

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(In the Name of Allah, the Most Merciful, the Most Compassionate.)

English

11

**PUNJAB EDUCATION, CURRICULUM, TRAINING
AND ASSESSMENT AUTHORITY**



Table of Contents

Unit No.	Unit Title	Theme/ Sub-theme	Reading and Critical Thinking
1	Khatam-un-Nabiyeen Hazrat Muhammad (صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) (خَاتَمُ النَّبِيِّينَ الرَّسُولِ الْأَوْسَلِّ عَلَيْهِمْ وَسَلَّمَ)	Ethics and Values/ Handling of Trust/ Self-discipline	Comprehension Questions/ Summary of Text
2	Responsibility of the Youth in Nation-Building	National Pride/ Quality Education	Comprehension Questions/ Choose the Correct Option
3	A Bird Came Down the Walk (Poem)	Connecting People and Nature	Comprehension Questions/ Choose the Correct Option
4	Team Moon	Teamwork	Comprehension Questions/ Choose the Correct Option/
5	Impact of Global Warming on Pakistan	Effects of Global Warming on Pakistan	Comprehension Questions/ Summary
6	The Echoing Green (Poem)	Environment Matters	Comprehension Questions/ Plot Development Review
7	What You Do is What You are	Respecting Self and Others	Comprehension Questions/ Choose the Correct Option
8	Clean Water	SDGs/ Clean Water & Sanitation	Comprehension Questions/ Characters Evaluation
9	Freedom (Poem)	Literature & Poetry/ Freedom	Comprehension Questions/ Paragraph Writing/ Pronunciation/ Organizational Patterns in a Text
10	The Punishment of Shahpesh, the Persian, on Khipil, the Builder	Soft Skills/ Decision Making	Comprehension Questions/
11	Those Winter Sundays (Poem)	Human Relationships	Comprehension Questions/ Choose the Correct Option
12	The Impact of AI on Society, Human Relationships, and Ethics	Digital Media	Comprehension Questions
13	Ruba'iyat (Poem)	Literature & Poetry/ Spiritualism	Comprehension Questions/ Summary
14	The End of the Beginning	Literature & Poetry/ Gender Role	Comprehension Questions/ Plot Development Review

Vocabulary and Grammar	Oral Communication Skills	Writing Skills	Page No.
Pronunciation/ Dictionary Skills/ Word Patterns/ Parts of Speech	Oral Discussion / Attentive Listening	Paragraph Writing/ Informative/ Explanatory Essay Writing	1
Patterns of Word Changes/ Tenses	Oral Discussion/ Group Presentation	Argumentative Essay	13
Figure of Speech/ Compound Preposition and Prepositional Phrase	Role-play/ Interview/ Discussion	Objective Summary/ Critical Appreciation and Literary Critique	25
Adjectival, Prepositional and Adverbial Phrases	Oral Discussion/ Role-play/ Community Meeting	Writing a Book Review	42
Idioms and Proverbs/ Conjunctions and Transitional Devices	Dialogues	Informative Essay	56
Meaning of a Word/ Parts of Speech/ Tenses/ Sentence Structure	Oral Discussion	Paraphrasing Skills	75
Use Context Clues/ Gerunds/ Infinitives/ Participles	Mind-map/ Dialogues	Writing Analytical Essay	82
Word maps/ Commonly Confused Words/	Oral Discussion/ Enact the Play/ Discussion on Play	Formal Letter and e-mail	95
Capitalization/ Punctuation/ Use the Aspect of Time	Oral Discussion & Short Stories/ Dialogues	Precis Writing/ Objective Summary	105
Using the Sentence Patterns/ Context Clues	Oral Discussion/ Dialogues	Writing Narrative Story	114
Dictionaries and Thesaurus/ Writing in Different Varieties of Texts	Presentation/ Speech	Writing a Dialogue	124
Word maps Change Tense in Indirect/ Direct Speech	Role-play/ Interview/ Discussion	Writing a Short Story	131
Change Tense in Indirect/ Direct Speech	Mind-map	Writing a Descriptive Composition	139
Inferred Meaning in Context Sentence	Oral Discussion	Applying Editing and Proofreading Skills	144

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Authors:

- Aamna Aamad
- Malik Karrar Hussain Jakhar
- Shazia Manzoor
- Rubia Younas
- Zahida Batool
- Safdir Hussain

Reviewers:

- Prof. Rao Jaleel Ahmad
- Prof. Khalid Mehmood
- Prof. Humayun Adil Hameed
- Prof. Saima Siddique
- Dr. Waseem Tabbasam
- Prof. Muhammad Iqbal Zafar
- Prof. Javed Azad Malakwali
- Prof. Naomi Justin
- Prof. Azhar Munir Bhatti

Director (Curriculum and Compliance)

Aamir Riaz

Assistant Director (Compliance-Humanities)

Safdir Hussain

Deputy Director (Compliance-Humanities)

Mehr Safdar Waleed

Incharge Art Cell

Aisha Sadiq

Design & Layout

Minal Tariq

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Edition**

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1 UNIT

Khatam-un-Nabiyeen Hazrat Muhammad (ﷺ)

Learning Outcomes:

By the end of this unit, the students will be able to:

- respond to texts through arguments and discussions.
- read with correct pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.
- reading to analyse application / letter / report / summary / biography / autobiography.
- read, view and analyse a variety of readings grade-appropriate and high-interest books and texts from print and non-print sources: personal recounts (e.g., diary entries, biographies)
- distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing, and texts.
- demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.
- write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Pre-reading:

- What do you know about the early life of Rasoolullah (ﷺ)?
- What social and moral problems existed in pre-Islamic Arabia?
- What qualities make a person a strong and compassionate leader?
- Why are honesty and justice important for building a peaceful society?

1. In the south-western region of Hijaz, surrounded by arid hills, lies the sacred city of Makkah — the birthplace of Hazrat Muhammad (ﷺ), the last Rasool of Allah (سُبْحَانَكَ وَتَعَالَى). Born in 571 A.D. into the noble and highly esteemed clan of Quraish, Rasoolullah (ﷺ), known as the **benefactor** of humanity, appeared at a time when the world was engulfed in ignorance and moral decay. The social fabric of society was torn by **idolatry**, tribal arrogance, and widespread injustice. Humanity appeared to be silently **yearning** for the dawn of enlightenment and divine guidance.

2. The early years of Rasoolullah (ﷺ) were marked by profound personal loss. His (ﷺ) father, Hazrat Abdullah, passed away before his birth, and his mother,

Hazrat Amina, died when he (ﷺ) was only six years old. Orphaned at such a tender age, he (ﷺ) was taken in by his grandfather, Hazrat Abdul Muttalib, who lovingly cared for him until his own passing away two years later. Thereafter, Hazrat Abu Talib, his paternal uncle, took responsibility for his upbringing and remained a steadfast guardian throughout his youth.

3. Despite the challenges of orphanhood, Rasoolullah (ﷺ) grew into a young man of exceptional character. He (ﷺ) was known for his truthfulness, humility, generosity, and sense of justice. His (ﷺ) interactions reflected integrity and gentleness, and he engaged in trade with honesty and fairness. These qualities earned him universal respect among the people of Makkah, who bestowed upon him the titles *Al-Sadiq* (The Truthful) and *Al-Amin* (The Trustworthy).

While-reading

What qualities of Rasoolullah (ﷺ) are described, and how did the people respond to them?

4. Several events from his (ﷺ) early adulthood illustrate his (ﷺ) noble character and concern for justice. One such incident was his (ﷺ) participation in *Hilf al-Fudul*, a pact formed by the tribes of Makkah to defend the oppressed, and uphold

While-reading

How did Rasoolullah (ﷺ) demonstrate his concern for justice in his early adulthood? Provide examples.

justice. Years later, Rasoolullah (ﷺ) would speak fondly of this **alliance**, declaring that even after the advent of Islam, he (ﷺ) would still honour such a cause. Another notable moment was his (ﷺ) wise arbitration during the reconstruction of the Ka'bah, when a dispute arose among the Quraish regarding who would have the honour of placing the *Hajr-e-Aswad* (Black Stone). His impartial and insightful solution prevented conflict and earned admiration from all quarters.

5. A significant chapter in the personal life of Rasoolullah (ﷺ) began with his (ﷺ) marriage to Hazrat Khadijah (رضي الله تعالى عنها) — a woman of outstanding virtue, intellect, and business **acumen**. She (رضي الله تعالى عنها) had inherited her father's prosperous trade and managed it with great success. Upon hearing of the integrity of Rasoolullah (ﷺ) in business dealings, she (رضي الله تعالى عنها) entrusted him (ﷺ) with a trade expedition to Syria. Deeply impressed by his (ﷺ) honesty, graceful conduct, and upright character, she (رضي الله تعالى عنها) later proposed marriage through the family of

Hazrat Abu Talib. Their union was built on mutual respect and affection. Hazrat Khadijah (رضي الله تعالى عنها) stood beside Rasoolullah (صلى الله عليه وسلم) as his first supporter, providing emotional and financial support during the most challenging early years of his (صلى الله عليه وسلم) divine mission.

6. As Rasoolullah (صلى الله عليه وسلم) approached the age of forty, he (صلى الله عليه وسلم) became deeply saddened and concerned by the moral decay and injustice that prevailed in Makkkan society. He (صلى الله عليه وسلم) would frequently retreat to the Cave of Hira, seeking **solitude** and reflection. It was during one of these meditative retreats in the month of Ramadan that Hazrat Jibraeel (عليه السلام) appeared before him (صلى الله عليه وسلم) with the first revelation. The angel said, "Read!" the Rasoolullah (صلى الله عليه وسلم) responded, "I cannot read." The angel said again, and then the following verses were revealed:

***"Read in the Name of your Lord Who created— created man from a clinging clot. Read! And your Lord is the Most Generous, Who taught by the pen— taught man what he knew not."* (Surah Al- 'Alaq, 96:1-5)**

7. This moment marked the beginning of Rasoolullah's

(صلى الله عليه وسلم) mission as the last Rasool of Allah (سُبْحَانَهُ وَتَعَالَى).

The revelation of the Qur'an not only brought spiritual awakening but also initiated a **radical** transformation in the socio-political and moral fabric of Arabia. The call to *Tauhid* — belief in the Oneness of Allah (سُبْحَانَهُ وَتَعَالَى) — challenged deep rooted practices of idolatry, class privilege, and social injustice. It laid the foundations for a society based on truth, equality, accountability, and compassion.

8. The life of Rasoolullah (صلى الله عليه وسلم) was never the same again. The same Quraish who once admired him now became his (صلى الله عليه وسلم) staunch opponents. They viewed his (صلى الله عليه وسلم) message as a threat to their traditions and authority. The Muslims faced relentless **persecution**, economic boycotts, and social **ostracism**. Despite this, Rasoolullah (صلى الله عليه وسلم) remained unwavered and preached the message of Islam with patience, wisdom, and resilience.

9. As oppression grew unbearable, Rasoolullah (صلى الله عليه وسلم) was divinely commanded to migrate to Madinah. This migration, known as the *Hijrah*, was a decisive turning point in Islamic history. In Madinah, the first Islamic society was established. The Charter of Madinah, crafted under the guidance of Rasoolullah (صلى الله عليه وسلم), introduced principles

While-reading

What was the significance of the first revelation to Rasoolullah

(صلى الله عليه وسلم)?

of governance rooted in civic equality, religious freedom, and the rule of law. It united diverse communities, guaranteeing protection for all citizens regardless of faith or ethnicity — a revolutionary model of coexistence and justice in its time.

10. The growing strength of the Muslim community led to several military encounters with the Quraish. The first major battle, *Badr*, resulted in a remarkable Muslim victory and reinforced the **legitimacy** of Rasoolullah (ﷺ) mission. Over time, further victories followed, culminating in the Conquest of Makkah in 8 AH. This event, astonishingly bloodless, was marked by the exemplary mercy of Rasoolullah (ﷺ), who declared general amnesty, even for those who had persecuted him. It was a victory not merely of land, but of spirit — the triumph of forgiveness over **vengeance**.

11. Despite enduring years of hostility and persecution, he (ﷺ) declared a general amnesty, forgiving even his most ardent enemies. This unmatched act of compassion transformed the hearts of the people and marked not just the political liberation of Makkah, but a spiritual awakening across Arabia. It was a moment that truly reflected the Qur'anic description of Rasoolullah (ﷺ):

"And We have not sent you, [O Muhammad (ﷺ)], except as a mercy to the worlds." (Surah Al-Anbiya, 21:107)

12. By the tenth year of *Hijrah*, Islam had spread across the Arabian Peninsula. That year, Rasoolullah (ﷺ) announced his intention to perform *Hajjat-ul-Wida* (Farewell Pilgrimage). People from every corner of Arabia gathered to accompany him (ﷺ). On the plain of *Arafat*, Rasoolullah (ﷺ) delivered his final sermon — a **profound** address that encapsulated the ethical core of Islam and affirmed universal human dignity.

He (ﷺ) proclaimed:

"O people! Your Lord is One and your father (Adam) is one. An Arab has no superiority over a non-Arab, nor does a non-Arab have superiority over an Arab. A white person has no superiority over a black person, nor does a black person have superiority over a white person — except through piety and righteous action." (Musnad Ahmad, 23489)



For the Teacher:

Start by reading a passage aloud to the class. Model correct pronunciation, appropriate pitch, and voice variation. Demonstrate how to read expressively and help the students understand how voice can convey meaning.

13. With this address, the divine mission of Rasoolullah (ﷺ) reached its fulfilment. He (ﷺ) had delivered the final message of Allah (ﷻ), established a community of believers, and modelled a way of life that balanced faith with justice, mercy, and truth. His (ﷺ) life continues to inspire and guide humanity, transcending all barriers of time, place, and culture — a shining example of moral excellence for all of mankind.

Theme:

The theme of the entire text revolves around the life and mission of Rasoolullah (ﷺ), focusing on his exemplary character, leadership, and the transformative impact of his teachings. The text highlights the moral and social decay that predated his mission, his personal challenges, and his commitment to justice, compassion, and truth. It also emphasizes key moments of his life, such as his early years, his marriage to Hazrat Khadijah (رضي الله تعالى عنها), the first revelation, the migration to Madinah (*Hijrah*), and the establishment of the first Islamic society. Ultimately, the text illustrates how Rasoolullah (ﷺ) laid the foundation for a just, inclusive, and compassionate society, offering lessons for leaders and communities across time.

Glossary:

Words	Meanings
acumen	the ability to understand and decide things quickly and well
alliance	an agreement between countries, political parties, etc. to work together in order to achieve something that they all want
benefactor	a person who offers support, help, or assistance, often in the form of financial aid, teachings, and actions, guiding and uplifting individuals, communities, or causes in need
idolatry	the practice of worshipping statues as gods
legitimacy	the quality of being based on a fair or acceptable reason
ostracism	the act of deliberately not including somebody in a group or activity; the state of not being included
persecution	the act of treating somebody in a cruel and unfair way, especially because of their race, religion or political beliefs



Words	Meanings
profound	showing great knowledge or understanding
radical	relating to the most basic and important parts of something; complete and detailed
solitude	the state of being alone, especially when you find this pleasant
vengeance	the act of punishing or harming somebody in return for what they have done to you, your family or friends
yearning	a strong and emotional desire

Reading and Critical Thinking

A. Answer the following questions:

1. Reflect on the lasting legacy of Rasoolullah (ﷺ) as mentioned in the text. How does his (ﷺ) life and mission continue to inspire people across different cultures and societies today?
2. What was the importance of Rasoolullah (ﷺ)'s involvement in the *Hilf al-Fudul*? How does this event show his (ﷺ) commitment to justice?
3. How did Hazrat Khadijah (رضى الله تعالى عنها) support Rasoolullah (ﷺ) both emotionally and financially? Why was her (رضى الله تعالى عنها) support crucial during the early years of his (ﷺ) mission?
4. What was the Charter of Madinah, and how did it create a new system of governance that promoted fairness and equality?
5. Why was the *Hijrah* (migration) from Makkah to Madinah so important for the growth of Islam? How did it change the course of history?
6. Why do you think the writer focuses on values like mercy, justice, and equality in Rasoolullah's (ﷺ) life? What might be the writer's intention or point of view behind selecting these aspects?
7. In his (ﷺ) final sermon, Rasoolullah (ﷺ) spoke about the core tenets of Islam. How can his (ﷺ) message be understood as a universal call for justice, equality, and moral integrity?
8. Describe the significance of the Conquest of Makkah. How did Rasoolullah's (ﷺ) decision to declare general amnesty demonstrate his (ﷺ) magnanimity and vision for a unified society?

B. Fill in the blanks using the correct forms of the words in the parenthesis.

1. The society of Makkah at the time of Rasoolullah's (صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) birth was marked by widespread _____ and injustice.
(idol / idolatrous / idolatry)
2. Despite early personal losses, Rasoolullah (صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) grew into a man of remarkable _____.
(character / characterise / characteristic)
3. His (صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) fair dealings in trade earned him a reputation for _____ and trustworthiness.
(honest / honesty / honestly)
4. By participating in *Hilf al-Fudul*, he (صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) showed his (صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) lifelong commitment to _____ and justice.
(uphold / upholding / upheld)
5. Hazrat Khadijah (رَضِيَ اللهُ تَعَالَى عَنْهَا) was deeply _____ by Rasoolullah's (صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) conduct during the trade expedition.
(impress / impression / impressed)
6. The first revelation was a call to seek knowledge and acknowledge the _____ of Allah (سُبْحَانَكَ وَتَعَالَى).
(generous / generosity / generously)
7. The teachings of Islam brought about a _____ transformation in the social fabric of Arabia.
(revolution / revolutionise / revolutionary)
8. Despite persecution, Rasoolullah (صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) continued to preach with patience and _____.
(resilient / resilience / resiliently)
9. The Charter of Madinah introduced principles of civic _____ and justice for all citizens.
(equal / equality / equally)
10. The *Hijrah* was a _____ moment that led to the establishment of the first Islamic society.
(decide / decision / decisive)

C. Read the sentence and choose the meaning of the bold word based on how it's used in the text.

1. The **fabric** of society was torn by idolatry, tribal arrogance, and widespread injustice.
a) material b) structure c) clothing d) decoration

2. One such incident was his participation in **Hilf al-Fudul**, a pact formed to defend the oppressed and uphold justice.
 - a) organization b) battle c) agreement d) punishment
3. He (عَلَّمَكَ الرَّحْمَنُ الْيَهُودِيَّةَ الْيَهُودِيَّةَ عَلَيْهِ وَسَلَّمَ) would frequently **retreat** to the Cave of Hira, seeking solitude and reflection.
 - a) go back b) take shelter c) move forward d) gather people
4. The Quraish viewed his message as a **threat** to their traditions and authority.
 - a) gift b) danger c) tradition d) helper
5. The **Charter** of Madinah introduced principles of governance rooted in equality and justice.
 - a) ship b) map c) document d) story
6. The Muslims faced **ostracism**, boycotts, and persecution in Makkah.
 - a) reward b) acceptance c) exclusion d) protection
7. The **Hijrah** was a **decisive** turning point in Islamic history.
 - a) uncertain b) delaying c) firm and conclusive d) forgettable
8. The Muslims faced relentless **persecution** for following Islam.
 - a) celebration b) praise c) cruel treatment d) partnership
9. The **migration** to Madinah marked a turning point in Islamic history.
 - a) relocation b) trade route c) inactivity d) map change
10. The Charter of Madinah united diverse communities under a model of peaceful **coexistence**.
 - a) rebellion b) shared living c) opposition d) authority

Vocabulary and Grammar

Denotation and Connotation

Words often carry more than one type of meaning.

- A denotative meaning is the dictionary or literal definition.
- A connotative meaning is the emotional, cultural, or symbolic meaning a word suggests.

A. Read the sentences below. For each bolded word:

- Identify whether it is used with a literal (denotative) or implied (connotative) meaning.
- Explain your reasoning.
- Describe the feelings or associations the word carries in the context of the passage.

1. The Muslims undertook a long **migration** to escape oppression.
2. The world was covered in **darkness** before the message of Islam.

3. The message brought **unity** to tribes that had long been at war.
4. **Justice** was one of the core values taught in the Charter of Madinah.
5. The first **revelation** changed the course of history.

Parts of Speech

English words are divided into different kinds or classes, called Parts of Speech. The part of speech indicates how the word functions in meaning as well as grammatically in a sentence. Understanding parts of speech is essential for determining the correct definition of a word when using a dictionary.

