in the reference section and why?

## GRAMMAR

Rela	ative Pronouns						
A.	Ch	oose the correc	t relative p	ronouns.			
	1.	"Why are you morning."	so sad?" "l	ve lost the	pen	l bought this	
		(a) which	(b) that	(c) what	t (d) whose		
	2.	Have you seen just now?	the man _	b	ought a book fro	m the shop	
		(a) that	(b) what	(c) who	(d) which		
	3.	The man cousin.	you	were talkir	ng to at the me	eting is my	
		(a) that	(b) what	(c) who	(d) which		
	4.	Fareed said _ holiday.	he	needed the	e most was a lor	ng and quiet	
		(a) that	(b) which	(c) what	(d) who		
	<ol><li>Have you got anything these poor women for their children?</li></ol>					could take	
		(a) which	(b) that	(c) who	m (d) what		
A	djective Clause						
F	Function		Begins with		Example		
а		es a noun or noun in the main	as that, whom, who	nich, who, ose. And a verb such as	h The umbrella has a broken is mine.	20.00	

## F

## For the Teacher:

Recall students' previous knowledge of relative pronouns. These pronouns begin with a subordinate clause and relate that clause to the main clause. e.g. who, whom, which and that.

- Pick out the adjective clause in each sentence.
  - 1. A person who acknowledges his mistakes is admirable.
  - People who live in glass houses should not throw stones.
  - 3. The books that have been recommended are all out of stock.
  - 4. The question that she posed was too difficult to answer.
  - 5. Everyone who has been invited is present.
- C. In the following sentences replace adjective clauses by adjectives or adjective phrases.
  - He is a person who considers the interests of other people.
  - 2. Which is the road that leads most quickly to the station?
  - 3. The explanation he gave was not satisfactory.
  - 4. This is the place where our forefathers landed.
  - The reason why he failed is obvious.

#### The Second Conditional Sentences

In the second conditional sentences we speculate about situations that will probably never happen at present or in future.

Example: What would you do, if there were no more books?

if clause	main clause	
Simple Past	would + infinitive	
	or	
	could + infinitive	
H X	or	
	might + infinitive	

Unit-	10 /	World With	out Books	(125)
D.	Pu	t in the cor		
	1.	If he	(be) younger, he	_ (travel) more.
	2.	If she	(not / be) always so late, she	(be)
	3.	If I	(speak) perfect English, I	(have) a
	4.	If she	(pass) the exam, she	(be) able to
		enter the	university.	
	5.	Westay here	(buy) a house if we	(decide) to
E.	Foi	m questio	ns in passive voice.	
Exa	mple:	coffee / gr	rown / in South America / is	
		Is coffee o	grown in South America?	
		1. v	vere/ caught/ the/ thieves	
		2. a	ccepted/ will/ be/ my apology	
		3. ti	he workers/ by computers/ will/ be/ repla	aced
		4. v	vas/ the accident/ by the police/ yesterda	ay/ seen
		5. v	where/ the first underground railway/ ope	ened/ was
OR	AL C	OMMUNIC	CATION SKILLS	

Form groups and discuss the following.

The writer says that "To imagine a world without books is to imagine a world without thought". Do you agree? Support your answer by giving relevant examples.



## For the Teacher:

Oral: Help students use appropriate expressions to state their opinions about the topic.

#### Use the following expressions to state your opinion.

Agr	eement	Disagreement		
+	There are many reasons for	The problem is that		
	There is no doubt about it	<ul> <li>I (very much) doubt whether</li> </ul>		
	that	<ul> <li>I am of a different opinion</li> </ul>		
	I simply must agree with that.	because		
	I am of the same opinion	<ul> <li>I cannot share this view.</li> </ul>		
	I am of the same opinion as	<ul> <li>I cannot agree with this idea.</li> </ul>		
	I absolutely agree with	<ul> <li>What I object to is</li> </ul>		

#### **WRITING SKILLS**

#### Read the letter to the editor and answer the questions given below.

#### ENCOURAGING READING HABIT

The culture of reading has been declining in the country for ages. According to modern-era youth, the contributing factor for this is that books are not attracting readers anymore as they used to.

It gives me pain when the youth of the present ignore reading productive books which can be the building blocks of character, economy, society, politics and nation. As William Somerset Maugham said: "To acquire the habit of reading is to construct for yourself a refuge from almost all the miseries of life". So build a library at home.

The reading habit has been a great help in developing knowledge. But today in an age when browsing the net, playing with mobiles and passing nonstop SMS seem to be the order of the day, TV and films fill the minds of youth. We have to think about it seriously as to how the growing generation can find time to read. While technology is taking control steadily over individual lives, so the reading habit is fast vanishing into thin air.

However, research on finding problems of the Pakistani nation shows that the poor economy of the country, inflation, low priority on education and increasing prices of books are the main causes of the dilemma.

Furthermore, I believe when there is no peace at home, then how can a writer justify its literature and pay heed to it. I believe change in lifestyle is another reason for the decline.

Besides, it is a tough and intense competition in seeking jobs which has led to further deepening the insecurity among middle-class families, discouraging the habit of reading books other than textbooks.

In order to sustain a strong reading culture among youth, misuse of net and technology should be banned.

It is important that parents of teenagers should not allow their children to use mobile phones.

In every village, town and city libraries should be set up by the government. At schools, colleges and universities, along with textbooks, some general books should be recommended and discussed.



#### For the Teacher:

Guide students to analyze the letter to the editor. Help them to recognize the
effective ways of explaining and presenting an idea, a point or an opinion.

#### Questions:

- 1. What is the main idea of the letter?
- 2. According to the writer what has the youth lost by ignoring good books?
- 3. What are the factors responsible for diverting people's attention from books?
- 4. What is the responsibility of parents?
- 5. Why should libraries be established widely?
- 6. What solution does the writer suggest to promote the habit of book-reading?
- 7. Encircle the transitional devices used in the letter. What is their function?
- B. Write a letter to the editor about access to school libraries in the evening.

