

# Textbook of English 10



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Islamabad

**NATIONAL BOOK FOUNDATION**

Textbook of  
**English**

Grade  
**10**



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as  
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Islamabad



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Textbook of English  
for Grade 10



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TEST  
EDITION



# Preface

This Textbook for English Grade 10 has been developed by NBF according to the National Curriculum of Pakistan 2006. The aim of this textbook is to enhance learning abilities through inculcation of logical thinking in learners, and to develop higher order thinking processes by systematically building the foundation of learning from the previous grades. A key emphasis of the present textbook is creating real life linkage of the concepts and methods introduced. This approach was devised with the intent of enabling students to solve daily life problems as they grow up in the learning curve and also to fully grasp the conceptual basis that will be built in subsequent grades.

After amalgamation of the efforts of experts and experienced authors, this book was reviewed and finalized after extensive reviews by professional educationists. Efforts were made to make the contents student friendly and to develop the concepts in interesting ways.

The National Book Foundation is always striving for improvement in the quality of its textbooks. The present textbook features an improved design, better illustration and interesting activities relating to real life to make it attractive for young learners. However, there is always room for improvement, the suggestions and feedback of students, teachers and the community are most welcome for further enriching the subsequent editions of this textbook.

May Allah guide and help us (Ameen).

**Dr. Raja Mazhar Hameed**  
Managing Director

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

اللہ کے نام سے شروع جو بڑا مہربان، نہایت رحم والا ہے

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UNIT

01

# ANIMAL RIGHTS IN ISLAM: SHOWING COMPASSION

Text type: Essay

Theme: Ethics and Values, Role models, Nature

Subthemes: Tolerance, Role models depicting integrity,  
Appreciation and preservation of Nature



In this unit the students will be able to:

- Use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues. **Skim** text to have general idea of the text, infer theme/ main idea.
- Apply **critical thinking** to interact with text and use intensive reading strategies (**while-reading**) to make simple inferences using context of the text and prior knowledge, use context to infer missing words, read silently with comprehension and extract main idea and supporting detail, comprehend/interpret text by applying **critical thinking**.
- Use summary skills to extract salient points and develop a mind map to summarize a text.
- Utilize effective study strategies e.g. note-taking / note-making, writing a summary and creating a mind map to organize ideas.
- Locate appropriate synonyms and antonyms in a thesaurus.
- Utilize appropriate informational sources including encyclopedias and internet sources.
- Analyze an essay to identify the general subject, main idea (a statement about the general subject), **key ideas**, **supporting details** and **transitional devices**.
- Write an essay on a general subject.
- Use summary skills to write summary/ précis of simple passages / poems.
- Proof read and edit their own, peers' and given texts.
- Demonstrate heightened awareness of conventions and dynamics of group discussion and interaction.
- Demonstrate use of concrete and abstract nouns
- Demonstrate the use of Noun Phrase.
- Illustrate use of tenses learnt earlier.(Past Indefinite Tense and Past Continuous Tense)



## Pre-Reading

Do you believe it's important to consider the well-being of animals? Why?

Animal rights are of paramount importance as they reflect our moral responsibility and compassion towards sentient beings that share our planet. Acknowledging and respecting the rights of animals is essential for fostering a harmonious coexistence. Animals, like humans, experience pain, joy, and the desire for a life free from unnecessary suffering.

Animal rights have been a subject of growing concern across the world, but Islam, as a comprehensive way of life, addresses this issue with a profound sense of compassion and responsibility towards all living beings. To understand the importance of animal rights in Islam, it is essential to examine the treatment of animals before the advent of Islam in the Arabian Peninsula.

In pre-Islamic Arabia, animals were often mistreated and viewed merely as property. The harsh desert environment and the nomadic lifestyle of the Arabs contributed to a lack of awareness and sensitivity toward the welfare of animals. Exploitation, cruelty, and neglect were unfortunately prevalent practices. They used to tie animals together and kill animals in front of other animals. There were also customs where some body parts of animals were cut while they were still alive. It was also a tradition among some Arab tribes that when the owner or the rider of an animal dies, his riding animal was tied to his grave and was starved to death.



The advent of Islam marked a transformative period in the treatment of animals. Numerous references in the Holy Quran and Hadith provide guidance on the ethical treatment of animals.

There are more than 200 verses in the Quran dealing with animals and six Surahs of the Quran are named after animals or insects: Surat 2, Al Baqarah (The Cow); Surat 6, Al Anaam (The Cattle), Surat 16, Al Nahl (The Bees); Surat 27, Al Naml (The Ants); Surat 29, Al Ankabut (The Spider); and Surat 105, Al Fil (The Elephant). These verses highlight the interconnectedness of all living beings and emphasize the value and benefits that animals bring to human life.

"There is not an animal on the earth, nor a bird that flies on its wings, but they are communities like you." (Quran Surah Al-Inaam 6: Ayat38)

At another place Allah ﷻ says:

"And the grazing livestock He has created for you; in them is warmth and [numerous] benefits, and from them you eat." (Quran Surah An Nahl 16: Ayat5)

Hazrat Muhammad Rasulullah ﷺ as the final messenger of Allah, exemplified and emphasized the importance of compassion and kindness towards animals. Hazrat

Muhammad Rasulallah ﷺ once said, "Whoever is kind to the creatures of Allah (ﷻ), He is kind to himself." (Sahih Bukhari). Once Hazrat Muhammad Rasulallah ﷺ passed by a man who was dragging a sheep by its ear, He ﷺ said: 'Leave its ear and hold it by the sides of its neck'. Pulling an animal by the ears is more painful than pulling it by the neck. Hazrat Muhammad Rasulallah ﷺ forbade beating animals on the face as the face is more sensitive than other parts, hence it is painful to the animal. It is reported that He ﷺ disliked making animals fight each other. When animals fight, they hit each



other with full strength that causes pain to both the fighting animals. The Messenger of Allah ﷺ forbade mutilating animals. Mutilating is an act that is disliked even today. It is painful when using hot iron or other such techniques.

A man said to Hazrat Muhammad Rasulallah ﷺ that he was going to slaughter a sheep and then felt sorry for the sheep. The Hazrat Muhammad Rasulallah ﷺ said twice, 'Since you showed mercy to the sheep, Allah will show mercy to you'.

Hazrat Abd al-Rahman bin 'Abd Allah quoted his father as saying: "When we were on a journey with the Messenger of Allah ﷺ and he had gone to relieve himself, we saw a bird with two young ones. We took the young ones. The bird came and began to spread out its wings. Then Hazrat Muhammad Rasulallah ﷺ came and said, "Who has pained this bird by the loss of her young baby bird? Give her young ones back to her."

Narrated Hazrat Abdullah ibn Abbas: "Hazrat Muhammad Rasulallah ﷺ prohibited to kill four creatures: ants, bees, hoopoes, and sparrow-hawks. On another occasion, He ﷺ stated, "A woman was punished in Hell because of a cat which she had confined until it died. She did not give it to eat or to drink when it was confined, nor did she free it to eat the insects of the earth." (Sahih Muslim)

Once, while on a journey, Hazrat Muhammad Rasulallah ﷺ came across a dog with a broken leg. He ﷺ instructed his companions to find the owner of the dog and provide it with food and water. This incident exemplifies the Hazrat Muhammad's Rasulallah ﷺ concern for the welfare of animals, even in seemingly minor situations.

There is a well-known story where a camel complained to the Hazrat Muhammad Rasulallah ﷺ about the mistreatment it endured. He ﷺ took immediate action, demonstrating that animals have the right to be treated with dignity and care. These Hadiths underline his teachings on kindness and responsibility towards animals, emphasizing that cruelty or neglect towards them is considered a grave offense.



Islam's teachings on animal rights are not confined to a particular time or place. They provide a timeless and universal framework for ethical behavior towards animals. In today's world, where industrialization and modern practices can sometimes lead to the mistreatment of animals, Islamic principles offer guidance on responsible stewardship. Islam not only takes care of the mankind but the animals also. Hazrat Muhammad Rasulullah ﷺ decreed that animals shall be treated in good manners. As they are the part and parcel of the human society, hence they shall be treated humanely in all aspects of their lives.

### Post Reading:

If you have a pet or any domestic animal at home, how should you treat it?

### 1. Glossary

Given below are the difficult words from the unit. Look at their meanings and use these words in your own sentences.

| Words        | Meanings   |
|--------------|--|
| sentient     | able to perceive or feel things.   |
| intricately  | in a very detailed or complicated manner.  |
| coexistence  | the action or condition of living together in harmony.                               |
| imperative   | of vital importance; crucial.  |
| exploitation | the action or fact of treating someone unfairly in order to benefit from their work. |
| inextricably | in a way that is impossible to disentangle or separate.                              |
| staunch      | loyal and committed in attitude.   |
| advent       | the arrival of a notable person or thing.  |
| prevalent    | widespread in a particular area at a particular time.                                |
| stewardship  | the responsible planning and management of resources.                                |

### 2. Reading and Critical Thinking Skills

A. Choose the correct answer:

- i. In pre-Islamic Arabia, animals were often mistreated and viewed merely as \_\_\_\_\_.
  - a) friends
  - b) property
  - c) companions



- ii. The Quran has more than \_\_\_\_\_ verses dealing with animals.
  - a) 100                      b) 150                      c) 200
- iii. Hazrat Muhammad Rasulullah ﷺ once said, "Whoever is kind to the creatures of Allah (ﷻ), he is kind to \_\_\_\_\_."
  - a) himself                      b) others                      c) no one
- iv. Hazrat Muhammad Rasulullah ﷺ passed by a man who was dragging a sheep by its \_\_\_\_\_.
  - a) tail                      b) ear                      c) leg
- v. Hazrat Muhammad Rasulullah ﷺ prohibited the mutilation of animals using \_\_\_\_\_.
  - a) sharp tools
  - b) hot iron or other techniques
  - c) poisonous substances
- vi. Narrated Abdullah ibn Abbas: Hazrat Muhammad Rasulullah ﷺ prohibited to kill four creatures: ants, bees, hoopoes, and \_\_\_\_\_.
  - a) eagles                      b) sparrow-hawks                      c) falcons
- vii. Once, while on a journey, Hazrat Muhammad Rasulullah ﷺ came across a \_\_\_\_\_ with a broken leg.
  - a) Horse                      b) Dog                      c) Camel

**B. Read the unit carefully and answer the following questions.**

- i. Provide examples of prevalent practices of mistreatment of animals in pre-Islamic Arabia mentioned in the passage.
- ii. How many verses in the Quran are dedicated to dealing with animals, and what are some Surahs named after animals or insects?
- iii. According to the Quran, what interconnectedness among living beings is highlighted, and what benefits do animals bring to human life?
- iv. What are some teachings of Hazrat Muhammad Rasulullah ﷺ regarding the treatment of animals, as mentioned in the passage?
- v. Provide examples from the passage where Hazrat Muhammad Rasulullah ﷺ prohibited certain actions towards animals and the reasoning behind these prohibitions.
- vi. How does Islamic teachings on animal rights offer a timeless and universal framework?
- vii. How do Islamic principles direct ethical treatment of animals in today's industrialized and modern world?

## Topic sentence and Supporting Sentences:

The most important sentence in your paragraph is the topic sentence, which clearly states the subject of the whole paragraph. The topic sentence is usually the first sentence of the paragraph because it gives an overview of the sentences to follow. The supporting sentences after the topic sentence help to develop the main idea. These sentences give specific details related to the topic sentence. A final or concluding sentence often restates or summarizes the main idea of the topic sentence.

It is important to locate the topic sentence as it guides the reader through the paragraph.

### Effective Topic Sentences

#### An effective topic sentence:

- informs the reader of the subject/main theme that will be discussed in the paragraph
- stresses the writer's point of view or attitude
- intrigues the reader to continue reading
- creates a sense of action
- is not vague, rambling, too narrow or too broad

Example:

**In today's fast-paced digital age, the impact of social media on interpersonal relationships is unquestionable.** Social media platforms have transformed the way we connect, providing direct communication and breaking down geographical barriers. As people spend more time online, face-to-face interactions decreases. Despite its advantages, excessive social media usage can lead to isolation and a superficial sense of connection. **In conclusion, recognizing the nuances of social media's influence allows us to foster genuine connections while navigating the complexities of modern communication.**

From the above passage we can see that:

**The Topic Sentence** or opening sentence clearly establishes the main theme of the paragraph: *the impact of social media on interpersonal relationships in the contemporary digital age*. The term "unquestionable" adds emphasis, immediately signaling the author's stance.

