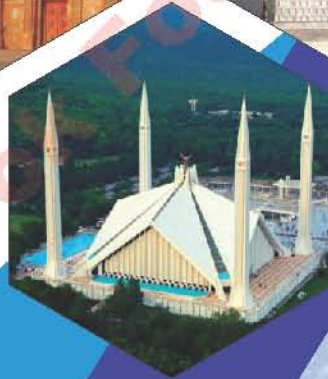
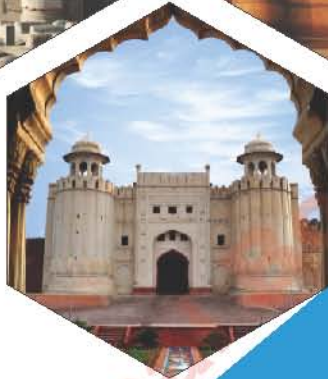
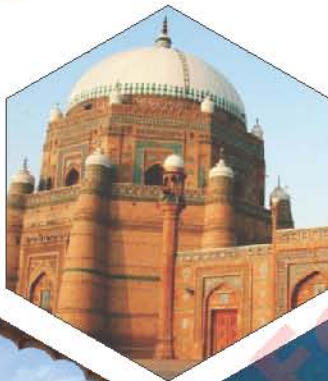


Based on National Curriculum
of Pakistan 2022-23

11

Model Textbook of
English



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Model Textbook of

English

Grade

11

National Curriculum Council

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Model Textbook of English
for Grade 11



Authors

Ruhi Zaka, Amber Kashif, Sadia Malik, Iffat Nazeer, Dr. Shazia

Supervision

Dr. Mariam Chughtai

Director, National Curriculum Council
Ministry of Federal Education and Professional Training, Islamabad

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Desk Officer

Shazia Abbasi

Management

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Preface

Model Text Book of Grade 11: An Introduction to the structure and purposes.

This textbook is developed in accordance with **National Curriculum of Pakistan IX-XII (NCP) 2022-23**. This text book is aimed to provide students of elementary grades with a wide range of activities to help them achieve students learning objectives of their appropriate age/grade. The book provides the students with a range of fiction and non-fiction texts which are acquired from both authentic sources as well as exclusively produced for this age group of Pakistan students. The selection/development of contents of books has been purposely carried out in the context of multilingual communities where English is treated as second or third language.

This unique arrangement of textual materials provide a platform where students can improve their reading, writing, speaking and listening skills. Themes of the selected texts are selected in accordance with list of themes provided in SNC across the wide range of genre indicated in **NCP**. The ethical concepts embedded in the texts will engage students to think and relate with real concerns of their lives and reflect upon their own personality development towards a becoming a responsible citizen. This book is designed to provide a wide range of readings with a variety of **local, national and international contexts** which will enable students to learn more about their identity and connection to the world. The variety of activities will help them to think critically and make these connections.

This book is structured in a way to provide in-depth knowledge and exposure to different types/genres of literary texts. Units are grouped together in a **section** with a specific theme like narratives, poetry or drama. Each section has set of activities towards the end to engage the students in high order thinking skills, critical evaluation, differentiate and extended activities is given to set all in the backdrop of contextual needs. Each unit begins with a **pre-reading** activity and have **while reading** activities to keep students engaged in the reading and help them in comprehension of the text. Each unit has a range of questions based on different stages of **understanding and comprehension** and students will have to answer questions based on **reading for detail to reading for inferences** and ideas. Use of dictionary and pronunciation is taught through direct and indirect usages of dictionary sources.

There is strong focus of writing activities and for that, a wide range writing assignments are introduced which required outcomes both as independent writers as well as in pairs/group work. The variety of writing assignments has been designed to reveal students with different types of texts like **informational texts, expository text** and imaginative work of writing. Activities like **role-plays, debates, one-minute speech, drama** and **poetry recitals** are introduced to provide students with opportunities of listening and speaking English. These activities are designed with special focus on listening and speaking for different audiences and different situations. The purpose of these activities is to provide backdrop to develop effective communication skills in English. The difficulty level of all activities is varied to cater for learning needs of students from multilingual backgrounds and multiple local/national context.

The targets of all planned activities can be achieved fully with an active support of teacher. Evidently all such activities shall require diligent effort of teacher to guide the students in appropriate manner as well as to provide them with continuous support. Activities requiring searching for additional information through library and/or online sources shall also need special assistance from teacher. This active support from the teacher shall help students to fully benefit from this purposely designed textbook of English to acquire better English language skills.

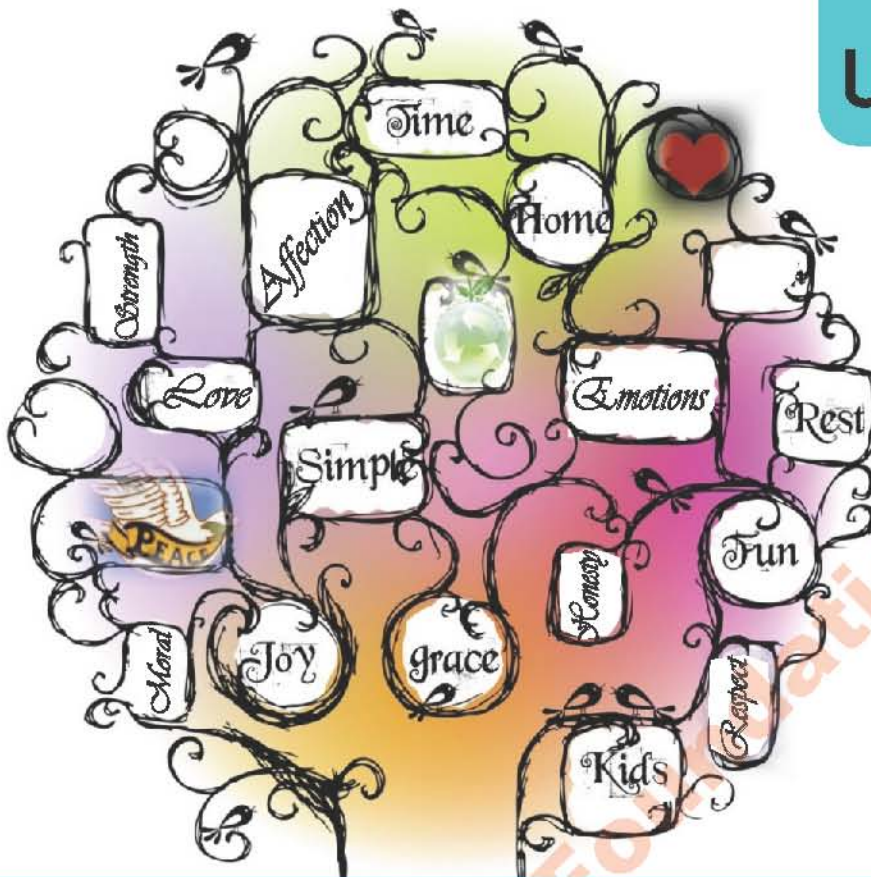
Dr. Raja Mazhar Hameed
Managing Director

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3	The Wind (Poem) Robert Louis Stevenson	Nature	<ul style="list-style-type: none"> • Nature
4	Butterflies (Short story) Roger Dean Kiser	Soft Skills	<ul style="list-style-type: none"> • Narrative
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FAMILY VALUES IN PAKISTAN

After completing this lesson, students will be able to:

- respond to texts for different purposes (including arguments and discussions)
- respond to questions on a range of communicative skills
- engage in extended discussions and take into account other speaker's viewpoints and presenting one's own with clarity
- use pre-reading and while reading strategies to analyze and explore different layers of meaning within text
- identify sentence patterns and structure for grade specific genres
- give an informal personal and analytical response to a text and provide some supporting textual reference
- read to analyze descriptive/argumentative, persuasive essays
- construct sentences using the sentence patterns and structures learnt in earlier classes
- identify and use phrasal verbs in sentences
- demonstrate understanding of figurative language, word relationships
- write informative/explanatory texts to examine and convey complete ideas, concepts and clearly
- use precise words and phrases, telling details, and sensory language to to convey a vivid picture of the experiences, events, settings and/or characters

Pre-Reading

- What is the concept of a family?
- Identify some family values.

In Pakistan, family is a “bond of relationships”, which strengthens the relationships of a family. Family members love and respect each other without any expectations.

The tenets of Islam further strengthens this bond. The existing family ties, based on selflessness, are well watered by the injunctions of Islam. According to Islam, we must look after our parents, especially in their old age, when they are gone perish minded. It can be said that universal teachings of our religion are the essential part of our family values.

While-reading

Why is family taken as a “bond of relationship”?

People in Pakistan mostly follow the joint family system and live their lives with their parents. They give much respect to their customs and traditions and pay due attention to family values. The value of a strong family system has played an important role in influencing an individual's way of living, social role, choice of profession and decision-making. A strong family unit creates a safe, positive and supportive place for all members to thrive in. They are able to utilize resources and live together in a fairly healthy manner.

Each member of a Pakistani family has respect for the elder family members. The grandparents form a central beacon in a traditional Pakistani family. They are treated with reverence and hold an authoritative place. They work together with other elder family members to solve problems and pass their skills and experiences to the next generation. They are good “role models” and are looked upon as the primary source of guidance. Accordingly, they are provided with care and support from their family members.

The male members of the family are generally considered to be the guardians of the family and play a significant role for the well-being of their family. The major decisions, in the family, are taken by them and their words go unquestioned. Their dream is to support their family members and work for their social and financial well-being. When all the male members work together and contribute equally to the family, the financial burden is minimized and the elements of jealousy and evil also remain under control. The family members are able to prosper and thrive together.

In joint family units all the family members live together and share joys and sorrows with each other. The elders, in the family, set the tone by reaching out to their friends and community and teach their children the importance of doing the same. All the female members of the family handle jointly the household responsibilities and support each other in the household chores. As children spend most of their time under their custody, the entire grooming of children is also done by them. Women consider their family as their entire world and jointly fulfill their family needs and wants.

While-reading

Who is the guardian of a family?

At the same time, the families in Pakistan never fail to look at children in the family as "gifts from Allah (ﷻ)". All the elder family members are responsible for teaching the children the basic beliefs of religion. Family values, customs and traditions are also transferred to children by their elders and they are also taught to respect and honour their elders. The children watch their parents taking care of their grandparents and also make well-thought-out decisions over the years. This role guides the children to be supportive and good decision-makers. Among the children of strong families, the moral and emotional problems are lesser. They tend to go on to have strong, healthy families of their own, having learned examples from their elders.

While-reading

How do children make well-thought-out decisions?

Our family values look to us dreamlike and we thank Allah (ﷻ), for we are tied into a cohesive whole of the family system. Sometimes, poverty and other problems happen to overshadow some of our family units, but, with the role of the state and education of the people, we can easily avert these dangers. Nevertheless, such bitter phenomena are rarely found.