C. Write an argumentative essay on "TV is Taking Away the Habit of Reading Books". (220–250 words). First make an outline of the essay with the help of following mind map.

#### **Argumentative Essay**

Introductory Paragraph
Give a little background on the issue.

Body Paragraph # 1

Reason # 1

List out your evidence of support.

Body Paragraph # 2
Reason # 2
List out your evidence of support.

Body Paragraph # 3
Reason # 3
List out your evidence of support.

Concluding Paragraph Restate your main idea.



#### For the Teacher:

Writing C: Ask students to follow the writing process given in the mind map for writing an argumentative essay.

Ask them to list ideas and arguments that support their opinion, then ideas and supporting arguments may be organized in a clear, structured and logical manner.

Help them to respond to opposing arguments by defending their point of view with factual evidence, quotations, expert opinion, logical reasoning and commonly held beliefs.



# **Great Expectations**

### Learning Outcomes

After completing this unit students will:

- analyze story elements: characters, events, setting, plot, theme, point of view
- illustrate use of past perfect or past perfect continuous tense
- change the narration of statements, requests, orders and questions
- · make presentation on story elements
- write a book review of a story book

## Pre-reading

- Do you read novels?
- What is the difference between a story and a novel?
- Who is your favourite novelist?





## For the Teacher:

Use pre-reading activity to help students predict the theme of the story from the title, picture and by asking questions.

(1) The novel Great Expectations was written by Charles Dickens, a famous

Have you read any novel by Charles Dickens?

English author. The story took place in England in the nineteenth century. The main character is called Pip. We read about his life from childhood to manhood.

(2)The story begins when Pip was a lonely orphan. He was brought up by his sister. She was very strict and hard with him. His best friend was Joe, his sister's husband. He was kind and warm-hearted. He loved Pip as if he were his own son.

What kind of boy was Pip?

- (3)One day, Pip gave something to eat and drink to a prisoner who had escaped from prison. The man was recaptured by soldiers and taken away. But he never forgot Pip's kindness.
- Later, Pip was told that he would be given a lot of money. This was so that he could receive good education in London and become a better person.
- In London. Pip studied hard. He received money regularly but he did not know where or who it came from. He lived in a flat with a young man who had little money but who worked for an

What changed Pip's life?



#### For the Teacher:

- While-reading activity may be conducted to help students interact with the story actively. Encourage students to share their own experience of knowing such characters or encountering such situations.
- Remind students that stories are always told chronologically. Ask them to look for clues or signal words to help them identify the sequence of events.
- Tell students that sometimes there are no signal words to indicate sequence so they must use descriptive details to understand the time sequence.

insurance agent. They became friends. After some years, Pip was visited by the prisoner whom he had helped as a child. The man had been sent with other convicts to Australia and had become a very wealthy farmer there. In fact, he was the one that Pip's allowance came from. He wanted Pip to have the advantages of education and money although he was not a gentleman himself. Actually, he was still wanted by the police in England.

Pip and his friend decided that London was too dangerous for the (6) wanted man. They thought that Pip should take him abroad. As they attempted to board a ship, he was caught by the police. At his trial in court, he was sentenced to death by the judge. Before he could be hanged, he died in prison. By law, all his money belonged to the government. So Pip had to find a job to support himself. He became a clerk in his friendly effect.

clerk in his friend's office. Years later, he became part owner of the insurance firm. So, he had a successful career as a result

How did Pip become successful business man?

of his own efforts and not because of the fortune that he had been promised.

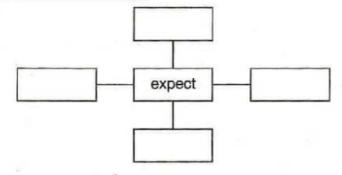
#### THEME

• Great Expectations is a novel by Charles Dickens. It depicts the growth and personal development of an orphan named Pip. Similar to Dickens' memories of his own childhood, in his early years the young Pip seems powerless to stand against injustice or to ever realize his dreams for a better life. However, as he grows into a useful worker and then an educated young man he reaches an important realization: grand schemes and dreams are never what they first seem to be.

attament	2 4	to to do asmathina	
attempt		try to do something	
convict	·	prove in a court of law that someone is guilty of a crime	
escape		to get away from a place where one has been a prisoner	
orphan		a child whose parents are dead	
recapture		to take back somebody that has escaped	
sentence		the punishment given by a lawcourt	
trial		the procedure by which a court determines the guilt or innocence of an accused person.	
warm hearted		friendly and generous	

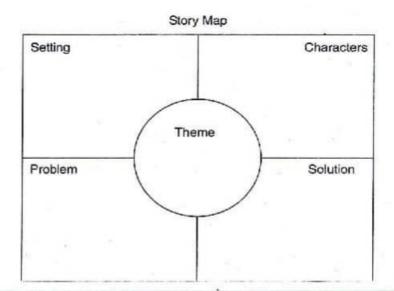
## VOCABULARY

- A. Explain each phrase as used in the text.
  - (a) a lonely orphan
  - (b) brought up by
  - (c) wanted by the police
  - (d) to board a ship
  - (e) belonged to the government
  - (f) fortune that he had been promised
- B. Make as many words as you can from the given root word. Use these words in sentences.



#### READING COMPREHENSION

- Answer the following questions.
  - Who looked after Pip after the death of his parents?
  - Who was Joe? How did he treat Pip?
  - 3. Why did Pip give food and drink to the prisoner?
  - 4. What happened to the prisoner?
  - Why did the prisoner support Pip?
  - 6. What happened to the prisoner's wealth after his death?
  - 7. Do you know a person who achieved success in life through his hard work?
- B. Analyze elements of the story "Great Expectations" with the help of following story map.