There are eight parts of speech in the English language:

	Parts of Speech	Definition	Types	Example
1.	Noun	A noun is a word used as the name of a person, place or thing.	Common, Proper, Abstract, Concrete	table (common), Lahore (proper), happiness (abstract), book (concrete)
2.	Pronoun	A pronoun is a word used instead of a noun, often to avoid the need to repeat the same noun over and over in a paragraph or piece of writing.	Personal, Possessive, Demonstrative, Relative	he (personal), mine (possessive), this (demonstrative), who (relative)
3.	Verb	A verb is a word that indicates a physical action, mental action or a state of being, in a sentence.	Action, State of Being, Transitive, Intransitive	run (action), is (state of being), give (transitive), sleep (intransitive)
4.	Adjective	An adjective is a word used to modify or describe a noun or a pronoun.	Descriptive, Quantitative, Comparative, Superlative	beautiful (descriptive), many (quantitative), taller (comparative), tallest (superlative)
5.	Adverb	An adverb is a word which modifies a verb, an adjective, or another adverb.	Manner, Place, Time, Degree	quickly (manner), here (place), yesterday (time), very (degree)

6.	Preposition	A preposition is a word used before nouns and pronouns to show in the relation the person or thing denoted by it stands in regard to something else.	Simple, Compound	in (simple), on (simple), in front of (compound)
7.	Conjunction	A conjunction is a word which <i>joins</i> together sentences, and sometimes words	Coordinating, Subordinating, Correlative	and (coordinating), because (subordinating),

B. Read each sentence carefully. Identify the part of speech of the bold word in context. Base your answer on how the word functions in the sentence.

1. She gave a **composed** reply despite the chaos.
2. They planned to **launch** the new campaign in spring.
3. His **conduct** during the trial was questioned.
4. We travelled **across** the desert by nightfall.
5. Her criticism was both **constructive** and insightful.
6. He spoke so **eloquently** that the audience was moved.
7. You must learn to **balance** your priorities effectively.
8. The **abstract** concepts confused the younger students.
9. The general's **command** was executed immediately.
10. We waited **outside** until the hall was ready.

C. Read each sentence carefully and choose the correct form of the verb from the options given in parenthesis.

1. The committee ___ to announce the results tomorrow. (plans / plan)
2. Neither the teacher nor the students ___ late for the seminar. (was / were)
3. Each of the candidates ___ submitted the application. (has / have)
4. She usually ___ her coffee without sugar. (take / takes)
5. I ___ my notes before the lecture began. (review / reviewed)

D. Transform the word in parenthesis to the appropriate form based on the sentence's grammatical structure.

1. She always speaks with great (confide) _____.
2. The teacher (encourage) _____ students to think critically.
3. His (create) _____ ideas were welcomed by the committee.
4. They acted (impulse) _____, which led to a poor outcome.

5. That was an extremely (value) _____ contribution.

E. Choose the correct preposition from the options given.

1. She was really pleased ___ her exam results. (with / about)
2. The company's headquarters is located ___ Lahore. (in / on)
3. We had to discuss the issue ___ the meeting. (during / in)
4. The teacher was very strict ___ the students' attendance. (about / with)
5. The book is due back ___ the library next week. (to / at)
6. He has been working ___ the same company for ten years. (at / for)
7. The festival is celebrated ___ the first weekend of every month. (on / at)
8. The argument is primarily ___ personal beliefs. (about / over)
9. She has been traveling ___ Europe for the past two months. (around / across)
10. They arrived ___ the airport just in time for the flight. (to / at)

Oral Communication

A. Group Discussion: Leadership Qualities of Rasoolullah (ﷺ)

Instructions:

- Organise yourselves into groups of 4–5 students.
- Assign roles within your group (e.g., speaker, note-taker, timekeeper).
- Each group will choose one leadership quality exemplified by Rasoolullah (ﷺ), such as: *integrity, justice, compassion, wisdom, perseverance, or humility*.
- As a group, read or revisit the relevant sections of the text. Use the guiding questions below to frame your discussion and take notes.
 1. How is this quality demonstrated in the life of Rasoolullah (ﷺ)?
 2. Which incident(s) in the text best reflect this trait?
 3. How did this trait influence his (ﷺ) followers and community?
 4. What can today's leaders learn from this aspect of his (ﷺ) character?
- Each group will present the highlights of their discussion to the class.
- Be prepared to answer questions from your classmates or teacher.

Writing Skills

- A. Write a 250–300 word explanatory essay highlighting the key teachings from Rasoolullah's (ﷺ) Farewell Sermon and their continued relevance in today's world.**

Your essay should include:

- **Introduction** (approx. 50 words): Briefly introduce the context of the Farewell Sermon.
- **Body** (approx. 150–180 words): Explain 2–3 core messages from the sermon (e.g., equality, justice, human dignity). Support each with brief examples or explanation.
- **Conclusion** (approx. 50–70 words): Summarise the overall lesson and how it can guide individuals and societies today.

Writing Tips:

- Use formal and respectful tone.
- Organise your essay clearly (paragraphs, linking words).
- Stay focused on the message — avoid excessive storytelling.
- Check for grammar, spelling, and punctuation.

B. Write a biographical sketch of Hazrat Khadijah (رضى الله تعالى عنها) highlighting her life, character, and her exceptional support to Islam during its earliest and most difficult years.

Guidelines:

- Word count: 200–250 words
- Structure into clear paragraphs:
 - Introduction (Brief overview of her (رضى الله تعالى عنها) background and status in society)
 - Main body (Her (رضى الله تعالى عنها) character, marriage to Rasoolullah (صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ), and her (رضى الله تعالى عنها) unwavering support to Islam)
 - Conclusion (Her (رضى الله تعالى عنها) legacy as the first believer and a role model for all the Muslims)
- Use formal tone and accurate information
- Avoid personal opinions; focus on facts and respectful narration.

2

UNIT

Responsibility of the Youth in Nation-Building

*(Excerpts from the speech of Quaid-e-Azam delivered at the
Dhaka University Convocation on 24th March 1948)*

Learning Outcomes:

By the end of this unit, the students will be able to:

- speak confidently and fluently in a wide range of contexts, for example, (conflict resolution, panel discussion, role-play, dialogue etc.) to fulfil different purposes (exposition, argumentation etc.).
- ask and answer higher-order questions to guide/assess reading (e.g., why is the author saying this right now? why did the author choose this word? how is this different from what I read somewhere else? what would have happened if...? what would I/you do if...?)
- read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.
- evaluate two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis.
- read, view and analyse a variety of readings grade-appropriate and high-interest books and texts from print and non-print sources: expositions (e.g., reviews, arguments).
- identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- use all types of tenses correctly in speech and writing.
- write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Pre-reading:

- What do you already know about Quaid-e-Azam Muhammad Ali Jinnah?
- What kind of leadership qualities is he remembered for?
- What do you think Jinnah expected from the young people of Pakistan?

1. "Mr. **Chancellor**, Ladies and Gentlemen, When I was approached by the Vice-Chancellor with a request to deliver the Convocation Address, I made it clear to him that there were so many calls on me that I could not possibly prepare a formal

While-reading

Why does Quaid-e-Azam explain the nature of his speech at the beginning? What does it show about his priorities?

Convocation Address on an academic level with regard to the great subjects with which University deals, such as arts, history, philosophy, science, law and so on. I did, however, promise to say a few words to the students on this occasion, and it is in fulfilment of that promise that I will address you now. First of all, let me thank the Vice-Chancellor for the flattering terms in which he referred to me. Mr. Vice-Chancellor, whatever I am, and whatever I have been able to do, I have done it merely as a measure of duty which is **incumbent** upon every Mussalman to serve his people honestly and **selflessly**.

2. In addressing you I am not here speaking to you as Head of the State, but as a friend, and as one who has always held you in **affection**. Many of you have today got your diplomas and degrees and I congratulate you. Just as you have won the laurels in your University and qualified yourselves, so I wish you all success in the wider and larger world

While-reading

How does the speaker's tone reflect his expectations of the graduates, and what can we infer about his feelings towards their future?

that you will enter. Many of you have come to the end of your scholastic career and stand at the threshold of life. Unlike your predecessors, you fortunately leave this University to enter life under a sovereign, Independent State of your own. It is necessary that you and your other fellow students fully understand the implications of the revolutionary change that took place on the birth of Pakistan. We have broken the shackles of slavery; we are now a free people. Our State is our own State. Our Government is our own Government, of the people, responsible to the people of the State and working for the good of the State.

3. Freedom, however, does not mean license. It does not mean that you can now behave just as you please and do what you like, irrespective of the interests of other people or of the State. A great responsibility rests on you and, on the contrary, now more than ever, it is necessary for us to work as a united and disciplined nation. What is now required of us all is constructive spirit and not the militant spirit of the days when we were fighting for our freedom. It is far more difficult to construct than to have a militant spirit for the attainment of freedom. It is easier to go to jail or fight for freedom than to run a Government. Let me tell you something of the difficulties that we have overcome and of the dangers that still lie ahead. Thwarted in their desire to prevent the establishment of Pakistan, our enemies turned their attention to finding ways and means to weaken and destroy us. Thus, hardly had the new State come into being when came the Punjab and Delhi **holocaust**. Thousands of men, women and children were mercilessly butchered, and millions were uprooted

While-reading

What do the challenges after independence (like the Punjab and Delhi violence) reveal about Pakistan, and how might they shape his message to the youth?

from their homes. Over fifty lakhs of these arrived in the Punjab within a matter of weeks. The care and rehabilitation of these unfortunate refugees, stricken in body and in soul, presented problems, which might well have destroyed many a well-established State. But those of our enemies who had hoped to kill Pakistan at its very inception by these means were disappointed. Not only has Pakistan survived the shock of that upheaval, but also it has emerged stronger, more chastened and better equipped than ever.

4. There followed in rapid succession other difficulties, such as withholding by India of our cash balances, of our share of military equipment and lately, the institution of an almost complete economic **blockade** of your Province. I have no doubt that all right-thinking men in the Indian Dominion **deplore** these happenings, and I am sure the attitude of the mind that has been responsible for them will change, but it is essential that you should take note of these developments. They stress the importance of continued **vigilance** on our part...

5. Your main occupation should be in fairness to yourselves, in fairness to your parents and indeed in fairness to the State, to devote your attention solely to your studies. It is only thus that you can equip yourselves for the battle of life that lies ahead of you. Only thus will you be an asset and a source of strength and of pride to your State. Only thus, can you assist it in solving the great social and economic problems that confront it and enable it to reach its destined goal among the most progressive and strongest nations of the world.

6. My young friends, I would, therefore, like to tell you a few points about which you should be vigilant and beware. Firstly, beware of the fifth columnists among us. Secondly, guard against and weed out selfish people who only wish to **exploit** you so that they may swim. Thirdly, learn to judge who are really true and really honest and unselfish servants of the State, who wish to serve the people with heart and soul and support them ...

7. There is another matter that I would like to refer to. My young friends, hitherto, you have been following the rut. You get your degrees and when you are thrown out of this University in thousands, all that you think and hanker for is Government service. As your Vice-Chancellor has rightly stated the main object of the old system of education and the system of Government existing, hitherto, was really to have well-trained, well-equipped clerks. Of course, some of them went higher and found their level, but the whole idea was to get well-qualified clerks. Civil Service was mainly staffed by the British and the Indian element was introduced later on, and it went up progressively. Well, the whole principle was to create a mentality, a psychology,

While-reading

Based on the speaker's words, what does he believe about the value of government jobs for graduates? What can you infer from his statement on this matter?

and a state of mind that an average man, when he passed his B.A. or M.A. was to look for some job in Government. If he got it, he thought he had reached his height I know, and you all know what has been really the result of this. Our experience has shown that an M.A. earns less than a taxi driver, and most of the so-called Government servants are living in a more miserable manner than many menial servants who are employed by well to do people. Now, I want you to get out of that rut and that mentality, as, now, we are in free Pakistan.

8. Government cannot absorb thousands-impossible. But in the competition to get Government service most of you will be demoralized. Government can take only a certain number, and the rest cannot settle down to anything else and being **disgruntled** are always ready to be exploited by persons who have their own axes to grind. Now I want that you must divert your mind, your attention, your aims and ambition to other channels and other **avenues** and fields that are open to you. There is no shame in doing manual work and labour. There is an immense scope in technical education for we want technically qualified people very badly. You can learn banking, commerce, trade, law, etc., which provide so many opportunities now. Already you find that new industries are being started, new banks, new insurance companies, new commercial firms are opening, and they will grow as you go on. Now these are avenues and fields open to you. Think of them and divert your attention to them, and believe me, you will, there, benefit yourselves more than by merely going in for Government service and remaining there, in what I should say, a circle of clerkship, working there from morning till evening, in most dingy and uncomfortable conditions. You will be far more happy and far more-prosperous with far more opportunities to rise if you take to commerce and industry and will thus be helping not only yourselves but also your State. I can give you one instance. I know a young man who was in Government service. Four years ago, he went into a banking corporation on two hundred rupees, because he had studied the subject of banking and today, he is Manager in one of their firms and drawing fifteen hundred rupees a month in just four years. These are the opportunities to have, and I do impress upon you now to think in these terms ... "

Theme

The text "Responsibility of the Youth in Nation-Building" by Quaid-e-Azam Muhammad Ali Jinnah revolves around the central theme of nation-building through responsible citizenship and purposeful education. Addressing young graduates, Jinnah urges them to recognise the significance of living in a free, independent state and the responsibilities that come with it. He emphasises the importance of discipline, unity, and hard work, encouraging youth to move away from the colonial mentality of seeking only government jobs and instead explore opportunities in fields such as commerce, industry, law, and technical education. The speech highlights the need for constructive action in a time of national development and warns against complacency, exploitation, and internal threats. Overall, the message calls on students to use their education not only for personal gain but also to serve the nation with sincerity, selflessness, and vision.

Glossary:

Words	Meanings
affection	the feeling of liking or loving somebody/something very much and caring about them
avenue	a choice or way of making progress towards something
blockade	the action of surrounding or closing a place, especially a port, in order to stop people or goods from coming in or out
chancellor	the official head of a university
deplore	to criticize something, especially publicly, because you think it is very bad
disgruntled	annoyed or disappointed because something has happened to upset you
exploit	to treat somebody unfairly by making them work and not giving them much in return
holocaust	a situation in which many things are destroyed and many people killed, especially because of a war or a fire
incumbent	a person who has an official position
selflessly	in a way that shows that you are thinking more about the needs, happiness, etc. of other people than about your own
vigilance	great care that is taken to notice any signs of danger or trouble

Reading and Critical Thinking

A. Answer the following questions:

1. How does Quaid-e-Azam describe the transformation that came with the independence of Pakistan? Why does he stress the importance of understanding its implications?
2. Discuss the contrast he draws between the militant spirit of pre-independence days and the constructive spirit required in a sovereign state. Why is the latter more challenging?
3. Discuss how two of the speaker's main ideas—youth's responsibility and economic self-reliance—interact with one another. How does this interaction help reinforce the overall message of the text? Use at least two textual references.

4. Explain the significance of the speaker's criticism of the colonial education system. What mindset did it create among students?
5. Why does Quaid-e-Azam discourage the pursuit of government service as the sole ambition of graduates? What problems does he foresee with this trend?
6. What does Quaid-e-Azam mean when he says that 'freedom does not mean license'? Explain in your own words.
7. How does the idea of responsible citizenship connect with the idea of self-reliance and career diversification? Discuss how Quaid-e-Azam develops both ideas throughout his speech.
8. Track the development of the speaker's argument about government jobs and their impact on the mindset of the youth. How does this idea evolve and support the broader message about nation-building?

B. Choose the correct option for each question.

1. Why does Quaid-e-Azam begin his address by clarifying the informal nature of his speech?
 - a) to apologise for being unprepared
 - b) to highlight his dislike for universities
 - c) to connect with the students on a personal level
 - d) to announce policy changes
2. What does Quaid-e-Azam identify as a major outcome of gaining independence?
 - a) increased foreign investment
 - b) the end of student protests
 - c) a free government responsible to its people
 - d) the reopening of colonial offices
3. What warning does Quaid-e-Azam give about the misuse of freedom?
 - a) It can lead to wealth without effort .
 - b) It might cause laziness among students.
 - c) It should not be mistaken for lawlessness.
 - d) It guarantees success.
4. How does Quaid-e-Azam describe the early days of Pakistan?
 - a) smooth and full of promise
 - b) peaceful and organised
 - c) challenging but full of hope
 - d) prosperous from the start
5. Which historical event does Quaid-e-Azam reference to highlight Pakistan's struggle?
 - a) the Quit India Movement
 - b) the Punjab and Delhi riots
 - c) the Bengal famine
 - d) the Kashmir conflict

6. Why does Quaid-e-Azam stress the importance of students focusing on their studies?
 - a) to avoid political activism
 - b) to build a strong and self-reliant nation
 - c) to keep universities functioning
 - d) to meet international academic standards
7. What mentality does Quaid-e-Azam criticise in students seeking only government jobs?
 - a) It promotes political instability.
 - b) It reflects colonial influence and limits growth.
 - c) It benefits the economy.
 - d) It builds national pride.
8. What alternative paths does Quaid-e-Azam encourage students to consider?
 - a) travel and tourism
 - b) political campaigning
 - c) manual work, trade, industry, and technical fields
 - d) teaching and social work only
9. What example does Quaid-e-Azam share to support his message?
 - a) his own educational background
 - b) a student who joined the military
 - c) a young man who left government service and succeeded in banking
 - d) his friend's success in farming
10. What is the overall tone of Quaid-e-Azam's message to the students?
 - a) humorous and casual
 - b) stern and authoritarian
 - c) encouraging and visionary
 - d) dismissive and critical

C. Fill in the blanks using the correct forms of the words in the parenthesis.

1. Quaid-e-Azam believed in promoting _____ efforts over mere protest or rebellion. (*construct / constructive / construction*)
2. The students were encouraged to be _____ in choosing career paths beyond government service. (*realistic / reality / realise*)
3. He warned against those who aim to _____ the youth for their own gain. (*exploit / exploitation / exploitive*)

4. Pakistan's survival after partition was seen as a _____ of its people's resilience. (*test / testimony / testify*)
5. It is important to stay _____ to the developments around the State. (vigilant / vigilance / vigilantly)

Vocabulary and Grammar

- A. Use a dictionary to explore how each given word changes in form. Then complete the chart by identifying the base word, its noun, adjective, and adverb forms.**

Base Word	Noun Form	Adjective form	Adverb Form
free			
serve			
construct			
responsible			

- B. Write sentences using each form of the word "construct".**
- C. Read the sentence and choose the meaning of the bold word based on how it's used in the text.**
1. The speaker praised the **laurels** earned by the graduating students.
a) punishments b) achievements c) decorations d) misunderstandings
 2. He urged the youth not to be swayed by **selfish** individuals who seek personal gain.
a) generous b) humble c) self-centred d) respectful
 3. Quaid-e-Azam referred to the **threshold** of life as the point where students enter the real world.
a) boundary b) ending c) origin d) entrance
 4. He emphasised that **constructing** a nation is harder than fighting for independence.
a) creating b) demolishing c) declining d) decorating
 5. The **upheaval** caused by partition tested the strength of the new nation.
a) celebration b) stability c) disruption d) entertainment

Tenses

Tense	Function	Example
Simple Present	Describes habitual actions or general truths.	"He teaches mathematics at the university."
Simple Past	Describes actions that happened at a specific time in the past.	"They attended a concert last night."
Simple Future	Describes actions that will happen at a specific time in the future.	"She will start her new job next Monday."
Present Continuous	Describes actions that are happening right now or around the current time.	"He is preparing dinner in the kitchen."
Past Continuous	Describes actions that were ongoing in the past.	"She was walking in the park when it started to rain."
Future Continuous	Describes actions that will be ongoing in the future.	"They will be studying for their exams all night."
Present Perfect	Describes actions that happened at an unspecified time in the past or continue to the present.	"She has completed three courses this semester."
Past Perfect	Describes actions that were completed before another action in the past.	"They had already left by the time we arrived."
Future Perfect	Describes actions that will be completed before a specific time in the future.	"By this time next year, she will have visited ten countries."
Present Perfect Continuous	Describes actions that started in the past and are still continuing, emphasizing the duration.	"He has been working on his thesis for the past six months."
Past Perfect Continuous	Describes actions that were ongoing in the past before another past action, emphasizing duration.	"She had been practicing piano for hours before the recital."
Future Perfect Continuous	Describes actions that will continue up to a specific time in the future, emphasizing duration.	"By next month, they will have been living in this city for five years."

