

TEST EDITION



Comprehensive **ENGLISH**

BOOK ONE

FOR CLASS XI

SINDH TEXTBOOK BOARD

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ENGLISH

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What will I learn?**1.1 Reading Comprehension**

- Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words and visuals, etc. by using prior knowledge, asking questions, and contextual clues.
- Use while-reading strategies to apply critical thinking while exploring and interacting with the text.
- Locate an opinion.
- Make simple inferences using context of the text and prior knowledge.
- Deduce meaning of difficult/new words/phrases from context.
- Distinguish fact from opinion in news articles, editorials, articles supporting a position, etc.
- Explore viewpoints/ideas and issues.
- Comprehend/interpret text by applying critical thinking.

1.2 Writing

- Write an essay on a general topic: academic essay.
- Choose and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining, etc.

1.3 Oral Communication

- Introduce self and the topic of presentation.

1.4 Grammar

- Recognize and use colon to separate two phrases or independent clauses.
- Use verbs transitively and intransitively according to the context/situation.

1.1 READING COMPREHENSION

Pre-reading

1. What do you know about the Quaid-e-Azam Muhammad Ali Jinnah?
2. What was his main contribution?
3. What was his vision for Pakistan?
4. Share some famous quotes of the Quaid-e-Azam.



Reading Text

Quaid on 11th August, 1947

The Quaid-e-Azam Mohammad Ali Jinnah made Presidential address on 11th August, 1947 to the inaugural session of Pakistan's first Constituent Assembly that was one of the most consequential assertions in the history of South Asia. This historic speech testifies the Quaid's vision of Pakistan and, of course, it reminds about the teachings of the last Holy Prophet *حُزْرَتِ مُحَمَّدٍ رَّسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ* (Hazart Muhammad, the Messenger of Allah, the last of the Prophets, Peace be upon him and upon his family and companions) that: "All men are equal in the eyes of God." Here is an excerpt of his memorable speech.

Mr. President, Ladies and Gentlemen!

I cordially thank you, with the utmost sincerity, for the honour you have conferred upon me. I sincerely hope that with your support and your co-operation we shall make this Constituent Assembly an example

Note for teacher: Ask all pre-reading questions one by one. Take a quick round of responses from the students. Then, ask them to read the text silently.

to the world. The Constituent Assembly has got two main functions to perform. The first is the very onerous and responsible task of framing our future constitution of Pakistan and the second of functioning as a full and complete sovereign body as the Federal Legislature of Pakistan. We have to do the best we can in adopting a provisional constitution for the Federal Legislature of Pakistan. You know really that not only we ourselves are wondering but, I think, the whole world is wondering at this unprecedented cyclonic revolution which has brought about the plan of creating two independent Sovereign Dominions in this sub-continent. This mighty sub-continent with all kinds of inhabitants has been brought under a plan which is titanic, unknown, unparalleled.

Dealing with our first function, the first and the foremost thing that I would like to emphasize is this — remember that you are now a sovereign legislative body and you have got all the powers. It, therefore, places on you the gravest responsibility as to how you should take your decisions. The first duty of a government is to maintain law and order so that the life, property and religious beliefs of its subjects are fully protected by the State.

The second thing that occurs to me is this: one of the biggest curses from which India is suffering is bribery and corruption. That really is a poison. We must put that down with an iron hand and I hope that you will take adequate measures as soon as it is possible for this Assembly to do so.

Black-marketing is another curse. Well, I know that black-marketers are frequently caught and punished. Now, you have to tackle this monster which today is a colossal crime against society in our distressed conditions. I think they ought to be very severely punished, because they undermine the entire system of control and regulation of food-stuffs and essential commodities, and cause wholesale starvation.

Do You Know?

- Word 'Pakistan' was coined by Chaudhry Rehmat Ali.
- Word 'Pakistan' was formed from letters of Indian & Asian territories.
- Word 'Pakistan' was first time used in a pamphlet "Now or Never".
- When 'Pakistan' got freedom, the last Viceroy was lord Mount batten.
- The first Governor General of Pakistan was Quaid-e-Azam.

The next thing that strikes me is a legacy which has been passed on to us. Along with many other things, good and bad, has arrived this great evil -- the evil of nepotism and jobbery. This evil must be crushed relentlessly. I want to make it quite clear that I shall never tolerate any kind of jobbery, nepotism or any influence directly or indirectly brought to bear upon me.