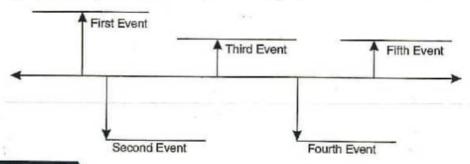
#### For the Teacher:

Reading Comprehension B: Help students analyze story elements mentioned in the story map. Ask them to recognize author's purpose and point of view.

## Patterns of Text Organization

Text structure	Signal words	Signal to reader
Chronological (time sequence)	first, second, before, on (date), earlier, later, meanwhile, afterwards, not long after, then, when	A sequence of events is being described.

Read the story and arrange the events from the story into the C. graphic organizer showing time sequence.



#### GRAMMAR

#### Past Perfect Tense

- Fill in the blanks with past perfect tense. In the case of questions, use the indicated subject.
  - They \_\_\_\_ (eat) before he arrived.
  - 2. What \_\_\_\_ (you/do) that upset him so much?
  - Ali \_\_\_\_\_ (not do) the gardening before it started raining.
  - 4. We \_\_\_\_\_ (eat already) so we weren't hungry.
  - 5. \_\_\_\_ (Tahira/choose) the colour for her room before she was asked to paint it black?

#### For the Teacher:

- Help students find clues (transitional devices) or descriptive details to analyze the sequence of events in the story with the help of graphic organizer to solve activity C.
- Grammar A: Recapitulate students' previous knowledge of past perfect tense. Ask them to explain rules and function of this tense.

#### Past Perfect Continuous

Form

Subject + HAD + BEEN + Verb (continuous form)

Use

The Past Perfect Continuous is used to talk about actions or situations that were in progress before some other actions or situations. There are also other uses.

- Duration of a past action up to a certain point in the past
- Showing cause of an action or situation
- 3. Third conditional sentences
- 4. Reported speech

#### Questions

HAD + Subject

+ BEEN + Verb (continuous form)

e.g. he, she, a horse, etc. e.g. walking, going, taking, etc.

#### Negative Sentences

Subject

+ HAD + NOT + BEEN + Verb (continuous form)

e.g. he, she. horse, etc.

e.g. walking, going, taking,

- B. Fill in the blanks with the past perfect tense or past perfect continuous tense whichever appropriate.
  - They \_\_\_\_\_ (not complete) their homework on time.
  - 2. I \_\_\_\_\_ (read) for hours when my eyes began to hurt.
  - 3. Samreen \_\_\_\_\_ (read) five stories by the end of the week.
  - 4. They \_\_\_\_\_ (try) to contact their parents for days when they finally succeeded.
  - 5. She \_\_\_\_\_ (look) for a car for months when she found one at a reasonable price.

## **Direct and Indirect Speech**

C. Write a dialogue between the following characters for situations given under each picture.



a) Pip's sister scolding him.



b) Joe consoling Pip.



 c) Pip giving food to the prisoner.



d) Pip with the young man in London;



e) Pip as a successful person.

#### D. Change the narration of the following.

- 1. She said, "My classfellows are visiting me ."
- 2. He said, "What is the time?"
- 3. He tells his son, "Opportunity knocks but once !"
- 4. He asked the servant, "Where did you leave my glasses?"
- 5. He said, "Keep quiet."
- 6. She said, "Don't waste your time."
- 7. She explained, "My friends and I are here to help you."

#### **Active and Passive Voice**

#### E. Change the following into active voice.

- 1. The novel Great Expectations was written by Charles Dickens.
- 2. He was brought up by his sister.
- 3. The man was recaptured by soldiers and taken away.
- 4. He was still wanted by the police in England.
- 5. He was caught by the police.
- He was sentenced to death by the judge.

#### ORAL COMMUNICATION SKILLS

Work in groups and make a presentation on the story elements of "Great Expectations".



#### For the Teacher:

Grammar D:Help students recall rules to change the narration of statements, requests, orders and questions.

Grammar E:Help students recall the rules to change passive voice into active voice.

#### WRITING SKILLS

A. Write the character sketch of Pip with the help of mind map given below.



B. Write a review of any story that you have read with the help of following mind map.

Name of Book:	
Author's Name:	
Major Characters (and a description of each	n one):
Setting:	1.
Summary of the story:	
	*

#### Further Reading Activity

Read any novel and write a book review of that novel. Share your reading in the class.



# Population Growth and World Food Supplies

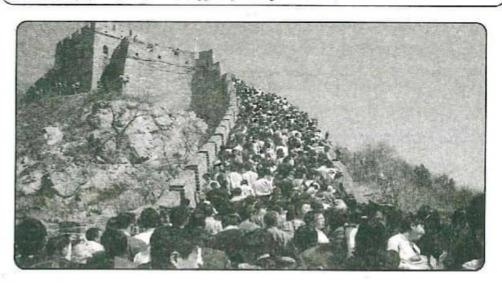
#### Learning Outcomes

After completing this unit students will:

- understand and evaluate contemporary social and economic issues
- · summarize the main points of the discussion for the benefit of the whole group
- summarize the text with the help of mind map
- · write a letter to the editor expressing their ideas, points or opinions clearly

#### Pre-reading

- What do you understand by the term 'over-population'?
- Why is over-population a big challenge of twenty first century?
- How are population and food supplies interdependent?





#### For the Teacher:

illuse pre-reading activity to give students an understanding of the text. Encourage them to give their views on the picture. Why is the China Wall shown? How is it related to the population issue?

(1) The alarming and incessant growth of population is causing serious economic problems in almost all continents. Great pressure is being placed on arable land, water, energy, and biological resources. As the world population grows, the food problem will become increasingly severe. The most vulnerable will be population in developing countries. The per capita availability of food grains has been declining for the past 25 years. Certainly with a quarter million people being added to the world population each day, the need for grains and all other food will reach unprecedented levels.