D. Read the following passage adapted from Quaid-e-Azam's speech. Underline the verbs and identify their tenses.

"We have broken the shackles of slavery. We are now a free people. Our Government is our own Government, responsible to the people and working for the good of the State. We must work as a united and disciplined nation. We will overcome our difficulties if we continue with determination and dedication."

E. Write a journal entry imagining you are a student attending the convocation where Quaid-e-Azam delivered this speech. Use at least five different tenses to reflect on the past, present, and future of your role in nation-building.

F. Read the events below. Identify the tense of each sentence and place them on a timeline based on the verb tenses and sequence.

Events:

1. Pakistan had faced massive refugee crises immediately after its independence.
2. We broke free from colonial rule in 1947.
3. The youth must remain vigilant and committed to national progress.
4. Students are dedicating their time to productive learning.
5. The nation will thrive if its citizens work together sincerely.

G. Choose the correct form of the verb to complete each sentence.

1. Pakistan _____ independence in 1947.
a) has gained b) had gained c) gained d) gains
2. Since its creation, Pakistan _____ many challenges.
a) faced b) has faced c) is facing d) faces
3. Students must _____ their attention to building the nation.
a) focus b) focused c) focusing d) have focused
4. By the end of the year, the government _____ new industries.
a) establishes b) will have established
c) is establishing d) was established
5. Quaid-e-Azam _____ students to seek careers beyond government jobs.
a) encouraged b) encourages
c) encouraging d) had encouraged
6. Many young people _____ in technical education now.
a) are enrolling b) enrolled c) will enroll d) has enrolled
7. Pakistan's leaders _____ for the betterment of the people.
a) work b) worked c) had worked d) are working
8. In his speech, Quaid-e-Azam _____ the importance of national unity.
a) is stressing b) has stressed c) stressed d) had stressing

Oral Communication

A. Group Discussion on Pakistan's Early Struggles and Triumphs

- i. Divide into small groups, each discussing a theme from Quaid-e-Azam's address (e.g., freedom, unity, or national responsibility).
- ii. Practice active listening by maintaining eye contact, nodding, and summarizing others' points. Discuss:
 - Why is unity crucial for nation-building?
 - What early challenges did Pakistan face?
- iii. Present findings to the class with clear pronunciation and intonation.
- iv. Engage in a class discussion, comparing insights from different groups.
- v. Respect diverse perspectives on Pakistan's early struggles and their relevance today.

B. Short Story and Role-Play Response

- i. Research a key historical figure (e.g., Quaid-e-Azam).
- ii. Narrate a short story about their challenges and vision. Practice active listening when peers share their stories.
- iii. Role-play a scene from the figure's life, ensuring proper pronunciation and intonation.

C. Debate on Unity in Nation-Building

- i. Debate on "The Importance of Unity in Nation-Building," using Quaid-e-Azam's ideas.
- ii. Engage in the debate, presenting arguments with clear pronunciation, and responding thoughtfully to counterarguments.
- iii. Summarize the discussion, reflecting on how active listening improved understanding and responses.

Writing Skills

A. Write an Argumentative essay on "The Role of Education in Nation-Building".

Instructions:

Write a well-structured argument to support the claim that education is essential for nation-building, drawing evidence from Quaid-e-Azam's address to the youth. In your argument:

1. **Introduce the topic:** Provide a brief overview of Quaid-e-Azam's speech and his emphasis on education as a key factor in shaping the future of Pakistan.
2. **Make your claim:** Clearly state your position on the role of education in nation-

building.

3. **Support your claim with evidence:** Use valid reasoning and relevant evidence from Quaid-e-Azam's address to support your argument. Refer to key moments or quotes from the speech that emphasize the importance of education for youth in contributing to the nation's growth.
 4. **Use logical reasoning:** Provide reasoning as to why education is critical for personal development and the development of the nation. Discuss how education fosters critical thinking, innovation, and responsibility among the youth, which are essential for nation-building.
 5. **Conclude your argument:** Summarize your points and reiterate why education is integral to the progress and stability of any nation, particularly in the context of Quaid-e-Azam's vision for Pakistan.A.
- B. Translate the following passage into Urdu:**

Your main occupation should be in fairness to yourselves, in fairness to your parents and indeed in fairness to the State, to devote your attention solely to your studies. It is only thus that you can equip yourselves for the battle of life that lies ahead of you. Only thus will you be an asset and a source of strength and of pride to your State. Only thus, can you assist it in solving the great social and economic problems that confront it and enable it to reach its destined goal among the most progressive and strongest nations of the world.





UNIT

A Bird Came Down the Walk

Emily Dickenson (1836 – 1886)

Learning Outcomes:

By the end of this unit, the students will be able to:

- engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues.
- evaluate how authors use language, including figurative language considering the impact on the reader. discuss others' reading critically, taking account of their views.
- critique reading interpretations.
- identify rhyme schemes and figurative language in poems.
- analyse multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
- read, view and analyse a variety of readings grade-appropriate and high-interest books and texts from print and non-print sources: poetry (free verse, narrative and rhythmic)
- cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as give inferences drawn from the text.
- interpret figures of speech (e.g., euphemism, oxymoron) in context and analyse their role in the text.
- identify and use compound prepositions and prepositional phrases in writing.
- use summary skills to write an objective summary of the given text and poems.

Pre-reading:

Read the title of the poem and discuss the following questions in groups of five. After the group discussion, come together as a class and discuss the questions with the teacher.

- What is your initial reaction to the title "A Bird Came Down the Walk"? Does it evoke any specific imagery or emotions?
- What does the title suggest about the subject of the poem? Is it straightforward, or does it hint at something deeper?
- How does the title set the tone for the poem? Is it casual, formal, or something else?
- How does the simplicity of the title contrast with the possible complexity of the poem's themes? Consider how a seemingly simple observation could lead to deeper reflections.
- In what ways might the title reflect the broader themes of the poem, such as the relationship between humans and nature, or the idea of seeing the extraordinary in the ordinary?

A Bird came down the Walk—
 He did not know I saw—
 He bit an **Angleworm** in halves
 And ate the fellow, raw,
 And then he drank a **Dew**
 From a **convenient** Grass—
 And then hopped sidewise to the Wall
 To let a Beetle pass—
 He glanced with rapid eyes
 That hurried all around—
 They looked like frightened **Beads**, I thought—
 He stirred his **Velvet** Head
 Like one in danger, **Cautious**,
 I offered him a Crumb
 And he unrolled his feathers
 And rowed him softer home—
 Than **Oars** divide the Ocean,
 Too silver for a **seam**—
 Or Butterflies, off Banks of Noon
 Leap, **plashless** as they swim.

While-reading

- What does the bird do after it comes down the walk?
- How does the speaker interact with the bird?
- Identify the rhyme scheme in each stanza.
- How does the rhyme scheme contribute to the overall flow and rhythm of the poem?



There are five stanzas in 'A Bird, came down the Walk'. The stanzas are quatrains, as each **stanza** is comprised of four lines.



For the Teacher:

- Assign students to research Emily Dickinson's life, focusing on how her reclusiveness, the era in which she lived, and her philosophical outlook on life influenced her poetry. This will give students a foundation to understand her perspective.
- Discuss the 19th century attitudes towards nature and the transcendentalist movement, which often influenced poets like Dickinson. This background can help students see how the poem fits within or reacts against these ideas.
- Introduce common motifs in Dickinson's poetry, such as nature, death, and the human psyche. Encourage students to predict how these might appear in "A Bird Came Down the Walk."

Background to the Poem "A Bird Came Down the Walk"

"A Bird Came Down the Walk" is one of Emily Dickinson's many poems that examines nature in a detailed and intimate manner. Written in the 19th century, during a time when nature was a common subject in literature, Dickinson's approach to nature is distinct in its close observation and subtle complexity. Unlike the more romanticised views of nature by her contemporaries, Dickinson often presents nature with a blend of beauty and raw reality, capturing both its grace and its underlying brutality.

About the Poet: Emily Dickinson

Emily Dickinson (1830–1886) was an American poet known for her unique and unconventional style. Much of her poetry explores themes of nature, life, death, and the human experience, often through a deeply introspective and reflective lens. Like many of Dickinson's poems, "A Bird Came Down the Walk" was not published during her lifetime. It was only after her death that her work was brought to the public, and even then, it was often edited to fit more conventional poetic norms of the time. Today, Dickinson is celebrated for her original voice and her contributions to American poetry.



For the Teacher:

- Conduct a line-by-line reading of the poem, encouraging students to analyse the use of language, tone, and mood. Discuss how Dickinson's word choices and syntax contribute to the poem's meaning and emotional impact.
- As students read, help them identify and annotate examples of poetic devices. Discuss how these devices contribute to the layered meanings in the poem.
- Briefly explain the differences between free verse, narrative, and rhythmic poetry.
- Provide examples of each type:
 - **Free Verse:** "The Red Wheelbarrow" by William Carlos Williams
 - **Narrative:** "The Raven" by Edgar Allan Poe
 - **Rhythmic:** "Daffodils" by William Wordsworth
- Show video performances or readings of the poems. Use sources like YouTube or educational websites that offer high-quality poetry recitations.
- Encourage students to create a cozy reading nook at home or in the classroom.
- Offer a diverse selection of fiction and poetry that students can relate to and find interesting.
- Encourage students to connect themes and characters in literature to their own experiences.
- Integrate multimedia resources to enhance the reading experience.
- Encourage creative writing to deepen appreciation for literature.

Literary Devices

Caesura: a pause in a line of poetry that can be created using punctuation such as a comma (,), full stop (.), or a dash (-).

Enjambment: when one line of poetry continues into the next line without a pause to carry forward a point or idea.

Alliteration: the repetition of the same letter or sound at the start of words that are adjacent or close together.

Juxtaposition is a literary device where two or more ideas, characters, actions, settings, or phrases are placed side by side in a narrative or a poem to highlight their contrasts or differences. The purpose of juxtaposition is often to create a more nuanced understanding of each element or to emphasise particular qualities or themes by comparing them directly.

Theme

A Bird Came Down the Walk, by **Emily Dickinson** explores several interconnected themes:

1. **Nature's Balance:** The poem contrasts the beauty and brutality of nature, showing how these elements coexist harmoniously. The bird's actions, such as eating a worm and then gracefully avoiding a beetle, highlight this delicate balance.
2. **Human Interaction with Nature:** The poem explores the distance between humans and the natural world. The speaker observes the bird and offers a crumb, but the bird's decision to fly away underscores nature's independence and the boundary between human interaction and natural autonomy.
3. **Freedom and Independence:** The bird symbolises freedom and self-reliance. Its refusal of the crumb and its graceful flight reflect the theme of natural independence and the desire to remain untamed by human influence.
4. **Innocence and Danger:** The poem subtly contrasts innocence with the potential for danger. The bird's cautious behaviour, especially in the line "Like one in danger, Cautious," suggests an underlying awareness of the threats present even in peaceful moments.

Glossary:

Words

Meanings

angleworm	another term for an earthworm, commonly used in the 19th century.
beads	a small piece of glass, wood, etc., with a hole through it, that can be put on a string with others of the same type and worn as jewellery, etc.

cautious	being careful about what you say or do, especially to avoid danger or mistakes; not taking any risks
convenient	useful, easy or quick to do; not causing problems
dew	the very small drops of water that form on the ground, etc. during the night
oars	a long pole with a flat part at one end that is used for rowing a boat
plashless	an old-fashioned word meaning without splashing, used to describe the silent, graceful movement of the bird in flight.
seam	a line along which two edges of cloth, etc. are joined or sewn together
velvet	a type of cloth made from silk, cotton or nylon, with a thick, soft surface

Reading and Critical Thinking

A. Answer the following questions:

1. Identify an example of personification in the poem. How does it enhance your understanding of the bird?
2. Discuss the metaphor in the final stanza, where the bird's flight is compared to "Oars divide the Ocean." What effect does this comparison create?
3. Find a simile in the poem and explain its significance in the overall imagery.
4. How does Dickinson use visual imagery to describe the bird's actions? Provide examples.
5. What is the effect of the tactile imagery in the phrase "He stirred his Velvet Head"? How does it contribute to the tone of the poem?
6. How does the mood shift from the beginning to the end of the poem? What words or phrases help create this shift?
7. What do you think Dickinson is trying to convey about the relationship between humans and nature? Support your answer with evidence from the poem.
8. How does the bird's decision to fly away rather than accept the crumb reflect broader themes of freedom and independence?
9. How does the poem explore the concept of natural beauty versus natural brutality? Give specific examples from the text.
10. What is the significance of the speaker observing the bird without the bird's knowledge? How does this affect the tone of the poem?

B. Choose the correct option for each question.

1. What is the bird's initial action when it comes down the walk?
 - a. It drinks from a puddle.
 - b. It bites an angleworm in half.
 - c. It flies away.
 - d. It hops to a wall.
2. How does the speaker describe the bird's eyes?
 - a. Bright as the sun.
 - b. Like sparkling jewels.
 - c. Like frightened Beads.
 - d. As calm and serene.
3. What does the bird do after the speaker offers it a crumb?
 - a. Eats the crumb.
 - b. Flies away.
 - c. Sings a song.
 - d. Hops closer to the speaker.
4. The bird's flight is compared to:
 - a. Leaves falling from a tree.
 - b. Waves crashing on the shore.
 - c. Oars dividing the ocean.
 - d. Wind blowing through the trees
5. What is the tone of the poem?
 - a. Joyful and celebratory.
 - b. Tense and suspenseful.
 - c. Calm and reflective.
 - d. Angry and resentful.

C. Read the following sentences and identify the cause and effect.

1. The bird hopped sideways to the wall to let the Beetle pass.

- Cause: _____
- Effect: _____

2. The speaker offered a Crumb to the bird.

- Cause: _____
- Effect: _____

D. Read the following statements and identify whether each is a fact or an opinion.

1. The bird's eyes looked like "frightened Beads."

- Fact
- Opinion

2. The bird's flight was graceful and beautiful.

- Fact
- Opinion

E. Read the following sentences and distinguish generalized statements from evidence-based information.

1. The bird moved cautiously, as if in danger.

- Generalized Statement
- Evidence-Based Information

2. The bird "bit an Angleworm in halves and ate the fellow, raw."

- Generalized Statement
- Evidence-Based Information

F. Read the following statements and identify the explicit textual evidence from the poem that supports each one.

1. The bird ate an Anglemorm raw.

- Textual Evidence: _____

2. The bird's eyes appeared frightened.

- Textual Evidence: _____

G. Read the following inferences drawn from the poem. Cite the specific line(s) from the poem that support each inference.

1. The bird is cautious around the speaker.

- Supporting Evidence: _____

2. The bird prefers natural freedom to human interaction.

- Supporting Evidence: _____

H. Explain how the textual evidence supports each inference.

1. Cautious Bird:

- Explanation: _____

2. Natural Freedom:

- Explanation: _____



For the Teacher:

- Explain to students the importance of citing strong and thorough textual evidence when analyzing a poem. Emphasize that they need to support their interpretations and inferences with specific lines from the text.
- Guide students to identify what the poem explicitly states. Use the examples provided to demonstrate how they can locate direct statements in the text.

Example:

Statement: The bird ate an Anglemorm raw.

Expected Student Response: "He bit an Anglemorm in halves / And ate the fellow, raw."

- Discuss with students how inferences go beyond the literal meaning of the text and require reading between the lines. Encourage them to think about the emotions, actions, or themes suggested by the poem that aren't explicitly stated but can be deduced.
- Explain that **nuance** refers to a subtle or slight difference in meaning, expression, tone, or feeling. When we talk about nuances in language, we are considering the fine shades of meaning that distinguish similar words or expressions. These small differences can significantly impact the tone, mood, or interpretation of a text.

Vocabulary and Grammar

A. Find the connotative and denotative meanings of these words.

Word	Denotative Meaning	Connotative Meaning
velvet		
cautious		
glanced		
stirred		
oars		
plashless		

B. Identify whether each word typically carries a positive or a negative connotation and provides examples or contexts where these connotations might apply.

Word	Positive Connotation	Negative Connotation	Example
glance			
glide			
feathers			

C. Compare each pair of words that have similar basic definitions but evoke different feelings or ideas. Discuss the different nuances each word carries and how these nuances affect the tone and interpretation when used in various contexts.

1. glance vs. stare

glance: _____

stare: _____

nuance in meaning: _____

2. glide vs. slide

glide: _____

slide: _____

nuance in meaning: _____

3. cautious vs. paranoid

cautious: _____

paranoid: _____

nuance in meaning: _____

D. Read the following sentences from the poem. Use the context provided in the sentence and the surrounding lines to infer the meaning of the underlined word or phrase.

1. "He stirred his Velvet Head."

contextual clue: _____

inferred meaning: _____

2. "And then hopped sidewise to the Wall To let a Beetle pass—"

contextual clue: _____

inferred meaning: _____

- How did the context of each sentence help you determine the meaning of the word or phrase?
- Why is it important to consider a word's position or function in a sentence when trying to understand its meaning?

Figurative Language in the Poem

A. Simile:

- **Definition:** A figure of speech that compares two different things using "like" or "as."
- **Example from the Poem:**
"They looked like frightened Beads, I thought—"
 - **Explanation:** The poet compares his loneliness to a cloud drifting in the sky, emphasizing his sense of isolation and aimlessness.

B. Personification:

- **Definition:** A figure of speech that gives human qualities to animals, objects, or ideas.
- **Example from the Poem:** "He stirred his Velvet Head."
 - **Explanation:** The bird's head is described as "Velvet," giving it a human-like softness and delicacy, which adds a sense of gentleness and tenderness to the bird's actions.

C. Imagery:

- **Definition:** Descriptive language that appeals to the senses and creates mental images.
- **Example from the Poem:**
"He bit an Angleworm in halves
And ate the fellow, raw,"
 - **Explanation:** This vivid visual imagery allows readers to picture the bird's actions clearly, illustrating the raw, unfiltered aspect of nature.

D. Symbolism:

- **Definition:** A literary device where an object, person, or situation represents something beyond its literal meaning.
- **Example from the Poem:** The bird's flight at the end of the poem.
 - **Explanation:** The bird's graceful, untroubled flight symbolizes freedom and the seamless, natural world, contrasting with the human world's boundaries and limitations.

Euphemism and Oxymoron

Euphemism

A euphemism is a mild or indirect word or expression substituted for one considered to be too harsh or blunt when referring to something unpleasant or embarrassing.

Examples in General Literature:

- "Passed away" instead of "died"
- "Let go" instead of "fired"
- "Senior citizen" instead of "old person"

Usage and Effect:

- **Purpose:** Euphemisms are used to soften the impact of unpleasant information or to avoid offending or upsetting the audience.
- **Effect:** They make communication more polite and can help to mitigate emotional responses.

Oxymoron

An oxymoron is a figure of speech in which apparently contradictory terms appear in conjunction.

Examples in General Literature:

- "Bittersweet"
- "Deafening silence"
- "Jumbo shrimp"

Usage and Effect:

- **Purpose:** Oxymorons are used to create dramatic effects, highlight complexities, or convey deeper meanings through contrast.
- **Effect:** They provoke thought and can emphasize the multifaceted nature of certain concepts or situations.

Euphemism in Context:

Dickinson does not use euphemism in the poem. Her descriptions of the bird's actions, such as "He bit an Angleworm in halves / And ate the fellow, raw," are direct and do not soften the reality of nature's brutality. Instead, she portrays the scene with raw honesty, without resorting to euphemistic language.

Oxymoron in Context:

There is **no clear use of oxymoron** in the poem. The language Dickinson uses is more straightforward, focusing on the contrast between the bird's delicate actions and the harsh realities of nature, but not by combining contradictory terms in a single phrase. Instead, she uses other literary devices such as simile, metaphor, and personification to convey her themes.

E. Read the following lines from Emily Dickinson's poem "A Bird Came Down the Walk" and choose the correct option that best identifies the type of imagery or figurative language used in each.