Now, if we want to make this great State of Pakistan happy and prosperous, we should wholly and solely concentrate on the well-being of the people, and especially of the masses and the poor. If you will work in co-operation, forgetting the past, burying the hatchet, you are bound to succeed. If you change your past and work together in a spirit that every one of you, no matter to what community, colour, caste or creed he/she belongs is first, second and last a citizen of this State with equal rights, privileges and obligations. We should begin to work in that spirit and in course of time all these angularities of the majority and minority communities.

No power can hold another nation in subjection. Therefore, we must learn a lesson from this. You are free; you are free to go to your temples, you are free to go to your mosques or to any other places of worship in this State of Pakistan. You may belong to any religion or caste or creed — that has nothing to do with the business of the State. We are starting in the days when there is no discrimination, no distinction between one community and another, no discrimination between one caste or creed and another. We are starting with this fundamental principle that we are all citizens and equal citizens of one State.

Ladies and Gentlemen, I do not wish to take up any more of your time and thank you again for the honour you have done to me. I shall always be guided by the principles of justice and fair-play without any political language, prejudice or ill-will. My guiding principle will be justice and complete impartiality, and I am sure that with your support and co-operation, I can look forward to Pakistan becoming one of the greatest Nations of the world.

Excerpt from: <http://www.na.gov.pk/en/content.php?id=74>

While-reading
Exercise 1

Work in pairs and deduce contextually the meaning of following words. After completing, share your work with your partner.

No	Word	Meaning
1	unprecedented	
2	sovereign	
3	monster	
4	starvation	
5	colossal	
6	nepotism	
7	onerous	
8	titanic	
9	gravest	
10	relentlessly	

Exercise 2

Work in pairs, read the following phrases and idioms which have been taken from the text. Match the phrases and idioms in Column A with corresponding meanings in Column B and write answers in Column C. After you have completed, compare your answers with your partner. First one has been done as an example.

No	Column A	No	Column B	Column C
1	put down	A	grant of something for	E
2	bring about	B	be certain to	
3	go through	C	to end fight to make peace	
4	conferred upon	D	to cause something to happen	
5	bound to	E	stop holding something	
6	with an iron hand	F	to deal or face great problem	
7	to tackle the monster	G	have an effect of something	
8	bring to bear	H	with full force	
9	to bury the hatchet	I	encourage to do an expected task	
10	to lead someone to	J	read or examine thoroughly	

Exercise 3

Read the statements and encircle the correct option.

- i. The Quaid-e-Azam was speaking to the Constituent Assembly at_____.
a) national level b) regional level
c) global level d) provincial level
- ii. The main function of the Constituent Assembly was to_____.
a) make country as example b) honour assembly members
c) make constitution d) practice constitution
- iii. According to the Quaid-e-Azam, 'cyclonic revolution' meant a wave of_____.
a) discrimination b) revolt
c) elections d) legislation
- iv. The main task of the Govt. according to the Quaid-e-Azam is to_____.
a) make constitution for provinces b) stop black marketing
c) curb bribery d) make law and order
- v. According to the Quaid-e-Azam, the poisonous thing is_____.
a) corruption b) black-marketing
c) nepotism d) law and order situation
- vi. The colossal crime monster as stated in the text is_____.
a) break the law b) black marketing
c) favouritism d) bribery
- vii. On 11 august 1947, Quaid-e Azam was speaking to_____.
a) already function assembly b) first legislative body
c) whole nation d) members of the provincial body
- viii. The first legislative body was bestowed with_____.
a) full powers b) limited powers
c) only make legislative powers d) only powers to curb bribery
- ix. The thing that was already prevailing in the continent after partition was_____.
a) bribery b) foodstuff
c) nepotism d) starvation
- x. The guided principles of the Quaid-e-Azam Muhammad Ali Jinnah are_____.
a) support & cooperation b) justice & fair play
c) prejudice & honour d) angularities of majority & minority

Note for teacher: Explain difference between phrase and idiom clearly. Next, ask students to use dictionary if they need while doing exercise 1 & 2. When students complete Exercise 1, divide them in pairs and ask them to compare their answers with their partner. Next, elicit answers from the whole class and ask the students to check their work.

Post-reading

Exercise 4

Read the text and answer the following questions.

1. Why was the Quaid feeling honoured while addressing the first Constituent Assembly?
2. Which is the greatest curse according to the Quaid-e-Azam?
3. What was the Quaid's vision about religious freedom?
4. According to the Quaid-e-Azam, what lesson should we learn?
5. How far the key ideas of the Quaid's speech are applicable to the present scenario?
6. How can we make Pakistan prosperous in the light of the Quaid's vision?
7. "I shall always be guided by the principles of justice and fair play without any political language, prejudice and ill-will." Elaborate these words.