Below, world population and its growth trends are given.

- 10,000 years ago, 10 million people
- By 1850, population was 1 billion
- 80 more years to reach 2 billion in1930
- 45 years, it doubled again (4 billion in 1975)
- 12 years to reach 5 billion (1987)
- 6 billion in 1999
- · By the year 2020, there will be 8 billion
- (2) There are about quarter of a million people added to the planet per day. This exponential growth is mostly happening in the developing nations.
- (3) More than 99 percent of the world's food supply comes from the land, while less than 1 percent is from oceans and other aquatic habitats. The continued production of an adequate food supply is directly dependent on ample fertile land, fresh water and energy. As the human population grows, the requirements for these resources also grow. Even if

#### For the Teacher:

 Share with students the present situation as we have already started feeling the effects of over population.

#### Unit-12 Population Growth and World Food Supplies

these resources are never depleted, on a basis they will decline capita per significantly because they must be divided

What does the word "depleted" mean?

among more people. At present, fertile agricultural land is being lost at an alarming rate. The shortage of productive fertile land combined with decreasing land productivity is the major cause of current food shortages.

Water is another critical item for all crops. Massive amount of water (4) is required during the growing season for cultivation. In fact, agricultural production consumes more fresh water than any other human activity. In many countries, people are facing shortage of fresh water. Competition for water resources among individuals, regions, countries and associated human activities are already occurring with the current world population. Water resources, critical for irrigation, are under great stress as populous cities, states, and countries require and withdraw more water from rivers,

lakes, and aquifers every year. A major threat to maintaining future water supplies

Do you also face shortage of water in your locality? Why?

is the continuing over-use of surface and ground water resources.

Fossil energy is another prime resource used for food (5) production. Nearly 80 per cent of the world's fossil energy is being used by the developed countries. The intensive farming technologies of the developed countries use massive amounts of fossil energy machines and for for fertilizers, pesticides, irrigation, substitute for human labour. In developing countries, fossil energy has been used primarily for fertilizers and irrigation to help maintain yields rather than to reduce human labour inputs. Because



#### For the Teacher:

Help students find the cause in the passage, ask the question "Why"? Help them find the effect, ask question "What is the result"?

Sometime multiple causes may lead to one effect and sometime one cause may lead to many effects. Ask students to look for the clue words (transitional devices) that show cause-and-effect relationships, such as because, since, as a result, so, the reason that, and consequently.

fossil energy is a finite resource, its depletion accelerates as population needs for food and

How is fossil energy a finite resource?

- services escalate. Thus, cost of fuel increases everywhere.
- Certainly improved technology will assist in more effective (6)management and use of resources, but it cannot produce an unlimited flow of those vital natural resources that are the raw materials for sustained agricultural production. For instance, fertilizers enhance the fertility of eroded soils, but humans cannot make topsoil. Indeed, fertilizers made from finite fossil fuels are presently being used to compensate for eroded topsoil. A productive and sustainable agricultural system depends on maintaining the integrity of biodiversity.
- (7) Strategies for the future must be based on the conservation and careful management of land, water, energy, and biological resources needed for food production. Yet none of What other word you can use these measures will be sufficient to ensure to replace "optimum"? adequate food supplies for future generations unless the growth in the human population is simultaneously curtailed. Several studies have confirmed that to maintain a relatively high standard of living throughout the world, the optimum world population should be less than 2 billion. Therefore, from now until an optimum population is achieved, strategies for the conservation of land, water, energy, and biological resources are to

be implemented effectively. Maintaining a sound and productive

environment all over the world is essential.

#### THEME

The world's population is more than 7.0 billion, and it is still growing. It has about doubled in the past forty years. We are now faced with the issue of over population. With the population so high, resources are running out. If things continue like this we are going to encounter major problems in the future. Therefore there is a great need for countries to limit their expanding populations.

aquifers	 a layer of rock or soil that can hold or transmit water
arable	 land used or suitable for growing crops
critical	 serious ' -
current	 present-day
depleted	 reduced
enhance	 improve
escalate	 to become or make something greater or more intense
fossil	 an animal or plant that lived many thousands of years ago and is preserved in rock or as a piece of rock
integrity	 righteousness
vulnerable	 in danger

#### VOCABULARY

A.	Give meaning of each word as used in the text.
	incessant, adequate, integrity, declining, pesticides, massive, sustained, eroded, unprecedented
В.	Make sentences of the following words.
	ample, depleted, critical, current, enhance, optimum

C. Complete the following sentences with the words beginning with prefix dis- or un-.

1.	My shoe is	(not tied)	The prefixes mean 'not'.	dis- and un-
2.	Waqar	with Nazish.		
		(does not agree)		
3.	Ali is	to beat me in the	video game.	
		(not able)		
4.	Waheed _	his parei	nts.	
		(does not obey)		

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5.	Our	teacher	says	she	does	not	want	
	hom	eworks ha	anded i	in.				(not finished)

#### READING COMPREHENSION

#### A. Answer the following questions.

- 1. Which areas are most affected by incessant growth in population?
- Why are the developing countries going to suffer more due to over population?
- 3. What is the major cause of food shortages and malnutrition?
- 4. How are water resources under great stress?
- 5. What is the effect of depletion of fossil energy?
- 6. What is the limitation of improved technology?
- 7. How can sufficient food supply be made possible for the future generation?
- 8. What strategies should be adopted for safe future?