- Which of the following lines from the poem contains an example of figurative language?
 - "He bit an Anglemorm in halves"
 - "And he unrolled his feathers"
 - "Than Oars divide the Ocean"
 - "He stirred his Velvet Head"
- The phrase "stirred his Velvet Head" is an example of:
 - euphemism
 - oxymoron
 - simile
 - metaphor
- In the context of the poem, the poet's description of the bird's killing of the worm is an example of:
 - oxymoron
 - simile
 - euphemism
 - hyperbole
- Which of the following best represents an oxymoron, even if not explicitly used in the poem?
 - "He glanced with rapid eyes / That hurried all abroad"
 - "They looked like frightened Beads"
 - "The Grass divides as with a Comb"
 - "A bird came down the Walk"
- Which poetic device is most clearly used in the line: "They looked like frightened Beads"?
 - oxymoron
 - euphemism
 - metaphor
 - simile
- "He bit an Anglemorm in halves." What type of imagery is used in this line?
 - Visual Imagery
 - Auditory Imagery
 - Tactile Imagery
 - Olfactory Imagery
- "Butterflies, off Banks of Noon / Leap, plashless as they swim."
Which figure of speech is used here?
 - personification
 - simile
 - alliteration
 - metaphor
- "And then hopped sidewise to the Wall." What type of imagery is used here?
 - Tactile Imagery
 - Gustatory Imagery
 - Auditory Imagery
 - Visual Imagery

Compound Prepositions

A compound preposition (also called a complex or double preposition) is formed by prefixing a simple preposition with another word (such as in-, be-, under-, with-, etc.). It acts as a single unit and is usually one word (not a phrase). It functions as a preposition and shows a relationship between a noun/pronoun and another word in the sentence, such as direction, time, place, cause, or manner.

Structure

Compound prepositions are usually formed by:

Prefix/Adverb + Preposition = Compound Preposition

Prefix/Adverb	Preposition	Compound Preposition	Sentence Example
in	to	into	The child ran into the room.
on	to	onto	The cat leapt onto the windowsill.
with	in	within	All tasks must be completed within the deadline.
with	out	without	He went to the event without any preparation.
be	side	beside	She sat beside her best friend during the seminar.
under	neath	underneath	The missing file was found underneath a stack of old newspapers.
be	neath	beneath	The treasure was hidden beneath the old oak tree.
be	hind	behind	The attacker was hiding behind the curtain.

F. Read each sentence carefully and choose the correct answer that identifies or correctly uses a compound preposition.

- Which of the following is a compound preposition?
a. on b. by c. into d. at
- Choose the sentence that correctly uses a compound preposition.
a. She lives at the house. b. He stood by the road.
c. The child jumped onto the bed. d. They walked over the hill.
- What is the meaning of the compound preposition "within" in this sentence?
"You must complete the work within two days."
a. outside the limit b. in between
c. beyond the limit d. inside a time limit

4. Select the sentence that contains two compound prepositions.

- a. She ran into the house and sat beside her brother.
- b. They arrived late and left quietly.
- c. The letter was written by hand.
- d. He stood near the door and looked around.

5. Which of the following is not a compound preposition?

- a. without
- b. beside
- c. during
- d. into

Prepositional Phrases

A prepositional phrase consists of a preposition followed by a noun, pronoun, or noun phrase (the object of the preposition), which provides additional information about the time, location, direction, cause, manner, or condition.

Structure:

- **Preposition + Object of the Preposition**

Examples:

1. Time:

- *Before the meeting* - We should discuss the plan before the meeting.
- *During the summer* - She likes to travel during the summer.

2. Location:

- *In the park* - They had a picnic in the park.
- *On the table* - The keys are on the table.

3. Direction:

- *To the store* - He went to the store.
- *Towards the mountain* - They walked towards the mountain.

4. Cause:

- *Because of the rain* - The game was postponed because of the rain.
- *Due to his illness* - He was absent due to his illness.

5. Manner:

- *With a smile* - She greeted him with a smile.



For the Teacher:

Prepositional Phrases Usage Tips:

- **Placement:** Prepositional phrases can be placed at the beginning, middle, or end of a sentence. Ensure their placement does not disrupt the flow of the sentence.
- **Multiple Phrases:** You can use multiple prepositional phrases in a sentence, but ensure they don't confuse the reader.
- **Modifiers:** Prepositional phrases can act as adjectives (modifying nouns) or adverbs (modifying verbs, adjectives, or other adverbs).

- *By hand* - The invitation was delivered by hand.

6. Condition:

- *In case of fire* - In case of fire, use the emergency exit.
- *In the event of an emergency* - In the event of an emergency, call 1122.

Usage in Sentences

Adjective Phrase: These prepositional phrases describe nouns.

- The book *on the shelf* is interesting.
- The boy *with the red hat* is my brother.

Adverb Phrase: These prepositional phrases describe verbs, adjectives, or other adverbs.

- She sang *with joy*.
- He arrived *after school*.

Common Errors:

1. **Misplaced Prepositional Phrases:** Ensure the prepositional phrase is close to the word it modifies to avoid confusion.
 - **Incorrect:** She found the book *that I lost in the park*.
 - **Correct:** She found *the book in the park that I lost*.
2. **Overuse:** Avoid overloading sentences with too many prepositional phrases as it can make the sentence cumbersome.
 - **Cumbersome:** He went *to the store on the corner near the park with the big fountain*.
 - **Improved:** He went to the store near the park with the big fountain.

G. Read each sentence and underline the prepositional phrase. Then, write whether it is an adjective phrase (Adj) or an adverb phrase (Adv).

1. **The cookies in the jar are delicious.** (_____)
2. **She spoke with confidence during the presentation.** (_____)
3. **They drove through the city at night.** (_____)
4. **The dog behind the fence barked loudly.** (_____)
5. **He left before sunrise to catch the train.** (_____)
6. **The flowers by the window are blooming.** (_____)

H. Use the given prepositional phrases to create your own sentences.

1. **During the meeting:** _____
2. **Beside the couch:** _____
3. **Without a doubt:** _____

4. **Before the concert:** _____
5. **Near the river:** _____
6. **Over the hill:** _____

Oral Communication

A. Respond to the text through oral discussion.

- i. Organize the students into small groups, with each group being assigned a specific stanza of the poem.
- ii. Appoint a group leader to guide the discussion and a note-taker to record key points. Discuss the assigned stanza and answer the following questions:
 - What is the main idea of the stanza?
 - What imagery or figurative language is used to convey this idea?
 - How does the stanza contribute to the overall meaning of the poem?
- iii. Present your group's findings to the class.
(Spend about 10-15 minutes discussing the stanza before moving on to prepare your presentation.)
- iv. Participate in a whole-class discussion based on the groups' presentations.

B. Respond to the text by telling short stories and role play.

- i. Research Emily Dickinson, focusing on her life, her reclusive nature, and how her observations of the natural world influenced her poetry, particularly "A Bird Came Down the Walk."
- ii. Based on your research, create and share a short story that reflects Dickinson's experiences with nature. Consider how these experiences might have inspired the imagery and themes in the poem.
- iii. Perform key moments from Dickinson's life or scenes inspired by the poem. Use the following prompts:
 - Enact a scene where Dickinson observes a bird in her garden.
 - Role-play a conversation where Dickinson describes her inspiration for the poem.
 - Create a scene showing Dickinson writing the poem, focusing on her thought process.

Writing Skills

Summary Writing

A summary is a concise version of an oral, visual, or written text. Below are four basic steps to prepare a summary, providing a logical and organized approach to the process of summary writing.

1. Reading:

To write a good summary, thorough reading and understanding of the original text are essential. Pay attention to the main ideas, themes, and significant details.

2. Outlining:

Outlining involves making notes that may help in composing a summary. Focus on noting the author's purpose, the main topic sentence, key supporting details, and the central idea of the text.

3. Drafting:

Begin drafting the summary by combining your notes into coherent sentences and paragraphs. Ensure the summary is brief and covers only the essential points without personal opinions or unnecessary details.

4. Reviewing:

Review your summary to ensure accuracy and completeness. Check for any omitted key points and refine the language for clarity and conciseness.

- A. Write a summary of Emily Dickinson's poem "A Bird Came Down the Walk." Include the main idea, key imagery, and the emotional tone of the poem as it portrays the interaction between the speaker and the bird. Focus on conveying the essence of the poem without including personal opinions or interpretations.**

Critical Appreciation and Literary Critique

To critique means to carefully examine and evaluate a piece of work or an idea. In literature, this involves analysing different interpretations of a text and deciding how valid or convincing those interpretations are, based on textual evidence.

- B. Critique different interpretations of the imagery and figurative language in A Bird Came Down the Walk. To what extent do you agree with the view that Dickinson presents nature as both beautiful and threatening? Support your analysis with textual evidence.**



Step 1: Read the Poem Carefully

- Read *A Bird Came Down the Walk* multiple times.
- Pay attention to images (e.g., how the bird is described) and figurative language (e.g., metaphors, similes, personification).
- Identify lines that seem to show nature as beautiful, threatening, or both.

Step 2: Analyse the Key Literary Devices

- Imagery: How does Dickinson describe the bird and its surroundings? What senses does she appeal to (sight, touch, taste, etc.)?
- Figurative Language: Look for metaphors, personification, similes, etc. How do these enhance the poem's themes of nature and its complexity?
- Tone: Consider the tone of the poem (e.g., detached, curious, ominous). How does it affect your interpretation of nature?

Step 3: Identify Different Interpretations

- First interpretation: Some readers may see nature as beautiful, focusing on the gentle descriptions (e.g., the bird's delicate movements or soft imagery).
- Second interpretation: Other readers might view nature as threatening, pointing to the bird's raw behavior or its alertness as signs of danger.
- Third interpretation: A balanced view might suggest that Dickinson presents nature as both beautiful and threatening — delicate yet instinctively fierce.

Step 4: Take a Position

- Agree or disagree with the view that nature is both beautiful and threatening.
- Think about how much of the poem supports both views versus one or the other.
- Form a clear opinion based on your analysis of the imagery and figurative language.

Step 5: Support Your Opinion with Evidence

- Use direct quotes from the poem to back up your point of view.
- Explain how these quotes contribute to your interpretation of the poem's portrayal of nature.
- For example: "The bird 'bit an Angleworm in halves' could be seen as an image of violence, which suggests that nature is threatening. However, the delicate image of the bird's 'velvet head' presents nature as beautiful and fragile."

Step 6: Conclude Your Critique

- Summarize your findings: What have you concluded about the portrayal of nature in the poem?
- Reaffirm your position based on the evidence you've analysed.

4

UNIT

Team Moon

(This story is an adaptation inspired by 'Team Moon: How 400,000 People Landed Apollo 11 on the Moon' by Catherine Thimmesh. It summarises and reimagines the collaborative efforts behind the Apollo 11 mission, as depicted in Thimmesh's book.)

Learning Outcomes:

By the end of this unit, the students will be able to:

- use complex questions for a range of audiences.
- engage in extended discussions and critiques considering other speakers' viewpoints and presenting one's own with clarity.
- analyse how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- link new facts, terms, and concepts with prior knowledge.
- examine how an author develops and contrasts the points of view of different characters or narrators in a text. critique the plot development with respect to different aspects of the story.
- reading to analyse descriptive/argumentative/ persuasive essays.
- read, view and analyse a variety of readings grade-appropriate and high-interest books and texts from print and non-print sources: explanations (e.g., how something works).
- identify and use adjectival, prepositional, and adverbial phrases in reading and writing tasks.
- construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation in varying degrees of complexity for grade-specific genres.
- write multiple paragraphs essays or stories, poems or playscript using mechanics for correct writing.
- write a book review.

Pre-reading:

K-W-L Chart

Before Reading: Use the K (Know) and W (Want to Know) columns to set the stage for your reading. Predict what you might learn about teamwork:

- **K Column:** Write down what you know about teamwork. Think about examples from your own experiences or stories you've heard where people worked together to achieve something big.

- **W Column:** List questions or things you want to learn about teamwork. Consider:
 - What makes teamwork successful?
 - What challenges do teams face, and how do they overcome them?
 - What are you curious to know about when it comes to how people work together, especially in a high-stakes mission like Apollo 11?

After Reading: After reading "Team Moon," write down what you learned about teamwork.

- **L Column:** Reflect on:
 - How the people working on the Apollo 11 mission demonstrated teamwork.
 - The specific challenges they faced as a team and how they solved them.
 - The key elements that made their teamwork successful.

K (Know)	W (Want to Know)	L (Learned)

Evaluate Your Predictions: Review your predictions from the W column. Reflect on whether they were accurate or if they should be modified based on what you learned in "Team Moon."

Use the questions below to guide your reflection.

- Were your predictions about teamwork accurate? Why or why not?
- Should any of your predictions be modified? How would you revise them based on the text?
- Which specific examples from "Team Moon" have provided new information or insights about teamwork?
- How did the content of "Team Moon" differ from your initial thoughts on teamwork? Did you revise your predictions as you learnt more?



For the Teacher:

- Explain to students that a K-W-L chart helps you organise what you know (K), what you want to know (W), and what you have learned (L) about a topic.
- Explain to complete the first two columns of the chart before reading the text. After reading, fill in the last column.
- Help students integrate new information with what they already know, enhancing their understanding and retention of the material on patriotism.
- Facilitate a class discussion where students can share new facts they have learned and how these relate to what they already knew. Encourage them to make connections between the new concepts and their prior knowledge.
- **Acceptable Predictions:** Explain that predictions are acceptable if they are based on logical reasoning and prior knowledge.
- **Modified Predictions:** Explain that predictions might need to be modified if new information does not align with initial assumptions. This is a valuable part of the learning process, as it shows that students are actively engaging with the text and adjusting their understanding based on new information.

1. In the summer of 1969, millions around the world held their breath as Neil Armstrong descended the ladder of the lunar module, becoming the first human to step onto the Moon. His words, "That's one small step for man, one giant leap for mankind," echoed across televisions and radios, becoming a symbol of human achievement. But behind this **monumental** moment were not just the three astronauts aboard Apollo 11, but a vast, hidden army of 400,000 people working together—each contributing their expertise, determination, and heart to one of the greatest feats in history.

While-reading

What was significant about Neil Armstrong's first steps on the Moon?

The Seamstresses Who Stitched for the Stars

2. In a quiet workshop far from the launch pads of Cape Canaveral, a team of seamstresses at Playtex were busy with a task unlike any they had faced before. They were responsible for crafting the spacesuits that would protect the astronauts in the harsh environment of space. These suits had to be perfect: flexible enough for movement, yet strong enough to withstand the vacuum of space. One misplaced stitch could spell disaster. Working with a blend of meticulous care and quiet pride, these women stitched layer upon layer of specialised fabric, knowing that their work was literally a matter of life and death. Each seam, each stitch, was a thread in the tapestry of the Apollo 11 mission.

While-reading

Why was the job of the seamstresses at Playtex so important for the Apollo 11 mission?

The Engineers Who Reached for the Stars

3. Across the country, engineers at NASA were tackling problems that no one had ever solved before. The Saturn V rocket, a towering **behemoth** of engineering, had to function flawlessly to carry its precious cargo to the Moon. The engineers ran countless tests, **simulations**, and calculations, refining their designs again and again. They dealt with challenges that seemed **insurmountable**: how to keep the rocket stable, how to navigate through space with **precision**, and how to bring the astronauts home safely. These engineers knew that the success of the mission depended on their collective efforts, and they worked tirelessly, often late into the night, driven by the belief that they

While-reading

What kind of problems were the NASA engineers trying to solve with the Saturn V rocket?



For the Teacher:

Start by reading a passage aloud to the class. Model correct pronunciation, appropriate pitch, and voice variation. Demonstrate how to read expressively and help students understand how voice can convey meaning.

were part of something bigger than themselves.

Mission Control: The Nerve Centre of Apollo 11

4. At NASA's Mission Control in Houston, a team of young flight controllers was preparing for the mission with military precision. Each member of the team, from the Flight Director to the communications officer, had a critical role to play. They practised every possible scenario, from equipment failures to emergency **aborts**, preparing for every potential problem. When the day of the lunar landing finally arrived, tension filled the room. As the lunar module, "Eagle," descended towards the Moon, alarms suddenly blared—error codes no one had expected. Mission Control quickly sprang into action. Flight controllers scanned their screens, consulted their manuals, and conferred with each other. In mere seconds, they realised the alarms were not mission-critical; the guidance computer was simply overloaded but still functioning properly. Their swift decision-making and calm under pressure skill allowed Armstrong and Aldrin to continue their descent. When Armstrong's voice finally crackled through the radio with the words, "Houston, Tranquility Base here. The Eagle has landed," the room erupted in applause. But there was no time for rest—the mission was far from over.

While-reading

Why was it important for each member of the Mission Control team to have a specific role during the mission?

While-reading

How did the team at Mission Control prepare for unexpected problems during the Apollo 11 mission?

Margaret Hamilton and the Software that Saved the Mission

5. One of the unsung heroes was Margaret Hamilton, a software engineer who led the team that developed the onboard flight software for the lunar module. In a time when coding was done by hand, with punch cards and endless lines of code, Hamilton and her team created software that could prioritise the most critical tasks. This **foresight** proved invaluable during the lunar landing, when the computer was overloaded with unnecessary data. Thanks to Hamilton's code, the computer discarded less important tasks and focused on landing the spacecraft—an action that played a crucial role in the success of the mission.

While-reading

Who was Margaret Hamilton, and what was her role in the Apollo 11 mission?

The Unseen Heroes: A Tapestry of Talent

6. The success of Apollo 11 was a symphony conducted by countless hands. From the janitors who kept the labs clean, to the technicians who fuelled the rockets, to the scientists who plotted the trajectories, every person had a part to play. When the astronauts planted the American flag on the Moon and collected samples of lunar rocks, they were not just fulfilling their own dreams, but the dreams of all those who had

worked tirelessly behind the scenes.

The World Watches in Awe

7. As Armstrong and Aldrin explored the lunar surface, setting up experiments and collecting samples, the world watched in awe. For the 400,000 people who had poured their hearts into the mission, the Moon landing was a triumph of human ingenuity and **perseverance**. It was the result of years of **collaboration**, countless late nights, moments of doubt, and relentless problem-solving. It was a reminder that when people come together, with a shared vision and unwavering dedication, even the sky is not the limit.

Bringing the Heroes Home

8. After spending just over 21 hours on the lunar surface, Armstrong and Aldrin rejoined Collins in the command module for the journey back to Earth. As the astronauts splashed down safely in the Pacific Ocean, the mission was declared a success. The triumph was not just NASA's, but belonged to every engineer, scientist, seamstress, and technician who had dared to dream. Apollo 11 was more than a mission; it was a **testament** to what humanity can achieve when we work together.

9. In the end, Apollo 11 wasn't just about one small step on the Moon. It was about the giant leaps made by a team of 400,000 people who proved that through teamwork, dedication, and a shared vision, we can achieve the impossible.

Theme:

The theme of "**Team Moon: How 400,000 People Landed Apollo 11 on the Moon**" is the power of teamwork and collaboration in achieving extraordinary goals. The book highlights that the success of the Apollo 11 mission was not just due to the astronauts but also the combined efforts of 400,000 people working behind the scenes. It emphasises that every contribution matters, celebrates the collective effort, and illustrates how innovation, problem-solving, and dedication are key to overcoming challenges and achieving success. The story underscores that great achievements are made possible through the strength of working together.



For the Teacher:

- Reflect on Armstrong's words: "That's one small step for man, one giant leap for mankind" Discuss its meaning, relevance and why it became so famous.
- Encourage students to research and present additional information on the historical figures mentioned.
- **Show** the recorded documentary or play the audio version of the Apollo 11 mission for the class.
- **Ask students** to evaluate which interpretation is more effective, and provide reasons for their choices.
- **Engage students reflect** on how these different interpretations affect their understanding of teamwork in the mission.

Glossary:

Words	Meanings
abort	to end or cause something to end before it has been completed, especially because it is likely to fail
behemoth	something which has the qualities of great power and might
collaboration	the act of working with another person or group of people to create or produce something
foresight	the ability to predict what is likely to happen and to use this to prepare for the future
insurmountable	(of difficulties, problems, etc.) that cannot be dealt with successfully
monumental	very important and having a great influence, especially as the result of years of work
perseverance	the quality of continuing to try to achieve a particular aim despite difficulties
precision	the quality of being exact, accurate and careful
simulations	a situation in which a particular set of conditions is created artificially in order to study or experience something that could exist in reality
testament	a legal document that says what is to happen to somebody's money and property after they die
trajectory	the curved path of something that has been fired, hit or thrown into the air

Reading and Critical Thinking

A. Answer the following questions:

1. Why does the author choose to focus on the seamstresses at Playtex (Section 2) when discussing the Apollo 11 mission? What significance do their contributions hold in the broader context of the mission?
2. How does the setting of Mission Control (Section 4) shape the actions and decisions of the flight controllers? In what ways does the environment contribute to the tension and resolution of key moments in the story?
3. What impact do the words like "tension," "critical," and "overloaded" (Section 4) have on the tone of the narrative? How does the author's choice of language enhance the urgency and drama of the events?