Exercise 5

The text of the Quaid's speech has some statements of facts and some of opinions. Work in pairs and read the following statements and write fact or opinion in the answer column. First one has been done as an example. After you have completed, share your work with your partner.

No.	Statement	Answer Column
1	The Quaid-e Azam was president of the first Constituent Assembly.	Fact
2	Hope that with your support we will make this Constituent Assembly as an example.	
3	The first duty of Government is to maintain law and order.	
4	All kinds of inhabitants are living in the sub-continent.	
5	Nepotism and jobbery are social evils.	
6	The mighty revolution that has taken place is unprecedented.	

Exercise 6

Do you think some of the ideas in this historic speech are not included? Work individually and search out the missed points of above speech using various sources and share these with the class.

Note for teacher: Tell students that the text of the Quaid's speech has some statements of facts and some are of his own opinions which he expressed during speech. Moreover, explain to the students the difference between fact and opinion. Ask them to do the Exercise 5 in the light of these statements. For Exercise 6, ask students to visit libraries, read reference books, discuss with historian or search out from internet, the missing points of speech and note down on the sheet of papers to tell and display before the class.

1.2 WRITING

Essay Writing

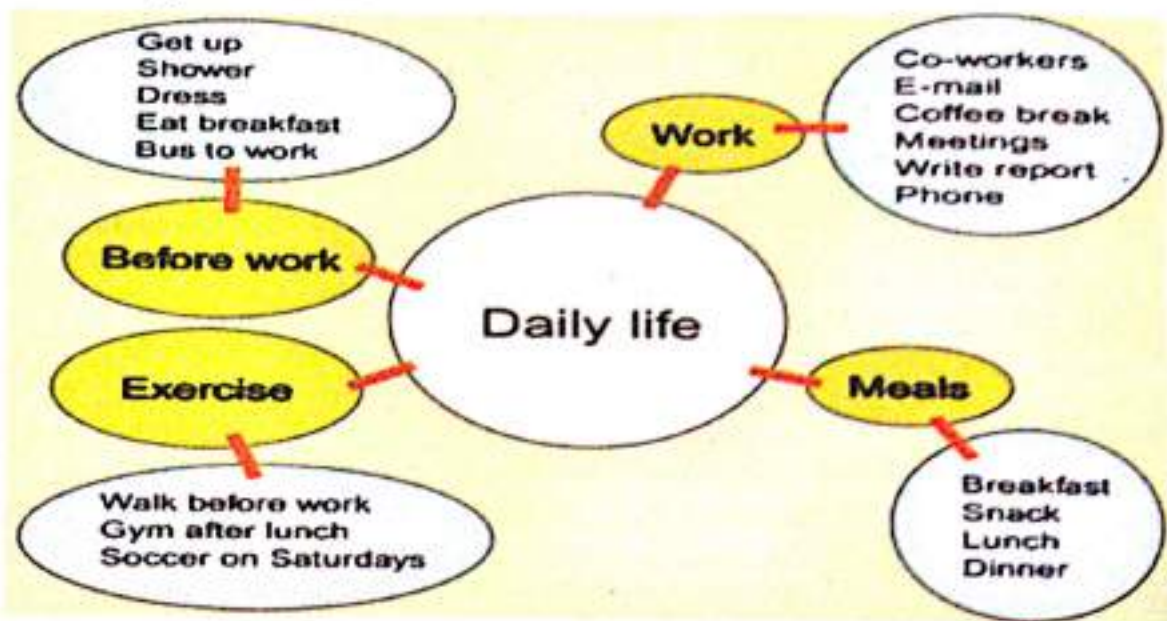
In the previous classes, you have learnt the paragraph writing. Now, we will look at longer pieces of writing which consist of several paragraphs that is an Essay. A longer composition, such as the essay, divides itself usually into a number of parts. Look at the following diagram to understand the parts of essay composition.