#### Patterns of Text Organization

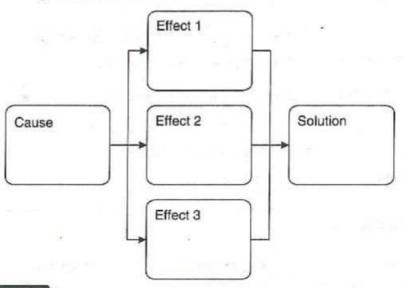
Text structure	Signal words	Signal to reader
Cause and effect	therefore, so, for this reason, as a result, is caused by, this leads to, effects of, due to	and effect(s) will be

#### # =

#### For the Teacher:

- Help students analyze the paragraphs to identify words, phrases or sentences that support the main idea through cause and effect.
- Help them organize information using organizational pattern of cause and effect to complete the activity B.

B. Read the text and put information into the graphic organizer showing cause and effect.



#### GRAMMAR

#### **Subordinating Conjunctions**

Subordinating conjunctions connect two groups of words by making one into a subordinating clause.

Time	Condition	Cause and Effect	Contrast
after, when, until, soon, before, once, while, as soon as, whenever, by the time	if, whether or not, provided, in case, unless, even if, in the event	because, as, since, in order that, now that, as much as	though, while, although, whereas, even though

#### Choose the appropriate conjunctions.

<ol> <li>He couldn't go home,</li> </ol>	he had no place to go.
--	------------------------

a. but

b. for

c. though



#### For the Teacher:

Reading B: Ask students to read the text silently and identify words, phrases or sentences that support the main idea through cause and effect.

146				English Grade X
2.	it was	s hot, he was weari	ng a coat.	
	a. When	b. Although	c. Then	
3.	I have	e no money, I cann	ot go for shoppin	ng.
	a. Since	b. Before	c. As	
4.	He lost his job	he was o	ften late.	
	a. while	b. because	c. or	
5.	I had m	ore time, I would he	elp you.	
	a. Since	b. When	c. If	

#### **Adverb Clause**

Function	Begins with	Example
Modifies a verb, an adjective, or an adverb in the main clause.	A subordinating conjunction such as after, although, because, if, since, when, where	Father called me when he arrived home.

- Replace each adverb clause by an adverb or adverb phrase.
  - 1. I have not been well since I returned from Murree.
  - 2. I am glad that he has recovered from his illness.
  - 3. As soon as I saw the cobra I ran away.
  - 4. He may go home after his work is finished.
  - 5. I did not pay her, as I had no money with me.

- C. Underline the adverb clauses in the following sentences and state whether each is an adverb clause of time, place, reason, purpose, result, manner, comparison, condition or concession.
  - 1. The frightened child ran as fast as he could.
  - 2. Even if they hurry, they may not get there on time.
  - The player is out of the match because he has hurt himself.
  - 4. If she recovers quickly, she will join the team.
  - The speaker was so absorbed in his speech that he forgot the time.
  - She switched on the television so that she could listen to the news.
  - 7. They had left before the concert ended.
  - He acted as if he had owned the car.
  - Where the road bends dangerously, be more careful.
  - He will get a good job when he graduates.



#### For the Teacher:

**Grammar C:** Tell students they can identify the types of adverbial clauses with the help of subordinating conjunction used in that sentence. Therefore it is important to differentiate between subordinating conjunctions of time, condition, cause and effect, condition, purpose etc.

- D. Match the two clauses and make meaningful sentences.
  - 1. The rain started
  - 2. I had written many books
  - They had to cancel the meeting
  - 4. You won't succeed
  - 5. Although it was raining

- a. if you don't try hard.
- b. because the director did not show up.
- c. he went out without an umbrella.
- d. while I was driving home.
- e. before I was awarded the literature prize.

#### **ORAL COMMUNICATION SKILLS**

Prepare a group presentation on the following.

City life has become increasingly difficult because of over population.

#### WRITING SKILLS

- A. Write a précis of paragraph 6.
- B. Write an essay on "Over Population".



#### For the Teacher:

Writing B: Ask students to develop a mind map first, and make an outline of the points/details that they want to include in their essay. Groups of students may be formed to conduct the activity.



# Faithfulness

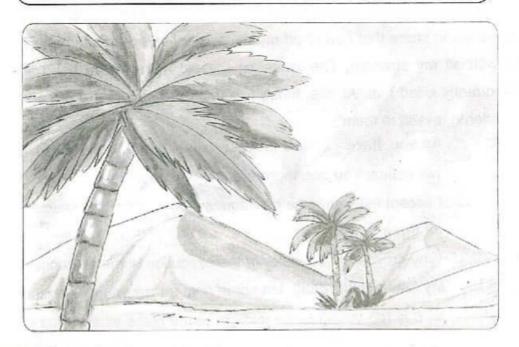
#### Learning Outcomes

After completing this unit students will:

- illustrate the use of third conditional sentences
- identify and differentiate between simple, compound and complex sentences
- synthesize sentences
- · use quotation marks to enclose both parts of an interrupted quotation

#### Pre-reading

- ♦ What do you understand by 'faithfulness'?
- What is the importance of keeping up a promise in Islam?





#### For the Teacher:

 Use pre-reading activity to arouse students' interest in the text and to assess their knowledge about the topic.

- (1) Once Hazrat Umar تَى اللَّهُ اللَّهُ عَلَى اللَّهُ اللَّهُ عَلَى اللَّهُ عَلَّهُ عَلَى اللَّهُ عَلَّى اللَّهُ عَلَى اللَّهُ عَلَّهُ عَلَى اللَّهُ عَلَى اللَّهُ عَلَى اللَّهُ عَلَى اللَّهُ عَلَّهُ عَلَى اللَّهُ عَلَى اللَّهُ عَلَى اللَّهُ عَلَى اللَّهُ عَلَّهُ عَلَى اللَّهُ عَلَى اللَّهُ عَلَى اللَّهُ عَلَى اللَّهُ عَل
- The Caliph looked at the young man and said, "You have heard the charge leveled against you. What have you to say in your defence?" The villager replied, "Commander of the Faithful, I plead guilty to the charge. I was leading my beloved camel. When I reached a garden and halted to rest, the camel nipped a few leaves off the hanging branch of a tree. The old man, on seeing this, hurled a stone at the camel with all his might. The stone caught the camel on the side of the head. It reeled and fell down dead. The camel was very dear to me. I could not control my anger, so I took the same stone that had killed my dear camel and hurled it at the old man with all my strength. The stone hit the old man on the head and subsequently killed him. At this, these two young men came to me and I surrendered myself to them".