#### Supporting Sentences:

The next few sentences explore the specific aspects of social media's influence on connections. They discuss the transformation of communication, the breakdown of geographical barriers, and the decrease in face-to-face interactions as people spend more time online. Each supporting sentence builds on the previous one, offering a cohesive flow of information and showing different sides of the topic.

### Concluding Sentence:

The concluding sentence provides a brief summary of the paragraph's main points. Usually it has transitional devices of conclusion used including *“to conclude, in conclusion, to summarise, hence, finally”*, etc.

Read the passage given below from the unit and identify the topic sentence, supporting details and concluding sentence.

Islam's teachings on animal rights are not confined to a particular time or place. They provide a timeless and universal framework for ethical behavior towards animals. In today's world, where industrialization and modern practices can sometimes lead to the mistreatment of animals, Islamic principles offer guidance on responsible stewardship. Islam not only takes care of the mankind but the animals also. Hazrat Muhammad Rasulullah ~~ﷺ~~ decreed that animals shall be treated in good manners. As they are the part and parcel of the human society, hence they shall be treated humanely in all aspects of their lives.

### 3. Vocabulary and Grammar

#### A. Synonyms and Antonyms:

Replace the given words with their appropriate synonyms:

- i. "paramount importance"
  - a. Supreme significance
  - b. irrelevance
  - c. low priority
- ii. "compassion":
  - a. passion
  - b. empathy
  - c. compulsory
- iii. "harmonious coexistence":
  - a. musical existance
  - b. peaceful existance
  - c. harmful existance
- iv. "sentient beings":
  - a. satisfied
  - b. stationary
  - c. Feeling organisms
- v. "unnecessary suffering":
  - a. avoidable pain
  - b. needed distress
  - c. obligatory suffering

#### B. Identify antonyms of the given words:

- i. "acknowledging":
  - a. Neglecting
  - b. Embracing
  - c. Appreciating
- ii. "compassion":
  - a. Indifference
  - b. Sympathy
  - c. Empathy



- iii. "essential":
- |                |                |          |
|----------------|----------------|----------|
| a. Dispensable | b. Significant | c. Vital |
|----------------|----------------|----------|
- iv. "intricately linked":
- |                 |            |                   |
|-----------------|------------|-------------------|
| a. Disconnected | b. Unified | c. Interconnected |
|-----------------|------------|-------------------|
- v. Find an antonym for "profound":
- |                |         |            |
|----------------|---------|------------|
| a. Superficial | b. Deep | c. Intense |
|----------------|---------|------------|

### B. Concrete vs Abstract Nouns:

Concrete nouns and abstract nouns are categories of nouns based on physical existence. All nouns are either concrete or abstract, but never both at the same time.

#### What are concrete nouns?

Concrete nouns describe physical things that can be sensed: seen, touched, heard, smelled, or tasted. Most nouns are concrete nouns—for example, rocks, butterflies, grandmothers, and the Great Wall of China. Even invisible things, including air (which can be felt) and music (which can be heard), are concrete nouns. Microscopic things, such as bacteria and atoms, are also concrete nouns because they exist in the physical world.

#### What are abstract nouns?

Abstract nouns are nonphysical things that cannot be sensed. These are ideas, emotions, and other intangible things that exist in our minds instead of in the physical world. For example, intelligence and education are abstract nouns because they're immaterial concepts.

Abstract nouns have many different categories, but some of the most common include these:

- **Emotions/feelings:** nouns that describe a mental state or mood, such as anger and comfort
- **Characteristics:** nouns that describe a personality trait, feature, quality, virtue, or vice, such as bravery, elegance, honesty, boldness
- **Philosophical concepts:** nouns that describe complex ideas of logic, principle, or ideals, such as morality, socialism, fairness

#### Q: Identify six abstract and six concrete nouns from the given passage:

Love is like a cozy blanket, wrapping us in warmth. Intelligence is like a bright bulb, guiding us through darkness. Loyalty is a sturdy bridge, connecting hearts. Peace is a beautiful flower, adding beauty of the world. Together, they form a beautiful harmony that everyone deserves to experience.

### C. Noun Phrase

A noun phrase, as the term suggests, is a group of two or more words that functions like a noun when put together. Like a noun, a noun phrase can also take the place of a subject or an object. According to the Oxford Learner's Dictionary, a noun phrase is defined as "a word or group of words in a sentence that behaves in the same way as a noun that is, as a subject, an object, a complement, or as the object of a preposition."

**Example:**

**Noun Phrase as a Subject:** The bright sun in the sky warmed the entire playground during recess.

**Noun Phrase as an Object:** The students admired the colourful artwork on the classroom walls.

#### Components of a Noun Phrase

A noun phrase can consist of,

##### i. A noun, a conjunction and a noun:

Rizwan and Salim are from Karachi.

Music and dance interests me more than anything else does.

Schools and offices have been shut down due to the heavy rains.

##### ii. A gerund and a noun:

Reading books is my favourite pastime. (Noun phrase used as subject)

Listening to music is her hobby. (Noun phrase used as subject)

The only thing my brother does not like to do is solving trigonometric equations.

##### iii. An article, an adjective and a noun

The new girl became known to the whole school in just a day.

A three-legged puppy was found at the corner of the street last week.

My father bought my brother a smart watch for his birthday.

We finally visited the well-known museum of arts today.

##### iv. An article, a noun and a prepositional phrase

The building near the bus stand was taken down in order to expand the roads.

The hypermarket at the end of the street is being renovated.

Did you meet the boy from London?

Nobody seemed to know the way to the passport office.

##### v. A determiner and a noun

These books belong to Suleman.

That building is where I live.

What are you going to do with those oranges?

Are you thinking of buying this dress?

- **Identify the noun phrases from the sentences given below. Remember, that the noun phrase can be the subject or the object of the sentence.**
- i. Have you ever visited Paris or Spain?
- ii. Tahir and Anum are my cousins.
- iii. Did you find the two-storeyed building on the fifth street?
- iv. Pasta and cake seem to be my sister's newly-found favourite food.
- v. Neha helped her sister in finding the missing word in the puzzle.
- vi. Did you find the answer to the question?
- vii. Those shoes are torn; I don't think I can use them anymore.
- viii. Asim and Sonia will be moving to Germany next year.
- ix. Shaan was not able to finish the box of chocolates.
- x. Do you know who was looking for this bag?

#### **D. Past Indefinite Tense**

The Past Indefinite Tense, also known as the Simple Past Tense, is used to describe actions that were completed at a specific point in the past. It is often associated with a definite time frame or a sequence of events that took place and concluded in the past.

##### **Structure:**

The structure of the Past Indefinite Tense is formed differently for regular and irregular verbs.

##### **For Regular Verbs:**

**Subject + Base Form of the Verb + -ed**

##### **Example:**

- She walked to the store yesterday.
- They studied for the exam all night.

##### **For Irregular Verbs:**

**Subject + Past Form of the Verb**

##### **Example:**

- He ate lunch at noon.
- We drove to the mountains last summer.



### Where to use Past Indefinite Tense:

|                             | Usage  | Example:   |
|-----------------------------|--|--|
| Completed Actions           | to express actions that started and ended in the past.                                   | She finished her homework before dinner.                   |
| Series of Completed Actions | to describe a sequence of events that happened in the past.                              | They arrived, unpacked, and settled into their hotel room. |
| Past Habits                 | to talk about habitual actions or states in the past.                                    | Every morning, he went for a run in the park.              |
| Interrupted Actions         | to describe an action that was ongoing in the past but was interrupted by another event. | I was reading a book when the phone rang                   |

### Read the following passage and note the verbs:

"The sun is shining brightly, and birds are singing in the trees. Sarah walks to the market and buys fresh vegetables for dinner. Later, she meets her friends at the cafe, and they talk for hours. In the evening, she watches a movie and goes to bed."

### Change the verbs into the Past Indefinite Tense.

"The sun \_\_\_\_\_ brightly, and birds \_\_\_\_\_ in the trees. Sarah \_\_\_\_\_ to the market and \_\_\_\_\_ fresh vegetables for dinner. Later, she \_\_\_\_\_ her friends at the cafe, and they \_\_\_\_\_ for hours. In the evening, she \_\_\_\_\_ a movie and \_\_\_\_\_ to bed."

### E. Past Continuous Tense

The past continuous tense is used to describe actions or events that were ongoing or in progress at a specific point in the past. It is formed by using the past tense of the auxiliary verb "to be" (was/were) and adding the present participle (-ing form) of the main verb.

#### Structure:

Subject(I/he/she)+ was/were+ present participle (-ing form of the verb)

### Examples:

- She was studying when the phone rang.
- We were playing soccer at 4 o'clock yesterday.
- While I was working, they were chatting in the next room.
- It was raining heavily when they left.

### Where to use Past Continuous Tense:

|  |  |
|--|--|
| Describing ongoing actions in the past.                | She <b>was reading</b> a book when the earthquake occurred   |
| Expressing simultaneous actions in the past.           | While I <b>was cooking</b> my friend <b>was watching</b> TV. |
| Indicating a temporary situation or background action. | He <b>was sleeping</b> when the guests arrived.              |

Read the passage below and fill in the blanks with the appropriate form of the verbs in the past continuous tense.

Last night, while I \_\_\_\_\_ (cook) dinner, my friends \_\_\_\_\_ (play) board games in the living room. The rain \_\_\_\_\_ (pour) outside, and thunder \_\_\_\_\_ (rumble) in the distance. Suddenly, the lights went out, and we \_\_\_\_\_ (use) candles for the rest of the evening. As I \_\_\_\_\_ (prepare) the meal, my friends \_\_\_\_\_ (tell) funny stories, and we all \_\_\_\_\_ (laugh) together.

## 4. Oral Communication skills

### A. Guardians of the Wild: Animal Rights and Conservation

Students will engage in a research-based discussion on the importance of animal rights and the role of humans in taking care of animals. Students will explore various aspects of animal rights, the impact of human activities on wildlife, and the measures that can be taken to ensure the well-being of animals.

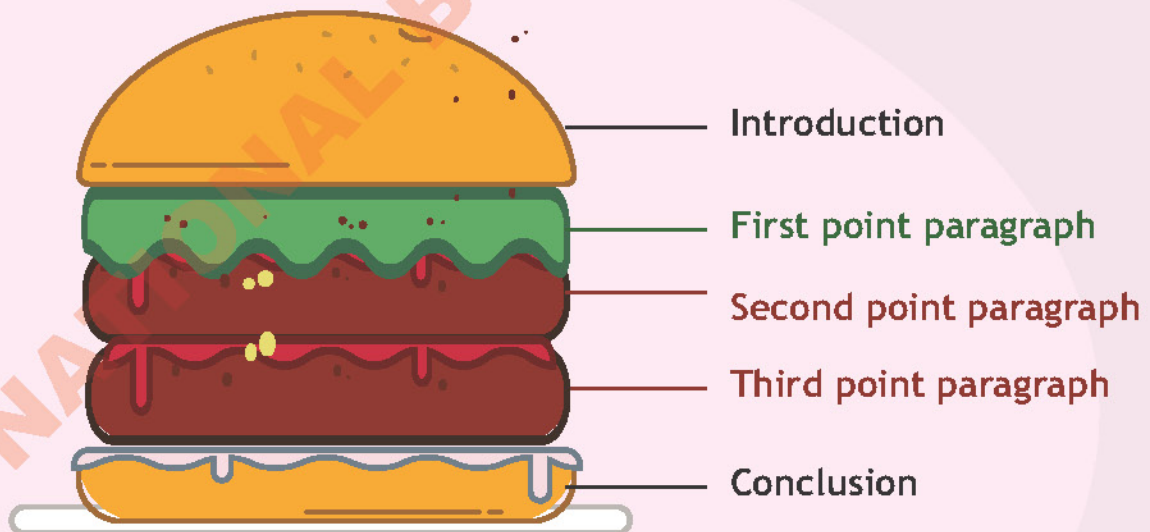
## Activity

- Students will discuss a list of specific sub-topics related to animal rights and conservation (e.g., endangered species, ethical treatment of animals, impact of deforestation, illegal wildlife trade).
- Students will choose one sub-topic for their research. They can use both online and library resources to gather information.
- In pairs or individually, students will prepare a short presentation (3-5 minutes) summarizing their chosen sub-topic.
- The teacher must emphasize the importance of including facts, statistics, and examples to support their points.