Tersely, in Pakistan, people absorb the traditional and cultural family values and they demonstrate respect and regard to their elders. People's main objective is "living together, growing together and surviving together". Here, giving physical and emotional support is quite usual in a joint family system. This leads to a happy, healthy and prospering family which benefits the society as a whole. It is said that one good family builds a good community, then all good communities build a good society and at the end all good societies jointly make a successful nation.

Post-reading

What is the main objective of Pakistani people while living together?





Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column. The first one is done for you. Also use these words in your own sentences.

Words	Meanings	Synonyms
thrive	to grow or develop well	flourish, prosper
beacon	a lighthouse or other signal for guidance	
reverence	deep respect	
perish minded	a person with spoiled mind	
utilize	to make use of	
authoritative	authentic, accurate	
significant	important, powerful	
thrive	develop, flourish	
cohesive	united, working together	
bewitching	united, connected	
avert	to turn away, to turn aside	
phenomena	fact, happening	
demonstrate	to show clearly	
prospering	doing well, flourishing	



Reading and Critical Thinking

a. Answer these questions

1. Discuss the characteristics of family as a 'bond of relationships'.
2. Explain the way elderly family members are given respect by others in Pakistani society?
3. The joint family system help the children to grow with positivity. Give reasons.
4. Describe the way children are brought-up and nursed in the traditional Pakistani family?
5. Describe how the physical and emotional support is a strength in a joint family system.
6. Who can play positive role to keep the family values in Pakistan intact and how?
7. Analyze the text carefully and identify the theme of the unit.

b) Choose the correct option:

- i. Family values, customs and traditions are transferred to children by
 a) extended family b) their elders c) their close friends
- ii. The central beacon in a Pakistani traditional family is created by
 a) aunts and uncles b) cousins c) grandparents
- iii. The tenets of Islam further -----this bond
 a) weakens b) threatens c) strengthens d) finishes
- iv. Universal teachings of our religion are the -----part of our family values
 a) negligible b) essential c) moderate d) minimal
- v. Our family values look to us:
 a) an eye-wash b) unimportant c) dreamlike d) disappointing

**Oral Communication****Activity**

- Share the happiest moment of your life with your grandparents and your class fellows.
- Acknowledge the role of your grandparents in the life of your parents and also yours.
- Form groups in the class. Exchange views about the concept of happy family life living with grand parents.
- Give enough time to each group to present the viewpoint.
- After exchanging viewpoints, make a chart of the main key points, highlighted in the class discussion.

Topic Sentence and Supporting Details

Topic sentence:	The real beauty of any nation lies within its traditions, values, and culture.
Supporting Details	In Pakistan, a family is not merely a group of people who are together just by nature, here family is a “bond of relationships” in which people are joined to each other with emotional ties, where every relation makes the other relation complete, where family members love and respect each other without any expectations and where elders are regarded with dignity and honor.

- Read the passage carefully and mark topic sentences and supporting details from fourth and sixth paragraphs.
- What is the difference between 'customs' and 'traditions'?
- How would you explain 'needs' and 'whims' in context with the text?

Extensive Reading

It is a great truth that the degree of happiness may vary according to the degree of virtue; and consequently, the life which is most virtuous is most happy. Every degree of virtue has a proportionate degree of happiness accompanying it. If we expect too much from life, we cannot be happy. It is only by giving to life what we can best afford, that we can lead a joyous life. Life is not self-aggrandizement. A self-seeker and selfish man can never do any good to others. It is only by realizing that the needs and desires of others are important and should be addressed. Let us share the sufferings of others if we want to keep away from sorrow.

Quest of happiness is a noble pursuit and it is worth striving, no matter how far we succeed. The question arises whether human failure to achieve perfect felicity does not have an injurious effect on character, it is not so; but on the contrary the difficulties and sufferings that we undergo in our life, are really blessings in disguise, which help in developing our character. Character, in fact is conquest of the lower self by the upper self in us. Once the character building is done, success and happiness is in easy reach. We must keep in mind that happiness is a condition of the mind. It does not depend on something external. It springs from within. Contentment is the first condition of happiness. A happy and congenial life is a source of immeasurable joy and contentment. In such a surrounding, one can find love, trust, and mutual respect from those around. Family members share each other's triumphs and tribulations, creating a supportive environment where each person feels valued and understood. Communication flows openly, fostering a sense of unity and understanding. In a happy family, laughter and shared moments of joy are frequent occurrences, making every day a celebration of togetherness. This kind of harmonious atmosphere does not only add to the well-being of individual family members but also strengthens the family's resilience in facing life's challenges.

(The Book of Virtues by William J. Bennett)



Vocabulary and Grammar

a. Identify correct spellings of the words by looking them up in a dictionary.

Pursue Peruse	Traditions treditions	Marely Marily	Social Socail
Beacon Beakon	Honour oonor	Erode aerode	Prosper Procepar

Sentence: A sentence is a set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses. (Oxford Dictionary).

Kinds of sentences:

Declarative Sentences

A declarative sentence is the most basic type of sentence. Its purpose is to relay information, and it is punctuated with a period. For example

The boy walked home.

I love honey.

Interrogative Sentences

Interrogative sentences interrogate, or ask questions. These are direct questions, and they are punctuated with a question mark. For example:

Why does the sun shine?

Whose dog is that?

Will you go to Lahore?

Exclamatory Sentences

Exclamatory sentences are like declarative sentences. They make a statement instead of asking a question, but their main purpose is to express strong emotion. They have an exclamation point instead of a period. For example:

I said I wanted tacos instead of pizza!

How well he sings!

Wow, he just won a gold medal!

Imperative Sentences

Imperative sentences do not simply state a fact but rather tell someone to do something. These can be in the form of friendly advice, basic instructions or more forceful commands. For example:

Please shut the door to keep out the bugs.

Turn left at the bridge.

Stop bothering me!

Optative Sentences

Optative sentences express a prayer, wish, curse, etc. For example:

May Allah bless us all.

May you become successful in life.

Long live Pakistan.

Activity: Make one sentence each according to the types given above.

b) Write two sentences of each type given in information box.

Declarative Sentences _____

Interrogative Sentences _____

Exclamatory Sentences _____

Imperative Sentences _____

Phrasal Verbs

- a) Phrasal verbs: A verb combined with an adverb or a preposition or sometimes both, to give a new meaning is called phrasal verb.

Examples: left over, break out, see off

- i) Fill in the blanks with the correct phrasal verbs in the following sentences.

Please-----your shoes before entering the house.

- take up
- take off
- take over

- ii) The storm forced us to -----our camping trip.

- call off
- call out
- call up

- iii) I need to -----on my math homework before I can go out.

- catch on
- catch up
- catch out

- iv) We need to -----with a plan to address this issue.

- come up with
- come over with it
- come around with

b) Use the following phrasal verbs in sentences.

ask for _____

aim at _____

back up _____

believe in _____

blow away _____

blow up _____

c) Punctuate the given lines.

at the same time, the families in pakistan never fail to look at the children in the family as gifts from allah

d) Give antonyms of the following words.

join _____ complete _____ respect _____

strong _____ positive _____ deep _____



Writing

- a. Develop a mind map on the importance and role of elderly family members in a family.

ROLE OF ELDER FAMILY MEMBERS IN A FAMILY

- b- Write a paragraph about 'A Pakistani Wedding Ceremony' giving full information, observation and preparation of the whole function.

- c- Explain in a paragraphs how are the marriage formalities carried on in a Pakistani family.

Teacher's Point



- Teacher may help the students in giving the concept of extended narrative incident writing.
- In classroom discussions, a variety of linguistic exponents may be used, such as inquires, persuasion, arguments, comparisons, evaluations in a wide range of context throughout the oral communication skills practice session.

SHOOTING STARS

Hal Borland (Non-Fiction)

After completing this lesson, students will be able to:

- use pre-reading and while-reading strategies to analyze and explore different layers of meaning read and use inference and deduction to recognize implicit meaning
- read to analyze descriptive / argumentative, persuasive essays
- extract salient points and develop a mind map to write informational text to understand about meteors
- respond to questions on a range of communicative purposes search for more relevant information concerning the unit
- consult general reference materials; dictionary, thesaurus for precise meaning/information
- use punctuation marks correctly
- understand and use noun and its kinds
- interpret the use of transitional devices in writing
- write informative texts to convey complex ideas, concepts of the content

Pre-Reading

- What do you know about a galaxy??
- How many planets are there in universe?

Most clear, dark nights you can see a shooting star, as we call it, if you keep looking. Those shooting stars are meteors. They are points of light that suddenly appear in the sky, like distant stars, race across the darkness, usually towards the horizon, and disappear.

For a long time, nobody knew what a meteor was but finally those who studied stars and the sky decided that a meteor was a piece of a comet that exploded long ago. Those pieces are still wandering about the universe in huge, looping paths that follow the original comet's orbit. There are uncounted pieces of such comets out there in the depths of space. Periodically clusters of them come close to the earth's orbit, or path around the sun. Most meteors are small, probably only a few inches in diameter, but when they enter the earth's atmosphere the friction makes them white-hot. Then they look big as stars streaking across the darkness.

There are half a dozen meteor showers each year. Each is named after the constellation from which it appears to come. The biggest of all, the Perseids, named for the constellation of Perseus, occurs on the 10th, 11th, and 12th of August. The next largest, the Leonidas, named for the constellation of Leo, comes on the nights of November 14, 15, and 16. Another, the Andromedids, which is not quite so big, comes from November 17 to 23. There are other meteor showers in December, January, April, May, and July, but none of them is as big as those in August and November.

While-reading

What are shooting stars?

Most people watching meteors will be satisfied if they see ten or twenty in an hour of watching. On special occasions, however, the meteors seem to come in droves. The most remarkable meteor shower I ever heard of was seen by a distinguished astronomer, Professor Denison Olmstead, of New Haven, Connecticut, on the night of November 12, 1833. He was watching the Leonidas, which seem to come from directly overhead and race downward toward the horizon in all directions. He reported that meteors fell "like flakes of snow." He estimated that he saw 240,000 meteors in nine hours that night. He also revealed that they ranged in size from mere streaks of light to "globes of the moon's diameter." If he had not been a notable astronomer whose accuracy was beyond question, such statements would seem ridiculous. But there is no reason to doubt what he reported. He had seen one of the most unusual meteor showers ever reported. What he watched should be called a meteor storm rather than a mere shower.

I once watched the August Perseids with an astronomer on a hilltop in an open

country, and in two hours we counted almost a thousand meteors. That was the most I ever saw at one time. After that I tried watching for meteors in November and the most, I ever saw in November was about one hundred meteors in two hours of watching.

While-reading

Who is an astronomer?