Introduction	• General statement on broad topic (Definition, situation, scenario) • Statement of central argument • Listing of main points to be covered
Body	1. Paragraph • Topic sentence • Explanation & evidence/supporting details • Concluding sentence (Optional) 2. Paragraph • Topic sentence • Explanation & evidence/supporting details • Concluding sentence (Optional) 3. Paragraph • Topic sentence • Explanation & evidence/supporting details • Concluding sentence (Optional)
Conclusion	• Restatement of the central argument • Summary of main points covered • Final statement

Pre-writing (Clustering or mind-mapping)

Clustering is a type of pre-writing that allows a writer to explore many ideas as soon as they occur to the writer. Like brainstorming or free associating, clustering allows the writer to begin without clear ideas.

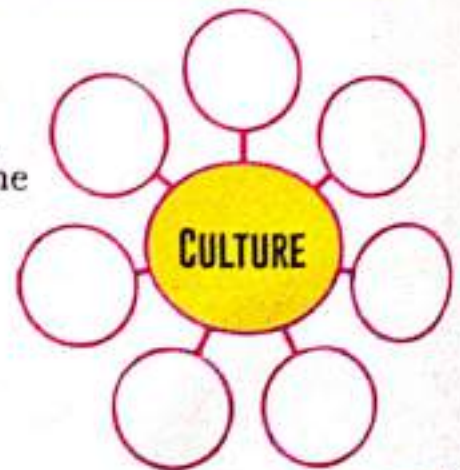
To begin to cluster, choose a word that is central to the assignment. For example, look at the diagram given below. Now, if the writer is writing about his / her daily life, s/he chooses the topic "Daily Life" and writes it in the middle of the sheet of paper. S/he keeps writing in clusters as given below.



Exercise 1

Now, practice the clustering individually on the following topics and check your work in pairs.

- Social Media
- Culture



Note for teacher: Explain to students the process of writing and make them understand through sketch and practice. There are five stages or steps in the writing process. (1) Getting ideas: brainstorming, clustering & free writing (2) Making brief outline (3) Writing the first draft (4) Revising (5) Proofreading.

Sample Essay: 'Impact of Facebook on learning and teaching at higher secondary education'

Introduction	Facebook has become increasingly popular these days. There is a discussion on secondary education sector about the ways in which Facebook can be used in learning and teaching. The use of social networking sites within schools is of interest because of their potential for both positive and negative impact. Facebook has considerably facilitated the learner and the teacher world-wide.
Body paragraph 1	One of the key benefits of using Facebook in teaching and learning is its capacity for online community building. Facebook can connect students with peers and teachers, involving them in communities: a vital component of student success. For example; in Australia and Singapore, first year undergraduate students participated in virtual discussion which helped them to connect with their peers and reduced feelings of loneliness and isolation. Research shows that socializing and connecting to others is a crucial component of a satisfying tertiary experience. Thus, Facebook can provide a valuable mode of social interaction for students.
Body paragraph 2	Contrarily, the issue with Facebook concerns is safety and privacy. Although it is possible for Facebook users to control access to their own profiles and data yet Facebook does not make this an easy process, and a large proportion of students are unclear about how to do this effectively. The students are then vulnerable to online predators who may have an access to the contacts details, personal information, and photographs. The photographs and videos are a particular concern because of their potential to cause embarrassment and distress. Moreover, the students are also increasingly concerned about the marketing tools being deployed on Facebook and feel a loss of control over their personal data. Therefore, at secondary level teaching and learning, the students should be supported to learn how to protect their profiles and data, and use social networking sites safely.

Conclusion

To sum up, it can be said that using Facebook at a tertiary level has positive and negative aspects. Research has identified how Facebook can facilitate social interaction and rich collaboration between peers. Therefore, it has the potential to complement face-to-face modes of delivery. However, if Facebook is going to be effectively and safely used in tertiary teaching and learning, the students and the teachers need careful guidance.

Exercise 2

Work in pairs. Read the sample essay again and underline the topic sentence and concluding sentence in each paragraph of the essay. After completing this work, share it with your partner.

Exercise 3

Work in pairs. One of you should write an essay on any of the following topics. Remember to follow the above points and make an outline of the chosen topic. Follow the points discussed above for writing the essay. After writing the essay, exchange your essay with your partner and read each other's work to see whether the essay has been written according to rules/ structure.

1. Importance of Culture
2. Preservation of Heritage Sites
3. Proper Conservation of Water
4. Scope of English Language
5. Prosperity Lies in Peace

Note for teacher: Discuss with the class the key factors related to essay writing. Explain what goes in an introduction, a body and a concluding paragraph. Make sure that the students understand what they have to do in Exercise 3.

1.3 ORAL COMMUNICATION

Self-Introduction and the Topic of Presentation

Introducing the self and the topic of presentation is a skill that can easily be developed by following a few simple steps.