## 5. Writing Skills

### A. Structure of an Essay:

Have a clear topic sentence. Provide related supporting sentences. Make a new paragraph whenever you take up a new point. Have a proper concluding sentences with supporting sentences.



**B: Write an essay on “The Role of Animals in our lives” Use the mind map given below.**



- How would you respond if you discover your friends engaging in the teasing of an animal or encounter an animal in distress?
- Select and write few verses from the Holy Quran about animals.

### **C. Summary writing:**

Summary writing is the process of condensing a longer text's main ideas into a shorter version, capturing the key points and maintaining the original meaning in a concise form. Follow the following steps to write a good summary:

#### **Read Carefully:**

Begin by reading the passage attentively to understand its main ideas. Identify key information and important details.

#### **Highlight Topic Sentences:**

Highlight or underline the main points and significant details. Focus on the essential elements that convey the central message.



### Condense Information:

Summarize the passage in your own words, condensing the information while retaining the core meaning. Avoid unnecessary details.

### Organize Structure:

Arrange the summarized information in a logical order, maintaining a clear and coherent structure. Start with the most important points and follow a sequential flow.

### Review and Revise:

Review your summary to ensure accuracy and clarity. Make revisions as needed, checking that your summary captures the main ideas of the passage in a concise manner.

- Now keeping the above points in mind, write the summary of the chapter.

### D. Proofreading and Editing:

Form groups to proofread and edit the written work focusing on the following points:

- Correct sentence structure
- Correct punctuation and spelling
- Correct subject-verb agreement
- Correct form of words and tenses

---

### Teacher's Point

- *Help the students to read the passage and ask while reading questions.*
- *Engage students in discussion using conversation prompts to involve more students.*
- *Encourage students to share personal opinions and experiences.*
- *Recapitulate the previously learnt types of nouns in previous grades*
- *Recapitulate the tenses done in previous grades.*
- *Select and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc*
- *Help students to plan, draft and revise writing to ensure that it is focused, purposeful and reflects insight into the writing situation. It has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words. It uses writing strategies as are appropriate to the purpose of writing. It has varied sentence structure and length and has a good command of language with precision of expression.*

## UNIT 02

# CULTURAL FESTIVALS OF PAKISTAN: UNITY IN DIVERSITY

Text type: Blog

Themes: Festivals and cultural events, Peaceful co-existence, Self, people and places

Subthemes: Learning to live together in extended society; inter-culturally and at national Level, Understanding national cultural diversity



In this unit the students will be able to:

- Use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- Skim text to have general idea of the text, infer theme/ main idea.
- Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to make simple inferences using context of the text and prior knowledge, use context to infer missing words, read silently with comprehension and extract main idea and supporting detail, comprehend/interpret text by applying critical thinking.
- Use summary skills to extract salient points and develop a mind map to summarize a text.
- Utilize effective study strategies e.g. note-taking / note-making, writing a summary and creating a mind map to organize ideas.
- Utilize appropriate informational sources including encyclopedias and internet sources.
- Analyze an essay to identify the general subject, main idea (a statement about the general subject), key ideas, supporting details and transitional devices.
- Write a narrative essay on a personal subject.
- Write informal and formal e mails/ letters in extended social and academic environment
- Proof read and edit their own, peers' and given texts.
- Demonstrate heightened awareness of conventions and dynamics of group discussion and interaction.
- Demonstrate use of collective nouns
- Demonstrate the use of must and must not
- Demonstrate use of Hyphen in written texts.
- Illustrate use of tenses learnt earlier.(Present Indefinite Tense and Present Continuous Tense)



## Pre-Reading

Which festival, mela, Urs is celebrated in your area? How do you celebrate it?

## Cultural Festivals of Pakistan: Unity in Diversity

Countries all over the world have diverse festivals rooted in history, culture, and beliefs, reflecting their unique identities. These celebrations often mark significant events, honor traditions, and strengthen social bonds. Festivals serve as expressions of cultural richness, fostering unity and providing a platform for communities to celebrate shared values, heritage, and spirituality.

Pakistan is a land of diverse cultures and traditions. The country is home to various cultural festivals that reflect its rich heritage and history. From the colourful Jashn e Baharraan festival to the traditional Shandur Polo Festival, Pakistan offers a wide range of cultural festivities that attract visitors from all over the world. In this blog, we will discuss some of the most popular cultural festivals in Pakistan.

### 1) Jashn-e-Baharaan

Jashn-e-Baharaan is a spring festival celebrated in Pakistan, especially in the Punjab region. The festival is also known as the "Kite Festival" as people fly kites of various colours and shapes during the event. Jashn-e-Baharaan marks the beginning of the spring season and is celebrated with great enthusiasm and energy. The festival includes various cultural activities, including flower exhibitions, musical concerts, cultural dances and stalls of traditional food.



### 2) Shandur Polo Festival

Shandur Polo Festival is an annual cultural event held in the Chitral district of Khyber Pakhtunkhwa province. The festival is held at the Shandur Pass, which is located at an altitude of 3,734 meters above sea level. The event features a traditional polo match played between the teams of Chitral and Gilgit. The festival also includes traditional dance performances, music, and food. People from all over the world come to attend this special festival.





### 3) Kalash Festival

Kalash Festival is a three-day cultural event held in the Kalash Valley of the Chitral district. The festival is celebrated by the Kalash people, who are a unique ethnic group in Pakistan. It's a vibrant event, symbolizing the preservation of Kalash identity amidst changing times. Held annually, it involves colourful rituals, traditional dances, and music. The festival reflects the Kalash community's ancient customs and beliefs, often centered around



agricultural cycles and spiritual connections. The event is held to welcome the spring season. It's a time of joyous festivities, bringing people together to honor their heritage. The Kalash Festival is not only a celebration of cultural identity but also an opportunity for the community to pass down traditions from one generation to the next.

### 4) Sibi Mela

Sibi Mela is a prominent festival in Balochistan, Pakistan, celebrated annually in February. This lively event serves as a platform for showcasing the rich cultural heritage of the region. The festival attracts people from diverse backgrounds who engage in traditional dances, folk music, and vibrant performances. Sibi Mela holds significant economic importance, functioning as a bustling marketplace for livestock and handicrafts. It's a time when Balochi traditions and crafts take center stage, fostering community bonds and preserving cultural identity. The festivities not only entertain but also contribute to the socio-economic fabric of Balochistan, making Sibi Mela a vital cultural and economic event.



#### While-reading

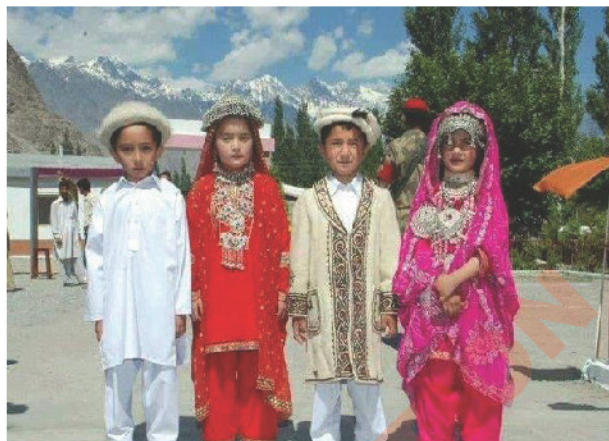
What is the economic importance of Sibi Mela?

### 5) Nowruz

This festival is like the Nowruz of Iran, Afghanistan, and Central Asia. In Chitral, Gilgit, and Baltistan, Nowruz is celebrated as a socio-religious festival from the 21st to the 23rd of March. The celebration lasts for weeks.

In Baltistan, the main features of Nowruz include distributing coloured eggs to friends and family and polo matches. Children and women dress up in new clothes to greet each other.

Particular congregations are held in different towns where special prayers are offered for the country's prosperity. In the Hunza district, the Nawroz festival starts off with agricultural activities as people begin to plough their fields.



## 6) Sindhi Cultural Day

Sindhi Cultural Day is a popular Sindhi cultural festival. It is celebrated with traditional enthusiasm to highlight the centuries-old rich culture of Sindh. The day is celebrated each year in the first Sunday of the month of December. It's widely celebrated all over Sindh, and amongst the Sindhi diaspora population around the world. Sindhis celebrate this day to demonstrate the peaceful identity of Sindhi culture and celebrate their rich heritage.



### While-reading

What is an Ajrak? Mention some prominent colours of Ajrak?

People gather in all major cities of Sindh to arrange various activities. Literary (poetic) gatherings, musical concerts,

seminars, lecture programs and rallies are organised. On this occasion people wear Ajrak (traditional block printed shawl) and Sindhi Topi, the musical programs and rallies are held in many cities to mark the day with zeal. Major hallmarks of cities and towns are decorated with Sindhi Ajrak. People across Sindh exchange gifts of Ajrak and Topi to each other. Even the children and women dress up in Ajrak, attending musical events where famous Sindhi singers sing Sindhi songs, which depicts peace and love message of Sindh.

## 7) Lok Virsa Mela

The Lok Virsa Mela is a cultural event held in Islamabad, the capital of Pakistan. The event is organized by the National Institute of Folk and Traditional Heritage and is a celebration of the diverse culture and traditions of Pakistan. The event has become a source of national pride for the artists and performers that showcase their talent in the open air theatres.

Of primary importance are the gorgeous pavilions of all the four provinces, Azad Jammu and Kashmir and Gilgit Baltistan as well. These pavilions showcase the rich culture of these provinces including their handicrafts, cultural dresses, jewelry, pottery and the



famous indigenous food, allowing visitors to see a wide range of Pakistan's traditionally rich culture throughout an exciting ten-day period in Islamabad, Pakistan's federal capital city.

It is evident from the array of colours and festivals mentioned above that Pakistan is a country rich in culture and traditions. The country's cultural festivals are a reflection of its diverse heritage and history. From the colourful Jashn-e-Baharaan festival to the



traditional Shandur Polo Festival, Pakistan offers a wide range of cultural festivities that attract visitors from all over the world. These festivals are an excellent opportunity for tourists to experience the rich culture and traditions of Pakistan.

### Post-reading

Which of the above mentioned festivals did you like the most and why?

### 1. Glossary

Given below are the difficult words from the unit. Look at their meanings and use these words in your own sentences.

| Words          | Meanings   |
|----------------|--|
| vibrant        | full of energy and enthusiasm  |
| bountiful      | plentiful; abundant  |
| fervently      | with intense passion or emotion  |
| socio-economic | relating to both social and economic factors                           |
| prominent      | widely recognized or well-known  |
| handicrafts    | goods made by hand, often with artistic or traditional significance    |
| congregations  | gatherings of people for a specific purpose, often religious or social |
| diaspora       | the dispersion of people from their original homeland                  |
| indigenous     | native to a particular region or environment                           |
| pavilion       | a large tent or building used for entertainment or public events       |

## 2. Reading and Critical Thinking Skills

### A. Choose the correct answer:

- i. What is the main activity during the Jashn e Baharaan festival?
  - a) Traditional dance performances
  - b) Flower exhibitions
  - c) Flying kites
- ii. Where does the Shandur Polo Festival take place?
  - a) Punjab
  - b) Chitral
  - c) Islamabad
- iii. Which ethnic group celebrates the Kalash Festival, and what does the festival symbolize?
  - a) Baloch
  - b) Kalash
  - c) Sindhi
- iv. What is the primary focus of Sibi Mela in Balochistan?
  - a) Traditional dances
  - b) Livestock and handicrafts
  - c) Literary gatherings
- v. How is Nowruz celebrated in Baltistan?
  - a) Polo matches
  - b) Distribution of coloured eggs
  - c) Ploughing fields
- vi. When is Sindhi Cultural Day celebrated?
  - a) First Sunday of December
  - b) First Sunday of January
  - c) Last Sunday of November
- vii. Who organizes the Lok Virsa Mela, and what does it celebrate?
  - a) National Institute of Folk and Traditional Heritage; Pakistan's diverse culture
  - b) Ministry of Tourism; Folk music
  - c) Local communities; Religious traditions

## B. Read the unit carefully and answer the following questions.

- i. Why is the Jashn-e-Baharaan celebration often referred to as the "Kite Festival" and what does it celebrate?
- ii. What customary events take place at the Shandur Polo Festival, and where is it held?
- iii. Explain the importance of the Kalash Festival and how it relates to the identity of the Kalash people.
- iv. What is the role of Sibi Mela in Balochistan's cultural and economic landscape?
- v. Describe the cultural significance of Nowruz in Baltistan, Hunza, Chitral, and Gilgit.
- vi. What events are usually scheduled on Sindhi Cultural Day, and why is it celebrated by Sindhis?
- vii. How does the Lok Virsa Mela add to the celebration of Pakistan's rich cultural diversity?