The amazing thing about these meteor showers is that they come year after year. Professor Olmstead saw all those Leonidas in November of 1833, but if you watch for meteors this year you almost certainly will see them on the same nights that he saw them. They will come next year, the year after that, and for countless years more. Your grandfather saw them, and your grandchildren will see them if they look for them.

Occasionally, a meteor reaches the earth. Then it is called a meteorite and it is valued as a sample of the vast mystery of the deep space in the sky. Scientists examine it, try to guess what it was to begin with, where it comes from and what it is like out there. Nobody ever learned very much from the meteorites except that they often contain a great deal of nickel and iron.

Only a few large meteorites have struck the earth. The largest we know about, fell in Arizona (U. S. A) many centuries ago and made what is now called Meteor Crater, a hole about a mile across and 600 feet deep. Some Indian legends of the Southwest tell of a big fire that fell from the sky and ate a huge hole in the earth, so this big meteorite may have fallen since man first arrived in America, perhaps twenty-five thousand years ago.

Other big meteorites have fallen, in ancient times, in Texas (U. S. A), Argentina, northern Siberia, South-West Africa, and in Greenland. A meteorite weighing more than thirty-six tons was found in Greenland and now can be seen in the Hayden Planetarium in New York City. Millions of meteors have flashed across the night sky, but only a few large meteorites have ever reached the earth. Never in all the centuries of written history has there been a report of anyone being struck by a meteorite.

Post-reading

Have all the meteorites reached the earth?



Hal Borland (1900-1978), born in Sterling, Nebraska, was a naturalist, a person who studies animals and plants. He worked as a reporter for the *Denver Post* and the *Brooklyn Times*. He was also a writer of documentary film scripts, radio scripts, and other non-fiction. The National Audubon Society honored him by creating the Hal Borland Trail in Connecticut. Borland's essay "Shooting Stars" blends his fascination with nature and his ability to report facts in a clear, captivating manner.



Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column. The first one is done for you. Also use these words in your own sentences.

Words	Meanings	Synonyms
horizon	the line that forms the apparent boundary between the earth and the sky	range of vision, skyline
friction	the rubbing of the surface of one body against another	
droves	large numbers; crowds	
meteors	falling stars	
comets	meteors	
periodically	annually, regularly	
constellation	system, variety, method	
revealed	opened, inform	
ridiculous	fantastic, funny	
perseids	any group of meteors that appears annually around August	
mystery	riddle	



Reading and Critical Thinking

a. Read the unit carefully and answer the following questions.

1. Define meteors?
2. When do the biggest meteor showers occur?
3. Describe the most unusual meteor shower ever reported.
4. Give the reason of attributing so much value to meteorites.
5. Explain the effect of the largest meteorite that fell to earth?
6. Why do you think scientists collect meteorites? What is it about meteors that stirs the imagination?
7. Describe the difference between a scientific explanation and an explanation offered by a legend or myth?
8. Can scientists learn something from legends or myths?

b) Fill in the blanks with the correct option:

- i. There are _____ meteor showers each year.
 - a) two dozen
 - b) one dozed
 - c) half dozen
- ii. There are points of light that suddenly _____ in the sky.
 - a) disappear
 - b) appear
 - c) become hazy
- iii. A meteor reaches the earth _____.
 - a) frequently
 - b) occasionally
 - c) randomly
- iv. One can see a shooting star in _____.
 - a) dark nights
 - b) while raining
 - c) cloudy weather
- v. The most remarkable meteor was seen by a distinguished _____.
 - a) astrologer
 - b) astronomer
 - c) scientist
- vi. The largest meteor fell in _____.
 - a) Venezuela
 - b) Arizona
 - c) Atlantic Ocean



Oral Communication

Acronyms are words which are made up of the initial letters of a group of words. The initial letters make a new word, which can be pronounced.

Sometimes the initials alone do not make a word which can be pronounced, so another letter is taken from one or more of the words in the group.

SUPARCO is an example of such a word. It stands for Pakistan Space and Upper Atmosphere Research Commission.

Acronyms should not be confused with abbreviations in which each initial letter is pronounced separately.

The following are abbreviations:

- P-O-W (Prisoner of War)
O-A-P (Old Age Pensioner)

Activity

What do the following abbreviations stand for?

U.K W.H.O

What do the following acronyms stand for?

NASA RADAR LASER

Activity

- Search any incident about falling of shooting stars and share with the class.
- Divide the class into small groups.
- Instruct each group to prepare a presentation about shooting stars (meteors) using the information they gathered. Each presentation should include.
 - Definition of meteors.
 - Origin of meteors.
 - The science behind the bright streak of light.
 - Information about a famous meteor shower (the perseids).
 - Images, diagrams (if they can arrange).



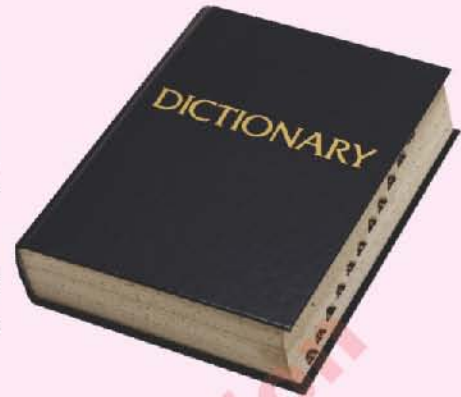
Vocabulary and Grammar

Silent Letters: A letter is silent if it is not produced. Examples include “p” in psychiatry, the “w” in write, the “m” in mnemonic, the “h” in vehicle in more.

Dictionary

It is a book explaining usually in alphabetical order, words of a language, or giving their equivalent, reference book of words and topics of subjects arranged in alphabetical order.

Most people think that dictionary has only one function to describe one words' meaning, but the dictionary has more functions.



1. Usage of words, meanings, pronunciation, parts of speech, synonyms/antonyms

Use of Dictionary

- To lookup the meaning of an English word
- To find the English translation of a word in your language
- To check the spelling of a word
- To check the plural of a noun in past tens of a verb
- To find out other grammatical information about a word
- To find the synonym and antonym of a word
- To check the part of speech of a word
- To find out how to say a word
- To find examples of the use of a word in natural language

Phonetic symbols

The phonetic symbols used in a dictionary can be viewed in Advanced Learner's Dictionary of Current English (6th edition);

Abbreviations and notations used: -

Abbreviations used:

Adj	=	adjective	v	=	verb
Adv	=	adverb	n	=	noun
Pp	=	past participle	us	=	American pronunciation

- Find the given words in a dictionary and also write which part of speech they belong to?

welfare, potential, intimate, argue, ethnicity, diverse

- Punctuate the given lines

he was watching the leonids which seem to come from directly overhead and race downward toward the horizon in all directions he reported that meteors fell like flakes of snow

Use the following phrasal verbs in sentences.

get along _____

cross out _____

see to _____

break down _____

look after _____

Parts of Speech

The parts of speech explain how a word is used in a sentence. There are eight main parts of speech (also known as word classes): nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions and interjections.

Noun: A noun is a word that refers to a thing (book), a person (Betty Crocker), an animal (cat), a place (karachi), a quality (softness), an idea (justice), or an action (walking). It's usually a single word, but not always: cake, shoes, school bus are all nouns.

Kinds of Nouns

1. Proper Nouns.

Proper Nouns are used to refer to specific persons, places, or things. They always start with a capital letter. These nouns also refer to the names of the days of week and months, and also various names of organization, institution, religion, etc. Which are proper and specific. For Example:

Quaid-e-Azam Muhammad Ali Jinnah

Pakistan

Mount Everest

2. Common Nouns

Proper nouns refer to general, unspecific person, place or thing. **For example:**

boys

girls

chairs

3. Compound Nouns

A compound noun is a noun which contains two or more words which join together to make a single noun is called a compound noun. It can be written together, they can be hyphenated such as “Mother-in-law” or separate words such as “Post office”.

For example

milkman

lunchtime

firefighter

4. Collective Nouns

A Collective noun is a noun which refers to a group of people or group of something in a specific manner or unit. Collective nouns can be either singular or plural, For example:

family

audience

fleet of ships

5. Concrete Nouns

A concrete noun is a noun that can be touched, smelled, seen, felt, or tasted.

Concrete nouns can be countable or uncountable, common nouns, proper nouns, or collective nouns can be concrete noun. **For example:**

plate

ice

book

6. Abstract noun is a noun denoting an idea, quality or state rather than a concrete object.

For Example:

truth

danger

happiness

Forming Abstract Nouns with Suffixes

Abstract nouns are frequently formed with the addition of suffixes.

Examples:

determined-----adjective

determination-----abstract noun with suffix-----tion

Examples of making abstract nouns with the suffixes are given below:

-----ness-----sadness, happiness

-----ism-----nationalism, sufism

-----ship-----relationship, leadership

-----ment-----punishment, excitement

-----tion-----exhaustion, friction

-----ity-----extremity, longevity

What is the difference among proper, concrete and abstract nouns? Give three examples of each.

- Write three examples for these following parts of speech .

Proper Noun _____

Common Noun _____

Compound Noun _____

Collective Noun _____

Concrete Noun _____

Abstract Noun _____

**Writing**

Transition words are like 'and', 'but', 'so' and 'because'. They show your reader the relationship between phrases, sentences, or even paragraphs. When they are used, they make it easier for the readers to understand how thoughts and ideas are connected. For example: equally important, again, finally, moreover, besides and secondly.

- Write a paragraph on the "Benefits of Exploration of Universe". It should have transitional devices in it.

Teacher's Point

- Help students in writing a paragraph with a use of transitional devices.



The Wind (Poem)

Robert Louis Stevenson

After completing this lesson, students will be able to:

- read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.
- ask and answer higher-order questions to guide/assess reading(e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?
- evaluate how authors use language, including figurative language, considering the impact on the reader .Discuss others' reading critically, taking account of their views.
- demonstrate attentive listening' skills while working in groups and taking turns to speak with standard pronunciation.
- summarize complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks.
- demonstrate knowledge and application of parts of speech in oral and written communication in varying
- use paraphrasing skills to paraphrase a poem.
- use summary skills to write an objective summary of the given text and poem
- write formal letters and emails to people in extended academic (professional) environments for various purposes

Pre-Reading

- Do you enjoy wind?
- How many types of wind do we feel? Name them.

Reading

I saw you toss the kites on high
 And blow the birds about the sky;
 And all around I heard you pass,
 Like ladies' skirts across the grass—
 O wind, a-blowing all day long,
 O wind, that sings so loud a song!

I saw the different things you did,
 But always you yourself you hid.
 I felt you push, I heard you call,
 I could not see yourself at all—
 O wind, a-blowing all day long,
 O wind, that sings so loud a song!

O you that are so strong and cold,
 O blower, are you young or old?
 Are you a beast of field and tree,
 Or just a stronger child than me?
 O wind, a-blowing all day long,
 O wind, that sings so loud a song!