4. What would be the impact if "Team Moon" had focused solely on the astronauts' perspectives instead of highlighting the contributions of all 400,000 people involved? How would this change the narrative's message?
5. What is the author's purpose in highlighting the lesser-known contributors to Apollo 11 (Section 6)? How does this focus challenge the traditional narrative of space missions that often centres solely on astronauts?
6. What might have happened if the engineers at NASA had failed to solve a key problem with the Saturn V rocket (Section 3)? How would this have affected the outcome of the Apollo 11 mission?
7. How can you summarise the main points of "Team Moon" in a way that captures the essence of the teamwork and collaboration without losing key details?
8. How would you create a diagram, a flowchart, or a mind-map to visually represent the key ideas of teamwork, innovation, and perseverance from "Team Moon"? What elements would you include to ensure that it reflects the text accurately?

B. Read the passage and answer the questions to explore how the setting of the Apollo 11 mission shapes the characters and plot of "Team Moon."

Passage:

In Mission Control, every screen flickered with data, every person was on edge, their eyes glued to the monitors tracking the lunar module. The room was filled with tension and the hum of machinery, a space where every decision had immediate, far-reaching consequences.

Questions:

- 1. Impact of Setting on the Characters:** How does the setting of Mission Control influence the actions, emotions and decisions of the characters working there?
- 2. Influence on the Plot:** How does the high-stakes environment of Mission Control drive the plot forward? Consider how the setting impacts the tension and decision-making in the story.
- 3. Historical Context:** How does the historical setting of the space race influence the motivations of the characters and the urgency of the mission?

C. Break down the stages of plot development in "Team Moon" using the prompts below.

Exposition:

- a. Identify:** What key information does the author provide at the beginning to set up the story?
- b. Evaluate:** How does the exposition engage the reader and establish the context for the mission?

Rising Action:

- a. Identify:** What events or challenges build tension and lead up to the climax?

b. Evaluate: How do these moments develop the theme of teamwork and preparation?

Climax:

a. Identify: Describe the pivotal moment when the outcome of the mission is most uncertain.

b. Evaluate: How does the author build suspense at this critical point?

Falling Action and Resolution:

a. Identify: What happens after the climax? How is the mission resolved?

b. Evaluate: How does the resolution highlight the contributions of the entire team?

Critique of Plot Development:

a. Evaluate: Consider the pacing and flow of the plot. How effectively does the author transition between different stages?

D. Read the excerpts below and analyse how the author contrasts the points of view of different characters or contributors.

Excerpt 1 (Astronauts' Perspective):

"As the world watched, the astronauts were not alone; they carried the hopes and dreams of thousands who worked tirelessly to get them there."

Excerpt 2 (Engineers' Perspective):

"For the engineers, every calculation was a step toward history, but also a step into the unknown. Their work was not just technical—it was deeply personal."

Questions:

1. Contrasting Points of View: How do the perspectives of the astronauts differ from those of the engineers?

2. Effect on the Reader: How do these contrasting viewpoints affect your understanding of the mission?

3. Developing the Theme: How do these differing perspectives contribute to the theme of teamwork and collective effort?

E. Read the passages and identify whether the writing is descriptive, argumentative, or persuasive.

Passage:

"Without the unsung heroes—the seamstresses, engineers, and flight controllers—the Moon landing would have remained a dream. Their stories, often overshadowed, are what truly define success in missions like Apollo 11."

Questions:

1. Identify the Writing Style: Is this passage descriptive, argumentative, or persuasive?

2. Examine Author's Purpose: What is the author's purpose in this passage?

3. Critique the Effectiveness: Evaluate how effectively the author conveys their purpose. Does the text succeed in shifting the reader's perspective?

F. Imagine that one of the structural elements in "Team Moon" is changed. Predict how this change would affect the narrative, its themes, and the

reader's experience.

1. Scenario 1: Moving the Climax

- **Original:** The tense moments of the lunar landing are described towards the climax of the narrative, building suspense as the reader anticipates the outcome.
- **Change:** Predict how the story would change if these moments were described at the beginning of the book.
- **Prediction Prompt:** How would this change affect the suspense and engagement of the reader?

2. Scenario 2: Altering the Sequence of Perspectives

- **Original:** The story switches perspectives between different contributors, such as engineers, seamstresses, and astronauts, throughout the book.
- **Change:** Predict how the narrative would be affected if the story was told from only one perspective (e.g., solely from the astronauts' point of view).
- **Prediction Prompt:** How would this change influence the theme of teamwork and collective effort? Would the story still effectively convey the contributions of all involved? Write your prediction below.

G. Read the selected excerpt from "Team Moon" and answer the questions. Focus on how Catherine Thimmesh's word choices create effects such as tension, excitement, or emphasis on teamwork.

Excerpt 1:

"The seamstresses worked with meticulous care, knowing that each stitch could mean life or death for the astronauts. They stitched layer upon layer, their hands moving with a blend of quiet pride and immense responsibility."

Questions:

1. **Identify Words for Effect:** Which words or phrases in this excerpt emphasise the importance of the seamstresses' work?
2. **Mood and Tone:** How do the words "meticulous care," "life or death," and "quiet pride" contribute to the mood of the passage? What tone do these words set?
3. **Author's Intent:** Why do you think the author chose to describe the seamstresses' work in this way? What effect does it have on the reader's perception of these characters?

Vocabulary and Grammar

A. Deduce the inferred meaning of these words using context clues from the text.

Word	Context Clue	Inferred Meaning
meticulous		
critical		
insurmountable		
Ingenuity		

B. Use a dictionary to find the following information for each word.

Word	Dictionary Meaning	Pronunciation	Part of Speech	Etymology
meticulous				
critical				
insurmountable				
ingenuity				

C. Compare the dictionary definitions with your inferences.

D. Use a dictionary to find and write the different word patterns for the word "meticulous" and "dedicate". Complete the chart below by identifying the correct forms of the word "meticulous" and "dedicate" and its related forms.

Base Words	Noun Forms	Adjective Forms	Adverb Forms
meticulous			
dedicate			

E. Write a sentence using each form of the word "meticulous".

Adjectival and Adverbial Phrases

Adjectival Phrase

An adjectival phrase is a group of words that functions like an adjective; it describes or gives more information about a noun or pronoun in a sentence.

Example: The man **covered in dust** sat down.

The phrase '**covered in dust**' is describing '**the man**' (a noun). It provides additional detail about the noun, much like an adjective would (e.g. 'dusty man').

Structures

- **[Adjective] + [Prepositional phrase]**
e.g., 'happy with her results'
- **[Past/Present Participle] + [Modifiers]**
e.g., 'exhausted by the journey' / 'working at the desk'

Adverbial Phrase

An adverbial phrase is a group of words that functions like an adverb; it modifies or describes a verb, adjective, or another adverb, typically providing information about time, place, manner, reason, or degree.

Example: She ran **with great speed**.

The phrase "**with great speed**" tells us **how** she ran — describing the manner of the

action (verb). It functions like an adverb (e.g. "quickly").

Structures

- **[Preposition] + [Noun Phrase]**
e.g., "in the morning", "at home", "for no reason"
- **[Intensifier] + [Adverb]**
e.g., "very quickly", "quite happily"

F. Read each sentence and underline the phrase, then identify whether it is adjectival or adverbial.

1. The house **on the corner** is up for sale.
2. She walked **with determination**.
3. The man **dressed in black** looked suspicious.
4. We arrived **after the sunset**.
5. Children **excited about the trip** gathered near the bus.

G. Expand each sentence by adding an adjectival or adverbial phrase (as directed in parenthesis).

1. The student answered the question. (*Add an adverbial phrase to show how*)

2. I saw a boy. (*Add an adjectival phrase to describe the boy*)

3. The dog barked. (*Add an adverbial phrase to show when*)

4. She wore a dress. (*Add an adjectival phrase to describe the dress*)

5. We waited. (*Add an adverbial phrase to show how*)

Complex Sentences Using Main and Subordinate Clauses

A complex sentence is a sentence that combines one main (independent) clause with one or more subordinate (dependent) clauses. The main clause can stand alone as a complete sentence, while the subordinate clause cannot stand alone and depends on the main clause to provide full meaning.

Components of a Complex Sentence:

1. Main Clause (Independent Clause):

- This is a complete thought that can stand alone as a sentence.
- **Example:** *The astronauts landed on the Moon.*

2. Subordinate Clause (Dependent Clause):

- This is an incomplete thought that cannot stand alone as a sentence and usually begins with a subordinating conjunction (e.g., because, although, if, when, while, since) or a relative pronoun (e.g., who, which, that).
- **Example:** *because they had followed their training precisely.*

Combining Clauses to Form a Complex Sentence:

- **Example Complex Sentence:** *The astronauts landed on the Moon because they had followed their training precisely.*
 - **Main Clause:** *The astronauts landed on the Moon.*
 - **Subordinate Clause:** *because they had followed their training precisely.*

Subordinating Conjunctions:

Subordinating conjunctions are words that introduce subordinate clauses and link them to the main clause, showing the relationship between the two parts of the sentence (e.g., cause, contrast, condition, time).

Common Subordinating Conjunctions:

- **Cause and Effect:** because, since, so that
- **Contrast:** although, even though, whereas
- **Condition:** if, unless
- **Time:** when, while, after, before, until

Examples of Complex Sentences:

1. Cause and Effect:

- *The mission was successful because the team worked tirelessly.*
 - **Main Clause:** *The mission was successful.*
 - **Subordinate Clause:** *because the team worked tirelessly.*

2. Contrast:

- *Although the flight controllers were under immense pressure, they made quick and accurate decisions.*
 - **Main Clause:** *They made quick and accurate decisions.*
 - **Subordinate Clause:** *Although the flight controllers were under immense pressure.*

3. Time:

- *When the lunar module descended, the engineers monitored every detail.*
 - **Main Clause:** *The engineers monitored every detail.*
 - **Subordinate Clause:** *When the lunar module descended.*

Purpose and Use:

- **Adds Detail:** Complex sentences add detail and depth to writing by explaining reasons, conditions, contrasts, or time relationships.

- **Varies Sentence Structure:** Using complex sentences can make writing more engaging and less repetitive.
- **Clarifies Relationships:** Helps to clearly show the relationship between different ideas within the sentence.

H. Combine the following pairs of sentences into complex sentences using main and subordinate clauses. Use appropriate transitional devices and punctuation.

- The flight controllers were prepared for every scenario. They practised every possible failure.
- Margaret Hamilton wrote the software by hand. It prioritised critical tasks during the landing.

I. Write a paragraph about the teamwork involved in the Apollo 11 mission, using a mix of complex sentences with main and subordinate clauses. Incorporate transitional words like "although," "because," "since," "while," and "however" to link your ideas smoothly.

Oral Communication

A. Read aloud the given dialogue and practice in groups.

- Organize yourselves into small groups and read aloud a specific section of the text (e.g., different parts of "Team Moon").
- Within each group, discuss the assigned text and answer the following questions:
 - What is the main idea of the assigned text?
 - What supporting details are provided that highlight the importance of the assigned text?
- Present your group's findings to the class.
- Participate in a whole-class discussion based on the groups' presentations.

B. Respond to the text by telling short stories and role play.

- Describe a historical figure you admire, related to the theme of teamwork.
- Narrate a short story about this figure's life.

Writing Skills

A. Write an essay explaining 'The Importance of Teamwork in Achieving Great Feats'. How does teamwork contribute to success in challenging situations, such as the Apollo 11 mission described in "Team Moon"?

B. Imagine you are a member of the Apollo 11 mission team. Write a short

story that brings to life your role in the mission, incorporating dialogue, descriptive details, and a clear storyline.

- C. Write a book review of the novel 'Team Moon: How 400,000 People Landed Apollo 11 on the Moon' by Catherine Thimmesh that includes an introduction, discussion of key themes, your evaluation of the book, and a recommendation.
- D. Translate the following passage into Urdu:

In a quiet workshop far from the launch pads of Cape Canaveral, a team of seamstresses at Playtex were busy with a task unlike any they had faced before. They were responsible for crafting the spacesuits that would protect the astronauts in the harsh environment of space. These suits had to be perfect: flexible enough for movement, yet strong enough to withstand the vacuum of space. One misplaced stitch could spell disaster. Working with a blend of meticulous care and quiet pride, these women stitched layer upon layer of specialised fabric, knowing that their work was literally a matter of life and death. Each seam, each stitch, was a thread in the tapestry of the Apollo 11 mission.



5 UNIT

Impact of Global Warming on Pakistan



Learning Outcomes:

By the end of this unit, the students will be able to:

- perform a drama/ role play/play script showing different roles and scenarios through deliberate choice of dialogues/ speech preferably on sdgs.
- provide an objective summary of a range of texts including fiction, non-fiction and other types of text.
- explain whether predictions about the content of a text are acceptable or should be modified and why.
- use summary skills to extract salient points and develop a mind map to summarize a variety of informational texts and transfer the written text to a table, diagram, flowchart or work plan.
- interpret and integrate information from a variety of sources for comprehension (e.g., maps, graphs, charts, diagrams).
- read, view and analyse a variety of readings grade-appropriate and high-interest books and texts from print and non-print sources: information reports (e.g., project reports, fact sheets, brochures).
- consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- comprehend and use contemporary idioms and proverbs in the different texts and in their speech.
- examine and interpret the use of conjunctions and transitional devices in speech and writing for effective communication. recognize and use subordinating conjunctions to connect independent clause/s to dependent clause/s, recognize and use correlative conjunctions including pairs such as both/and, either/or, neither/nor, not/but and not only/but also, etc.
- produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience (topics may be chosen from the list of themes, sub-themes and text types).

Pre-reading:

K-W-L Chart

Before Reading

K Column (Know): Before you read the text, take a moment to consider what you already know about the impact of global warming on Pakistan. Think about:

- **Prior Knowledge:** What do you already understand about climate change and its effects, particularly in Pakistan?
- **Biases and Opinions:** Do you have any preconceived notions or opinions about global warming and its impact on Pakistan? Are there common biases or opinions in media that might shape your understanding?
- **Critical Terms:** Are there any key terms or concepts related to global warming that you are already familiar with?

Write down your existing knowledge in the K Column. This will help you to activate your prior understanding and prepare you for new information.

W Column (Want to Know): Now, consider what you want to learn from the text. What questions do you have about how global warming specifically affects Pakistan? Use the following prompts to guide your questions:

- **Layered Meanings:** What deeper layers of meaning are you curious about? For example, how might the text address the implicit consequences of climate change beyond the obvious effects?
- **Inference and Deduction:** What are you hoping to infer from the text? Are there particular details you plan to look for that might indicate biases, opinions, or the writer's viewpoint?
- **Word Choice and Effect:** Are you interested in how the writer uses language to convey the seriousness of global warming? What specific words or phrases might be chosen for effect?
- **Specific Risks:** Are there particular risks that global warming poses to Pakistan's diverse geography?
- **Impact on Cities:** How might rapid urbanization in cities like Karachi and Lahore be influencing the effects of global warming?
- **Mitigation Efforts:** What actions is Pakistan taking under SDG 13 to combat these effects?

List your questions in the W Column. This will help you focus on the key areas of interest as you read.

After Reading

L Column (Learned): After reading the text, revisit the W Column to see how your questions were addressed. Consider the following as you fill out the L Column:

- **New Connections:** What new facts, terms, or concepts did you learn, and how do they connect to your prior knowledge?
- **Implied Meaning:** What implicit meanings or biases did you detect in the text? How

did the writer's word choices influence your understanding of the issues?

- **Writer's Viewpoint:** What can you infer about the writer's viewpoint on global warming and its impact on Pakistan? Did the text present any biases or opinions, and how did these shape the overall message?
- **Critical Reflection:** Reflect on how your understanding has evolved. Did the text challenge your preconceived notions, or did it reinforce them? How will this new understanding impact your view of global warming in the future?
- **New Insights:** What new information did you discover about the specific effects of global warming on Pakistan's glaciers, agriculture, and urban areas?
- **Answers to Questions:** Were your questions answered? How did the text address the issues related to Pakistan's vulnerability and the measures being taken to mitigate these challenges?
- **Comparisons:** Did the text confirm or challenge what you already knew? How has your understanding of the situation evolved?

K (Know)	W (Want to Know)	L (Learned)

1. The **Sustainable** Development Goals (SDGs), established by the United Nations in 2015, include 17 global objectives aimed at fostering a better and more sustainable future. Among these, **SDG 13: Climate Action** is particularly relevant for Pakistan, a country that is highly **susceptible** to the impacts of global warming. Pakistan's **vulnerability** is largely due to its diverse geography, which includes high mountain ranges, vast plains, and an extensive coastline. This geographic **diversity** makes the country particularly prone to a wide range of climate-related risks, including **glacial** melt, extreme heat, and sea-level rise. Moreover, Pakistan's heavy dependence on agriculture, a sector highly sensitive to changes in temperature and precipitation, exacerbates the country's vulnerability to climate change. The rapid **urbanization** of cities like Karachi and Lahore, coupled with inadequate **infrastructure**, further increases the risk of climate-induced disasters such as heatwaves and flooding. Compounding these challenges is the country's limited financial and technical resources, which hinder its ability to effectively **mitigate** and adapt to climate change. Finally, with a population exceeding 220 million, Pakistan faces immense pressure on its resources and infrastructure, particularly in the face of ongoing climate changes. These factors collectively intensify the effects of global warming in Pakistan, which are explored in detail below.

While-reading

Why is Pakistan particularly vulnerable to the impacts of global warming?

2. **Rising Temperatures and Heatwaves** – Given Pakistan's geographical diversity and

rapid urbanization, the country has seen a significant rise in average temperatures over the past few decades. This trend is primarily due to increased global greenhouse gas emissions, which trap heat in the Earth's atmosphere. As a result, Pakistan is experiencing more frequent and intense heatwaves, particularly in urban areas like Karachi, where rapid growth has outpaced infrastructure development. These rising temperatures are not just a product of global patterns but are **exacerbated** by local factors such as urban heat islands, where densely built-up areas retain more heat.

Table 1: Average Temperature Increase in Pakistan (1901-2020)

Year	Average Temperature Increase (°C)
1901-1950	+0.2
1951-2000	+0.3
2001-2020	+0.6

Data Source: Asian Development Bank, 2021

In 2022, Jacobabad recorded a temperature of 51°C (124°F), among the highest in the world (Dawn, 2022). Such extreme heat poses severe health risks, as evidenced by the heatwave in Karachi in 2015, which resulted in over 1,200 deaths (BBC News, 2015). The primary cause of these heatwaves is the enhanced greenhouse effect due to increased concentrations of greenhouse gases.

To combat these challenges, Pakistan has introduced the Heatwave Management Plan, including early warning systems and public awareness campaigns, as part of its efforts to align with SDG 13.

3. Melting Glaciers and Water Scarcity – The effects of global warming extend beyond urban heatwaves to the melting of glaciers in Pakistan, particularly those in the Himalayas and Karakoram ranges. These glaciers, crucial for feeding the Indus River, are melting at an accelerated rate due to rising temperatures. The melting of these glaciers initially increases water flow, leading to floods, but over time, it results in reduced water availability, threatening agriculture and drinking water supplies. This problem is particularly acute in Pakistan, where agriculture is heavily dependent on the Indus River, making the country vulnerable to shifts in water availability.

While-reading

What long term impact does the accelerated melting of glaciers have on water availability in Pakistan?