## 3. Vocabulary and Grammar

### A. Common Roots to Make New Words:

Common roots are linguistic elements that form the basis of many words. Understanding these roots helps in decoding the meanings of unfamiliar words. For instance, the root "bio-" relates to life, so it is easy to guess that words like "biology" or "biography" indicate a connection to living organisms or life stories.

#### Examples:

##### Autopilot

**Root:** "auto-" (self)

**Meaning:** Related to oneself, typically referring to a vehicle that drives oneself.

##### Geography

**Root:** "geo-" (earth)

**Meaning:** Pertaining to the study of the earth's surface, features, and the relationships between people and their environments.

##### Chronology

**Root:** "chrono-" (time)

**Meaning:** Arrangement of events in the order of their occurrence in time; a timeline.



## Telephone

Root: "tele-" (distant)

Meaning: Communication device that allows distant voice transmission.

## Aquarium

Root: "aqua-" (water)

Meaning: A tank or facility for keeping water-dwelling animals or plants.

**Q: Use the roots given below to make three different words. Also give meaning of the root and the words formed using that root.**

"Bio-" ( ) \_\_\_\_\_

"Graph-" ( ) \_\_\_\_\_

"Geo-" ( ) \_\_\_\_\_

"Mega-" ( ) \_\_\_\_\_

"Hydro-" ( ) \_\_\_\_\_

**B. Complete each sentence by turning the given verb into a noun using an appropriate suffix. Choose from the following suffixes: -tion, -ment, -ance, -ence, -ing.**

annoy, educate, compile, maintain, announce, communicate, discuss, complete

- i. The act of teaching is called \_\_\_\_\_.
- ii. Her constant complaining is becoming a real \_\_\_\_\_.
- iii. The manager's \_\_\_\_\_ of the new policy was well-received.
- iv. The \_\_\_\_\_ of the data took longer than expected.
- v. The team celebrated the \_\_\_\_\_ of their project with a party.
- vi. The \_\_\_\_\_ of the car is getting very expensive.
- vii. Effective \_\_\_\_\_ is essential for clear message.
- viii. The \_\_\_\_\_ on the issue has been postponed till the next meeting.

## C. Collective Nouns

Collective nouns are words used to represent groups of people, animals, or things as a single entity. They are singular in form but refer to multiple individuals or items.

Examples:

### Collective Nouns

#### People

An army of soldiers  
An army of musicians  
An audience of listener  
A band of musicians  
A bevy of ladies  
A board of directors  
A body of men  
A Bunch of crocks  
A caravan of gypsies  
A chair of singer

#### Animals

An army of ants  
A bevy of quail  
A board of chickens  
A catch of fish  
A cloud of insects  
A colony of gulls  
A drove of horses  
A flight of birds  
A flock of sheep  
A gaggle of geese

#### Things

An album of photographs  
A bale of cotton  
A basket of fruit  
A batch of bread  
A battery of guns  
A block of Flats  
A book of notes  
A bouquet of flowers  
A bowl of rice  
A bunch of keys

## D. Practice Exercise:

Fill in the blanks with the appropriate collective noun.

- i. The \_\_\_\_\_ is planning a surprise party for our teacher.
- ii. A \_\_\_\_\_ of sheep was peacefully grazing in the field.
- iii. Our \_\_\_\_\_ won the championship last year.
- iv. A \_\_\_\_\_ of geese flew overhead, heading south for the winter.
- v. The school \_\_\_\_\_ is organizing a charity event.
- vi. We encountered a \_\_\_\_\_ of fish while snorkeling in the coral reef.
- vii. The \_\_\_\_\_ of actors rehearsed tirelessly for the upcoming play.
- viii. A \_\_\_\_\_ of ants was busy carrying food to their nest.

## E. Present indefinite tense

The present indefinite tense is used to describe actions that are habitual, general truths, or events that are currently happening. It is also employed to express scheduled future events.

Examples:

- Arif plays cricket.
- They walk in the park daily.

- The moon revolves around the earth.

#### Where to use Present Indefinite Tense:

|                                |  |                               |
|--------------------------------|--|-------------------------------|
| <b>Habitual Actions</b>        | to talk about routines and repeated actions.             | I eat breakfast every morning |
| <b>General Truths</b>          | to state facts that are always true.                     | The sun rises in the east     |
| <b>Current Actions</b>         | to describe actions happening at the present moment.     | She works at the library.     |
| <b>Scheduled Future Events</b> | Used for events that are part of a timetable or schedule | The train leaves at 7 PM      |

#### Structure:

**Affirmative:** Subject + base form of the verb (+s/es for third person singular)

I/You/We/They work in the factory.

He/She/It works at the farm.

**Negative:** Subject + do not/does not + base form of the verb

I/You/We/They do not work in the factory.

He/She/It does not work at the farm.

**Interrogative:** Do/Does + subject + base form of the verb?

Do I/you/we/they work in the factory?

Does he/she/it work at the farm?

#### Practice Exercise:

Fill in the blanks with the correct form of the verbs in the present indefinite tense:

Once a week, Suniya \_\_\_\_\_ (go) to the gym. She \_\_\_\_\_ (like) to stay fit. She usually \_\_\_\_\_ (exercise) for about an hour. After the workout, she \_\_\_\_\_ (eat) a healthy snack. Sarah \_\_\_\_\_ (believe) that regular exercise \_\_\_\_\_ (improve) both physical and mental well-being.

#### F. Present Continuous Tense

The present continuous tense is used to express actions that are happening at the current moment or around the present time. It is formed by using the present tense of the verb "to be" (am, is, are) and adding the present participle (-ing form) of the main verb.

### Structure:

**Affirmative:** Subject + [am/is/are] + present participle

### Example:

She is reading a book.

We are playing football

**Negative:** Subject + [am/is/are not] + present participle

### Example:

He is not studying right now.

They are not working on the project

**Interrogative:** [Am/Is/Are] + subject + present participle

### Example:

Are you listening to music?

Is he writing an essay?

**Q: Fill in the blanks with the correct form of the verbs in the present continuous tense.**

Shahzeb and his brother \_\_\_\_\_ (study) for their exams. The clock \_\_\_\_\_ (tick) loudly, and the rain \_\_\_\_\_ (fall) gently outside. Shahzeb's cat \_\_\_\_\_ (sleep) on the sofa, and the smell of dinner \_\_\_\_\_ (fill) the air. Shahzeb's phone \_\_\_\_\_ (ring), and he \_\_\_\_\_ (answer) it quickly. It's his friend inviting him to a party.

### G. Modal verbs: (Must/Must not)

Modals are auxiliary verbs expressing necessity, ability, possibility, permission, or obligation. They modify the meaning of the main verb.

"Must" is a modal verb used to indicate **obligation, necessity, or a strong recommendation**. It conveys a sense of duty or requirement.

### Examples:

- You must finish your homework before going out.
- Employees must attend the training session.

"Must not" (often contracted to "mustn't") is used to indicate **prohibition or the absence of permission**. It conveys that something is not allowed or is strongly advised against.

### Examples:

- You must not smoke in this area.
- Students mustn't use their phones during the exam.

## Modal Verbs

### Ability

can  
could

### Permission

can  
may

### Prohibition

can't  
mustn't

### Suggestions

shall  
should

### Future Probability

will  
shall

### Possibility

may  
might

### Obligation

must  
have to

### Offers

will  
could

### Requests

could  
would

### Past Probability

could have  
would have



## Structure:

**Affirmative:** Subject + must + base form of the verb

She must finish the project by tomorrow

**Negative:** Subject + must not + base form of the verb (or the contracted form "mustn't")

You must not smoke in the building.

**Interrogative:** Must + subject + base form of the verb?

Must we submit the report today?

*Note: always use the base form of the verb with all modals. No other form of verb can be used with these verbs.*

## H. Fill in the blanks with the correct form of "must" or "must not" based on the context.

Students, you \_\_\_\_\_ (bring) your textbooks to class every day. You \_\_\_\_\_ (forget) to do so. Also, you \_\_\_\_\_ (talk) during the lecture. It \_\_\_\_\_ (disturb) others. Remember, you \_\_\_\_\_ (submit) your assignments by Friday. You \_\_\_\_\_ (get) it signed by your teacher before 20<sup>th</sup> of this month.

## I. Punctuation: Hyphen

Let's recapitulate some punctuation marks we have done in previous grades: Punctuation Marks:

| Punctuation Mark            | Use   | Example  |
|-----------------------------|---|--|
| <b>Comma (,)</b>            | Separates items in a list, joins independent clauses, and indicates pauses. | She enjoys reading, writing, and painting.                                       |
| <b>Period (.)</b>           | Ends a sentence.  | The sun sets, and the stars appear.  |
| <b>Semicolon (;)</b>        | Connects related independent clauses  | The storm raged on; the trees swayed violently.                                  |
| <b>Colon (:)</b>            | Introduces a list, explanation, or quotation.                               | The recipe requires three ingredients: bananas, strawberries, yogurt, and honey. |
| <b>Question Mark (?)</b>    | Ends a question.  | Are you coming to the party?   |
| <b>Exclamation Mark (!)</b> | Indicates strong emotion or emphasis.                                       | What a beautiful sunset!   |

## Hyphen (-)

A hyphen is used to join words or parts of words, especially in compound words or when breaking a word at the end of a line.

### Examples:

- well-known: The actor is **well-known** for his versatility in various film genres.
- one-way: The road is a narrow, **one-way** street.
- self-esteem: Developing strong **self-esteem** is crucial for personal growth.
- twenty-five: This is a **twenty-five** student group.
- high-quality: The company is known for producing **high-quality** products.

| When to Use Hyphens                     |  |  |  |
|---|--|--|--|
| <b>Compound Modifiers Before a Noun</b> |  | <b>Compound Adjectives with Noun</b>     |  |
| • short-term plan                       |  | • old fashioned pen                      |  |
| • full-scale review                     |  | • tight-lipped smile                     |  |
| <b>Prerfixes</b>                        |  | <b>Chirity &amp; Readability</b>         |  |
| • ex-husband                            |  | • re-collect (meaning to collect again") |  |
| • self-imposed                          |  | • re-elect (vs. "reelect")               |  |

### J. Insert hyphens where necessary in the following sentences.

- The small apartment was well designed and spacious.
- She has a part time job in a book store.
- This is a two week project but can be completed in three days.
- The newly painted room is bright and colourful .
- The high school students organized a fund raising event for the local charity.

## 4. Oral Communication skills

Saif ul Malook lake, Naran Lakes are one of the most beautiful bodies of water. They symbolize calmness and peacefulness and are home to various ecosystems and diverse flora and fauna. They are the main source of water and also provide hydroelectricity. Like beaches, tourists visit lakes and enjoy various types of recreational activities such as boating, kayaking, paragliding, and more. Lakes offer fishing opportunities as well.