Post-reading

Discuss your ideas what you have imagined after recitation of the poem.

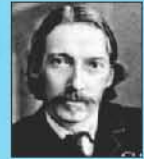
While-reading

Who is talking to the wind in this poem?

About the Poet

Robert Louis Stevenson known as Robert Louis Balfour Stevenson was born November 13, 1850, Edinburgh, Scotland and died on December 3, 1894 at Vailima, Samoa. He was a Scottish essayist, poet, and author of fiction and travel books. His writing was skillfully a blend of adventure, suspense, and psychological depth, making him a master of the 19th-century adventure novel. "Treasure Island" introduced iconic characters like Long John Silver and captivated readers with its pirate lore. "Dr. Jekyll and Mr. Hyde" delved into human duality, exploring the moral consequences of scientific experimentation. Stevenson's work is influential, with adaptations and interpretations in various media. His poetry collection "A Child's Garden of Verses" also describes its nostalgic portrayal of childhood. Robert Louis Stevenson's storytelling prowess and exploration of complex themes ensure his place among the great writers of his time, appealing to readers of all generations.

[www.https://en.wikipedia.org/wiki/Robert_Louis_Stevenson](https://en.wikipedia.org/wiki/Robert_Louis_Stevenson)



Theme

The central theme of this poem describes the power of the winds. It deals with the sounds of the windy nights. It describes the characteristics of the wind which could be heard but couldn't be seen.

Summary

In Robert Louis Stevenson's poem "The Wind," the speaker discusses the power and enigma of nature's invisible force, the wind. Throughout the poem, the wind is personified as a dynamic and unpredictable entity. The speaker observes how the wind affects the world—tossing kites, rustling grass, and creating sounds that mimic singing. Despite witnessing these effects, the speaker is actually unable to see the wind itself. The poem captures a sense of childlike wonder and curiosity, reminiscent of observing the mysteries of the natural world in childhood. Stevenson's verse reflects the transient and ever-changing aspects of life and emphasizes the enduring fascination with the forces of nature.



Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column. The first one is done for you.

Words	Meanings	Synonyms
toss	to throw or propel something into the air.	fling, sway
kites	objects flown in the sky, often made of paper and attached to strings.	
ladies' skirts	cultural and historical context. It refers to the idea that the wind can rustle the grass in a way that resembles the movement of women's skirts.	
invisibility	a playful coinage by the poet, combining "a" (meaning "in a state of") and "nebulous" (meaning hazy or unclear) to describe the wind.	
a-bebulous	A large cemetery, especially one of elaborate construction belonging to an ancient city	
imbrifacient	seems to suggest something that produces rain or moisture.	



Reading and Critical Thinking

a) Answer these questions.

1. No one can see the wind. Discuss how can we feel its presence?
2. What does blow all the day?
3. What does “you” refer to in the poem?
4. Discuss the main idea of the poem “The Wind” by Robert Louis Stevenson.
5. Analyze the meaning of the lines “Are you a beast of field and tree/ Or just a stronger child than me”?
6. Explore the meaning of “I saw you toss the kites on high”.
7. What does the wind symbolize in the poem? Also evaluate its spiritual meaning.
8. Argue the metaphorical representation of “The Wind”?

b) Choose the best answer.

- i. The central theme of this poem describes :
 - a) the power of the winds
 - b) spirituality
 - c) mystery
 - d) emotions
- ii. The poet of this poem is:
 - a) William Wordsworth
 - b) Robert Louis Stevenson
 - c) John Keats
 - d) William Blake
- iii. The wind is personified as a:
 - a) dynamic and unpredictable entity
 - b) never-changing aspects of life
 - c) hardships of life

c) Figures of speech

Figures of speech such as metaphors, similes, and personification go beyond the literal meanings of the words to give readers new insights. On the other hand, alliterations, imageries are figurative devices that appeal to the senses of the readers.

a) Simile

A simile is a figure of speech in which two essentially dissimilar objects or concepts are expressly compared with one another through the use of “like” or “as.” It creates an explicit comparison between two things that are different enough from each other.

For example:

- Strong as an ox
- Sweet as sugar
- raining like cats and dogs

b) Metaphor

A metaphor is a comparison between two unlike things. It creates implicit comparisons without the express use of “like” or “as.” It asserts that two things are identical in comparison rather than similar or using specific images or concepts to state abstract truths. For example:

- Time is money.
- There is a weight on my shoulder.
- Laughter is the best medicine.

c) Personification

Personification is a figure of speech in which a thing - an idea or an animal - is given human attributes. The non-human objects are portrayed in such a way that we feel they have the ability to act like human beings. For example:

- The sky weeps.
- The wind is whispering outside.
- My heart danced when i won the contest.

d) Apostrophe

In the context of literature and poetry, an "apostrophe" is a figure of speech in which a speaker addresses an absent or non-human entity as if it were a person. This rhetorical device allows the speaker to convey deep emotions, thoughts, or ideas by directly speaking to something that cannot respond in the way a human would. Apostrophes are often used to add dramatic or emotional impact to a work of literature. For example:

- William Wordsworth's "Lines Composed a Few Miles Above Tintern Abbey"
- John Milton's "Paradise Lost"

e) Alliteration

Alliteration is a literary device or stylistic technique in which a series of words in a sentence or phrase have the same beginning consonant sound. This repetition of

initial consonant sounds can add emphasis, rhythm, and musicality to a piece of writing. It is often used for poetic effect or to create memorable and pleasing language patterns. For example:

- Peter Piper picked a peck of pickled peppers.
- She sells seashells by the seashore.

f) Anaphora

It is repetition of a word or expression at the beginning of successive phrases, clauses, sentences, or verses especially for rhetorical or poetic effect. For example:

- Martin Luther King Jr.'s "I Have a Dream" speech:
- "I have a dream that one day this nation will rise up and live out the true meaning of its creed: We hold these truths to be self-evident..."
- In this famous speech, King uses the phrase "I have a dream" to begin several sentences, reinforcing the central theme of hope and aspiration.
- Charles Dickens's "A Tale of Two Cities":

"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness..."

Dickens employs anaphora to set the tone and contrast the dualities of the novel's setting.

g) Refrain

A refrain is a repeated line, phrase, or group of lines in a poem, song, or piece of literature. It serves several purposes in literature and music. For example:

- In the song "Hey Jude" by The Beatles, the line "Hey Jude, don't make it bad" is a refrain that is repeated throughout the song.
- In William Blake's poem "The Tyger," the refrain "Tyger Tyger, burning bright" is repeated at the beginning and end of each stanza, emphasizing the awe and mystery of the tiger.

g) Symbolism

Symbolism refers to the use of representational imagery: the writer employs an image with a deeper, non-literal meaning, for the purpose of conveying complex ideas. In literature, symbolism is the use of a concrete image to represent an abstract idea. For example, the heart is often employed as a symbol of love. For example:

- An olive branch is used to symbolize a truce. ...
- Black is the symbol of death. ...
- The dove is used to symbolize peace. ...

g) Hyperbole

Hyperbole is a figure of speech that involves the use of exaggeration for emphasis or effect. It is a rhetorical device where statements are intentionally exaggerated to emphasize a point or to create a particular effect, often for humorous or dramatic impact. Hyperbole should not be taken literally; it's an exaggeration that is not meant to be interpreted as a factual statement. For example:

- "I've told you a million times to clean your room."
- "This suitcase weighs a ton!"

g) Imagery

Imagery, in a literary or poetic sense, is the author's use of description and vivid language, deepening the reader's understanding of the work, by appealing to the senses. Imagery: Elements of a poem that invoke any of the five senses to create a set of mental images. Specifically, using vivid or figurative language to represent ideas, objects, or actions. Imagery is the use of figurative language to represent the objects, ideas, and actions in such a way that the appeals to the physical senses. Imagery makes the use of Figurative imagery uses descriptive language that means something different than or goes beyond the literal definition of the words, often through exaggeration, comparison, or symbolism. (like similes, metaphors, and personification) to appeal to all of your senses. When imagery is written well, the reader can see, hear, taste, touch, and feel the text. For Example:

- His words felt like a dagger in my heart.
- My head is pounding like a drum.
- The kitten's fur is milky.

h) Irony

Irony is a situation that subverts a reader's expectations. For example:

- "Our brain gives us knowledge, but we have so little knowledge about the brain."
- Saying "Oh great" as a response to a negative situation.

l) Antithesis

It is a literary technique that places opposite things or ideas next to one another in order to draw out their contrast. For example:

- "It was the best of times, it was the worst of times . . ." –Charles Dickens, *A Tale of Two Cities*

l) Onomatopoeia

Onomatopoeia is a word that sounds like what it means. For example:

- Buzz-The bee buzzed in my ear.
- Boom-The boom of the fireworks scared the baby.
- Meow-The cat meowed for some milk.

Task: Identify the figures of speech in the poem “The Wind”.

Analyzing Poetry:

10 Steps

1. Research the background. → 2. Read the poem aloud.
3. Analyze the title. → 4. Define the meter.
5. Break the structure down. → 6. Determine the poetic form.
7. Analyze the imagery. → 8. Consider the tone & mood.
9. Visualize the setting. → 10. Determine the theme.

Meter is the basic rhythmic structure of a line within a work of poetry. Meter consists of two components:

- The number of syllables
- A pattern of emphasis on those syllables

A line of poetry can be broken into “feet,” which are individual units within a line of poetry. A foot of poetry has a specific number of syllables and a specific pattern of emphasis.

Rhyme

When we talk about a rhyme, we are referring to the repetition of a final syllable in different words, most often at the ends of lines at certain intervals. Any given poem may fit a rhyme scheme: a rhyme scheme describes the pattern of rhyming sounds within a poem.

For example :

Shakespeare's famous Sonnet 18

Shall I compare thee to a summer's day?

Thou art more lovely and more temperate.

Rough winds do shake the darling buds of May,

And summer's lease hath all too short a date.

A

B

A

B

If you look at the final words in each line, you may notice that lines 1 and 3 rhyme perfectly - 'day' and May'. The other pair of words in lines 2 and 4 -'temperate' and 'date'- on the other hand, do not appear to rhyme at all.

Task: Discuss the rhyme Scheme of the poem “The Wind”.



Oral Communication

Activity

Intonation Pattern

- Intonation, in phonetics, the melodic pattern of an utterance. In intonation, stress and rhythm are involved. The three main patterns of intonation in English are: falling intonation, rising intonation and fall-rise intonation.
- Recite the poem "The Wind" following intonation pattern.
- Demonstrate attentive listening skills while listening both poems in groups and summarize the salient points of each poem and then take turns to speak about your views with standard pronunciation.



Vocabulary and Grammar

Transitional Device

The transitional devices are the words that show the flow of ideas to help the readers along through the text.