Table 2: Glacier Melting and Its Impact on the Indus River Flow

Glacier Status	Percentage Melted (%)	Impact on Water Flow
1980s	10%	Slight impact
2000s	20%	Noticeable reduction
2020s	30%	Significant reduction

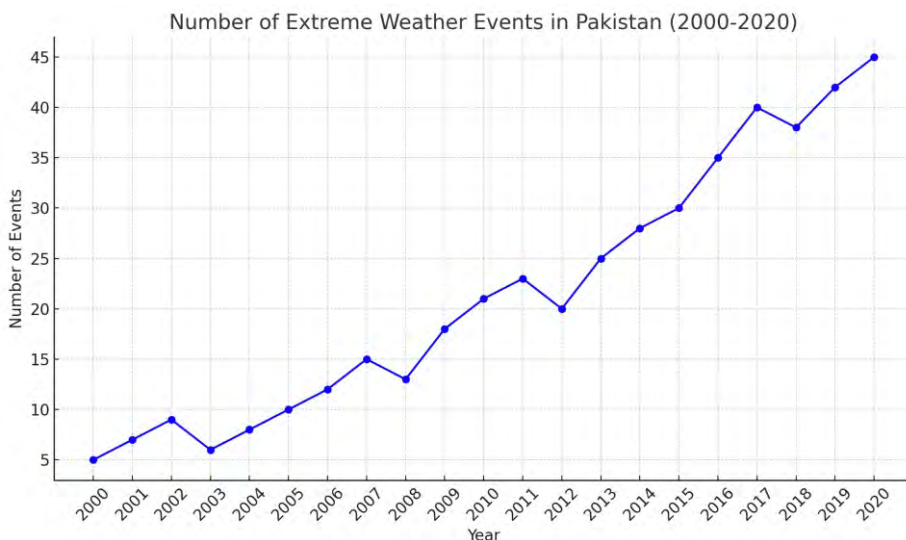
Data Source: Pakistan Meteorological Department, 2022

Over 30% of the ice in Pakistan's glaciers has already melted, leading to reduced river flows (The Express Tribune, 2020). The primary reason for this rapid melting is global warming, which increases temperatures, causing glaciers to shrink faster than they can regenerate.

To address these challenges, Pakistan has implemented the **Glacial Lake Outburst Flood (GLOF)** project under SDG 13, focusing on building early warning systems and constructing protective infrastructure to mitigate the risks associated with glacial melt.

4. Increased Frequency of Extreme Weather Events – As the effects of global warming intensify, Pakistan is also witnessing an increase in the frequency and severity of extreme weather events, such as floods, droughts, and cyclones. The geographical diversity of Pakistan, combined with the pressures of rapid urbanization and population growth, makes the country particularly susceptible to these climate-induced disasters. The changing climate has disrupted weather patterns globally, leading to more intense rainfall and prolonged dry periods in Pakistan

Chart 1: Number of Extreme Weather Events in Pakistan (2000-2020)



Data Source: World Bank, 2010

For instance, the 2010 floods affected over 20 million people and caused economic losses estimated at \$10 billion (World Bank, 2010). Resultantly, regions like Tharparkar have been experiencing more frequent droughts, which have exacerbated water shortages and food insecurity. The increased frequency of these extreme weather events is largely due to changes in atmospheric conditions caused by global warming.

In response, Pakistan has developed the **National Disaster Risk Management Framework** as part of its commitment to SDG 13. This framework enhances disaster

preparedness and response mechanisms, aiming to build resilience in vulnerable communities.

5. Impact on Agriculture and Food Security: The effects of global warming on Pakistan's agriculture sector are particularly troubling because of the country's heavy reliance on this sector for both food security and employment. Changes in temperature, precipitation, and the increased frequency of extreme weather events have made agriculture more unpredictable and less productive. With agriculture being highly sensitive to these climate variations, the sector is facing significant challenges.

Table 3: Projected Decline in Wheat Yield Due to Climate Change

Year	Projected Wheat Yield Decline (%)
2020	0%
2030	3%
2050	6-8%

Data Source: IFPRI, 2021

Wheat yields, for example, are estimated to decline by 6-8% by 2050 due to changing climate conditions (IFPRI, 2021). Furthermore, the 2020 locust attack, driven by unusual weather patterns, caused crop losses worth \$2.2 billion, highlighting the vulnerability of Pakistan's food security to climate change (FAO, 2020). The reason for these agricultural challenges lies in the direct impact of higher temperatures and unpredictable rainfall on crop growth and productivity.

To mitigate these risks, Pakistan is promoting **Climate-Smart Agriculture** practices as part of its SDG 13 initiatives. These practices include developing drought-resistant crops, optimizing water use, and improving soil management techniques.

While-reading

What factors have made agriculture more unpredictable and less productive in Pakistan?

6. Coastal Erosion and Sea-Level Rise – Global warming's impact on Pakistan is not limited to inland areas; it also significantly affects the country's coastal regions. Rising sea levels and coastal erosion, driven by global temperature increases, are major threats to the coastline of Sindh and Balochistan. These changes threaten to displace coastal communities, damage infrastructure, and inundate agricultural lands.

Table 4: Sea-Level Rise Projections for Pakistan's Coastline

Year	Sea-Level Rise (meters)	Population Displacement (millions)
2020	0.1	0.2
2050	0.3	2.0
2100	0.6	5.0

Data Source: World Bank, 2021

By 2100, sea levels along Pakistan's coast could rise by 0.6 meters, potentially displacing up to 5 million people (IUCN, 2022). The primary reason for this sea-level rise is the thermal expansion of seawater and the melting of polar ice caps, both of which are direct consequences of rising global temperatures.

In response, Pakistan has launched the **Mangrove Rehabilitation Project** under SDG 13, which aims to restore mangrove forests that act as natural barriers against coastal erosion and sea-level rise.

7. Threats to Biodiversity and Ecosystems – Pakistan's rich **biodiversity** and ecosystems are under significant threat from global warming. Changes in temperature and **precipitation** patterns are disrupting natural habitats, leading to the decline of species and the degradation of ecosystems. This is particularly concerning for a country like Pakistan, which relies heavily on its natural resources for livelihood and economic activities.

Table 5: Forest Cover Loss in Pakistan (2000-2020)

Year	Forest Cover Loss (hectares)
2000	20,000
2010	30,000
2020	43,000

Data Source: Global Forest Watch, 2022

For example, key species such as the snow leopard and the Indus River dolphin are losing their habitats due to changing climate conditions (WWF Pakistan, 2021). Furthermore, Pakistan is losing approximately 43,000 hectares of forest annually, which contributes to the decline in **biodiversity** (Global Forest Watch, 2022). The loss of biodiversity is primarily driven by **habitat** destruction caused by climate change, deforestation, and unsustainable land use practices.

To counter these trends, Pakistan has initiated the **Protected Areas Initiative** under SDG 13, which aims to conserve critical habitats and endangered species by expanding protected areas and restoring degraded ecosystems.



For the Teacher:

- Ask students to read selected chapters or sections from "**The Uninhabitable Earth: Life After Warming**" by David Wallace-Wells.
- Have students watch the documentary "**Before the Flood**" directed by Fisher Stevens.
- Lead a brief discussion on the key themes related to climate change that are presented in both the book and the documentary. Focus on the urgency of climate action and the different ways the crisis is depicted.
- Instruct students to compare the approaches taken by the book and the documentary. Encourage them to consider how each source presents the climate crisis and which aspects are emphasized in each.

Theme

The theme of the unit is **climate change and its multifaceted effects on a vulnerable nation**. Specifically, it explores how global warming, driven by human activities, impacts Pakistan's environment, economy, and society, emphasizing the urgent need for climate action as outlined in SDG 13 (Climate Action). The unit addresses various challenges such as rising temperatures, glacier melting, extreme weather events, agricultural decline, coastal erosion, and threats to biodiversity, highlighting the complex and interconnected nature of these issues.

Glossary:

Words	Meanings
biodiversity	the existence of a large number of different kinds of animals and plants which make a balanced environment
diversity	a range of many people or things that are very different from each other
glacial	caused or made by a slow-moving mass or river of ice, formed from snow on mountains or near the North Pole or South Pole
habitat	the place where a particular type of animal or plant is normally found
infrastructure	the basic systems and services that are necessary for a country or an organization to run smoothly, for example buildings, transport and water and power supplies
mitigate	to make something less harmful, serious, etc.
precipitation	rain, snow, etc. that falls; the amount of this that falls
projections	an estimate or a statement of what figures, amounts, or events will be in the future, or what they were in the past, based on what is happening now
scarcity	there is not enough of it and it is difficult to obtain it
susceptible	very likely to be influenced, harmed or affected by something
sustainable	involving the use of natural products and energy in a way that does not harm the environment
urbanization	the process in which towns, streets, factories, etc. are built where there was once countryside
vulnerability	the fact of being weak and easily hurt physically or emotionally

Reading and Critical Thinking

A. Answer the following questions:

1. What makes Pakistan particularly vulnerable to the impacts of global warming?
2. How does rising temperature affect urban areas like Karachi?
3. What is the connection between glacial melting and water scarcity in Pakistan?
4. Why are extreme weather events becoming more frequent in Pakistan?
5. How does global warming impact Pakistan's agriculture sector?
6. Why is it important for Pakistan to implement the Heatwave Management Plan under SDG 13?
7. What role does Pakistan's reliance on agriculture play in its vulnerability to climate change?
8. Can limited financial and technical resources hinder Pakistan's ability to adapt to climate change?

B. Choose the correct option for each question.

1. Which of the following is a primary reason for Pakistan's vulnerability to climate change?
 - a. Lack of technology
 - b. Geographic diversity
 - c. High literacy rate
 - d. Industrial growth
2. What is the major effect of glacier melting in Pakistan as mentioned in the text?
 - a. Increased agricultural productivity
 - b. Decreased sea levels
 - c. Reduced water availability
 - d. More frequent earthquakes
3. Which city in Pakistan is particularly affected by rising temperatures and heatwaves?
 - a. Islamabad
 - b. Karachi
 - c. Lahore
 - d. Peshawar
4. Which steps has Pakistan taken to address the risks of glacial melting?
 - a. Renewable Energy Development Program
 - b. Urban Heat Island Reduction Plan
 - c. Glacial Lake Outburst Flood (GLOF) Project
 - d. Coastal Erosion Prevention Program
5. Which areas are being threatened by the rising sea-levels in Pakistan?
 - a. Desert regions
 - b. Mountainous regions
 - c. Coastal regions
 - d. Urban centers

- C. Create a mind map that visually represents the key points and their relationships. Start with the central idea "Impact of Global Warming on Pakistan" and branch out to subtopics such as "Rising Temperatures," "Glacier Melting," "Extreme Weather Events," "Agricultural Impact," and "Coastal Erosion." Include key details and examples from the text in your mind map.
- D. Write a concise summary of the text. Your summary should capture the main ideas and key points. Discuss how global warming impacts different sectors in Pakistan. Limit your summary to 150-200 words.
- E. Use the information from your summary to fill in the table below. The table will help you organize the key aspects. Describe their impacts by providing specific data or examples. Link each aspect to the relevant SDG 13 initiatives.

Key Aspect	Description of Impact	Specific Example	SDG 13 Initiative
Rising Temperatures			
Glacier Melting			
Extreme Weather Events			
Impact on Agriculture			
Coastal Erosion and sea-level rise			
Threats to Biodiversity			

- F. Answer the following questions based on the figures and the chart.

Table 1: Average Temperature Increase in Pakistan (1901-2020):

- a. What trend do you observe in the temperature increase over the years?
- b. How might this trend affect urban areas like Karachi?

Table 2: Glacier Melting and Its Impact on the Indus River Flow:

- a. How does the melting percentage of glaciers correlate with the changes in the Indus River flow?
- b. What are the potential consequences of the reduced water availability for agriculture?

Chart: Number of Extreme Weather Events in Pakistan (2000-2020):

- a. What does the trend in the extreme weather events over the years suggest about the climate in Pakistan?

- b. How might the increase in the extreme weather events affect the country's infrastructure and economy?

Table 4: Sea-Level Rise Projections for Pakistan's Coastline:

- a. What do the projections for the sea-level rise indicate about the future of Pakistan's coastal areas?
- b. How many people are estimated to be displaced by 2100, and what are the implications for the coastal communities?

Vocabulary and Grammar

A. Read the following passage:

Pakistan's vulnerability to climate change is exacerbated by its geographic diversity. This susceptibility is further compounded by its dependence on agriculture, which is highly sensitive to fluctuations in temperature and precipitation.

B. Use context clues to infer the meaning of each word. Write down what you think each word means based on its usage in the sentence.

Word	Context Clue	Inferred Meaning
exacerbated		
susceptibility		
fluctuations		

C. Use a dictionary to find the following information for each word.

Word	Dictionary meaning	Pronunciation	Part of Speech	Etymology
exacerbated				
susceptibility				
fluctuations				

- D. Compare your inferred meanings with the dictionary definitions. Were your guesses correct? Write down the dictionary definitions next to your inferred meanings.**
- E. Use a dictionary to find and write the different word patterns for the word "climate". Complete the chart below by identifying the correct forms of the word "climate" and its related forms.**

Base Word	Noun Form	Adjective form	Adverb Form
Climate			

F. Write sentences using each form of the word "climate".

Idioms and Proverbs

Idioms

Idioms are figurative expressions used to convey a particular meaning, often to add colour or creativity to everyday speech. They are used within sentences to describe actions, feelings, or situations in a non-literal way.

1. a blessing in disguise

Meaning: Something that seems bad at first but has a good result.

Example: Losing that job was a blessing in disguise — it pushed me to start my own business.

2. burn the midnight oil

Meaning: To work late into the night.

Example: She had to burn the midnight oil to finish her assignment on time.

3. hit the nail on the head

Meaning: To be exactly right about something.

Example: You've hit the nail on the head — that's exactly why the project failed.

4. let the cat out of the bag

Meaning: To reveal a secret by accident.

Example: He let the cat out of the bag about the surprise party.

5. the ball is in your court

Meaning: It's your decision or responsibility now.

Example: I've made my offer — now the ball is in your court.

6. under the weather

Meaning: Feeling unwell.

Example: I won't be coming to work today — I'm feeling a bit under the weather.

Proverbs

Proverbs are short, well-known sayings that express a general truth, moral lesson, or piece of advice. They are often used as standalone statements or to conclude a thought.

1. Actions speak louder than words.

Meaning: What people do is more important than what they say.

2. A stitch in time saves nine.

Meaning: Dealing with a problem promptly prevents it from becoming worse.

3. Don't count your chickens before they hatch.

Meaning: Don't make plans based on future events that may not happen.

4. Honesty is the best policy.

Meaning: Being honest is always the wisest course of action.

5. Where there's a will, there's a way.

Meaning: If you are determined, you can overcome any obstacle.

6. You can't judge a book by its cover.

Meaning: Don't judge something or someone based solely on appearance.

Feature	Idioms	Proverbs
Structure	Part of a sentence	Complete sentence
Purpose	Figurative expression	Moral or life lesson
Interpretation	Non-literal	Often literal or semi-literal
Usage	Descriptive	Prescriptive (gives advice)
Example	"Break the ice"	"Rome wasn't built in a day"

G. Read the sentence and identify the idiom or proverb. Then, explain its meaning.

- "When the team finally won the tournament, the coach said, 'Better late than never!'"
– **Idiom/Proverb:** _____
– **Meaning:** _____
- "She always lends a hand when others are struggling."
– **Idiom/Proverb:** _____
– **Meaning:** _____

H. Choose the correct idiom or proverb to complete each sentence.

- I know the task is hard, but you'll have to _____ and do it.
a) bite the bullet b) spill the beans
c) jump on the bandwagon d) let sleeping dogs lie
- He invested all his money in one company — he really _____.
a) killed two birds with one stone b) put all his eggs in one basket
c) let the cat out of the bag d) hit the sack
- She always arrives early and gets the best seat. _____.
a) Practice makes perfect b) Actions speak louder than words
c) The early bird catches the worm d) Don't bite off more than you can chew

4. We must be patient while building this business — after all, _____.
a) Curiosity killed the cat b) Rome wasn't built in a day
c) Every cloud has a silver lining d) A bird in the hand is worth two in the bush
5. He kept quiet during the discussion because he didn't want to _____.
a) break the ice b) throw in the towel
c) let sleeping dogs lie d) cry over spilt milk

1. Write a meaningful sentence for each of the following idioms or proverbs. Make sure your sentence shows that you understand its meaning.

1. a piece of cake
2. break the ice
3. Actions speak louder than words.
4. Let the cat out of the bag.
5. under the weather
6. Too many cooks spoil the broth.
7. cost an arm and a leg
8. The ball is in your court.
9. burn the midnight oil
10. You can't judge a book by its cover.

Sentence Structure

Every complete sentence needs a **subject** and a **verb** and must express a complete thought.

Examples:

- *She runs fast.* (Subject: *She*, Verb: *runs*)
- *The cat slept on the mat.*

Structure of Complex Sentences

There are two common patterns:

Pattern A – Independent clause + subordinating conjunction + dependent clause

- *He stayed home because he was tired.*

Pattern B – Subordinating conjunction + dependent clause + comma + independent clause

- **Because** *he was tired, he stayed home.*

Conjunctions

Words used to join words, phrases, or clauses.

Types of Conjunctions

Type of Conjunction	Conjunctions	Definition	Example Sentence
Coordinating Conjunctions (FANBOYS)	and, but, or, nor, for, so, yet	Connect two words, phrases, or independent clauses of equal grammatical value.	<i>I wanted to go to the park, but it started raining.</i>
Subordinating Conjunctions	because, although, since, unless, while, when, if, after, before	Connect a dependent clause to an independent clause to show relationships such as cause, time, or condition.	<i>He stayed home because he was feeling ill.</i>
Correlative Conjunctions	both/and, either/or, neither/nor, not only/but also, not/but	Used in pairs to connect grammatically equal sentence parts, emphasising relationships such as choice or contrast.	<i>Both Sam and Emma were selected for the team.</i>
Conjunctive Adverbs	however, therefore, moreover, consequently, thus, for example	Act as connectors between independent clauses and show logical relationships such as contrast, cause-effect, or addition.	<i>She studied hard; therefore, she passed the exam.</i>

Clause

A **clause** is a group of words that contains a **subject** and a **verb** (also called a predicate). It may or may not express a complete thought.

Types of Clauses

Type of Clause	Definition	Example
Independent Clause	A group of words that contains both a subject and a verb and expresses a complete thought. It can stand alone as a sentence.	<i>She likes reading. The sun is shining.</i>

Dependent Clause (Subordinate Clause)	A group of words that contains both a subject and a verb but does not express a complete thought. It cannot stand alone as a sentence. It needs an independent clause to complete its meaning.	<i>Because she was tired</i> <i>When the bell rings.</i>
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Subordinating Conjunctions

These conjunctions connect an independent clause to a dependent clause to form a complex sentence.

Subordinating Conjunctions	Purpose/Meaning	Example Sentence
because	Shows reason or cause	<i>He didn't come to school because he was sick.</i>
although	Shows contrast or concession	<i>Although it was raining, they went for a walk.</i>
if	Shows condition	<i>If I finish my homework, I will go to the movies.</i>
when	Indicates time	<i>She called me when she arrived.</i>
unless	Indicates condition (negative)	<i>I won't go to the park unless it stops raining.</i>
while	Indicates time or contrast	<i>He played games while waiting for the bus.</i>
since	Indicates time or cause	<i>I've been feeling better since I had some rest.</i>

Examples of Sentences with Both Independent and Dependent Clauses

- He could not attend the meeting because he was sick.**
 - Independent clause:* He could not attend the meeting.
 - Dependent clause:* because he was sick.
- I will go to the beach if it's sunny tomorrow.**
 - Independent clause:* I will go to the beach.
 - Dependent clause:* if it's sunny tomorrow.

Transitional Devices

Words or phrases that link ideas between sentences or paragraphs, improving flow and clarity.

Types of Transitional Devices

Function	Examples	Example Sentence
Addition	moreover, in addition, also	<i>She is kind; moreover, she is talented.</i>
Contrast	however, on the other hand, although	<i>He is rich. However, he is not happy.</i>
Cause/Effect	therefore, as a result, consequently	<i>She studied hard; therefore, she passed.</i>
Example	for example, such as, in particular	<i>Many animals, such as tigers, are endangered.</i>
Time/Sequence	then, next, finally, meanwhile	<i>He washed the dishes. Then, he mopped the floor.</i>

J. Choose the correct conjunction to complete each sentence.

- I wanted to stay longer, _____ I had to catch the last bus.
a) and b) but c) or d) so
- He can come with us _____ he finishes his homework.
a) unless b) although c) if d) but
- _____ Ali _____ Ahmed will attend the seminar.
a) Not only / but also b) Neither / nor c) Both / and d) Either / or
- The match was cancelled; _____, the audience was disappointed.
a) and b) however c) for example d) when
- _____ you explain it clearly, they won't understand.
a) While b) Before c) Unless d) Yet

K. Underline the conjunction(s) and state whether it's coordinating, subordinating, correlative, or a conjunctive adverb.

- I will go to the market **after** I finish my homework.
- Not only** was he late, **but also**, he forgot his notes.
- He worked all night; **therefore**, he was exhausted.
- She was tired, **yet** she kept working.