Saif ul Malook lake, Naran

## Activity

### Famous lakes of the World: Giving reasons

Prepare a brief oral presentation discussing two famous lakes from different parts of the world. Each lake should be chosen for its unique characteristics, location, and the reasons that contribute to its fame. Use clear and concise language to convey information effectively.

#### Presentation tips:

- Begin with an introduction (What is a lake? Why lakes are essential) and introducing the lake you selected.
- State the location of the selected lake on the global map.
- Use maps and images, to enhance your presentation.
- Conclude with a summary.

## 5. Writing Skills

### A. Personal Narrative:

Share your unforgettable experiences of traveling and adventure in Pakistan or attending its vibrant festivals, melas, and cultural events. Keep in mind the following points:

- Include choice of time period in your life.
- Include significant details of the incident. (location, event, weather, route, etc.)
- Take care of the chronological details

### B. Informal Letter:

- 1: Write an informal letter to your friend in Australia, sharing the beauty of some lesser-known but stunning destinations in Pakistan. Describe the unique landscapes, cultural experiences, and warm hospitality that await travelers. Invite him/her to visit Pakistan in the summer vacations.



### Keep the format in mind:

Examination Hall,

City ABC.

20th November, 2023.

Dear \_\_\_\_\_,

I hope this letter finds you in good health. With summer approaching, I can't help but think about the fantastic time we could have together. I wanted to invite you to Pakistan \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Let me know your decision. I can't wait to share the beauty of my country with you.  
Send my regards to your family.

Warm regards,

XYZ.

### C. Proof reading:

Proof read and edit your own, peers' and given texts for faulty sentence structure.

errors of subject / verb agreement.

unclear pronoun reference.

errors of correct word form.

### Teacher's Point

- Help the students to read the passage and ask while reading questions.
- Engage students in discussion using conversation prompts to involve more students.
- Encourage students to share personal opinions and experiences.
- Recapitulate the previously learnt types of nouns in previous grades
- Recapitulate the tenses done in previous grades.
- Select and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc.
- Help students to plan, draft and revise writing to ensure that it is focused, purposeful and reflects insight into the writing situation. It has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words. It uses writing strategies as are appropriate to the purpose of writing. It has varied sentence structure and length and has a good command of language with precision of expression.

## UNIT 03

# MEDIA LITERACY IN THE MODERN AGE

**Text type:** News Article/blog

**Theme:** Media, Technology, Health and Safety

**Subtheme:** Role and impact of media, Practice and promotion  
of physical and mental well-being,



In this unit the students will be able to:

- Use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- Skim text to have general idea of the text, infer theme/ main idea.
- Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to make simple inferences using context of the text and prior knowledge, use context to infer missing words, read silently with comprehension and extract main idea and supporting detail, comprehend/interpret text by applying critical thinking.
- Read text to make predictions about story line / content, characters, using contextual clues and prior knowledge.
- Read a text to make inferences and draw conclusion about character using supportive evidence from the text.
- Utilize appropriate informational sources including encyclopedias and internet sources.
- Proof read and edit their own, peers' and given texts.
- Demonstrate heightened awareness of conventions and dynamics of group discussion and interaction.
- Identify and use adjective phrases.
- Change and use degrees of adjectives with reference to than and the.
- Locate the varying position of adjectives in sentences.
- Use transitional devices learnt earlier.
- Illustrate use of pronouns learnt earlier.
- Identify form and use of Future Indefinite Tense
- Write expository essay to produce a variety of academic and creative texts for various audiences

## Pre-Reading

• What do you think are the disadvantages of using the internet, especially social media?

## Media Literacy in the Modern Age

In the digital age, where the internet and diverse media platforms shape our daily lives, the significance of media literacy cannot be overstated. Media literacy, the ability to critically understand and evaluate content across various platforms, is a vital skill that transforms individuals from passive consumers into informed navigators of the complex web of modern information. We need to explore the evolving nature of media literacy, its key components, and its crucial role in fostering informed decision-making, active citizenship, and a resilient society.



- Media literacy is not merely about understanding content; it involves a comprehensive approach to assessing the purpose, message, and impact of information being viewed. It requires individuals to recognize and evaluate the techniques employed by media producers to convey their messages effectively.
- Media literacy comprises several key components, each contributing to an individual's ability to engage with media critically:
  - **Access:** The ability to obtain and use media in various formats.
  - **Analysis:** Decoding and understanding the meanings behind media messages.
  - **Evaluation:** Critically assessing media content for quality and credibility.
  - **Creation:** The capability to produce media content responsibly.
  - **Action:** Engaging with media in a productive and socially responsible manner.

### While-reading

Why do you use Social Media?

These components enable individuals to navigate the complex landscape of modern communication with knowledge and confidence.

Media literacy plays a pivotal role in promoting critical thinking and informed engagement with content that shapes public opinion. It enables individuals to discern truth from misinformation, participate actively in democratic processes, and navigate the complexities of the modern information environment.



Nowadays, for views and likes, influencers and media content developers create content which is morally and ethically very questionable. Responsible content creation on mass media and social media platforms

**b) Engaging with Diverse Perspectives:**

### c) Combating Fake News:

The diagram illustrates the components of Digital Literacy. At the center is a large red circle labeled "Digital Literacy". Surrounding it are eight smaller circles, each containing a component of digital literacy:

- Functional skills
- Creativity
- Critical thinking and evaluation
- Cultural and social understanding
- Collaboration
- The ability to find and select information
- Effective communication
- E-safety

d) **Guarding against Extremism:**

Unit-03 Media Literacy in the Modern Age

### e) Encouraging Healthy Media Habits:

Too much time spent on social media platforms give rise to many social, emotional and psychological issues. Healthy media habits are essential for mental and physical health. Media literacy contributes to this by enabling individuals to analyze various genres of media, control consumption, and maintain a healthy balance in life.

In conclusion, media literacy is a transformative skill in the digital age, shaping individuals into active, informed, and resilient participants in the modern information landscape. By integrating media literacy into education and everyday practices, we equip younger generations to adapt to the challenges posed by emerging technologies. As the media landscape continues to broaden, the importance of fostering media literacy becomes even more pronounced, ensuring individuals are prepared to confront the complexities of the media they interact with daily.

Adapted from the blog: Importance of Media Literacy: Navigating the Digital Information Landscape by Niall McNulty <https://www.niallmcnulty.com/>

#### Post-reading

What are your own media consumption habits? How could applying media literacy principles improve how you interact with different types of media each day?

### 1. Glossary

Given below are the difficult words from the unit. Look at their meanings and use these words in your own sentences.

| Words         | Meanings   |
|---------------|--|
| overstated    | exaggerated or presented in a way that is too strong.      |
| navigators    | individuals who guide or find their way through something. |
| comprehensive | covering or including everything.                          |
| decoding      | analyzing and interpreting information.                    |
| credibility   | the quality of being trusted and believed in.              |
| ascertaining  | making sure of something; confirming.                      |
| pivotal       | of crucial importance.                                     |
| discern       | perceive or recognize something.                           |
| extremist     | someone who holds extreme political or religious views.    |
| resilience    | the capacity to recover quickly from difficulties.         |

## 2. Reading and Critical Thinking Skills

### A. Read the unit and fill in the blanks

- i. The significance of media literacy cannot be overstated; it transforms individuals from \_\_\_\_\_ into informed navigators of the complex web of modern information.
- ii. Media literacy involves a comprehensive approach to assessing the \_\_\_\_\_, message, and impact of information being viewed.
- iii. Media literacy comprises several key components, including access, analysis, evaluation, creation, and \_\_\_\_\_.
- iv. Access in media literacy refers to the ability to obtain and use media in \_\_\_\_\_.
- v. Media literacy plays a pivotal role in promoting critical thinking and informed engagement with content that shapes \_\_\_\_\_.
- vi. Responsible content creation on mass media and social media platforms requires a clear understanding of the ethical implications of one's \_\_\_\_\_.
- vii. Media literacy empowers individuals to seek out and engage with a wide range of \_\_\_\_\_, enhancing critical thinking and understanding global issues.

### B. Read the unit carefully and answer the following questions.

- i. What is media literacy, and why is it considered a vital skill in the modern era?
- ii. Explain the significance of each key component of media literacy (Access, Analysis, Evaluation, Creation, Action) in navigating the modern media landscape.
- iii. Provide examples of how media literacy can be applied to combat fake news and promote responsible content creation.
- iv. How does media literacy contribute to creating a well-informed and critically thinking individual capable of engaging with diverse perspectives?
- v. Discuss the role of media literacy in guarding against extremism?
- vi. How can media literacy promote healthy media habit?

## 3. Vocabulary and Grammar

### A. Transitional Devices:

Transitional devices are words or phrases that connect ideas, sentences, and paragraphs to create coherence and flow in writing. They help guide the reader through the logical progression of thoughts, making the text more organized and easy to follow.



## Transitional Devices for Comparison and Contrast:

Transitional devices for comparison help demonstrate similarities, while those for contrast highlight differences. Using these devices enhances the clarity and coherence of writing, allowing readers to better understand the relationships between ideas.

### *Transitional Devices for Comparison:*

- Similarly: Indicates a similarity between two ideas or points.
- Likewise: Shows agreement or similarity in the context of comparison.
- In the same way: Points out a shared characteristic or method.
- Compared to: Highlights similarities or differences between two entities.
- Just as: Draws a parallel between two comparable situations.

### *Transitional Devices for Contrast:*

- However: Introduces a contrasting idea or point.
- On the other hand: Presents an opposing viewpoint or situation.
- In contrast: Emphasizes the differences between two ideas.
- Nevertheless: Signals a concession or acknowledgment of opposing information.
- Conversely: Indicates a contrasting relationship between two statements.

### **B: Complete the sentences by choosing the appropriate transitional device.**

- i. The movie was entertaining; \_\_\_\_\_, the book was more detailed.
- ii. Ayan is tall; \_\_\_\_\_, his sister is quite short.
- iii. Our school focuses more on science; \_\_\_\_\_, the neighboring school focuses on the arts.
- iv. Tom likes to study in the morning; \_\_\_\_\_, his roommate prefers late-night studying.
- v. She enjoyed playing basketball; \_\_\_\_\_, her brother preferred soccer.

### **C: Identify the transitional devices used in the passage. Also differentiate if the device is of comparison or contrast.**

Excessive screen time has become common in our lives, similarly, to an ever-present companion. In contrast, the physical toll is evident; inactive habits lead to health issues. Likewise, mental health suffers, with increased screen exposure comes heightened stress. On the other hand, moderation promotes well-being. Conversely, neglecting this balance jeopardizes our physical and mental equilibrium. Striking a harmonious blend, however, ensures a healthier and more balanced lifestyle for the long term.

### **D. Personal pronouns**

We have already studied Personal pronouns in previous grades.

Q: Read the following passage and note the use of personal pronouns:

John and Minta enjoy different hobbies. John loves painting. **He** finds **it** therapeutic. Minta, on the other hand, prefers gardening. **She** thinks it brings her joy. When **they** chat, John says, "**I** believe art expresses emotions." Minta responds, "**You** are right. Gardening

lets you connect with nature." **Their** hobbies enrich their lives. **We** all need to have hobbies.

**Personal pronouns** are words that are used to substitute proper nouns that repeat itself in a particular context. A personal pronoun indicates the number and gender of the corresponding noun. Personal pronouns can be broadly classified into three main categories:

- first person pronoun
- second person pronoun
- third person pronoun.

These pronouns are used in the nominative and objective format and in the singular and plural forms. Look at the table:

|          | Person | Personal Pronoun |              |
|----------|--------|------------------|--------------|
|          |        | Subject          | Object       |
| Singular | 1st    | I                | me           |
|          | 2nd    | you              | you          |
|          | 3rd    | he, she, it      | him, her, it |
| Plural   | 1st    | we               | us           |
|          | 2nd    | you              | you          |
|          | 3rd    | they             | them         |

**E: Read the following sentences and fill in the blanks with suitable personal pronouns.**

- Do you know \_\_\_\_? \_\_\_\_ is my brother.
- Areeba is a great cricketer. \_\_\_\_ has won many competitions.
- Would \_\_\_\_ like to go to the movies with Rubab?
- Van Gogh drew beautiful pictures. One of \_\_\_\_ famous works is 'The Starry Night'.
- When the incident happened, Zaraq was present there. \_\_\_\_ was the only witness of the event.
- The dog gave birth to many puppies. Would \_\_\_\_ like to have one of \_\_\_\_?
- Rizwan and Muneeba are siblings. \_\_\_\_ came to visit the museum.
- This is Nauman. \_\_\_\_ is the class monitor.
- The team won the match. \_\_\_\_ played surprisingly well.
- My brother brought a new phone, but \_\_\_\_ doesn't like \_\_\_\_ much.