TRANSITION WORDS IN ENGLISH

Emphasis Undoubtedly Unquestionably Obviously Particularly / in particular Especially Clearly Importantly Absolutely Definitely Without a doubt Indeed It should be noted	Addition Along with Apart from this Moreover Furthermore Also Too As well as that Besides In addition Not only...but also In addition to this Additionally / an additional	Contrast Unlike Nevertheless On the other hand Nonetheless Despite / in spite of In contrast (to) Contrary to Whereas Alternatively Conversely Even so Differing from	Order Following At this time Previously First/ firstly Second/ secondly Third/ thirdly Finally Subsequently Above all Before Last but not least First and foremost
Result As a consequence (of) As a result Thus Hence Consequently For this reason Due to Therefore	Illustration Such as In this case For example For instance To clarify Including Namely Proof of this To demonstrate	Comparison Similarly Equally Likewise Just as Just like Compare to Same as Correspondingly In the same way	Summary Briefly In short In conclusion To summarise Altogether To sum up In summary To conclude
Reason Because of With this in mind In fact In order to Due to	Condition If In that case In case Unless	Concession Admittedly All the same Up to a point Even so In spite of Although/Even though Even if However	Generalisation As a rule For the most part In general/ Generally On the whole Overall In most cases

Activity**a) Underline the correct transition word in the following sentences.**

1. (Because, Before) it was raining, I didn't walk my dog this evening.
2. I love chocolate, (although, so) I eat chocolate candy whenever I can.
3. The test was really hard. (Therefore, Then), only five students passed it.
4. First, you have to answer the questions. (Next, So), you hand in your paper.
5. Bilal needs to go to bed early. (Although, Otherwise), he will be late for school.
6. You will see a big tree; (further on, however) you will see a fork in the road.
7. He really loves reading. (Despite, In fact), he reads almost all the time.
8. That would not be smart. (Despite, In other words), that would be idiotic.
9. (Over, Among) the trees of the forest, the deer ran gracefully.
10. You are always late. (On the other hand, Like), you can be trusted.

Phrasal Verbs**b. Use the following phrasal verbs in sentences.**

call back _____

call off _____

calm down _____

care for _____

check in _____

check out _____



Writing

- Discuss the main idea or theme of the poem "The Wind".
- Summarize the poem "The Wind". Use of transitional devices will enhance the beauty of your work.
- Recall the paraphrasing skills and paraphrase the second and third stanza of the poem "The Wind". Also use transitional devices to make it more effective.

Formal Letter

Formal Letters, refer to as commercial enterprise Letters or professional Letters, which are written in a strict and precise layout. Formal letters can be written for some of reasons which include,

- To express your issues at the same time as operating in a professional setup
- To provide reliable facts across your workspace
- To order items, to use for employment, and so forth.
- To the Editor of a newspaper addressing the problems confronted by using diverse groups of human beings in distinct areas, and so forth.

Structure of a formal Letter

Formal letters are concerned on their structure of the letter adjustments relying on the type of letter. Each sentence should be nicely noted out and laid down in a manner that the message you need to convey should be particular and clean to the reader.

Types of Formal Letters

There are different types of formal letters, as discussed, and they can generally be labeled under the following terms:

Teacher's Point



- Encourage students to identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- Encourage students to apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.
- Ask them to summaries complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks.

- Business Letters
- Application
- Letters to Newspapers

Business Letters

Business letters should be clear and to the point. There is no room for any kind of stories in a business letter. Before you start to write a business letter, there are a few things you should keep in mind.

- Use simple and everyday language to convey the message clearly instead of using flamboyant and overemphatic vocabulary.
- Avoid using abbreviations.
- The modes of address vary according to the type of letter and the receiver.
- When replying to a business letter, always quote the date of the letter you are responding to and its reference numbers (if any).

Formal/Business letters include letters from an employer to the employees and vice versa, letters to order and replace goods, letters of serious concern to an officer of higher rank, letters of complaint, etc.

Applications

Applications usually consist of letters applying for employment. Before and after you write a letter of application, make sure you check for the following:

- Always start with a short introduction stating whether the applicant is writing in response to a reference from an advertisement found online or in the newspaper.
- Provide the employer with a genuine expression of the applicant's earnestness in taking up the job in the respective company.
- Also, furnish references so that the employer can gather an idea of the kind of employee you would be.

Letters to Newspapers

Always address these letters to 'The Editor' and end with 'Yours faithfully'. Letters to the Editor are letters that express concerns that should be addressed to the higher authorities. These letters should be professional and authentic.

Writing a Formal Letter - Parts of a Formal Letter

When writing a formal letter, always be respectful and conscious of your language, no

matter what the subject of the letter might be. To write a formal letter, there are some points to be remembered.

- Always start with the sender's address
- This is followed by the date.
- The receiver's address comes next. The receiver can be the name of the firm or the one who represents the firm.
- The subject of the letter is very important. It is a statement of the purpose of the letter. It should be written in a single line.
- The salutation can be Dear Sir/Ma'am. If it is a person you know well, you can address them by their name, 'Dear Sara khan'.
- The body of the letter can be written in 3 paragraphs.
- The first paragraph should be aimed at introducing yourself and stating the purpose of your letter.
- The second paragraph should furnish all the information about the matter.
- The third paragraph can be a concluding paragraph where you lay out your expectations regarding the matter.
- To close the letter, you can use a complimentary closing like 'Yours faithfully', 'Yours sincerely' etc.
- Unlike informal letters, the signature should include your name (in block letters) and designation below your signature.



How to write a formal letter?

Teacher's Point



- Encourage them to write formal letters and emails to people in extended academic (professional) environments for various purposes.
- Ask them to write in application or a letter to newspaper editor for practice.
- They can use transitional devices to enhance the effectiveness of their letter.

Letter to the Editor about a road that needs repair

Ali Ahmed
House#23-B ,St# 6
F-10/2, Islamabad 44000

8th September, 2023

The Editor
The News
Islamabad.



Subject: Repair of the road in Rawalpindi

Sir,

I would like to bring to your notice that the people in and around Rawalpindi have been facing difficulties in travelling back and forth because of the bad condition of the roads there. We have appealed to the Municipality, but there has not been any response on the issue so far.

As our appeals to their office have had no effect, we believe that perhaps a mention in the media would be of great help. Since the beginning of the last month, the roads in Rawalpindi have been almost impassable. The surface is badly broken up by the heavy rains, and on a dark night, it is positively dangerous for vehicles to pass that way. Moreover, there are heaps of road metal on both sides of the road, which leave very little room in the middle. The residents of the area have been inconvenienced in this way for weeks.

The situation is becoming worse. There have been multiple accidents happening due to this condition. I request you to highlight the seriousness of the matter in your newspaper so that the road may be properly repaired without further delay.

Thanking You

Yours sincerely,

Ali Ahmed

Write a letter to newspaper editor and highlight the issue of street crimes in your city.



BUTTERFLIES (Short story)

(Roger Dean Kiser)

After completing this lesson, students will be able to:

- analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- provide an objective summary of a range of texts including fiction, non-fiction and other types of text add new words in glossary
- evaluate the particular elements of a story or drama (e.g., how the setting shapes the characters or plot). Evaluate stages of plot development in a fictional text.(exposition, setting, climax, character development, resolution)
- speak confidently and fluently in a wide range of contexts, For example, (conflict resolution, panel discussion, role-play, dialogue, etc.) to fulfil different purposes (exposition, argumentation etc.).
- demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity
- comprehend and use contemporary Idioms and proverbs in the different texts and in their speech.
- apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience.
- write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft.

Pre-Reading

- Do you know what an 'orphanage' is?
- How can people show love and care to orphans?

Reading

There was a time in my life when beauty meant something special to me. I guess that would have been when I was about six or seven years old, just several weeks or maybe a month before the orphanage turned me into an old man.

I would get up every morning at the orphanage, make my bed just like the little soldier that I had become. Then I would get into one of the two straight lines and march to breakfast with the other twenty or thirty boys who also lived in my dormitory.

After breakfast one Saturday morning I returned to the dormitory and saw the house master chasing the beautiful monarch butterflies that lived by the hundreds in the azalea bushes strewn around the orphanage.

While-reading

Why was the house master chasing the butterflies?

I carefully watched as he caught these beautiful creatures, one after the other, and then took them from the net and then stuck straight pins through their head and wings, pinning them onto a heavy cardboard sheet.

How cruel it was to kill something of such beauty. I had walked many times out into the bushes, all by myself, just so the butterflies could land on my head, face and hands so I could look at them up close.

When the telephone rang the house parent laid the large cardboard paper down on the back cement step and went inside to answer the phone. I walked up the cardboard and looked at the butterfly who he had just pinned to the large paper. It was still moving about so I reached down and touched it on the wing



causing one of the pins to fall out. It started flying around and around trying to get away but it was still pinned by the one wing with the other straight pin. Finally its wing broke off and the butterfly fell to the ground and just quivered.

I picked up the torn wing and the butterfly and I spat on its wing and tried to get it to stick back on so it could fly away and be free before the house parent came back. But it would not stay on him.



The next thing I knew the house parent came walking back out of the back door by the garbage room and started yelling at me. I told him that I did not do anything but he did not believe me. He picked up the cardboard paper and started hitting me on the top of the head. There were all kinds of butterfly pieces going everywhere. He threw the cardboard down on the ground and told me to pick it up and put it in the garbage inside the back room of the dormitory and then he left.

I sat there in the dirt, by that big old tree, for the longest time trying to fit all the butterfly pieces back together so I could bury them whole, but it was too hard to do. So I prayed for them and then I put them in an old torn up shoe box and buried them in the bottom of the fort that I had built in the ground, out by the large bamboos, near the blackberry bushes.

Every year when the butterflies would return to the orphanage and try to land on me I would try and shoo them away because they did not know that the orphanage was a bad place to live and a very bad place to die.

Post-reading

Why did the writer shoo the butterflies away in the next season?

About the writer :

Roger Dean Kiser was born in Haywood, California. As a toddler, Kiser was abandoned by his parents and grandparents; he lived in an orphanage in Jacksonville, Florida. He attended school in Jacksonville but only finished up through his sixth-grade year. Kiser dropped out of seventh grade two weeks into the school year. Despite this, he later attended nursing school and worked as both an EMT and LPN in Georgia, then as a medic in the U.S. Army for three years. After working as a nurse for many years, Kiser shifted his work and became an ammunition inspector in California before moving back to Georgia.



Kiser's work is inspired by his life in Jacksonville and the abuse he suffered in both the Children's Home Society Orphanage and the Florida Industrial School for Boys at Marianna. He started writing because the sorrow and pain he felt due to the abuse he suffered as a child was still such a major part of his life. Writing was difficult because Kiser only had a sixth-grade education, but his storytelling ability shone through. Kiser has written over 900 short stories during his career, many of which have been published in various Chicken Soup for the Soul volumes. He has said his favorite of his own stories is "A 'D' Minus," while the hardest to write was "The Horrors in the White House."