Here are some of the useful introductory phrases.

Greetings

- Good morning/Good afternoon/ Good evening
- You're welcome here today.....
- Good morning and a warm welcome to you all

Phrases to introduce oneself

- My name is..... and I belong to Grade XI.
- I'm (name)..... from grade XI
- I'm (name)and I'm the(official designation)

Phrases to introduce the topic

- I'm going to present about...
- The subject of my presentation is...
- Today, my topic is.....
- It's my privilege to make a presentation on.....

Exercise 1

Work individually and prepare a presentation on the topics given below. Use above table to introduce yourself and the topic of presentation.

1. Gender Equality
2. Proper Use of Time
3. Healthy Life Style

Note for teacher: First, discuss the given table with the class and explain the points that should be kept in mind while introducing oneself and the topic of presentation. Next, ask students to present it in front of the whole class.

1.4 GRAMMAR

Use of Colon (Advance Usage)

Colon is used to draw attention to specific information that follows.

Uses

- **to introduce items in a long list**

Example:

I will bring for you: pop, chips, napkins, and plates.

- **to introduce a quotation**

Example:

Now, no expert agrees to: "Spare the rod; spoil the child."

- **to introduce an explanation or definition**

Example:

The dog and cat finally found something in common: enjoying a peaceful sleep in front of a warm fireplace.

Example:

The dog and cat finally found something in common: They both enjoy sleeping in front of a warm fireplace.

- **to highlight a situation, especially if it seems a bit dramatic.**

Example:

Running along the cliff, the hiker knew he had only one chance to escape from the charging beast: jump.

Exercise 1

Work in groups and punctuate the following sentences by inserting a colon where appropriate. After completing, share your work with other groups.

1. There is only one reason for this problem he never learned to drive properly.
2. My morning routine looks like this wake up, brush my teeth, and run to school.
3. We have set a house rule do your homework before watching television.

Note for teacher: Discuss various uses of colon in the class. Walk around to see if the students have understood what they need to understand.

4. My final answer still stands "No!"
5. I enjoy reading novels by Jane Austen they are among my favourites.
6. I gave you the spray bottles for one reason to clean the windows.
7. You will need the following ingredients milk, sugar, flour, and eggs.

Transitive and Intransitive Verbs

Transitive Verbs	Transitive Verbs
A transitive verb transfers an action to its object	An intransitive verb does not take an object because it does not transfer any action
For Example:  We played basketball. S V O In the above example, the verb played transfers action to its object-basketball. You can figure out the direct object by using this question format: "The subject did what?" or "The subject [verb] what?" For example, 'What did you eat?' or 'With whom did you play basketball?' By asking these questions, you are asking, 'who or what' receives the action of the verb.	Intransitive Verbs:  We walked S V In the above example, the verb does not have an object to receive the action.
Direct and Indirect Objects A transitive verb can take more than one object. Example: Deevan gave his sister (indirect object) a laptop (direct object).	Note: Some verbs are used both as transitive and intransitive

Note for teacher: Let students know further about the verbs both transitive and intransitive.

Exercise 2

Work in pairs and determine if the italicized verb in each sentence is transitive or intransitive. After you have completed, share your work with your partner.

No.	Sentence	Transitive/ intransitive
1.	Sara <i>found</i> the purse.	
2.	I <i>lived</i> in Islamabad for a very brief period.	
3.	I <i>make</i> an excellent chicken curry.	
4.	Nabeel <i>heard</i> a lovely song in the morning.	
5.	The prosecution <i>proved</i> the defendant's guilt.	
6.	He <i>delivered</i> presentation.	
7.	I <i>worked</i> for ten hours yesterday.	
8.	She <i>advised</i> me to consult a doctor.	
9.	Let us <i>invite</i> your cousins as well.	
10.	I <i>waited</i> for an hour.	
11.	I <i>received</i> your letter in the morning.	
12.	I am going to <i>send</i> her some flowers.	
13.	He has <i>changed</i> a lot since he got married.	
14.	Suddenly the child <i>woke up</i> .	
15.	The loud noise <i>awoke</i> me.	