## F. Degree and order of adjectives

Adjectives are words that modify or describe nouns, pronouns, or other adjectives. They provide more information about the characteristics, qualities, or attributes of the noun they modify.

**Examples:**

- The **blue** sky stretched endlessly above.
- She wore a **comfortable** sweater on the chilly evening.

## Adjectives and Three Degrees of Comparison:

Adjectives have three degrees of comparison to indicate the intensity or extent of the quality they describe. The three degrees are positive, comparative, and superlative.

### Adjectives

## DEGREES OF COMPARISON

#### 1 POSITIVE/ABSOLUTE DEGREE

modifies nouns without the need for comparison



Earth is **large**.

#### 2 COMPARATIVE DEGREE


used to compare two things



Earth is **larger** than Mars.

#### 3 SUPERLATIVE DEGREE

used to compare three or more things



Saturn is the **largest** among the three planets.

**Positive/ Absolute Degree:** This is the basic form of the adjective, used to describe a single noun or pronoun without making any comparisons.

Example: The cat is fast.

**Comparative Degree:** This form is used to compare two things and usually ends in "-er" or is preceded by "more" when the adjective is longer.

Example: The cheetah is faster than the lion.

**Superlative Degree:** This form is used to compare three or more things, indicating the highest degree of a quality. It often ends in "-est" or is preceded by "most."

Example: The Cheetah is the fastest land animal.

## Order of Adjectives:

When multiple adjectives are used to describe a noun, they generally follow a specific order. This order is:

### Adjective Order

| 01                                  | 02  | 03  | 04  | 05   | 06                                    | 07   | 08   |
|-------------------------------------|---|---|---|--|---------------------------------------|--|--|
| Quantity/<br>number                 | Quality                                     | Size  | Shape                                       | age  | color                                 | Nationality  | Material                                     |
| one<br>two<br>three<br>four<br>five | best<br>good<br>standard<br>bad<br>terrible | straight<br>round<br>square<br>oval<br>flat | straight<br>round<br>square<br>oval<br>flat | old<br>young<br>new<br>ancient<br>youthful | red<br>blue<br>green<br>pink<br>black | American<br>Japanese<br>Taiwanese<br>Canadian<br>Spanish | Wooden<br>plastic<br>glass<br>brass<br>metal |



### Example:

She bought **three beautiful small antique French silver ornamental** plates.

### G: Read these sentences and rewrite these with correct order of adjectives:

- i. Ali saw a cat black small.
- ii. I bought a leather new bag.
- iii. We had a delicious Italian homemade dinner.
- iv. Shafaq wore a red Sindhi beautiful dress.
- v. It was an interesting old book.
- vi. He lives in a modern Spanish big Villa.
- vii. The students solved a difficult math complex problem.
- viii. We visited an ancient historic castle.
- ix. She received a gold lovely necklace.
- x. They found an abandoned German old car.

### Things to Remember while using Degrees of Adjectives:

Here are some key points to keep in mind:

- i. The positive form is the base form of the adjective (e.g., "happy," "big," "fast").  
It is used to state a quality without making a comparison. So when comparing two things, do not use positive degree.
- ii. The comparative form is used to compare two things or two sets of things.
  - ❖ For most one-syllable adjectives, you add "-er" to the positive form (e.g., "happier," "bigger," "faster").
  - ❖ For **one-syllable adjectives ending in "e,"** you add only "-r" (e.g., "nicer," "safer").
  - ❖ For **one-syllable adjectives with a single vowel followed by a single consonant,** double the final consonant before adding "-er" (e.g., "bigger," "thinner").
  - ❖ For **two-syllable adjectives ending in "y,"** change the "y" to "i" and add "-er" (e.g., "happier," "prettier").
  - ❖ For **two-syllable or longer adjectives,** use "more" before the adjective (e.g., "more beautiful," "more interesting").
- iii. The superlative form is used to compare three or more things or sets of things.
  - ❖ For **most one-syllable adjectives,** you add "-est" to the positive form (e.g., "happiest," "biggest," "fastest").

- ❖ For **one-syllable adjectives ending in "e,"** you add only "-st" (e.g., "nicest," "safest").
- ❖ For **one-syllable adjectives with a single vowel followed by a single consonant,** double the final consonant before adding "-est" (e.g., "biggest," "thinnest").
- ❖ For **two-syllable adjectives ending in "y,"** change the "y" to "i" and add "-est" (e.g., "happiest," "prettiest").
- ❖ For **two-syllable or longer adjectives,** use "most" before the adjective (e.g., "most beautiful," "most interesting").
- iv. Some adjectives have irregular comparative and superlative forms (e.g., "good," "better," "best"; "bad," "worse," "worst").
- v. Do not use both "more" and "-er" or "most" and "-est" together (e.g., "more prettier," "most fastest", more cleverer).

## H. Adjective phrase

An adjective phrase is a group of words that functions as an adjective within a sentence, providing additional information about a noun or pronoun. Adjective phrases typically consist of an adjective along with its **modifiers** or **qualifiers**. They help to describe and modify nouns or pronouns, adding detail and specificity to the sentence.

### Examples:

The cat with **the long, sleek fur** is sitting on the windowsill.

She bought a dress **in shades of blue** for the special occasion.

The old oak tree **by the river** is a favorite spot for picnics.

They visited a museum **with fascinating ancient artifacts**.

A house **with a red door** caught their attention.

### Uses of Adjective Phrases:

- **Adding Detail:** Adjective phrases provide more information about a noun, making the writing more descriptive and engaging.
  - **Creating Imagery:** By including descriptive details, adjective phrases help readers form mental images, enhancing the overall vividness of the text.
  - **Clarifying Meaning:** Adjective phrases help specify which particular noun or pronoun is being referred to, avoiding ambiguity.
  - **Emphasizing Qualities:** Adjective phrases highlight certain qualities or characteristics of the noun, emphasizing their significance.

**I: Identify the adjective phrases in the following sentences:**

- i. The house on top of the hill has a stunning view of the city.
- ii. In the bustling city center, we found a charming little café.
- iii. She wore a dress with sparkles and sequins for the special occasion.
- iv. The detective examined the mysterious case with a magnifying glass.
- v. A group of energetic kids played in the spacious, sunlit park.
- vi. The old, creaky door in the haunted mansion gave everyone a fright.
- vii. The scientist presented an experiment with groundbreaking results.
- viii. The chef prepared a delicious meal with fresh, locally sourced ingredients.
- ix. The dog with the wagging tail eagerly greeted its owner at the door.
- x. The student with the brilliant idea received praise from the teacher.

**J. Future Indefinite Tense**

The future indefinite tense, also known as the simple future tense, is used to describe actions that will happen in the future. It indicates that the action will take place after the present moment but does not specify exactly when.

**Structure:**

The structure of the future indefinite tense is generally formed using the modal auxiliary verb "will" (or "shall" in formal British English) followed by the base form of the main verb.

**Declarative: Subject + will/shall + base form of the verb**

She will travel to Europe next summer.

**Negative: Subject + will/shall + not + base form of the verb (won't/shan't)**

They will not be late for the meeting.

**Interrogative: Will/Shall + subject + base form of the verb?**

Will you join us for dinner tonight?

**K: Read the following passage and identify the sentences that use the future indefinite tense. Consider how the tense is employed to convey actions happening in the future.**

"As the sun sets, Sarah looks forward to her upcoming trip. She has packed her bags and will travel to the serene mountains. The journey won't take long, and she will explore the picturesque landscapes. She shall stay in a cozy cabin and will hike to the mountaintop at sunrise. Sarah knows that this adventure will create lasting memories, and she won't forget the breathtaking views."

**L: Write a short paragraph (60-70 words) about what you will do on the coming weekend. Remember to use future indefinite tense.**



## 4. Oral Communication skills

As teens navigate the dynamic landscape of social media, safety should come first. It's crucial to guard personal information, limiting what is shared online. Be selective in accepting friend requests, ensuring connections are with known individuals. Think twice before posting, considering the potential impact on reputation and privacy. Avoid sharing sensitive details like location or contact information. Be vigilant against cyberbullying, report any harassment, and communicate openly with trusted adults. Regularly review privacy settings to control who sees your content. Remember, the digital world can have real-world consequences; practicing mindfulness and responsible online behavior ensures a safer and more positive social media experience.

### 8 tips to stay safe online

-  Be nice to people online **1**
-  Take care with what you share **2**
-  Keep personal information private **3**
-  Check your privacy settings **4**
-  Know how to report posts **5**
-  Keep your password safe **6**
-  Never meet anyone in person you've only met online **7**
-  If you see anything online that you don't like or you find unsettling, tell someone you trust. **8**

### Activity

#### Discussion in pairs:

Read the above passage and look at the poster and talk about the ways you can stay safe on social media. Share your own experiences as well. Focus on discussing the following points:

☞ Guard Personal Information:

☞ Limit the sharing of personal details online.

### Selective Friend Requests:

- Be cautious in accepting friend requests, connect with known individuals.
- Thoughtful Posting:
  - Consider the potential impact on reputation and privacy before posting.
- Avoid Sharing Sensitive Details:
  - Refrain from sharing sensitive information like location or contact details.
- Vigilance Against Cyberbullying:
  - Stay alert to cyberbullying, report any harassment encountered.

## 5. Writing Skills

### Expository Essay: The Impact of Increased Screen Time on the Younger Generation

In recent years, the younger generation has been increasingly exposed to screens through various devices such as smartphones, tablets, computers, and televisions. COVID19 contributed towards it even more as people were not allowed to leave their homes and education and office work all went online. This surge in screen time has raised concerns about potential disadvantages and the development of screen addiction among children and teenagers.

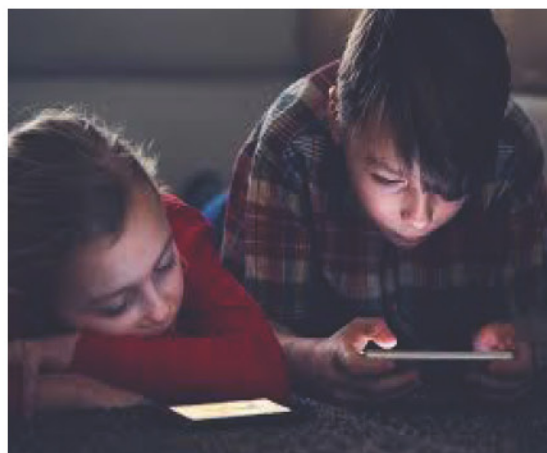
#### Introduction:

Begin with a brief overview of the prevalence of screen time among the younger generation.

State the purpose of the essay: *to explore the disadvantages of excessive screen time and suggest ways to control screen addiction.*

#### ***Disadvantages of Excessive Screen Time:***

- negative impacts on physical health, such as eye strain, sedentary lifestyle, and disrupted sleep patterns.
- potential effects on mental health, including increased stress, anxiety.
- social consequences, such as reduced face-to-face interaction and weakened interpersonal skills.



### **Suggestions to Control Screen Addiction:**

- parents to monitor and limit their children's screen time, considering age-appropriate guidelines.
- Setting realistic boundaries and creating a balance between screen activities and other forms of entertainment, such as outdoor play, reading, or sports.
- Set “Free zones” within homes, like no screen during meal times, or family lounge time.

### **Conclusion:**

Summarize the key points discussed in the essay.

**Q:** Write well-developed expository essay of approximately 250-300 words. Ensure that your essay is organized logically, and use evidence and examples to support your points.