L. Join each pair of sentences using the conjunction in parenthesis.

- He is intelligent. He is hardworking. (*not only / but also*)
- The bus was late. We still arrived on time. (*although*)
- You must submit the form. You won't be allowed to take the test. (*unless*)

Oral Communication

A. Respond to the text through oral discussion.

- i. Make small groups. Each group will focus on a specific section of the text assigned to you.
- ii. Discuss the assigned text /task for your group and answer the following:
 - What is the main idea?
 - What supporting details are provided?
 - How does it connect to the overall theme of the text?
- iii. Present your group's findings to the class, focusing on the key insights and how they contribute to understanding of the text.
- iv. Participate in a class-wide discussion, where groups share their insights and debate differing interpretations. Use complex questions to probe deeper into the text and challenge or support others' viewpoints.

B. Respond to the text by telling short stories.

- i. Research on the Paris Agreement on climate change or the development of renewable energy technologies. Focus on how this event has impacted global efforts toward achieving SDG goals. Narrate a short story highlighting key moments from this event, explaining its contributions and significance.

C. Role Play.

- i. Role-play key moments discussions and agreements made during the Paris Climate Conference. For instance, you could reenact a scene where world leaders debate the terms of the agreement, focusing on their dialogue and decisions. Highlight how these moments contribute to global efforts in combating climate change and their connection to SDG 13 (Climate Action).

D. Discuss “The Role of Youth in Achieving the Sustainable Development Goals.”

- i. Prepare arguments that reflect different viewpoints and be ready to listen to and respond to others' perspectives.
- ii. During the debate, focus on clear communication, correct pronunciation, and effective use of intonation to convey your points convincingly.
- iii. Engage in extended discussions, considering others' viewpoints and presenting your own with clarity and evidence.

Writing Skills

A. Write an informative essay (250-300 words) on the topic:

"The Importance of Climate Action in Addressing Global Warming"

Essay Structure:

Plan Your Essay:

- Think about your audience and the purpose of your essay. Your goal is to persuade readers of the urgent need for climate action to combat global warming.
- Outline your main claim or argument, and plan how you will structure your essay to support it.

Write Your Essay:

1. Introduction:

- Introduce the topic of climate action and state your main claim clearly. Explain why addressing global warming is crucial for the future of the planet.

2. Body Paragraphs:

- Present your claims in support of climate action, using relevant evidence and examples.
- Include a counterclaim that opposes your argument, and refute it with valid reasoning and evidence.
- Use transitional phrases to link your ideas and create a logical flow between paragraphs.

3. Conclusion:

- Summarize your main points and reinforce the importance of taking immediate action against global warming. End with a strong concluding statement that leaves a lasting impact on the reader.

Review Your Work:

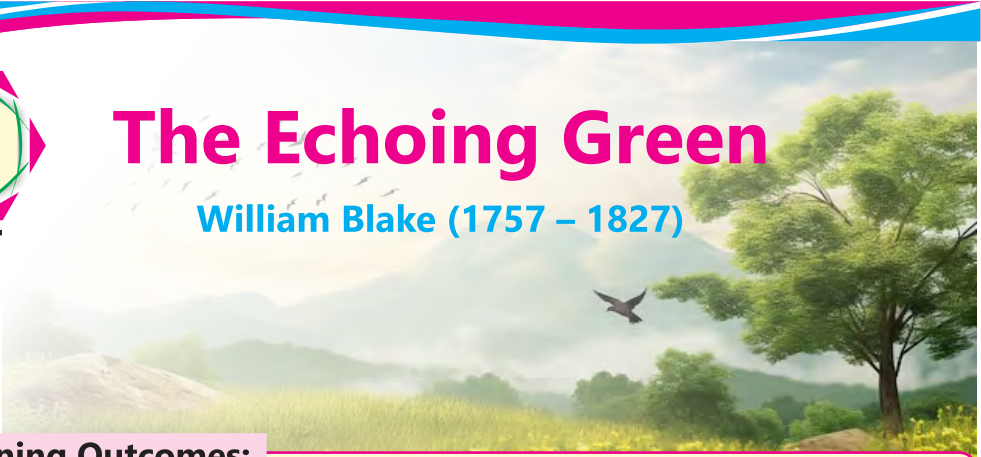
- After writing your essay, review it for clarity, coherence, and formal style.
- Check that your essay is well-organized and that your arguments are supported by sufficient evidence.
- Make sure your writing is free of grammatical errors and that you have used correct punctuation and spelling.

6

UNIT

The Echoing Green

William Blake (1757 – 1827)



Learning Outcomes:

By the end of this unit, the students will be able to:

- demonstrate attentive listening skills while working in groups and taking turns to speak with standard pronunciation and intonation.
- use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.
- verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- analyse nuances in the meaning of words with similar denotations.
- apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts and make effective choices for meaning or style while reading, listening and writing.
- use paraphrasing skills to paraphrase a poem.

Pre-reading:

- What images or feelings come to your mind when you think of a green field or a park?
- How important are green spaces (parks, gardens, countryside) for people's happiness and well-being?

About the poet

William Blake (1757-1827) was an English poet and painter, known for his unique and visionary work. He wrote "The Echoing Green," a poem that reflects themes of innocence, nature, and the cycles of life. In this poem, he expresses the joy and innocence of children's early life experiences and appreciates nature in simple words. Blake often combined his poetry with illustrations, creating a blend of visual and literary art.

The sun does arise,
And make happy the skies.
The **merry** bells ring
To welcome the Spring.
The sky-lark and **thrush**,
The birds of the bush,
Sing louder around,
To the bells' **cheerful** sound.
While our sports shall be seen
On the Echoing Green.

While-reading

What images of nature and community life do you notice?

Old John, with white hair
Does laugh away care,
Sitting under the oak,
Among the old **folk**,
They laugh at our play,
And soon they all say.
'Such, such were the joys.
When we all girls & boys,
In our **youth**-time were seen,
On the Echoing Green.'

While-reading

How might these scenes be different if the environment were affected by problems like global warming and deforestation?

Till the little ones **weary**
No more can be merry
The sun does **descend**,
And our sports have an end:
Round the laps of their mothers,
Many sisters and brothers,
Like birds in their nest,
Are ready for rest;
And sport no more seen,
On the darkening Green.

While-reading

How do the images of the elders reflect the themes of age and the passage of time?



For the Teacher:

- While exploring 'The Echoing Green' by William Blake, encourage students to reflect on how the poem's imagery of joyful children playing under flourishing trees in a vibrant natural setting contrasts with today's environmental challenges.
- Discuss how the "echoing green" symbolises a healthy, thriving environment — and prompt students to consider how global warming, deforestation, and pollution are putting such natural beauty at risk.
- Extend the activity by asking students to compose their own modern version of The Echoing Green, either celebrating environmental protection or warning of the consequences of neglecting our planet.

Central Idea of the Poem:

The central idea of William Blake's poem "The Echoing Green" is the joyful and harmonious relationship between nature and human life. The poem celebrates the happiness of children playing and the wisdom of the elderly, all within the peaceful setting of a green field. The progression of the day is reflected through the cycle of life. The passage of time is symbolized in the bright morning which is giving way to a calm evening.

Glossary:

Words	Meanings
cheerful	happy, and showing it by the way that you behave
descend	to slope downwards
folk	people in general
merry	happy and cheerful
thrush	a bird with a brown back and brown spots on its chest
weary	very tired, especially after you have been working hard or doing something for a long time
youth	the time of life when a person is young, especially the time before a child becomes an adult

Reading and Critical Thinking

A. Answer the following questions:

1. What activities are taking place on the echoing green?
2. How does Blake portray the relationship between nature and human life in the poem?
3. What role do the 'old folk' play in the scene described? How does their presence add to the poem's meaning?
4. What is the significance of the shift from lively activity to quietness as the poem progresses?
5. How might the 'echoing' of the green symbolise memory or continuity between generations?
6. How does the imagery in the poem contribute to the tone and mood of the scene depicted?
7. In what ways does the poem reflect the themes of innocence and the passage of time?
8. How might the poem be interpreted as a reflection on the cycles of life and the natural world?

Vocabulary and Grammar

A. Choose three new words from "The Echoing Green" that were unfamiliar to you. For each word, provide the following information:

1. **Word:**

- **Definition:** _____
- **Sentence:** _____

2. **Word:**

- **Definition:** _____
- **Sentence:** _____

3. **Word:**

- **Definition:** _____
- **Sentence:** _____

B. Compare the meanings of the words used in the poem. Write down the different connotations that each word carries.

1. **Words:** "Merry" vs. "Joyful"

- **Merry:** _____
- **Joyful:** _____

2. **Words:** "Weary" vs. "Tired"

- **Weary:** _____
- **Tired:** _____

3. **Words:** "Echoing" vs. "Resounding"

- **Echoing:** _____
- **Resounding:** _____

Figurative Language and Literary Devices

- Identify and explain an example of personification in the poem. How does it contribute to the overall mood?
- Blake uses imagery extensively. Choose two vivid images from the poem and explain their effect on the reader.
- How is symbolism used in the poem? What might 'the green' symbolise beyond its literal meaning?
- What is the effect of the simple, song-like structure and rhyme scheme on the tone of the poem?

- Find an example of alliteration in the poem. How does it enhance the musical quality of the lines?

Identifying Parts of Speech, Tenses, and Sentence Structures in Poetry

In poetry, identifying parts of speech, tenses, and sentence structures involves recognising and analysing the components of language used within the poem. This includes parts of speech (such as nouns, verbs, adjectives, etc.), verb tenses (past, present, future), and sentence structures (simple, compound, complex, or compound-complex).

C. Identify and label the bold word in each sentence as a specific part of speech (e.g. noun, verb, adjective, adverb, conjunction, preposition, pronoun, interjection).

1. The sky **echoed** with laughter and delight. _____
2. Old John watched the children play from his seat **beneath** the tree. _____
3. Their laughter was **infectious**, spreading joy across the field. _____
4. **Although** the sun began to set, the children were reluctant to leave. _____

D. Identify the verb tense in each sentence. Then rewrite the sentence in a different tense as indicated.

1. *The children play on the echoing green.*
 - Tense: _____
 - Rewrite in past perfect: _____
2. *Birds sing joyfully as the sun rises.*



For the Teacher:

- **Encourage recognition of nuances:** Guide students to notice subtle shifts in the poem's imagery, tone, and symbolism that add depth to its meaning.
- **Blake's figurative language isn't just decorative:** Emphasise that Blake's use of figurative language (personification, imagery, symbolism, etc.) enhances the poem's emotional impact and contributes to the themes.
- **Explore how devices work together:** Have students explore how different figurative devices (like personification and imagery) work in harmony to evoke feelings of innocence, nostalgia, and the passage of time.
- **Nuances within the imagery of youth and age:** Help students identify the subtle contrasts between the imagery of youth (playfulness, light) and age (rest, quietness), showing the balance Blake creates between these themes.
- **Appreciation of emotional and thematic complexity:** Guide students to recognise the layered emotional experience created by these nuances, which enrich their understanding of the poem's themes, such as the cycle of life.

- Tense: _____
- Rewrite in future continuous: _____

E. Examine each sentence and state whether it is simple, compound, complex, or compound-complex. Briefly justify your choice.

1. The green is alive with laughter, and the trees echo every sound.
Type: _____ | Justification: _____
2. When the sun sets, the children return home, but the memory lingers.
Type: _____ | Justification: _____
3. The old folk, smiling softly, remember their own youth.
Type: _____ | Justification: _____

F. How does the use of the present tense in the following lines contribute to the timeless and universal theme of the poem? How does the choice of tense affect the reader's perception of the events described?

*The sun does arise,
And make happy the skies;*

G. In the following lines, what role do the adjectives 'merry' and 'welcome' play in shaping the mood of the poem? How would the meaning change if these adjectives were replaced with different ones?

*The merry bells ring
To welcome the Spring.*

H. The poem contains several simple, parallel sentence structures. How does this repetition and simplicity in sentence construction mirror the themes of innocence and the cyclical nature of life? How does it impact the overall rhythm and flow of the poem?

Oral Communication

1. Group Discussion

- In groups, discuss 'The Echoing Green' and focus on the figurative language, themes, and imagery used in the poem. Take turns speaking, ensuring that everyone contributes to the discussion.
- While discussing, listen attentively to each other and ask follow-up questions. For example:
 - What do you think the green symbolises?
 - How does Blake's use of personification affect the mood of the poem?
 - Can you think of any examples of imagery that stood out to you?

2. Class Presentations

- After group discussion, one person from each group will share your key points with the class. Speak clearly with proper pronunciation and intonation to express your ideas effectively.

Writing Skills

Reference to Context

- This involves explaining the meaning of specific lines or parts of the poem in relation to the overall themes, tone, or message of the poem.
- The focus is on interpreting why the poet uses certain words or images and how they contribute to the poem's meaning.

Paraphrasing

- Paraphrasing means rewriting a passage in simpler or clearer words while keeping the original meaning intact.
- The goal is to restate the text in a way that shows understanding of its literal meaning.

Example:

*The sun does arise,
And make happy the skies;*

Reference to the Context: In the poem *The Echoing Green* by William Blake, these lines signify the beginning of a new day, symbolising renewal, hope, and the start of a fresh cycle. The rising sun brings light and happiness, creating a positive and uplifting atmosphere. This contributes to the joyful and carefree mood of the poem, where nature, especially the sky, is portrayed as lively and vibrant. The imagery of the sun making 'happy the skies' enhances the overall tone of innocence and joy in the poem.

Paraphrase: The sun rises and brightens the sky, creating a cheerful atmosphere.

- A. Paraphrase the first stanza of the poem. Then, provide a reference to the context of the paraphrased lines in relation to the themes or mood of the poem.**



7
UNIT

What You Do is What You are

Nickie McWhirter

Learning Outcomes:

By the end of this unit, the students will be able to:

- choose words and phrases for effect.
- apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose and intended audience. infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.
- give an informed personal and analytical response to a text and provide some supporting textual references.
- practice precis writing skills.
- use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- use gerunds, infinitives, and participles.
- apply the techniques of writing the first draft with sufficient details, proofreading and editing to suit the purpose and audience.
- write and critique (self/peer checking) the final draft after editing and proofreading. ensure that the topic sentence of each paragraph contains the main idea of the essay/piece of writing and also that each paragraph develops the idea of its topic sentence. use the technique of hook, and lead-in sentences to develop the flow of thought.
- gather relevant information from multiple authentic resources available following research ethics to write and present their assignment.

Pre-reading:

- **Skim** the text "*What You Do Is What You Are*" to get a sense of its structure and main points. Look at the title, introduction, and conclusion, as well as the first and last sentences of paragraphs.
- **Scan** the text for specific information that might help answer the following questions:
 - What is the writer's main argument?
 - What evidence or examples does the writer provide to support this argument?
 - How does the writer feel about the way society judges people based on their jobs?
 - Who do you think is the intended audience for this text?
- Now that you have a general understanding of the text, think about the central message or theme.
 - What is the main theme of the text? Can you identify the main idea of the text in one sentence?

1. We, unlike people almost everywhere else in the world, tend to define and judge everybody in term of the work they do, especially work performed for pay. Charlie is a doctor; Sam is a carpenter; Mary Ellen is a copywriter at a small ad agency. It is as if by defining how a person earns his or her rent money, we validate or reject that person's existence. Through the work and job title, we evaluate the worth of the life attached. Larry is a laid-off auto worker; Tony is a retired teacher; Sally is a former showgirl and blackjack dealer from Vegas. It is as if by learning that a person currently earns no money at job --- and maybe hasn't earned any money at a job for years--- we assign that person to **limbo**, at least for the present. We define such non-employed persons in term of their past job history.

2. This seems **peculiar** to me. People aren't **cast in bronze** because of the jobs they hold or once held. A retired teacher, for example, may spend a lot of volunteer time working with handicapped children or raising money for the Loyal Order of Hibernating Hibiscus. That apparently doesn't count. Who's Tony? A retired teacher. A laid-off auto worker may pump gas at his cousin's gas station or sell encyclopaedia on weekends. But who's Larry?

While-reading

Why do you think the author finds this way of labelling people "peculiar"?

Until and unless he begins to work steadily again, he is laid-off auto worker. This is the same as saying he is nothing now, but he used to be something: an auto worker.

3. There is a whole category of other people who are "just" something. To be "just" anything is the worst. It is not to be recognized by society as having much value at all, not now and probably not in the past either. To be "just" anything is to be totally discounted, at least for the present. There are lots of people who are "just" something. "Just" a housewife immediately and painfully comes to mind. We still hear it all the time. Sometimes women who have kept a house and reared six children refer to themselves as "just" a housewife.

While-reading

What does the writer suggest about the use of the word "just" before job titles or roles?

"Just" a **bum**, "just" a kid, "just" a drunk, bag lady, old man, student, punk are some others. You can probably add to the list. The "just" category contains present **non-earners**, people who have no past job history highly valued by society and people whose present jobs are on the low-end of pay and prestige scales. A person can be "just" a cab driver, for example, or "just" a janitor. No one is ever "just" a vice-president, however.

4. We're supposed to be a **classless** society, but we are not. We don't recognize a titled nobility. We refuse to acknowledge **dynastic** privilege. But we certainly separate the valued from the valueless, and it has a lot to do with jobs and the importance or **prestige** we attach to them.

While-reading

What contrast is made between the roles of cowboy and cattle breeder, or nurse and doctor? What point is the author trying to make?

5. It is no use arguing whether any of this is correct or proper. Rationally it is silly. That's our system, however, and we should not only keep it in mind we should teach our children how it works. It is perfectly swell to want to grow up to be a cowboy or a nurse. Kids should know, however, that quite apart from earnings potential, the cattle breeder is much more respected than the hired hand. The doctor gets a lot more respect and **privilege** than the nurse.

6. I think some **anthropologist** ought to study our uncatalogued system of awarding respect and **deference** to each other based on jobs we hold. Where does a vice-president-- product planning fit in? Is that better than vice-president--sales in the public consciousness, or unconsciousness? Writers earn **diddly** dot, but I suspect they are held in higher esteem than wealthy rock musicians...that is, if everybody older than 40 gets to vote.

7. How do we decide which jobs have great value and, therefore, the jobholders are wonderful people? Why is someone who builds shopping centres called an **entrepreneur** while someone who builds freeways is called a contractor? I have no answers to any of this, but we might think about the phenomenon the next time we are tempted to **fawn** over some stranger because we find out he happens to be a judge, or the next time we catch ourselves discounting the personal worth of the garbage collector.

Theme

The theme of "*What You Do Is What You Are*" by Nickie McWhirter centres on how society unfairly judges individuals based on their occupation or employment status. The author highlights that people are often valued not for who they are, but for what they do—especially when that work is paid and carries social prestige. Those without formal jobs or in low-paying roles are frequently dismissed or described as "just" something, such as "just a housewife" or "just a janitor", which undermines their worth and contributions. McWhirter critiques this shallow value system, pointing out how irrational it is to equate a person's identity with their job title. Through reflective and sometimes ironic commentary, the text exposes the flaws in a society that claims to be classless but still ranks people according to their work.

Glossary:

Words	Meanings
anthropologist	a person who studies the human race, especially its origins, development, customs and beliefs
bum	a person who has no home or job and who asks other people for money or food
cast in bronze	to be permanently celebrated, honoured, or remembered for something, especially for a particular role, achievement, or status
classless	not clearly belonging to a particular social class
deference	behaviour that shows that you respect somebody/something
diddly	not anything; nothing
dynastic	connected with a series of leaders of a country who all belong to the same family
entrepreneur	a person who makes money by starting or running businesses, especially when this involves taking financial risks
fawn	to try to please somebody by praising them or paying them too much attention
limbo	a situation in which you are not certain what to do next, cannot take action, etc., especially because you are waiting for somebody else to make a decision
non-earners	people who do not currently earn money through a job or paid employment
peculiar	strange or unusual, especially in a way that is unpleasant or makes you worried
prestige	the respect and value that somebody/something has because of their social position, or what they have done
privilege	a special right or advantage that a particular person or group of people has
uncatalogued	not formally recorded or arranged in any recognised order or system

Reading and Critical Thinking

A. Answer the following questions:

1. Why does the author describe the way society defines people by their jobs as

- peculiar?
2. Provide two examples the author uses to show how individuals are judged based on their employment status or past jobs.
 3. What does the phrase “*cast in bronze*” symbolise in the context of the text?
 4. The author mentions certain professions like “*just a housewife*” or “*just a janitor*.” What is the critique behind these labels, and what point is the author trying to make?
 5. In what way does the author suggest that children should be taught to understand respect and job roles in society?
 6. What is McWhiter's tone? Illustrate it with few words and phrases that establish the tone.
 7. Why does the author state that no one is ever described as “*just*” a vice-president? What does this reveal about how society values certain jobs?
 8. Do you agree with the writer's view that society unfairly defines people by their jobs or employment status? Why or why not?