[www.https://study.com/learn/lesson/roger-dean-kiser-biography-works.html](https://study.com/learn/lesson/roger-dean-kiser-biography-works.html)

Theme: This story is about Kiser as a boy in his orphanage that there were butterflies there. This story is about the world through a child's eyes and how beautiful things look when you are a kid. Everything is clearer and prettier and everything means more. One thing that means more when you are a kid is beauty. He is traumatized by some experiences he has lived inside the orphanage (no love, living like a little soldier). His only happiness is spending time with the butterflies. He does not like the way his house parent acts.



Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column. The first one is done for you.

Words	Meanings	Synonyms
bamboo	cane	
dormitory	a bedroom for number of people in an institution	
fort	castle	
monarch	king, queen, emperor	
orphanage	where orphans are looked after	
quivered	shake or vibrate slightly	
strewn	scatter, sprinkle, cover	
azalea	flowering shrub.	



Reading and Critical Thinking

a) Answer these questions.

1. Discuss the theme of the story in your own words.
2. At what age, did the writer go to an orphanage?
3. How did the orphanage turn him into an old man?
4. Why was the house parent chasing the beautiful butterflies?
5. Describe his feelings on catching butterflies.
6. What happened when the house parent went to attend the call?
7. Why was the writer putting butterfly pieces back together?

b) Choose the best answer.

- i. The writer was _____ years old when he entered in the orphanage:
 - a) six or seven years old
 - b) three to four years old
 - c) eight to nine years old

- ii. The orphanage turned him into a/an :
- a) serious man b) young man c) old man
- iii. The orphanage was a _____ place to live and a very bad place to die.
- a) bad b) cold c) dirty
- iv. The writer _____ the butterflies away in the next season.
- a) shoo b) sent c) passed

c) Objective summary of a range of texts including fiction, non-fiction

Fiction refers to plot, settings, and characters created from the imagination, while non-fiction refers to factual stories focused on actual events and people. Creating an objective summary of a range of texts, including fiction and non-fiction, requires condensing the key points and themes while avoiding personal opinions or interpretations. There are some aspects in this regard:

FICTION VERSUS NON-FICTION	
	
Fictional literature is imagined.	Non-fiction literature is based on fact.
Often based on actual events.	Loses credibility if fabricated.
Subjective	Objective
Can be different points of view.	Authorial point of view.
Deeply interior.	Focused on exterior.

- **Identify the Texts:** Begin by listing the titles and authors of the texts you want to summarize.
- **Summarize Each Text Individually:**
 - a) **Fiction:** For fiction, briefly outline the plot, main characters, setting, and central conflict or theme. Mention any notable stylistic elements, such as the author's writing style or narrative structure.
 - b) **Non-Fiction:** For non-fiction, highlight the main topic or subject matter, the author's main argument or thesis, supporting evidence or examples, and any key ideas or conclusions.
- **Common Themes or Patterns:** If there are common themes, motifs, or patterns across the texts, mention them. This could include shared themes like love, survival, identity, or societal issues.
- **Differences:** Note any distinctive features or differences between the fiction and non-fiction texts, such as the use of imagination and creativity in fiction versus factual information in non-fiction.
- **Overall Impression:** Avoid personal judgments or interpretations, but you can provide a neutral statement about the overall impression or significance of the texts. For instance, if the texts collectively shed light on a particular historical period or offer diverse perspectives on a specific topic, mention this.

Activity

Provide an objective summary of the story “ Butterflies”.

C) Elements of Short Story



a) Basic elements of a story

There are 5 elements of a story that are typically taught first in elementary school. These story elements are:

1. **Setting:** Where and when is the story happening? Setting represents both the physical location but also the time (i.e. past, present, future) and the social and cultural conditions in which the characters exist. It can be used to create atmosphere and mood and to influence character behavior and plot development.
2. **Character:** A person or animal or really anything personified. There can be one main character or many, and they may have a background that has shaped and molded them. Secondary characters are also important . Characters can be described in terms of their physical appearance, personality, background, and motivations. They can also be dynamic (changing) or static (unchanging) throughout the story.
3. **Conflict:** Every story must have a conflict, i.e. a challenge or problem around which the plot is based. Without conflict, the story will have no purpose. Conflict can take many forms, such as person vs. person, person vs. nature, person vs. society, and person vs. self. The conflict should be well-developed and add tension and drama to the story.

- Plot:** The plot consists of the events that happen in the story. In a plot you typically find an introduction, rising action, a climax, the falling action, and a resolution. Plot is often represented as an arc. The plot is the backbone of the story and provides structure and direction for the narrative.
- Theme:** Idea, belief, moral, lesson or insight. It's the central argument that the author is trying to make the reader understand. The theme is the "why" of the story. Themes can be universal (applicable to all) or specific to a certain culture or time period. They should be explored through the events of the story and can offer insights into human behavior or the human condition.

Advanced story elements

There are 3 advanced elements of a story that are typically taught in high school. These story elements are:

- Point-of-view:** "Who" is telling the story? First person ("I") or third person ("he/she/it"). Limited (one character's perspective), multiple (many characters' perspectives) or omniscient (all knowing narrator). Second person ("you") is not often used for writing stories. The choice of point-of-view can greatly impact the reader's experience of the story, and can affect how they relate to the characters and events.
- Tone:** This is the overall emotional "tone" or meaning of the story. Is it happy, funny, sad, or depressed? There are multiple ways to portray tone including through word and grammar choices, choice of theme, imagery and description, symbolism, and the sounds of the words in combination (i.e. rhyme, rhythm, and musicality). The tone should be consistent throughout the story and should match the mood and atmosphere created by the setting, plot, and characters.
- Style:** This is **how** things are said. Word choices, sentence structure, dialogue, metaphor, simile, and hyperbole are all aspects of style. Style contributes significantly to tone. Style can be used to create unique and memorable prose and can help to differentiate one writer's work from another's. It can also contribute to the tone and overall feel of the story.

Activity

Elements of short story have been introduced to you. Now you have to discuss the following aspects of the short story "Butterflies":

- Writer's point of view
- Tone and style
- Setting and plot
- Conflict

- Has she _____ (shake) hands with her new friend yet?
- They haven't _____ (speak) in years.
- Has he _____ (sell) his car yet?

c) **Fill in the blanks with the linking verbs.**

- You _____ very foolish to believe her.
- They _____ be happy ever after.
- He _____ putty in his hands.
- The police department _____ getting tough on crime.

Idioms and proverbs

IDIOMS VERSUS PROVERBS	
Idiom is a fixed expression that contains a figurative meaning.	Proverb is a short, well-known saying that contains an advice.
Idioms do not contain a moral.	Proverbs contain a moral or an advice based on the general truth.
Idioms are phrases, not complete sentences.	Proverbs are sentences.
Idioms do not make sense, if you are not familiar with it.	Proverbs can be understood even if you are hearing it for the first time.

Idioms

Idioms	Meaning	Usage
A blessing in disguise	a good thing that seemed bad at first	as part of a sentence
Beat around the bush	avoid saying what you mean, usually because it is uncomfortable	as part of a sentence
Better late than never	better to arrive late than not to come at all	by itself
Call it a day	stop working on something	as part of a sentence
Get out of hand	get out of control	as part of a sentence
Hang in there	don't give up	by itself as part of a sentence
Make a long story short	tell something briefly	as part of a sentence
Pull someone's leg	to joke with someone	as part of a sentence
Time flies when you're having fun	you don't notice how long something lasts when it's fun	by itself

Proverbs

Proverbs	Meanings
Actions speak louder than words	what you do is more important than what you say
A journey of a thousand miles begins with a single step	you must begin something if you hope to finish it; something that takes a long time to finish begins with one step
All good things must come to an end	everything ends; good times don't last forever
A picture is worth a thousand words	an image can tell a story better than words
Beggars can't be choosers	if you're in a bad situation and someone offers to help you, you have to take whatever they give you and shouldn't ask for more
Beauty is in the eye of the beholder	what is "beautiful" is different for each person
Birds of a feather flock together	people who are similar spend time together
Cleanliness is next to godliness	it's good to be clean. God is clean, and you should be too.
Don't bite the hand that feeds you	don't make someone angry or hurt someone who is helping you or paying for you

Activity

Use the given idioms and proverbs in your sentences .You can use them in your daily routine writing or in discussion as well.

d) Phrasal Verbs

Use the following phrasal verbs in sentences.

clean up _____

come across _____

come apart _____

come from _____

cut down _____

cut off _____



Writing

WHAT IS A DESCRIPTIVE ESSAY?

A descriptive essay is one which is used in order to describe something. These essays can describe anything from a person or place to an item or idea. The idea of the descriptive essay is to give the author a chance to hone their writing skills by way of description. On top of this, the descriptive essay is a great chance for the author to use their creative skills - the more vivid the description, the more the reader can picture clearly what is being talked about. This means that the writer should employ all their skills to paint an image for the audience.

Ideas for Descriptive Essay Topics

The hardest part of descriptive essays is coming up with a topic. Just remember that you can quite literally describe anything as long as you yourself find it interesting enough to write about. That might include:

- Along nature hike through beautiful surroundings
- Your favorite sport or a specific game/match that was memorable
- Your most recent birthday and all the things that have shaped you in the past

- A country or city, broken down into geography, climate, politics, religion, and culture
- A historical event, including its causes, ramifications, and consequences
- A news story that includes context about the people involved, information about where it occurred, and insight into other events it links to

General Format and Structure of a Descriptive Essay

There isn't a set format for descriptive essays. You describe your own approach that how do you experience things, and it turns out that we all experience and see things differently?

A good outline structure that you can start with might look like this.

Introduction

- Write a clue that helps your reader relate to the senses you're tapping into.
- Provide some general background about the thing you're describing.
- Form a thesis statement that makes a claim (but may not necessarily include an argument or opinion).

Body paragraph: Physical Description

- Provide a topic sentence introducing the subject.
- Give an in-depth physical description of the subject.

Body paragraph: Contextual Description

- Describe your subject within its given context, like its physical surroundings or temporal environment.

Body paragraph: Emotional Description

- Describe how the subject emotionally or mentally affected those who interacted or experienced it.

Conclusion

- Restate your thesis about the subject's description.

Activity:

Describe the character sketch of the writer in the story 'Butterflies'.

Proof reading a text means omitting errors from the text and making it error-free. Proof-reading may consist of capitalizing letters, adding a period, adding a question mark, add a comma, taking a word out, spelling correctly, indenting, ,/ lower case letter, ^ add symbols and apostrophe (').

Proof Read

Proof read the given text carefully and rewrite it in the given space.

spaghetti dinner

Last night my father made us Spaghetti dinner. He makes the best meat balls in the world! I ate a lot of spaghetti, My brother spill sauces on his white shirt. Whee all laughed. I love it when my dad make spaghetti.