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### **Teacher's Point**

- Engage students in discussion using conversation prompts to involve more students.
- Encourage students to share personal opinions and experiences.
- Recapitulate the previously learnt types of adverbs in previous grades
- Select and use a variety of pre-writing strategies such as brainstorming, mind mapping.
- Explain the elements of story using different famous fables and stories familiar to students.
- Help students to plan, draft and revise writing to ensure that it is focused, purposeful and reflects insight into the writing situation. It has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words. It uses writing strategies as are appropriate to the purpose of writing. It has varied sentence structure and length and has a good command of language with precision of expression.



## UNIT 04

# THANK YOU, MA'AM

(by Langston Hughes)

**Theme:** Ethics and values, Health and safety, Life Skills Education

**Subthemes:** Self-discipline, Practice and promotion of physical and mental well-being, Updating life skills



In this unit the students will be able to:

- Use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- Skim text to have general idea of the text, infer theme/ main idea.
- Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to make simple inferences using context of the text and prior knowledge, use context to infer missing words, read silently with comprehension and extract main idea and supporting detail, comprehend/interpret text by applying critical thinking.
- Read text to make predictions about story line / content, characters, using contextual clues and prior knowledge.
- Read a text to make inferences and draw conclusion about character using supportive evidence from the text.
- Analyze story elements: characters, events, setting, plot, theme, tone, point of view.
- Utilize appropriate informational sources including encyclopedias and internet sources.
- Proof read and edit their own, peers' and given texts.
- Demonstrate heightened awareness of conventions and dynamics of group discussion and interaction.
- Recognize words that vary in meaning according to their connotations.
- Use appropriate connotation in their own writing.
- Illustrate use of infinitives.
- Illustrate use of gerunds
- Illustrate use of adverbs learnt earlier.
- Recognize varying positions of adverbs in sentences according to their kinds and importance.
- Use adverbial phrases.

## Pre-Reading

- What would you do if someone tried to snatch something away from you?
- Why do you think people try to take things that do not belong to them?

### Thank You, Ma'am (by Langston Hughes)

She was a large woman with a large purse that had everything in it but hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about eleven o'clock at night, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with the single tug the boy gave it from behind. But the boy's weight and the weight of the purse combined caused him to lose his balance so, instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk, and his legs flew up. The large woman simply turned around and kicked him right square in his blue-jeaned sitter. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.



After that the woman said, "Pick up my pocketbook, boy, and give it here." She still held him. But she bent down enough to permit him to stoop and pick up her purse. Then she said, "Now ain't you ashamed of yourself?"

Firmly gripped by his shirt front, the boy said, "Yes'm."

The woman said, "What did you want to do it for?"

The boy said, "I didn't aim to."

She said, "You a lie!"

By that time two or three people passed, stopped, turned to look, and some stood watching.

"If I turn you loose, will you run?" asked the woman.

"Yes'm," said the boy.

"Then I won't turn you loose," said the woman. She did not release him.

What does the large woman do immediately after the boy tries to snatch her purse, and how does she handle the situation? "I'm very sorry, lady, I'm sorry," whispered the boy.

"Um-hum! And your face is dirty. I got a great mind to wash your face for you. Ain't you got nobody home to tell you to wash your face?"

### While-reading

What does the large woman do immediately after the boy tries to snatch her purse, and how does she handle the situation?

“No'ma'am,” said the boy.

“Then it will get washed this evening,” said the large woman starting up the street, dragging the frightened boy behind her.

He looked as if he were fourteen or fifteen, frail and willow-wild, in tennis shoes and blue jeans.

The woman said, “You ought to be my son. I would teach you right from wrong. Least I can do right now is to wash your face. Are you hungry?”

“No'm,” said the being dragged boy. “I just want you to turn me loose.”

“Was I bothering you when I turned that corner?” asked the woman.

“No'm.”

“But you put yourself in contact with me,” said the woman. “If you think that that contact is not going to last awhile, you got another thought coming. When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones.”

Sweat popped out on the boy's face and he began to struggle. Mrs. Jones stopped, jerked him around in front of her, put a half-nelson about his neck, and continued to drag him up the street.

When she got to her door, she dragged the boy inside, down a hall, and into a large kitchenette furnished room at the rear of the house. She switched on the light and left the door open. The boy could hear other roomers laughing and talking in the large house. Some of their doors were open, too, so he knew he and the woman were not alone. The woman still had him by the neck in the middle of her room.

She said, “What is your name?”

“Roger,” answered the boy.

“Then, Roger, you go to that sink and wash your face,” said the woman, whereupon she turned him loose—at last. Roger looked at the door—looked at the woman—looked at the door—and went to the sink.

Let the water run until it gets warm,” she said. “Here's a clean towel.”

“You gonna take me to jail?” asked the boy, bending over the sink.

“Not with that face, I would not take you nowhere,” said the woman. “Here I am trying to get home to cook me a bite to eat and you snatch my pocketbook! Maybe, you ain't been to your supper either, late as it be. Have you?”

“There's nobody home at my house,” said the boy.



“Then we’ll eat,” said the woman, “I believe you’re hungry—or been hungry—to try to snatch my pocketbook.”

“I wanted a pair of blue suede shoes,” said the boy.

“Well, you didn’t have to snatch my pocketbook to get some suede shoes,” said Mrs. Luella Bates

Washington Jones. “You could’ve asked me.”

“M’am?”

The water dripping from his face, the boy looked at her. There was a long pause. A very long pause. After he had dried his face and not knowing what else to do dried it again, the boy turned around, wondering what next. The door was open. He could make a dash for it down the hall. He could run, run, run, run, run!

The woman was sitting on the day-bed. After a while she said, “I were young once and I wanted things I could not get.”

There was another long pause. The boy’s mouth opened. Then he frowned, but not knowing he frowned.

The woman said, “Um-hum! You thought I was going to say but, didn’t you? You thought I was going to say, but I didn’t snatch people’s pocketbooks. Well, I wasn’t going to say that.” Pause.

Silence. “I have done things, too, which I would not tell you, son—neither tell God, if he didn’t already know. So you set down while I fix us something to eat. You might run that comb through your hair so you will look presentable.”

In another corner of the room behind a screen was a gas plate and an icebox. Mrs. Jones got up and went behind the screen. The woman did not watch the boy to see if he was going to run now, nor did she watch her purse which she left behind her on the day-bed. But the boy took care to sit on the far side of the room

#### While-reading

Do you think the woman’s approach toward the boy will lead to a positive change in his behavior? Why or why not?

where he thought she could easily see him out of the corner of her eye, if she wanted to. He did not trust the woman not to trust him. And he did not want to be mistrusted now.

“Do you need somebody to go to the store,” asked the boy, “maybe to get some milk or something?”

“Don’t believe I do,” said the woman, “unless you just want sweet milk yourself. I was going to make cocoa out of this canned milk I got here.”

“That will be fine,” said the boy.

She heated some lima beans she had in the icebox, made the cocoa, and set the table.

The woman did not ask the boy anything about where he lived, or his folks, or anything else that would embarrass him. Instead, as they ate, she told him about her job in a hotel beauty-shop that stayed open late, what the work was like, and how all kinds of women came in and out, blondes, red-heads, and Spanish. Then she cut him a half of her ten-cent cake.

"Eat some more, son," she said.

When they were finished eating she got up and said, "Now, here, take this ten dollars and buy yourself some blue suede shoes. And next time, do not make the mistake of latching onto my pocketbook nor nobody else's—because shoes come by devilish ways will burn your feet. I got to get my rest now. But I wish you would behave yourself, son, from here on in."

She led him down the hall to the front door and opened it. "Good-night! Behave yourself, boy!" she said, looking out into the street.

The boy wanted to say something else other than "Thank you, m'am" to Mrs. Luella Bates Washington Jones, but he couldn't do so as he turned at the barren stoop and looked back at the large woman in the door. He barely managed to say "Thank you" before she shut the door. And he never saw her again.

### Post-reading

✎ If you were in the boy's place, how would you react to Mrs. Jones' actions? How might this incident influence your future choices?

**African American English**, also known as **AAVE** or Black English, reflects the rich linguistic heritage and cultural identity of African American communities in the United States. It includes unique grammar, such as habitual "be" (e.g., "She be singing"), double negatives for emphasis ("I don't know nothing"), and simplification of verb endings ("He walkin'"). Vocabulary may differ, with terms like "yo" for "your" or "ain't" for "isn't." Pronunciation can vary, like dropping final consonants ("goin'") or vowel shifts ("ax" instead of "ask"). Additionally, AAVE often embraces creative language use, like slang.

## 1. Glossary

Given below are the difficult words from the unit. Look at their meanings and use these words in your own sentences.





vii. How did the woman teach the boy a lesson?

a) She called the police

b) She shook him and scolded him

c) she gave him a stern warning

**B. Read the unit carefully and answer the following questions.**

- i. What did the large woman have in her purse, and what was missing from it?
- ii. How did the boy try to snatch the woman's purse, and what happened as a result?
- iii. Describe the woman's reaction when the boy tried to snatch her purse.
- iv. Why did the boy want the woman to turn him loose?
- v. What reason did the boy give for trying to snatch the woman's purse, and how did the woman respond?
- vi. What did the woman offer the boy after bringing him into her home?
- vii. How did the woman's attitude change towards the boy by the end of the story?

**Elements of a story:**



Every story must have these five essential elements: the plot, setting, characters, point of view, theme and conflict. Whether we know it or not, we automatically incorporate all of these components while we are narrating a story to our family or our best friends. It's what gives the narrative its flow, generates suspense, and excites the audience.

Let's look at a famous fairy tale; Cinderella and see how these elements are used in that story:

**Characters: the mouthpiece of the writer**

Cinderella: The protagonist, a kind and mistreated young woman.

Evil Stepmother and Stepsisters: Antagonists who mistreat Cinderella.

Fairy Godmother: A magical character who helps Cinderella.

Prince Charming: The royal figure who falls in love with Cinderella.

**Setting: Time and place where the story unfolds**

The story is set in a medieval-like kingdom with a grand palace and Cinderella's humble home.

**Plot: Sequence of events that make up the story**

Cinderella faces hardship but is magically transformed for the royal ball.

A key event is her meeting with Prince Charming and the subsequent search for her using the lost glass slipper. The story concludes with Cinderella marrying the prince.

**Conflict: Central struggle or problem faced by characters**

Conflict is the main disagreement or fight. The conflict in Cinderella revolves around her mistreatment by her stepmother and stepsisters, creating a stark contrast between her oppressive home life and her dream of attending the royal ball.

**Theme: Central idea or message conveyed by the story**  
Themes include the triumph of goodness over adversity, the transformative power of love, and the idea that kindness is rewarded.

**Tone: Author's attitude towards the subject or audience**

The tone is often magical and whimsical, emphasizing the fairy tale nature of the story. It becomes hopeful and uplifting as Cinderella's fortunes change.



**Point of View:** Perspective from which the story is narrated

Typically told from a third-person omniscient perspective, allowing insight into the thoughts and feelings of multiple characters, especially Cinderella. This perspective enhances the fairy tale's magical elements and emotional depth.



**C:** Now read the story “Thank you ma'am” again. Identify and write the elements of the story in the given table.

|               |  |
|---------------|--|
| Setting       |  |
| Plot          |  |
| Characters    |  |
| Point of view |  |
| Theme         |  |
| Conflict      |  |

### 3. Vocabulary and Grammar

#### A. Connotations vs Denotations:

Connotations and denotations are two aspects of word meanings that play a crucial role in understanding language. They represent different layers of meaning associated with words.

##### Denotations:

Denotation refers to the literal or dictionary definition of a word, its primary and explicit meaning.

Example: The denotation of the word "snake" is *a long, legless reptile*.

##### Connotations:

Connotation refers to the emotional, cultural, or social associations and secondary meanings that a word carries beyond its literal or dictionary definition. Example: The word "snake" may have connotations of *deceit or danger*, as snakes are often used metaphorically to represent these qualities in various cultures.

More Examples:

##### Home vs house

Denotation: A place where one lives; a residence.



Connotation: Warmth, comfort, security, and emotional attachment. Saying "*I'm going home*" may evoke positive feelings beyond the literal meaning. "House" might lack the emotional warmth associated with the connotation of "home."