Caliph:

As you have confessed your crime, there is no need of witnesses. You are, therefore, sentenced to death.

Villager:

I accept this sentence but request you to delay the execution for three days.

Caliph:

Why do you ask for delay in the execution of the sentence?

Villager:

My father on his death left some gold for my younger brother who is too young to be told about the place where I hid it. I have buried the gold in the earth in a field and no one knows the place. If my brother, on account of my death, does not get his due share, I shall be called to account on the Day of

#### Unit-13 Faithfulness

Judgment for being dishonest. Be kind and grant me three days' time. After handing over the gold to the trustee, I will return to face death.

Caliph:

Have you anyone who can stand as surety and who will be willing to suffer death if you fail to return?

Villager:

(Looking at the people present in the court and pointing to Hazrat Abuzar Ghaffari فنه الله الله ) This gentleman will stand as my surety.

Caliph:

(addressing Hazrat Abuzar Ghaffari ئىشتىڭ ) Do you agree to stand as surety?

Hazrat Abuzar Ghaffari نىڭىتانىي : ا do.

Hazrat Abuzar Ghaffari نه نه الله was a highly respected Sahabi. The Caliph accepted him as the surety. Both the accusers also agreed to it, and the criminal was allowed to leave.

The third day dawned. The accusers and the surety were present at the Masjid of the Rasool عَاتَمُ النَّهُ عَلَيْهِ وَعَلَى اللهُ وَالْحَالِمِهِ وَالْحَالِمِهِ وَالْحَالِمِهِ وَالْحَالِمِهِ وَالْحَالِمِهِ وَالْحَالِمِ وَاللَّهُ وَلَّهُ وَاللَّهُ وَلِي اللَّهُ وَاللَّهُ وَاللَّهُ وَاللَّهُ وَاللَّهُ وَاللَّهُ وَلَّهُ وَاللَّهُ وَلَّهُ وَاللَّهُ وَلَّهُ وَاللَّهُ وَاللّهُ وَاللَّهُ وَاللّ

Hazrat Abuzar Ghaffari ئىڭتىڭ: Wait a little more. There is still time, if he does not come, I will give my life in his stead to fulfill the justice.

Caliph: In case the murderer does not return, the law will have its course.

Hearing this, the Sahabah ئى الله تالى became more anxious for the safety of Hazrat Abuzar Ghaffari ئى الله تالى and their eyes were filled with

tears. Some requested the accusers to accept blood money. But they refused, saying, "Our demand is life for life."

- (7) When the whole court was in a worried state of mind, the villager reached there perspiring from head to foot. As he entered, he saluted the Caliph and said, 'Allah be praised for His mercy I was able to make my uncle trustee of the gold. As you see I am right in time, do not delay the execution.'
- (8) All the people present there were astonished at the honesty and faithfulness of the criminal.
- (9) Hazrat Abuzar Ghaffari نَّ الْمَانَّةُ: Commander of the Faithful, the man was totally a stranger to me. I had never known or seen him before. But when out of all the bystanders, he selected me as his surety I could not but agree. If he had not returned, I would have gladly laid down my life for him.

Villager:

Sir, when you agreed to stand as a surety for a stranger, it would be against all rules of manliness and chivalry to endanger your life to save mine.

Accusers:

(of one accord) Commander of the Faithful! We forgive him. Let him live.

- (10) On hearing these words, the audience present in the court gave cries of joy and applause and the face of the Caliph beamed with pleasure as he said, "Young men, the blood money will be paid to you from the People's Treasury, and Allah will reward you for this goodness on the Day of Judgment."
- (11) Accusers: Commander of the Faithful, we forgive him as forgiveness is divine and, therefore, we respectfully refuse to accept any blood money.

GLOSSARY

applauded	 showed praise
chivalry	 the qualities of being polite and honest
confessed	 to admit a wrongdoing, crime, or error openly
execution	 the killing of somebody as part of a legal process
minist	ATTENDED TO THE PARTY OF THE PA

might ..... strength

reeled ..... moved backward quickly

sentence ...... punishment by judge

sturdy ...... having a well-developed strong-looking body and limbs

surety ...... someone responsible for another person's behaviour

#### VOCABULARY

- A. 'To endanger' is a verb from danger. Write down five verbs with the prefix "en" and use these words in sentences.
- B. Give meaning of the following phrasal verbs and use these phrasal verbs in sentences.

take off, fell through, to hand over, bring in, come about, write down

Use the following in sentences as verbs and nouns.

fall, lead, control, grant, stand, mind, demand

D. Translate paragraph 5 into Urdu.

#### READING COMPREHENSION

#### Answer the following questions.

- What case did the young men bring to Hazrat Umar Farooq
- Why did the old man hurl a stone at the camel?
- 3. Why did the villager ask Hazrat Umar Farooq ئىشنىڭ to delay the execution?
- On what condition was the criminal allowed to leave
- Why were Sahabas رض الله تعالى أنه worried?
- 6. Why did the accusers forgive the villager?

#### GRAMMAR

#### The Third Conditional

The third conditional sentences refer to the past. We specifiate about situations that happened or did not happen in the past.

#### Example:

If he had not returned, I would have gladly laid down my life for him.