Exercise 3

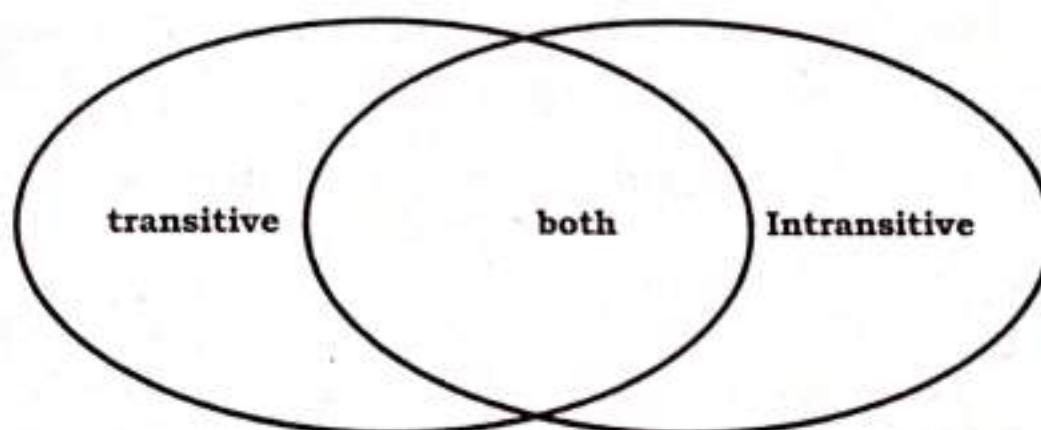
Work in pairs and make sentences of same transitive and intransitive verbs. After completing, compare your work with your partner. An example has been given below.

No.	Verb	Transitive	Intransitive
1.	Move	Could you <i>move</i> your car please?	The trees were <i>moving</i> in the breeze.
2.	Start		
3.	Change		

4.	Close		
5.	Open		
6.	Stop		
7.	Walk		
8.	Run		
9.	Live		
10.	Wash		

Exercise 4

Work individually. Brainstorm and make a list of the verbs in middle used in both transitive and intransitive in a Vann diagram other than list of verbs given in exercise 3 & 5.



Exercise 5

In pairs, make sentences of any ten verbs given below with direct and indirect objects. After completing, share your work with your partner. An example has been done for you.

- My mother bought me a new dress. (direct object)
- My mother bought a new dress for me. (indirect object)

award offer send feed promise grant mail present lend
post bake pour book prepare build knit
reserve sing order provide

What will I learn?

2.1 Reading Comprehension

- Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- Read silently and apply critical thinking to interact with the text, using intensive reading strategies (while-reading) to:
 - Locate an opinion.
 - Make simple inferences using context of the text and prior knowledge.
 - Distinguish between what is clearly stated and what is implied.
 - Deduce meaning of difficult/new words/phrases from context.
 - Comprehend/interpret text by applying critical thinking.
- Respond orally and in writing to the text to:
 - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
 - relate what is read to his or her own feelings and experiences.
 - explore causes and consequences of a problem or an issue and propose various solutions.
 - evaluate the material read.

2.2 Writing

- Analyse to use in writing the features of an expository composition that shows a comparison and a contrast between things, events, situations, places, actions, ideas, or problems.

2.3 Oral Communication

- Share information and ideas.

2.4 Grammar

- Recognize and use semicolon in sentences.
- Identify errors with regular and irregular verbs in faulty texts.

2.1 READING COMPREHENSION

Pre-reading

1. Look at the pictures and compare and contrast them.
2. Guess the theme of the text you are going to study.



Reading Text

Once More to the Lake

One summer, along about 1904, my father rented a camp on a lake in Maine and took us all there for the month of August. Except some minor inconveniences, the vacation was a success and from then on none of us ever thought there was any place in the world like that lake in Maine. We returned summer after summer--always on August 1st for one month. A few weeks ago, this feeling got so strong. I bought myself a couple of fish hooks and a spinner and returned to the lake where we used to go, for a week's fishing and to revisit old place.

I took along my son, who had never had any fresh water up his nose and who had seen lily pads only from train windows. On the journey over to the lake, I began to wonder what it would be like. I wondered how time would have marred this unique, this beautiful spot -- the sheltered bay and streams, the hills that the sun set behind, the camps and the paths behind the camps. I was sure that the tarred road would have found it out and I wondered in what other ways it would be desolated. It is strange how much you can remember about places like

Note for teacher: Ask all pre-reading questions one by one. Take a quick round of responses from the students. Then, ask them to read the text silently.

that once you allow your mind to return into the grooves which lead back. You remember one thing, and that suddenly reminds you of another thing. I guess I remembered clearest of all the early mornings, when the lake was cool and motionless, remembered how the bedroom smelled of the lumber it was made of and of the wet woods whose scent entered through the screen. The partitions in the camp were thin and did not extend clear to the top of the rooms, and as I was always the first up I would dress softly so as not to wake the others, and sneak out into the sweet outdoors and start out in the canoe, keeping close along the shore in the long shadows of the pines.