B. Read the excerpt from the text carefully. Identify words or phrases that the author uses to create strong emotional or persuasive effects. Then, answer the questions that follow.

Excerpt:

It is as if by learning that a person currently earns no money at a job — and maybe hasn't earned any money at a job for years — we assign that person to limbo, at least for the present.

- What is the effect of the phrase “*assign that person to limbo*”?
- How does it reflect society's attitude towards the unemployed?

C. Read the following statements from the text and identify whether they are facts or opinions. Also, explain why you classified each statement as a fact or an opinion.

- People aren't cast in bronze because of the jobs they hold or once held.*
- A retired teacher, for example, may spend a lot of volunteer time working with handicapped children or raising money for the Loyal Order of Hibernating Hibiscus.*
- To be 'just' anything is the worst.*
- We still hear it all the time. Sometimes women who have kept a house and reared six children refer to themselves as 'just' a housewife.*

D. Write a précis of “What You Do Is What You Are” in 80–100 words. Follow these guidelines:

1. *Begin with the main idea of the text.*
2. *Include key supporting arguments made by the author (e.g., society's judgment based on job titles, the undervaluing of unpaid work, the "just" label).*
3. *Use your own words (avoid copying entire sentences).*
4. *Keep your tone objective—do not add personal opinions.*
5. *Avoid examples or excessive detail; focus on the essence.*

Vocabulary and Grammar

A. Read the following sentences from the text. Use the context to guess the meaning of the bolded word or phrase. Then explain your reasoning.

1. *"It is as if by defining how a person earns his or her rent money, we **validate** or reject that person's existence." What does "validate" most likely mean here?*
 - Confirm as worthy
 - Punish
 - Change
 - Ignore

Explain why: _____
2. *"People aren't cast in **bronze** because of the jobs they hold or once held." What does "cast in bronze" mean in this context?*
 - Turned into statues to be honoured forever
 - Paid for their work
 - Made into machines
 - Made unemployed

Explain your reasoning: _____
3. *"Some anthropologist ought to study our **uncatalogued system** of awarding respect and deference to each other based on jobs we hold." What does "uncatalogued system" imply?*
 - A well-known and organised set of rules
 - A random or informal set of social rules
 - A new government policy
 - A published list of careers

Which words in the sentence helped you guess this?

Gerunds

A gerund is the -ing form of a verb that functions as a noun.

Uses of Gerunds

- **As the subject of a sentence**

Example: *Networking* is crucial for entrepreneurs.

As the object of a verb

Example: She enjoys *brainstorming* new business ideas.

After prepositions

Example: They discussed *launching* a startup.

After certain verbs

Example: He suggested *investing* in emerging markets.

Infinitives

An infinitive is the base form of a verb preceded by "to."

Uses of Infinitives

- **As the subject of a sentence**

Example: *To innovate* is essential for business success.

As the object of a verb

Example: She plans *to expand* her company next year.

After adjectives

Example: He is eager *to pitch* his idea to investors.

To express purpose

Example: They organized the event *to attract* potential clients.

Gerund vs. Infinitive

There are certain verbs in English that can be followed by either a gerund or an infinitive, but choosing one over the other can change the meaning of the sentence.

Here are some common examples and explanations:

1. Continue

- **Gerund (continue + -ing):** Refers to persisting with the same activity.
 - **Example:** *He continued working* on his startup despite the challenges. (He kept working on the startup.)
- **Infinitive (continue + to + verb):** Can also mean to persist, but sometimes emphasizes the decision to proceed.
 - **Example:** *She continued to work* on her startup even after facing setbacks. (She chose to keep working.)

2. Prefer

- **Gerund (prefer + -ing):** Refers to liking one activity more than another.
 - **Example:** *I prefer working* with small businesses. (You generally like working with small businesses.)
- **Infinitive (prefer + to + verb):** Refers to choosing or being inclined towards a specific action.
 - **Example:** *I prefer to work* with small businesses. (You choose to work with small businesses.)

3. Begin

- **Gerund (begin + -ing):** Refers to starting an action, with no significant change in meaning from the infinitive.

- **Example:** *He began studying* market trends to enhance his business. (He started the process of studying.)
- **Infinitive (begin + to + verb):** Similarly refers to starting an action.
 - **Example:** *He began to study* market trends to enhance his business. (He started the process of studying.)

4. Hate

- **Gerund (hate + -ing):** Refers to strongly disliking an activity in general.
 - **Example:** *I hate dealing* with unnecessary paperwork. (You dislike the activity of dealing with paperwork.)
- **Infinitive (hate + to + verb):** Often used to express a specific, immediate situation.
 - **Example:** *I hate to deal* with unnecessary paperwork when I'm busy. (You dislike having to do this specific action, especially now.)

5. Like

- **Gerund (like + -ing):** Refers to enjoying an activity in general.
 - **Example:** *She likes mentoring* young entrepreneurs. (She enjoys the ongoing activity of mentoring.)
- **Infinitive (like + to + verb):** Can be used interchangeably but sometimes emphasizes preference or habit.
 - **Example:** *She likes to mentor* young entrepreneurs every month. (She has a preference for mentoring, often as a habit.)

6. Advise

- **Gerund (advise + -ing):** Refers to recommending an activity in general.
 - **Example:** *The consultant advises taking* calculated risks. (The consultant generally recommends this action.)
- **Infinitive (advise + to + verb):** Typically used in passive form or with an object.
 - **Example:** *They were advised to take* calculated risks. (They received advice to perform this action.)

Participles

Participles are verb forms used as adjectives. There are present participles (ending in -ing) and past participles (usually ending in -ed or -en).

Uses of Present Participles

1. **As an adjective:**
 - **Example:** *The growing startup* attracted investors. (Describes the startup.)
2. **To form continuous (progressive) tenses:**
 - **Example:** *She is presenting* her business plan. (Present continuous tense.)
3. **In participial phrases:**
 - **Example:** *Pitching to investors*, he felt confident about his idea.

(Describes the subject of the main clause.)

Example

- The expanding company is hiring more employees.
- They were discussing their marketing strategy.

Uses of Past Participles

1. As an adjective

- **Example:** *The launched product* was an instant success. (Describes the product.)

2. To form perfect tenses

- **Example:** *She has secured* funding for her startup. (Present perfect tense.)

3. To form the passive voice

- **Example:** *The contract was signed* by both parties. (Passive voice.)

4. In participial phrases

- **Example:** *Encouraged by the feedback*, they decided to proceed with the launch. (Describes the subject of the main clause.)

Example Sentences

- *The developed software* met all client requirements.
- *They had planned* the event well in advance.

1. Present Participle as an Adjective

Example: *The inspiring speech* motivated the team.

Here, "inspiring" describes the noun "speech."

2. Past Participle as an Adjective

Example: *The exhausted entrepreneur* finally took a break.

Here, "exhausted" describes the noun "entrepreneur."

3. Participles in Verb Tenses

- **Present Continuous:** *They are finalizing* the business deal.
- **Past Continuous:** *They were negotiating* with potential partners.
- **Present Perfect:** *They have launched* the new product line.
- **Past Perfect:** *They had completed* the market research before the meeting.

4. Participial Phrases

- **Present Participle Phrase**

- **Example:** *Seeing an opportunity*, she quickly pitched her idea.

"Seeing an opportunity" provides additional information about why "she quickly pitched her idea."

- **Past Participle Phrase**

Example: *Motivated by their success*, they expanded their business.

"Motivated by their success" provides additional information about why "they expanded their business."

B. Read the following sentences. Underline the gerunds, infinitives, and

participles and label them accordingly.

1. Judging people by their jobs is common in our society. (Gerund)
2. Some individuals are reduced to being "just" something. (Gerund phrase)
3. To assign value based on job titles is deeply flawed. (Infinitive)
4. The author criticised the unthinking use of the word "just." (Present Participle)
5. To grow up wanting respect should not depend on one's profession. (Infinitive phrase)
6. Discounted by society, many people struggle with identity. (Past Participle)

C. Transform the following base verbs into gerunds, infinitives, and participles. Use each form in a sentence.

Base Verbs: judge, define, respect

D. Write a short paragraph focused on the theme of social identity and work. Use at least two gerunds, two infinitives, and two participles. Underline and label them clearly (G = Gerund, I = Infinitive, P = Participle).

E. Fill in the blanks with a suitable gerund, infinitive, or participle form of the verb in brackets.

1. Society often resists _____ new roles to undervalued workers. (*assign*)
2. The idea of _____ people as "less than" is deeply troubling. (*rank*)
3. The author urges readers _____ their own assumptions. (*question*)
4. _____ by job labels, many feel their full identity is lost. (*limit*)
5. She continued _____ her value beyond her employment history. (*assert*)

Oral Communication

A. Engage in Collaborative Group Discussions on Identity and Job Perception.

- i. Divide into small groups. Assign each group one of the following discussion prompts:
 - The social value attached to different kinds of work (e.g., doctor vs janitor)
 - The use of labels like "just" a housewife or "just" a student
 - How society treats unemployed or retired individuals
 - Whether society should continue to define people by their jobs
- ii. During group discussions:
 - Practise active listening by making eye contact, nodding, and paraphrasing your peers' points before adding your own.

- Be mindful of non-verbal cues (posture, facial expressions) to maintain a respectful and encouraging group environment.
- iii. Prepare and present a summary of your discussion to the class. Use clear pronunciation, natural intonation, and structured delivery.
- iv. Take part in a whole-class discussion comparing insights from different groups. Reflect on:
 - Whose work is typically valued in our society and why?
 - How these ideas impact our self-worth and how we treat others
- v. Cultural Sensitivity: Respect differing views, especially regarding how work and identity are perceived in various social, economic, and cultural settings.

B. Respond to the text by telling short stories and role play.

- i. Choose a person (real or fictional) whose work is often overlooked (e.g., janitor, stay-at-home parent, retired teacher). Research or imagine their daily life and contributions.
- ii. Tell a short story about this person, highlighting their role, challenges, and value to society. Practise active listening while your peers narrate, summarising key points and asking thoughtful questions.
- iii. Create and perform a role-play of a moment when this character challenges the stereotype attached to their job. Focus on:
 - Accurate expression of emotions
 - Listening and responding to cues
 - Standard pronunciation and appropriate vocal tone

C. Debate on Work and Worth

- i. Participate in a debate on 'Jobs determine a person's value in society'.
- ii. Present your arguments with confidence and clarity. Pay attention to intonation, emphasis, and respectful tone when responding.
- iii. After the debate, reflect as a class:
 - What did you learn about social attitudes toward work?
 - How did listening help you better understand different views?

Writing Skills

A. Write an analytical essay exploring the idea that all professions, regardless of pay or status, deserve equal respect. Use examples from the text "*What You Do is What You are*" by Nickie McWhirter, personal experiences, and other sources to support your argument:

1. Introduction:

- Introduce your topic with a strong hook to engage the reader.

- Provide context through lead-in sentences that guide the reader into your main idea.
- State your thesis clearly at the end of your introduction.

2. **Body Paragraphs:**

- Begin each paragraph with a topic sentence that expresses the main idea of the paragraph.
- Support your points with examples from the text, real-life cases, or researched facts.
- Develop your point with explanations, comparisons, or reflections.
- Use at least two gerunds, two infinitives, and two participles throughout the essay.

3. **Conclusion:**

- **Summarize your main points** to reinforce your thesis.
- **Restate your thesis** in a new way to remind the reader of your key argument.
- **End with a closing thought** that provides insight or a call to action.

Revise and Improve Your Draft

Instructions: After writing your first draft, follow these steps:

1. **Self-Check:**

- Review your draft for clarity and coherence. Ensure that each paragraph is well-developed and supports your thesis.
- Check your introduction and conclusion to make sure they effectively frame your essay.

2. **Peer Review:**

- Exchange drafts with a peer and provide constructive feedback.
- Focus on the structure of the essay, the clarity of ideas, and the use of evidence.
- Receive feedback and consider how you can incorporate it into your revision.

3. **Revise Your Essay:**

- Make revisions based on the feedback you received. Improve the flow of your essay by refining transitions between paragraphs.
- Proofread your final draft to correct any grammatical errors and ensure the essay is polished and ready for submission.

Gather and Cite Resources

Instructions: As you write your essay, follow these steps to gather and cite information:

1. **Research:**

- Gather relevant information from at least three authentic sources, such

as academic journals, books, or reputable websites.

- Organize your notes to ensure you have supporting evidence for each point in your essay.

2. Citation:

- Cite your sources correctly in the body of your essay using the appropriate citation style (e.g., APA, MLA).
- Include a reference list or bibliography at the end of your essay, ensuring all sources are properly credited.

3. Presentation:

- Prepare to present your essay, either in written form or as an oral presentation. Be ready to explain your research process and how you used the information gathered.

B. Translate the following passage into Urdu:

There is a whole category of other people who are "just" something. To be "just" anything is the worst. It is not to be recognized by society as having much value at all, not now and probably not in the past either. To be "just" anything is to be totally discounted, at least for the present. There are lots of people who are "just" something. "Just" a housewife immediately and painfully comes to mind. We still hear it all the time. Sometimes women who have kept a house and reared six children refer to themselves as " 'just' a housewife." "Just" a bum, "just" a kid, "just" a drunk, bag lady, old man, student, punk are some others. You can probably add to the list. The "just" category contains present non-earners, people who have no past job history highly valued by society and people whose present jobs are on the low-end of pay and prestige scales. A person can be "just" a cab driver, for example, or "just" a janitor. No one is ever "just" a vice-president, however.

Glossary:

Words	Meanings
agony	extreme physical or mental pain
aimlessly	in a way that shows no direction or plan
anxiously	in a worried or nervous way
brood	to think a lot about something that makes you annoyed, anxious or upset
callisthenics	physical exercises intended to develop a strong and attractive body
clasp	to hold something tightly in your hand
crockery	plates, cups, dishes, etc.
debris	pieces of wood, metal, building materials, etc. that are left after something has been destroyed
dejectedly	in an unhappy and disappointed way
emphatically	in a very clear way that involves speaking with force
expedite	to make a process happen more quickly
galloping	increasing or spreading rapidly
gingerly	in a careful way, because you are afraid of being hurt, of making a noise, etc.
goading	to keep annoying somebody/something until they react
limber	flexible; able to bend or move easily
magnanimous	kind, generous and forgiving, especially towards an enemy or competitor
mandolin	a musical instrument with metal strings (usually eight) arranged in pairs, and a curved back, played with a plectrum
modest	not very large, expensive, important, etc.
puffingly	to breathe loudly and quickly, especially after you have been running
rattling	to make a series of short loud sounds when shaking or hitting against something hard; to make something do this
reluctantly	in a way that involves hesitating before doing something because you do not want to do it or because you are not sure that it is the right thing to do

Words	Meanings
sighing	to take and then let out a long deep breath that can be heard, to show that you are disappointed, sad, tired, etc.
slumber	sleep; a time when somebody is sleeping

Reading and Critical Thinking

A. Answer the following questions:

1. In what ways does the play critique traditional gender roles, especially concerning domestic work?
2. Do you think the play suggests that certain tasks are gender-specific, or does it emphasize the importance of experience over gender? Explain your answer.
3. How does Darry's overconfidence serve as a lesson for the audience? What might the playwright be trying to teach about pride and humility?
4. Do you think the farcical elements of the play are effective in conveying a deeper message? Why or why not?
5. The play uses humour to explore serious themes. Do you believe that comedy is an effective medium for addressing social issues? Why or why not?
6. How might the play's themes be relevant to contemporary audiences? Are the issues raised still present in today's society?
7. What role does the humour play in the play? How does it contribute to the plot and character development?
8. What is the significance of Darry's mistakes and failures in the play?

B. Choose the correct option for each question.

1. What task does Darry attempt to do in the play?
 - a. cook a meal
 - b. do the laundry
 - c. complete the household chores
 - d. wash the car
2. What is the primary theme explored in the play?
 - a. love and romance
 - b. gender roles and stereotypes in domestic life
 - c. the importance of career success
 - d. political issues in society
3. How does Darry feel about doing the housework before he attempts it?
 - a. nervous
 - b. confident
 - c. indifferent
 - d. reluctant
4. Which literary technique is primarily used in the play to highlight the absurdity of Darry's attempts?
 - a. irony
 - b. farce
 - c. allegory
 - d. symbolism

5. What lesson does Darry learn by the end of the play?
- a. to be more independent b. to respect the work Lizzie does
c. to avoid doing any housework d. to never boast about his abilities again

Vocabulary and Grammar

- A. Guess the meaning of each word listed below. Check the meaning in a dictionary (print or digital). Complete the table by comparing your guess with the dictionary definition.

Word	Your Guess (Context)	Dictionary Meaning	Comparison (Correct/Incorrect)
slaughter			
clasp			
handicap			
plunige			
shove			

Sentence: A group of words, which makes **complete sense**, is called a **Sentence**. A **sentence** contains:

1. a **subject** (what the sentence is about, the topic of the sentence), and
2. a **predicate** (what is said about the subject)

Types of Sentences

There are four different kinds of sentences in English grammar and they are as follows:

Type of Sentence	Definition	Punctuation	Example from the Play
Declarative	Makes a statement or provides information.	Ends with a full stop (.)	I can do it better than you.
Interrogative	Asks a question.	Ends with a question mark (?)	Can you really manage the house?
Imperative	Gives a command, makes a request, or offers advice.	Ends with a full stop or (!)	Clean up the kitchen.
Exclamatory	Expresses strong emotion or surprise.	Ends with an exclamation mark (!)	Oh no! What a disaster!

B. Read each sentence below and identify its type (Declarative, Interrogative, Imperative, or Exclamatory).

Sentence	Type
1. I can fix this easily.	
2. Can you help me with this?	
3. Please don't touch that.	
4. Hurray! We did it perfectly!	
5. I don't think this will work.	
6. Why are you laughing?	
7. Be careful with the glass.	
8. Wow! That's amazing!	
9. Pass me the book, please.	
10. The kitchen looks perfect now.	

Oral Communication

Character Role-Play

1. Choose a Character:

- Select either Darry or Lizzie from the play "*The End of the Beginning*."
- Understand your character's personality (Darry - stubborn but clueless, Lizzie - practical and sharp-tongued).

2. Prepare Your Dialogue:


- Pick a short scene or a few lines from the play.
- Make sure the dialogue has a clear beginning, middle, and end (plot development).
- Add an expressive closure (final impactful line or action).

Writing Skills

A. Read the following paragraph carefully. It contains several grammatical, punctuation, and spelling errors. Apply your editing and proofreading skills to correct them.

Paragraph for Editing and Proofreading

Ali loves playing football with his friends, they often play at the park near there



house. last saturday, they decided to play a match against another team. However, when they arrived the ground was crowded, so they had to wait. finally, they got the chance to play but it started to rain heavily. Ali slipped and fell but his friends help him up. Despite the rain they continued playing and enjoy the game. it was a exciting experience for all of them.

B. Dialogue Writing

Instructions

- Read the situation carefully.
- Write a dialogue between Darry Berrill and Barry Derrill, with Lizzie Berrill appearing later.
- Use at least 10 exchanges between the characters.
- Use clear, realistic dialogue to capture Darry's overconfidence, Barry's humour, and Lizzie's practical wisdom.
- Maintain the playful, farcical tone of the play, blending humour with a subtle critique of gender roles.

Situation

The House in Chaos

Inside Darry Berrill's cottage, chaos reigns. The broken crockery lies scattered, a chair wobbles dangerously, and an overturned bucket of soapy water seeps across the floor. A missing curtain flaps in the chilly breeze from a shattered windowpane. Darry stands in the middle, wiping sweat from his brow, his face a mix of stubborn pride and frustration. Barry Derrill, his cheerful but unhelpful friend, leans against the wall, grinning, a feather duster in one hand like a scepter.

Suddenly, the door creaks open, and Lizzie Berrill's shadow appears on the doorstep. Secrecy is replaced by surprise and embarrassment as Darry tries to explain the chaos. The room is silent for a heartbeat, then...