#### Form

if clause main clause

would + have + past participle

or

Past Perfect could + have + past participle

or

might + have + past participle

#### A. Put in the correct verbs to make third conditional sentences.

- If you \_\_\_\_\_ (not / be) late, we \_\_\_\_\_ (not / miss)
  the bus.
- 2. If we \_\_\_\_\_ (arrive) earlier, we \_\_\_\_\_ (see) our aunt.

3.	aithfulness (15)
	If she (go) to art school, she
	(become) a painter.
4.	If I (be) born in a different country, I
	(learn) to speak a different language.
5.	They (be) late if they (not / take) a taxi.
6.	We (come) if we (be) invited.
Co	mpound Sentences
A c	ompound sentence is made up of two or more main clause.
	ed together by a coordinating conjunction e.g. and, but, or, yet,
	so, nor. Each clause is called independent (IC) because each
	d stand by itself as a complete sentence.
	mple: I got to ball practice late so I forgot to set my alarm.
Exa	mple: I got to ball practice late so I forgot to set my alarm.  IC  IC
Exa	mple: I got to ball practice late so I forgot to set my alarm.  IC  IC  ID  ID  ID  ID  ID  ID  ID  ID
Exa	mple: I got to ball practice late so I forgot to set my alarm.  IC  IC
Exa	mple: I got to ball practice late so I forgot to set my alarm.  IC  IC  Ibine the following sets of simple sentences to make pound sentences.
Com	mple: I got to ball practice late so I forgot to set my alarm.  IC  IC  Ibine the following sets of simple sentences to make pound sentences.  It rained for three days. The streets in my neighborhood were flooded
Comcom 1.	mple: I got to ball practice late so I forgot to set my alarm.  IC  IC  Ibine the following sets of simple sentences to make pound sentences.
Comcom 1.	mple: I got to ball practice late so I forgot to set my alarm.  IC  IC  Ibine the following sets of simple sentences to make pound sentences.  It rained for three days. The streets in my neighborhood were flooded Kareem completed his homework. He put it in his binder.
Comcom  1. 2. 3.	mple: I got to ball practice late so I forgot to set my alarm.  IC  IC  Ibine the following sets of simple sentences to make pound sentences.  It rained for three days. The streets in my neighborhood were flooded Kareem completed his homework. He put it in his binder.  Haris mowed the lawn. He earned hundred rupees.
Comcom  1. 2. 3. 4.	mple: I got to ball practice late so I forgot to set my alarm.  IC  IC  Ibine the following sets of simple sentences to make pound sentences.  It rained for three days. The streets in my neighborhood were flooded Kareem completed his homework. He put it in his binder.  Haris mowed the lawn. He earned hundred rupees.  Neelum doesn't like seafood. She doesn't like cabbage.

Grammar B: Recall students previous knowledge about coordinating conjunctions.

Sara gathered the pictures. She could arrange them in a special album for her family.

#### **Complex Sentences**

A complex sentence is made up of a main clause and one or more subordinating clauses joined together by a subordinating conjunction. e.g. after, when, until, soon, before, once, while, as, if, whether or not, provided, in case, because, as, since, in order that, now, though, although, while.

Example: You may go home as soon as your work is done.

- Combine the following sets of simple sentences to make complex sentences.
  - I did not go to the meeting. I was sick.
  - You may be wrong. I cannot say.
  - He worked hard day and night. He did not wish to fail.
  - 4. The examination ended. The students went home.
  - Their progress was slow. They were tired.
  - You should overlook his fault. It would be an act of generosity on your part.
  - We found him in the house. He had formerly lived in that house.
  - The boy gave an explanation of his misconduct. The explanation was not accepted by the headmaster.

#### Use of Comma

When a dependent clause precedes the independent clause, separate the clauses with a comma.

Example: <u>Before</u> we can make a decision, we need to review all the prior records.

dependent clause

independent clause

 Read the following sentences. Circle subordinating conjunctions, underline independent clauses and put commas after dependent clauses.

Example: Although I hate tea parties, I went to please my mother.

- While I am attending school I can work part-time so that I can save money.
- So that I could go to college my parents worked hard and saved money.
- If the motor does not start we will have to find a mechanic as soon as possible.
- Although the blue jacket was on sale I did not buy it.
- 5. When the school bell rang the children left the classroom.
- Since he had no luggage with him it seemed odd for him to be on the road.
- 7. Even after the fire was out there was a great deal of cleanup to do.



#### For the Teacher:

Grammar D: Explain to students if a dependent clause comes before an independent clause, we use a comma to separate these clauses.

#### Change from the direct into the indirect speech.

"I was leading my beloved camel ...... and I surrendered myself to them."

#### Interrupted Quotations

If the quotation of a complete sentence is interrupted in the middle and then continues after the interruption, do not capitalize the second part of the quotation. Use commas to set off the explanatory words.

F. Rewrite each sentence. Put quotation marks at appropriate places.

Example: Spring, Sohail said, is my favorite time of year.

"Spring," Sohail said, "is my favorite time of year."

- Do you think it's okay, asked Ali, if I wear this dress to school tomorrow?
- 2. If you had to guess, said Mr. Tariq, who would you say is my favourite author?
- I will call you after I get home, Irum said, and we can discuss our science experiment together.
- We'll be eating supper in about an hour, said mother, so don't eat any more snacks.
- We need to fertilize the lawn today, said father, since it's supposed to rain tomorrow.

#### ORAL COMMUNICATION SKILLS

Make pairs. Role-play the following dialogue.

A: You play really well!

How often do you play tennis?

B: About once a week. What about you?

A: Me? Just three or four times a year.