Teacher's Point



- Encourage students to write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft.
- Ask them apply the techniques of writing the first draft with sufficient details such as proofreading and editing details to suit the purpose and audience.



Clean water and Sanitation

After completing this lesson, students will be able to:

- respond to texts for different purposes (including arguments and discussions).
- use complex questions for a range of audiences increase vocabulary.
- analyze organizational patterns in a text:
 - a. list/ sequence of ideas/ events comparison-contrast
 - b. cause-effect
 - c. problem-solution
 - d. reasons/ assumptions-conclusion
- engage in extended discussions and critique taking into account other speakers' viewpoints and presenting one's own with clarity.
- identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.
- develop précis writing skills. Write précis effectively.
- write multiple paragraphs essays/stories; multi-stanza poems or playscript using mechanics of correct writing.
- write formal letters and emails to people in extended academic (professional) environments for various purposes

Pre-Reading

- Why is access to clean water and sanitation important?
- Discuss the main challenges in achieving clean water and sanitation worldwide

Reading

Ensure access to water and sanitation for all

Access to safe water, sanitation and hygiene is the most basic human need for health and well-being. Billions of people will lack access to these basic services in 2030 unless progress quadruples. Demand for water is rising owing to rapid population growth, urbanization and increasing water needs from agriculture, industry, and energy sectors.

The demand for water has outpaced population growth, and half the world's population is already experiencing severe water scarcity at least one month a year. Water scarcity is projected to increase with the rise of global temperatures as a result of climate change.

Investments in infrastructure and sanitation facilities; protection and restoration of water-related ecosystems; and hygiene education are among the steps necessary to ensure universal access to safe and affordable drinking water for all by 2030, and improving water-use efficiency is one key to reducing water stress.

There has been positive progress. Between 2015 and 2022, the proportion of the world's population with access to safely managed drinking water increased from 69 per cent to 73 per cent.

Why?

Access to water, sanitation and hygiene is a human right. To get back on track, key strategies include increasing sector-wide investment and capacity-building, promoting innovation and evidence-based action, enhancing cross-sectoral coordination and cooperation among all stakeholders, and adopting a more integrated and holistic approach to water management.

Water is essential not only to health, but also to poverty reduction, food security, peace and human rights, ecosystems and education.

Nevertheless, countries face growing challenges linked to water scarcity, water pollution, degraded water-related ecosystems and cooperation over transboundary water basins.

While-reading

What do you mean by sanitation and hygiene?

What are the challenges?

In 2022, 2.2 billion people still lacked safely managed drinking water, including 703

million without a basic water service; 3.5 billion people lacked safely managed sanitation, including 1.5 billion without basic sanitation services; and 2 billion lacked a basic hand washing facility, including 653 million with no hand washing facility at all.

By managing our water sustainably, we are also able to better manage our production of food and energy and contribute to decent work and economic growth. Moreover, we can preserve our water ecosystems, their biodiversity, and take action on climate change.

Are water and climate change inter-linked?

Water availability is becoming less predictable in many places. In some regions, droughts are exacerbating water scarcity and thereby negatively impacting people's health and productivity and threatening sustainable development and biodiversity worldwide.

Ensuring that everyone has access to sustainable water and sanitation services is a critical climate change mitigation strategy for the years ahead.

Without better infrastructure and management, millions of people will continue to die every year from water-related diseases such as malaria and diarrhoea, and there will be further losses in biodiversity and ecosystem resilience, undermining prosperity and efforts towards a more sustainable

While-reading

Give your suggestions on improving the drinking water quality for everyone.

What can we do?

Civil society organizations should work to keep governments accountable, invest in water research and development, and promote the inclusion of women, youth and indigenous communities in water resources governance.

Generating awareness of these roles and turning them into action will lead to win-win results and increased sustainability and integrity for both human and ecological systems.

You can also get involved in the World Water Day campaign that aims to provide information and inspiration to take action on hygiene issues.

Post-reading

Who can invest in water research and overall development?



Facts and figures	Goal 6 Target
<ul style="list-style-type: none"> • Despite great progress, billions of people still lack access to safe drinking water, sanitation and hygiene. Achieving universal coverage by 2030 will require a substantial increase in current global rates of progress: sixfold for drinking water, fivefold for sanitation and threefold for hygiene. • Water use efficiency has risen by 9 per cent, but water stress and water scarcity remain a concern in many parts of the world. In 2020, 2.4 billion people lived in water-stressed countries. The challenges are compounded by conflicts and climate change. • Key strategies to get Goal 6 back on track include increasing sector-wide investment and capacity-building, promoting innovation and evidence-based action, enhancing cross-sectoral coordination and cooperation among all stakeholders, and adopting a more integrated and holistic approach to water management. • Only 0.5 per cent of water on Earth is useable and available freshwater - Wake up to the looming water crisis, report warns World Meteorological Organization • Limiting global warming to 1.5°C 	<p>6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all</p> <p>6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations</p> <p>6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally</p> <p>6.4 By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity</p> <p>6.5 By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate</p> <p>6.6 By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes</p> <p>6.A By 2030, expand international cooperation and capacity-building support to developing countries in water- and sanitation-related activities</p>

compared to 2°C would approximately halve the proportion of the world population expected to suffer water scarcity, although there is considerable variability between regions. [Chapter 8: Water Cycle Changes \(p. 1063\)](#)

- The global urban population facing water scarcity is projected to double from 930 million in 2016 to 1.7-2.4 billion people in 2050. [Imminent risk of a global water crisis, warns the UN World Water Development Report 2023 | UNESCO](#)
- Despite progress, 2.2 billion people still lacked safely managed drinking water services, 3.5 billion lacked safely managed sanitation services, and 2.0 billion lacked basic hygiene services in 2022
- Surface water bodies, such as lakes, rivers, and reservoirs, are undergoing rapid global changes, with one in five river basins showing high fluctuations in surface water levels in the past 5 years
- Water pollution poses a significant challenge to human health and the environment in many countries.

Source: [The Sustainable Development Goals Report 2023](#)

and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies

6.B Support and strengthen the participation of local communities in improving water and sanitation management

(<https://www.un.org/sustainabledevelopment/water-and-sanitation/>)



Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column. The first one is done for you.

Words	Meanings	Synonyms
scarcity	lack, shortness of supply	dearth
sanitation	the process of keeping places free from dirt, infection, disease, etc., by removing waste, trash and garbage, by cleaning streets, etc.	
infrastructure	the system of public works of a country, state, or region.	
predictable	capable of being predicted.	
sustainable	the ability to maintain or support a process continuously over time	
resilience	the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands.	
quadruple	consisting of four parts or elements.	
control, administration	a nation, a person, an activity, one's desires, etc.; direction, rule; regulation.	



Reading and Critical Thinking

a) Answer these questions.

1. Discuss the effects of drinking unclean water and bad sanitation on communities.
2. Why is demand for clean water rising day by day?
3. How can dirty water be purified? Describe in detail the procedure to purify dirty water.
4. Describe the adverse affects of unclean water and bad sanitation on communities and regions?
5. What role does water play in sustainable development and environmental conservation?

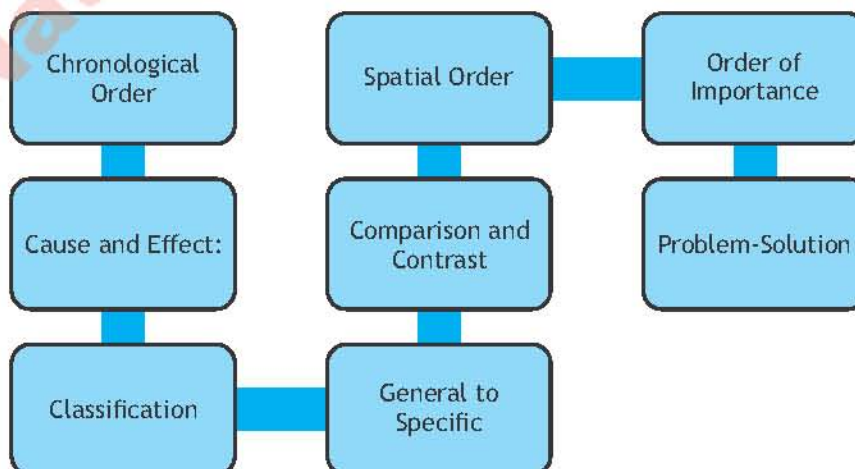
6. How does climate change impact access to clean water and sanitation?
7. What are the economic implications of investing in clean water and sanitation infrastructure?
8. How can technology and innovation play a role in improving access to clean water and sanitation?
9. Explore the way of purifying the contaminated water.
10. Identify the health issues caused by drinking unclean water.

b) Complete the blanks with suitable words.

- i. Access to safe water, sanitation and hygiene is the most _____ human need for health and _____.
- ii. Demand for water is rising owing to _____ population growth, urbanization and increasing water needs from _____, industry, and energy sectors.
- iii. Water is _____ not only to health, but also to poverty reduction, food security, _____ and human rights, ecosystems and education.
- iv. We can _____ our water ecosystems, their _____, and take action on climate change.
- v. Civil society _____ should work to keep governments accountable, _____ in water research and development, and promote the _____ of women, youth and indigenous communities in water resources governance.

c) Patterns of organization in a paragraph

Patterns of organization refer to the different structures or frameworks that writers use to organize information within a paragraph or text. These patterns help readers understand the relationships between ideas and follow the author's argument or narrative.



Activity

Make a mind map of the text according to the organizational pattern given above and summarize the article 'Clean water & sanitation'.



Oral Communication

Extended Discussions

Extended discussions refer to in-depth conversations or dialogues that explore a specific topic, issue, or subject matter in detail. These discussions often involve the exchange of ideas, arguments, and information among individuals or groups.

Activity

Make some groups in the class engage in extended discussions and critique taking into account other speakers' viewpoints and presenting one's own with clarity on basic priorities of spending a healthy life. Each group may discuss the given topics and note the important points. The presentation of peers may be in front of the class. Effective speaking style may be followed to present on health issues .



Vocabulary and Grammar

Kinds of verb:

Transitive Verb: A transitive verb always has a noun that receives the action of the verb. For example:

Ali gave Osama the pencil.

Laiba raises her hand.

Intransitive Verb: An intransitive verb never has a direct or indirect object. For example:

The girls sleep.

He died in an accident.

Finite Verb

Finite verbs mean those verbs which can change their form in accordance with the subject. It defines the time (past or present) and the subject. For example:

I eat rice. / He eats rice. / They eat rice.

I am a student. / He is a student. / They are students.

Infinite Verb

An infinite is a verb which has “to” before it. It shows infinite action when it is used at the beginning of the sentence. For example:

To see is to believe.