The lake had never been what you would call a wild lake. There were cottages sprinkled around the shores, and it was in farming although the shores of the lake were quite heavily wooded. Some of the cottages were owned by nearby farmers, and you would live at the shore and eat your meals at the farmhouse. That's what our family did.

I was right about the tar: it led to within half a mile of the shore. When I got back there, with my boy, and we settled into a camp near a farmhouse and into the kind of summertime, I had known, I could tell that it was going to be pretty much the same as it had been before. I began to sustain the illusion that he was I, and therefore, by simple transposition, that I was my father. This sensation persisted, kept cropping up all the time we were there. It was not an entirely new feeling, but in this setting it grew much stronger. I seemed to be living a dual existence. I would be in the middle of some simple act, I would be picking up a bait box or laying down a table fork, or I would be saying something; and suddenly, it would be not I but my father who was saying the words or making the gesture. It gave me a creepy sensation.

We went fishing the first morning. I felt the same damp moss covering the worms in the bait can, and saw the dragonfly alight on the tip of my rod as it hovered a few inches from the surface of the water. It was the arrival of this fly that convinced me beyond any doubt that everything was as it always had been, that the years were a mirage and there had been no years. The small waves were the same, chucking the rowboat under the chin as we fished at anchor, and the boat was the same boat, the

same colour green and the ribs broken in the same places, and under the floor-boards the same freshwater leavings and debris.

We caught two fish. When we got back for a swim before lunch, the lake was exactly where we had left it, the same number of inches from the dock, and there was only the merest suggestion of a breeze. This seemed an utterly enchanted sea, this lake you could leave to its own devices for a few hours and come back to, and find that it had not stirred, this constant and trustworthy body of water. A school of fish swam by, each fish with its small, individual shadow, doubling the attendance, so clear and sharp in the sunlight. Some of the other campers were in swimming, along the shore, one of them with a cake of soap, and the water felt thin and clear and insubstantial. There had been peace and goodness and jollity.

The only thing that was wrong now, really, was the sound of the place, an unfamiliar nervous sound of the outboard motors. This was the note that jarred, the one thing that would sometimes break the illusion and set the years moving. In those other summer times, all motors were inboard; and when they were at a little distance, the noise they made was a sedative, an ingredient of summer sleep. They were one-cylinder and two-cylinder engines, but they all made a sleepy sound across the lake. The one-lungers throbbed and fluttered, and the twin-cylinder ones purred and purred, and that was a quiet sound too. But now the campers all had outboards. In the daytime, in the hot mornings, these motors made a petulant, irritable sound; at night, in the still evening when the afterglow lit the water, they whined about one's ears like mosquitoes.

We had a good week at the camp. The sun shone endlessly, day after day. We would be tired at night and lie down in the accumulated heat of the little bedrooms after the long hot day and the breeze would stir almost imperceptibly outside and the smell of the swamp drift in through the rusty screens. Sleep would come easily and, in the morning, the red squirrel would be on the roof, tapping out his happy routine. I kept remembering everything, lying in bed in the mornings.

(E. B. White)

While-reading

Exercise 1

Work in pairs and deduce the meaning of words given in column A and write their contextual meaning in column B.

No.	Column A	Column B
1	marred	
2	tarred	
3	grooves	
4	sneak	
5	illusion	
6	creepy	
7	moss	
8	jollity	
9	sedative	
10	petulant	

Exercise 2

Read the statements and encircle the correct option.

- The writer in the essay 'Once More to the Lake' is accompanied by his _____.
a) brother b) son c) wife d) pet
- In the beginning of 'Once More to the Lake', the writer characterizes himself as _____.
a) lake-water man b) pond-water man
c) salt-water man d) ordinary man
- The writer has referred the word "placidity" in the context of _____.
a) peacefulness b) calmness c) loneliness d) idleness
- The _____ were/was tapping on the roof of the camp of writer.
a) mosquitoes b) swam c) squirrel d) mouse

5. The writer felt in the end of the essay _____.
 a) the fear of storm b) the danger of life
 c) happy d) the loneliness
6. _____ caught two fish before lunch.
 a) son b) father c) both son & father d) spinner
7. The writer revisited the lake with his son in _____ season.
 a) summer b) winter c) autumn d) spring
8. The writer's son has seen _____ while travelling by train.
 a) weeds b) lily pads c) sheltered bay d) wet woods
9. The writer used to visit lake _____.
 a) in New York b) in Maine
 c) near his form house d) in his school
10. For _____, the writer used to go to the lake.
 a) fishing b) seeing waves
 c) enjoying cool water d) enjoying swimming

Exercise 3

The writer has described the things of the past which he saw on the lake. He has also presented the scenario of that lake after few years. Read the text individually. First, write the five things that writer observed and loved in the past. Then, write five changes that took place later on. After you have completed, share your work with your partner.