B. Expressions for answering 'How often':

once

never

twice

a day

three times

a week

four times

a month

a couple of times

a year

rarely

everyday

C. Make pairs. Ask each other how often do you do these activities.

check your e-mail

go out for dinner

watch TV

work out

take a trip

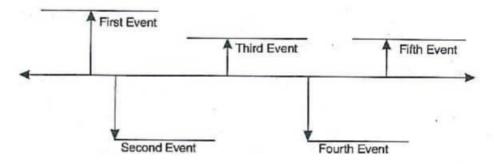
break your promise

go shopping

clean your room

#### WRITING SKILLS

- Write the character sketch of the villager.
- B. Summarize the story with the help of mind map given below.



# Review 3

١.	Choose the correct of	otions i.e. a/ b/ c.				
1.	'The scope of any field in terms of market demand should also be considered very seriously.' The underlined word means:					
	a. shortcoming	b. range of activit	ies c. strong feelings			
2.	'The man had been underlined word means		nvicts to Australia.' Th	ne		
	a. prisoners	b. delegation	c. troupe			
3.	'The most <u>vulnerable</u> vunderlined word means		developing countries.' Th	he al.		
	a. secure	b. flourishing	c. in danger			
4.	'Maintaining a sound ar The underlined word me		ment all over is essentia	<u>d</u> .		
	a. unnecessary	b. crucial	c. needless			
5.	'The comforts of books word means:	defy time, and break	borders.' The underline	ed		
5.	a. consider as same	b. be problem for	somebody			
	c. openly resist something					
6.	Which word means "to identify the nature of a problem, especially an illness"?					
	a. infection	b. diagnose	c. symptom			
7.	The synonym of "curren	t" is		rlined		
	a. dated	b. old	c. up-to-date			
8.	The synonym of "solace	o" is				
	a. aggravation	b. frustration	c. comfort			
9.	The antonym of "suffering" is					
	a. distress	b. pleasure	c. anguish			

- 19. 'My friend gave me the book'. Choose the correct passive voice.
  - a. I have been given the book by my friend.
  - b. I am given the book by my friend.
  - c. I was given the book by my friend.
- Kashif said to me, "Is the movie interesting or boring?" Choose the correct indirect speech.
  - a. Kashif asked me whether the movie was interesting or boring.
  - b. Kashif said to me whether the movie was interesting or boring.
  - Kashif told me whether the movie was interesting or boring.

#### B. Answer the following questions.

- Choosing a career is one of the most important decisions in life. What are the factors that will influence your choice?
- Reading provides a world where we can experience things which we may never in real life. Explain.
- 3. What is the effect of population growth on world food supplies?
- 'Faithfulness' is a characteristic much needed in today's world. Give reasons.

#### C. Read the passages given below.

- 1. Give suitable title to each of these passages.
- Put information from the passages into graphic organizers representing the text structure of each.

#### Passage 1

A lot of students have been failing classes. These students wouldn't be failing classes if they studied more, asked questions, tried harder, and came in for extra help. Even though a lot of students fail classes, they have many options if they want to pass.

#### Passage 2

When Tim woke up, he didn't want to go to school. His mom took him way. So, he went to school, but he didn't do any work. The days passed,

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and Tim still didn't do any work. Mr. Morton called at Tim's house, but Tim still wouldn't do any work. Finally the report cards came out, and Tim failed his classes. Tim was sad.

#### Passage 3

In recent decades, cities have grown so large that now about 50% of the Earth's population lives in urban areas. There are several reasons for this occurrence. First, the increasing industrialization of the nineteenth century resulted in the creation of many factory jobs, which tended to be located in cities. These jobs, with their promise of a better material life, attracted many people from rural areas. Second, there were many schools established to educate the children of the new factory labourers. The promise of a better education persuaded many families to leave farming communities and move to the cities. Finally, as the cities grew, people established places of leisure, entertainment, and culture, such as sports stadiums, theaters, and museums. For many people, these facilities made city life appear more interesting than life on the farm, and therefore drew them away from rural communities.

#### Passage 4

All matter, all things can be changed in two ways: chemically and physically. Both chemical and physical changes affect the state of matter. Physical changes are those that do not change the make-up or identity of the matter. For example, clay will bend or flatten if squeezed, but it will still be clay. Changing the shape of clay is a physical change, and does not change the matter's identify. Chemical changes turn the matter into a new kind of matter with different properties. For example, when paper is burnt, it becomes ash and will never be paper again. The difference between them is that physical changes are temporary or only last for a little while, and chemical changes are permanent, which means they last forever. Physical and chemical changes both affect the state of matter.

- D. Write a letter to the editor on cell phone addiction among teenagers.
- E. Write an argumentative essay on "Smoking Should be Banned in Public Places".

# Sample Rubric for marking essays at Grade X level as prescribed in National Curriculum for English 2006

Content convincing, pertinent, specific, perceptive	5	2.5
Point of View: clear, consistent, appropriate in approach	3	1.5
Essay Organization: logical, coherent, unified, suitable to purpose, orderly development to an effect or conclusion.	5	2.5
Language use and style:  Sentence Structure: Skilful use of a variety of sentence patterns (such as contrast, balance, repetition, and exclamation).  Diction: Vocabulary appropriate for grade level, vivid, precise.  Style: Interesting, original, expression suited to content, flow	5	2.5
Machine: correctness in punctuation, spelling and grammar	2	1
Total	20	10

#### Sample rubric for marking letters at grade X level

Format	03.
Contents: clear, specific, appropriate in approach	05
Mechanics: punctuation, spelling, and grammar	02
Total	10

### Sample rubric of assessment of students' oral presentations as prescribed in National Curriculum for English 2006

Put a (✓) in the column when students demonstrate the skills		Good	Very Good	Excellent
1.	Introduction was short, clear and interesting			v
2.	Topic was clearly explained			
3.	Used relevant information			
4.	Used facts and examples to support claims			
5.	Spoke clearly and distinctly			
6.	Was confident throughout the presentation			
7.	Maintained eye contact with the audience			
8.	Used visual aids (charts, pictures, slides etc.) effectively			
9.	Handled questions and comments properly			