To be weak is miserable.

a) Decide whether the verbs in bold are transitive or intransitive

1. The girl **was crying** all day long. _____
2. We **showed** her the photo album. _____
3. It was **raining** at that time. _____
4. Mother **gave** a cookie to the child. _____
5. The doctor **advised** me to exercise regularly. _____
6. I **ate** the cherries. _____

b) Choose which verb is finite or infinite.

1. My little brother 'wants' to be an actor.
a- finite b- infinite
2. She worked hard 'to pass' the test.
a- finite b- infinite
3. I couldn't solve the problem.
a- finite b- infinite
4. To error is human.
a- finite b- infinite

c) Denotation and Connotation

Denotation

Denotation refers to the literal, dictionary definition of a word. It is the explicit, objective meaning that a word carries. It is the most basic and straightforward meaning of a word, devoid of any emotional or cultural associations.

For example, the denotation of the word "snake" is a long, legless reptile.

Connotation:

Connotation, on the other hand, involves the emotional, cultural, or social associations and implications that a word carries beyond its literal definition.

Connotations can be positive, negative, or neutral, and they often depend on individual or societal experiences and perceptions.

For example, the word "snake" may have connotations of deceit or danger due to cultural and symbolic associations.

Examples:

"Home"

- Denotation: A place where one lives; a residence.
- Connotation: Warmth, comfort, safety, and a sense of belonging. It often carries positive emotions and attachments.

"Snake"

- Denotation: A long, legless reptile that slithers and often has a venomous bite.
- Connotation: Negative connotations are often associated with "snake" due to its use as a metaphor for deceit or betrayal. However, in some cultures, snakes may also symbolize healing or transformation.

Activity

For each word or phrase, identify its denotation (literal meaning) and then provide its connotation (emotional, cultural, or subjective associations). Use the context and your own understanding to determine the connotation.

Word/Phrase:	Denotation	Connotation
patriot		
curious		
storm		
old		
innocent		
aggressive		
skinny		
house		
smile		

e) Use the following phrasal verbs in sentences.

cut out _____

dress up _____

drop back _____

drop off _____

drop out _____

end up _____



Writing

Précis writing

Précis writing is a valuable skill that involves summarizing a longer text while retaining its essential meaning and main points. It requires concise and precise writing, eliminating unnecessary details and maintaining clarity. Here are some steps and tips for improving your précis writing skills:

1. **Read Actively:** Carefully read the original text, paying close attention to its main ideas, arguments, and supporting details.
2. **Understand the Text:** Ensure that you have a thorough understanding of the text's central message and key points.
3. **Highlight Key Points:** Identify the most important ideas, arguments, examples, and evidence presented in the text. These will form the basis of your précis.
4. **Create an Outline:** Organize your thoughts by creating a brief outline. This outline should include the main headings or topics that you plan to cover in your précis.
5. **Write a Thesis Statement:** Craft a clear and concise thesis statement that summarizes the main message or argument of the text. This statement will guide your précis.
6. **Start Writing:** Begin writing your précis by paraphrasing the thesis statement in your own words. This will serve as your opening sentence.
7. **Focus on Clarity:** Write clearly and concisely, using your own words to convey the text's main ideas. Avoid jargon or overly complex language.

8. **Eliminate Unnecessary Details:** Omit any minor or less relevant details that do not contribute to the core message of the text.
9. **Maintain Proper Structure:** Follow a logical structure, typically starting with an introductory sentence, followed by the main points, and concluding with a summary of the text's conclusion or final thoughts.
10. **Check for Accuracy:** Ensure that your précis accurately represents the original text's meaning and intent.
11. **Edit and Revise:** Review your précis for clarity, grammar, and punctuation errors. Make any necessary revisions to improve its overall quality.
12. **Keep it Within the Word Limit:** If there is a specified word limit for your précis, ensure that you stay within that limit while still conveying the text's key information.
13. **Practice Regularly:** Like any skill, précis writing improves with practice. Regularly practice summarizing different types of texts to sharpen your skills.
14. **Seek Feedback:** Share your précis with others for feedback and constructive criticism. This can help you identify areas for improvement.
15. **Compare with the Original Text:** After writing your précis, compare it with the original text to ensure that you have captured its essence accurately.

Example:

Text	Précis
<p>"Technology has revolutionized the way we communicate. In the past, people relied on letters and face-to-face conversations as the primary means of interaction. However, the advent of the internet and smart phones has changed everything. Now, we can instantly connect with anyone, anywhere in the world, through emails, social media, and video calls. This transformation has made our lives more convenient and efficient, but it also comes with challenges. Digital communication lacks the personal touch of in-person conversations, leading to misunderstandings and misinterpretations. Moreover, the constant connectivity can be overwhelming, affecting our mental well-being. In conclusion, while technology has brought incredible advancements in communication, we must also be mindful of its drawbacks."</p>	<p>Technology has transformed communication, replacing traditional methods with digital means like emails and video calls. While this offers convenience, it lacks the personal touch of face-to-face interactions, leading to misunderstandings. Furthermore, constant connectivity poses mental health challenges. In summary, while tech advances enhance communication, we must address its drawbacks.</p>

Activity

Précis the given passage effectively using précis writing skill.

In a rapidly changing world, adaptability has become a crucial skill. Whether in one's career, personal life, or even survival, the ability to adapt to new circumstances and challenges is paramount. Adaptable individuals are not just resilient; they thrive in uncertainty. They can adjust their strategies, learn new skills, and embrace change with enthusiasm.

Adaptability is not about mere survival; it's about growth. Those who embrace change as an opportunity to learn and improve are the ones who succeed in the long run. They are like bamboo, bending with the wind but never breaking.

In essence, adaptability is the key to innovation and progress. It fosters creativity and encourages exploration. It allows us to break free from the constraints of the familiar and discover new horizons. In a world that is constantly evolving, adaptability is the secret to staying relevant and achieving lasting success.

Writing Mechanics

In writing, mechanics and conventions are rules and systems for how things should be written down in order to ensure that what ends up on the page is what one means to express. Areas that are governed by mechanics and conventions include grammar, punctuation, spelling, and capitalization.)

Activity

Write an essay using mechanics of correct writing on "Global Warming and its effects on Earth".



Teacher's Point



- For oral activity give topics to the students for discussion. Help them in preparation.
- Encourage students to distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.
- Motivate them to develop précis writing skills and to write précis effectively.
- Ask them to write multiple paragraphs essays/stories; multi-stanza poems or play script using mechanics of correct writing. Encourage them to use transitional devices as well to enhance the topic's details.

Email Writing

Writing professional emails in the workplace

What is email communication?

Electronic mail (e-mail) is a computer-based application for the exchange of messages between users. A worldwide e-mail network allows people to exchange e-mail messages very quickly.

Essential email components

Subject line

The subject line of your email should offer your reader the purpose of the email, but it should also be brief. If your subject line is vague, people may ignore your email, or it may be sent to the junk/spam folder.

Greeting

Choosing a greeting may appear to be an easy task, but you have to select the appropriate level of formality. Emailing a coworker with whom you are friends to ask a brief question is different from emailing your supervisor with a work-related request. Below are some greetings that straddle different levels of formality:

More formal:

Dear [Name],

Hello [Name],

Good morning/afternoon [Name],

Less formal:

Hi [Name],

Hey [Name],

Body

Depending on how your audience will react to the information in your email, you will need to decide whether to structure your email body using the direct or indirect method of communication. Either way, paragraphs in an email, when there is more than one, should be clear and concise. They are generally much shorter than paragraphs in an academic essay, for example.

Closing paragraph - summary, action items, polite closing

Sign-off

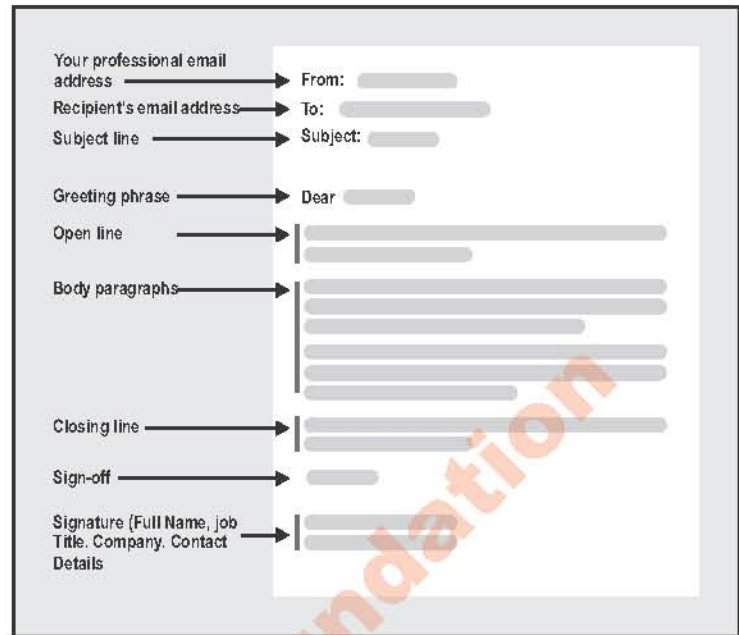
As with the greeting, you need to choose an appropriate sign-off for your audience:

More formal:

- Sincerely,
- Thanks/Thank you,
- Best,
- All the best,
- Best regards,
- Kind regards

Less formal:

- Talk soon,
- Cheers,
- See you,
- The Direct Method of Communication



The screenshot shows an email composition interface with the following labels and corresponding parts:

- Subject Line:** To: johndoe@companyname.com
- Subject Line:** Subject: Your exclusive Premium subscription discount
- Email Body:** Hi, John, Thank you for being our loyal customer for over five years. We at (Company Name) really appreciate your commitment to our product, so to celebrate this, we've granted you a 70% discount on your yearly Premium subscription.
- Email Signature:** Use code JOHNDOE at checkout. (Company Name) team
- Closing:** [Social media icons]

Buttons at the bottom: Remind me, Save as Draft, Send Now

Write an email to your bank manager and inform him that your cheque book's leaves have been finished . You have to request him to issue your 50 leaves cheque book immediately.

Teacher's Point

- Encourage them to write formal letters and emails to people in extended academic (professional) environments for various purposes.

National Book Foundation

Approved by National Curriculum Council, Secretariat
Ministry of Federal Education & Professional Training
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قومی ترانہ

پاک سرزمین شاد باد! کشورِ حمین شاد باد!
تو نشانِ عزمِ عالی شانِ ارضِ پاکستان
مسکزِ یقین شاد باد!

پاک سرزمین کا نظامِ قوتِ اخوتِ عوام
قوم، ملک، سلطنتِ پائندہ تابندہ باد!
شاد باد منزلِ مسرود!

پرچمِ ستارہ و ہلالِ رہبرِ ترقی و کمال
ترجمانِ ماضی، شانِ حالِ جانِ استقبال
سایہ خدائے ذوالجلال!



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