### **Slim vs. Skinny:**

Denotation: Both words may refer to a person who is thin.

Connotation: "Slim" may have a more positive connotation, suggesting a healthy and attractive thinness. On the other hand, "skinny" may carry a more negative connotation, implying a lack of health or an unattractive thinness.

### **Youthful vs Immature**

Denotation: Having the characteristics of youth; young in appearance, lacking experience

Connotation: Energetic, fresh, vibrant. Describing someone as "youthful" often carries a positive and lively connotation. "Immature" carries a negative connotation, suggesting a lack of maturity and experience.

**B: Give the denotative and connotative meanings of the following pair of words and use them in your own sentences:**

Thrifty vs. Cheap

Determined vs. Stubborn

Wise vs. Cunning

Frugal vs. Stingy

Confident vs. Arrogant

### **C. Adverbs:**

Let's revise adverbs that we have learnt in earlier grades.

Adverbs are words that modify or describe verbs, adjectives, or other adverbs in a sentence. They provide additional information about how, when, where, or to what degree an action is performed.

#### **Examples:**

- Sadia walked **gracefully** to receive her award.
- We will meet you **soon** at the park for our morning walk.
- The children played **outside** in the garden.
- Tehmina goes to the gym **regularly** to stay fit.
- The weather turned **very** cold, catching everyone off guard.

#### **Types of adverbs:**

All adverbs do not end with -ly. That is only one type of adverbs (adverb of manner).

Let's look at different types of adverbs:

## Adverb and Types

### Adverb Definition:

An adverb is a word that changes or talks about a verb, an adjective, or another adverb. It tells us more about how, when, where, or how much something happens or exists.

#### Adverb of Place

They help you talk about where things are.

**Behind, Here, Above**

#### Adverb of Time

They help you know what time it is.

**Now, Soon, Often**

#### Adverb of Manner

They show how something is done.

**Well, Badly, Loudly**

#### Adverb of Frequency

They help you say how many times something happens.

**Always, Often, Sometimes**

#### Adverb of Degree

They help you say how much something happens.

**Very, Too, Quite**

#### Adverb of Reason

These adverbs help us understand the reasons.

**So, Thus, Hence**

Examples:

#### **Adverb of Manner:**

He spoke **confidently** during the business presentation.

#### **Adverb of Time:**

They will arrive **early** for the movie at the cinema.

#### **Adverb of Place:**

The cat slept **underneath** the cozy blanket.

#### **Adverb of Frequency:**

She checks her email **every morning** for important updates.

#### **Adverb of Degree:**

The temperature dropped **too** low after the sun set.

#### **Order of Adverbs in a sentence:**

When there is more than one adverb in a sentence describing a verb, they usually go in this order:

manner, place (location), frequency, time, reason/purpose.

It is uncommon to use all five types of adverbs to modify the same word.

### Examples:

| Subject  | verbs  | Adv. Manner      | Adv. Place    | Adv. frequency | Adv. Time    |
|----------|--------|------------------|---------------|----------------|--------------|
| Khalid   | swims  | enthusiastically | in his pool   | daily          | before dusk. |
| Dad      | walked | impatiently      | to the garage |                | before work. |
| Jahangir | sleeps | happily          |               |                | after lunch. |

**Q: Read the following sentences and identify the adverbs. Also mention the type of adverb.**

- Javeria confidently answered all the questions during the interview. She speaks English fluently and practices attentively every day at the language institute.
- Laila quickly completed her homework before heading to the library. She studies diligently and always finishes her assignments on time to relax.
- Murtasim patiently waited for his friends at the cafe. He usually meets them on Fridays after work for a relaxing evening.

### D. Adverb phrase

An adverbial phrase is a group of words that functions as an adverb, providing additional information about the manner, time, place, frequency, or degree of an action or the circumstances surrounding it. Adverbial phrases often answer questions such as how, when, where, why, or to what extent.

Adverbial phrases are typically formed by **groups of words that act together to modify a verb**, an adjective, or another adverb. They can be single words or longer phrases.

Usage with Examples:

#### **Manner:**

Example: He completed the task **with great precision**.

Adverbial Phrase: with great precision

#### **Time:**

Example: She will arrive **after the meeting**.

Adverbial Phrase: after the meeting

#### **Place:**

Example: They found the treasure **in the ancient cave**.

Adverbial Phrase: in the ancient cave

#### **Frequency:**

Example: They meet twice a month.

Adverbial Phrase: **twice a month**

#### **Degree:**

Example: She was somewhat disappointed.

Adverbial Phrase: **somewhat disappointed**

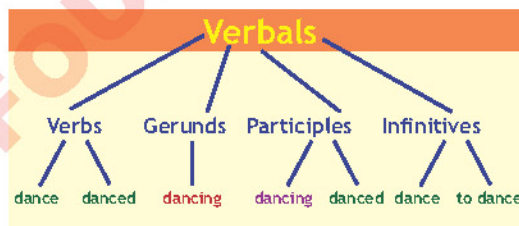


**E: Read the following sentences and identify the adverbial phrases. Consider the questions they answer (how, when, where, etc.) and the role they play in modifying the verbs, adjectives, or adverbs.**

- i. She completed the puzzle with great concentration.
- ii. We will meet at the park after sunset.
- iii. The students gathered in the library to study for their exams.
- iv. He exercises at the gym three times a week.
- v. The temperature dropped quite suddenly in the evening.
- vi. They danced with incredible grace at the party.
- vii. The train departed at midnight.
- viii. She visits her grandparents every summer.
- ix. He spoke with a surprisingly loud voice during the presentation.
- x. The mountain climbers reached the summit with considerable difficulty.

#### **F. Verbals:**

Verbals are verbs that appear as nouns, adjectives, and adverbs. Three types of verbals: gerunds, participles, and infinitives function as other parts of speech. The function of gerunds are as nouns and they end in -ing.



#### **Gerunds**

Gerunds are verb forms that function as nouns, ending in "-ing." They represent actions or activities and can serve various roles in a sentence.

Examples:

**Swimming** is my favorite summer activity.

In this sentence, "swimming" is a gerund functioning as the subject.

I enjoy **reading** novels in my free time.

Here, "reading" acts as the direct object of the verb "enjoy."

**G: Read the passage and identify the gerunds.**

#### **Life on a Farm**

The life on a farm is full of interesting activities. Reading by the barn, swimming in the pond, hiking through small hills, horse riding at sunset, farming from dawn till dusk, and cattle rearing with care are some of them. Each task woven into the rhythm of farm life, making every day an adventure under the wide sky.

#### **Infinitives**

Infinitives are the base form of a verb, usually preceded by "to." They function as nouns, adjectives, or adverbs in a sentence.

### Examples:

- I like **to read** before bedtime. (Noun: Direct object)
- She has the determination **to succeed**. (Noun: Predicate)
- The decision **to leave** was difficult. (Noun: Subject)
- He is eager **to learn** new skills. (Adjective modifying "eager")
- We have a plan **to explore** the city. (Adjective modifying "plan")

### Why do we use infinitives:

Infinitives are used to express purpose, intention, or desire. They often follow certain verbs (e.g., want, need, like) or function as the subject, object, or complement of a sentence.

### H. Identify and underline the infinitive in each sentence.

- i. We decided to visit the museum next weekend.
- ii. Aqsa's goal is to complete the marathon in a record time.
- iii. I would like to learn a new language before I turn 30.
- iv. The best time to plant a tree is now.
- v. Our plan is to travel to Makkah next summer.
- vi. I need to finish my homework before dinner.
- vii. Hasan hopes to become a successful entrepreneur.
- viii. It is essential to exercise regularly for good health.
- ix. The purpose of the meeting is to discuss upcoming projects.
- x. Atiqah promised to help the community center with fund raising.

## 4. Oral Communication skills

Sister Zeph is an activist from Gujranwala, Pakistan. She primarily supports girls' education and women empowerment. Her journey began in 1997 when she was 13 years old and her teacher beat her in front of class. That is when she promised herself that she will never go to a school again and instead started her own school in her courtyard. Sister Zeph went door to door to ask families to send their daughters to her school. Over the years she has been responsible for the education of hundreds of young girls and has empowered many women through formal education and skills trainings. In 2015,



Sister Zeph's organization became a registered school. By 2016, her organization had taught over 500 girls and empowered 100 more. As of 2023, Sister Zeph's school provides free education to 200 students, from kindergarten through tenth grade. In 2023, Sister Zeph won the \$1 million Global Teacher Prize in honor of her achievements. She stated she would use the prize money to build a better school building.

## Activity

### Discussion in groups:

After reading the above shining example of a Pakistani woman trying to help out of school children who are too poor to go to school, think of different ways you and your family can help similar children. Discuss it in groups. Think of ways to help them get education, food, clothes and health facilities.

## 5. Writing Skills

- A. Choose one character (either the boy or Mrs. Jones) and write a detailed character analysis. Explore their motivations, actions, and the impact of their encounter on each other. Look at the format below for ideas.

### Character Sketch

What does the character look like?

What does the character do?

What qualities (good or bad) does the character have?

What impact does he/she have on the story?



- B. Write a sequel to the story, exploring what happens to the boy after his encounter with Mrs. Jones. Consider how the lessons learned from this experience shape his life and decisions in the future.

### Teacher's Point

- Engage students in discussion using conversation prompts to involve more students.
- Encourage students to share personal opinions and experiences.
- Recapitulate the previously learnt types of adverbs in previous grades
- Select and use a variety of pre-writing strategies such as brainstorming, mind mapping.
- Explain the elements of story using different famous fables and stories familiar to students.
- Help students to plan, draft and revise writing to ensure that it is focused, purposeful and reflects insight into the writing situation. It has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words. It uses writing strategies as are appropriate to the purpose of writing. It has varied sentence structure and length and has a good command of language with precision of expression



## ABOUT THE AUTHOR

### Ms. Amara Awais Niazi

Masters in English Literature and Linguistics (Research Paper - Developing writing skills at Intermediate class level), M.Phil Public Policy (Research Paper- Ecofriendly Education: ICT public primary schools). Principal Federal Directorate of Education, Curriculum Review Expert (Grade I to VIII) -National Curriculum Council. Member Rapid Review Committee of English Textbooks. English Language Course leader at Plymouth University USA. Represented Pakistan in International Seminar of School Heads in Shanghai China. Lead 6 Junior Ambassadors in Asia Pacific Children Convention (2017) as Chaperon. Project Director ECE Centres FDE, MoFEPT.



### Ms. Aneela Naseer

Aneela Naseer, MPhil in Education from the National University of Modern Languages (NUML), holds master's degrees in Teaching of English as a Foreign Language (TEFL) and English Literature from the University of Punjab, Lahore, along with a Master's in Educational Planning and Management (EPM) from Allama Iqbal Open University (AIOU), Islamabad. With a wealth of experience in academia, she is serving as Principal at Islamabad Model School For Girls, NIH, Chak Shahzad, Islamabad, and has taught English in well reputed institutions such as Fauji Foundation Model Schools and Army Public Schools. Aneela has contributed significantly to curriculum review, development, and teacher training initiatives with the Federal Directorate of Education, Islamabad, and National Curriculum Council. She worked on curriculum-based Assessment during her roles as Desk Officer English and Deputy Director at the National Education Assessment System. Aneela Naseer's expertise encompasses English language teaching, curriculum development, teacher training, and educational management, underpinned by strong communication and leadership skills



### Ms. Sadia Malik

Ms Sadia Malik, an Assistant Professor, possesses 23 years of experience in English literature and language teaching. She holds Master degrees in English Literature and EPM and a TEFL diploma. She's engaged in curriculum development, teacher training, and a curriculum/textbook reviewer for English. Additionally, she has authored English textbooks published by the NBF.





## قومی ترانہ

پاک سرزمین شاد باد! کشورِ حسین شاد باد!  
تو نشانِ عزمِ عالی شان ارضِ پاکستان  
مسکونِ یقین شاد باد!

پاک سرزمین کا نظام قوتِ اخوتِ عوام  
قوم، ملک، سلطنت پائندہ تابندہ باد!  
شاد باد منزلِ مسرور!

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