Past scene of lake	Later scene
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Note for teacher: Ask students to read the text again and do the Exercise 2 and 3. Tell them that dictionary can be used to find out contextual meaning of words.

Exercise 4

In this text, the writer has used similes and metaphors at many places. Now, work in groups. Analyse the text and write five examples of similes, and five examples of metaphors in respective columns. After you have completed, share your work with other groups.

No.	Similes	No.	Metaphors
1		1	
2		2	
3		3	
4		4	
5		5	

Post-reading**Exercise 5**

Read the text and answer the following questions:

1. Why does writer take a vacation at this particular lake?
2. Which key concerns the writer has expressed in the text?
3. How has the lake changed since he was a boy?
4. What contrast does the writer make between the sea and the lake?
5. Why does writer repeatedly call the lake as 'wild lake'?
6. Why is the arriving at the lake less exciting now than in the past?
7. How are the boat motors different in the present situation?
8. The writer calls the lake as a 'holy spot'. How does he further develop this idea?
9. What kind of sensation persisted and grew in the mind of the writer?
10. What is the central idea of the text?

Exercise 6

Work individually and recollect your past impression of natural things of your city or village. Enlist these all and also write the changes that have taken place now. Share all these with the class.

Note for teacher: You may give other examples of similes and metaphor for better understanding. Learn about similes and metaphors in poetry section.

2.2 WRITING

Comparing and Contrasting Essay

Compare-contrast writing strengthens writing skills by providing a simple structure that helps to organise information and develop ideas with greater clarity and precision. Look at the following format of comparing and contrasting a text.

Format of comparing and contrasting essay

Introduction	• Draws attention • Explains what you are going to compare • Explanation of the text
Body	• Point-to-point comparison (Explain one point of comparison before moving on to the next. There should be a separate paragraph for each point.) • Each paragraph should have a set of topics • Add transition words (firstly, secondly, finally, also, etc.) • Add similes and metaphors
Conclusion	• Repeats the statement • New Information (Add relevant thoughts, feelings, or actions)

Some of the useful phrases for comparison and contrast

The following are some of the phrases that are used in comparison and contrast writing.

Comparison	Contrast
one similarity	one difference
another similarity	another difference
Both	conversely
Like	in contrast
Likewise	Unlike
Similarly	While
in a similar fashion	whereas

Exercise 1

Look at the compare-contrast essay given below and pay attention to its elements.

Topic	Basketball and Football	
Introduction	Basketball and football are sports with many similarities and differences. Both sports are fun and each has many beneficial properties. Here are some of the similarities and differences between basketball and football.	Developing a ground
Body	Basketball and football are played with a round ball. Both offer many cardiovascular activities like running. So, if anyone wants to get in shape, these are the sports she/he needs to play. A referee judges each match. If a player breaks the rules, he will be called upon to commit a fault. A football player receives a red or yellow card and a basketball player is called upon to commit a fault. After all, a score is kept in every game similarly. Although basketball and football are similar, are there yet any differences? An athlete dribbles the ball in both sports, a basketball player uses his hands and a footballer uses his feet. Usually, football is played outdoors on a large field and indoor but basketball on a wooden field. Basketball is played with 5 players and football has 11. After all, basketball has four quarters and football has two halves.	Similarities Connectors Differences
Conclusion	To sum up, both sports are fun and exciting to play. Each sports offers activity and competitiveness. They are also one of a kind. Both games are like heart of outdoor games.	Metaphor

Note for teacher: Discuss phrases and words of comparison and contrast given above in the class. You can add more in them if you wish. Next, assist students in understanding the given sample and its elements.

Exercise 2

Work individually, and identify some elements of comparison and contrast in the given essay below.

One similarity between current and previous methods of communication relates to the form of communication. In the past, written forms such as letters were frequently used besides oral forms such as telephone calls. Similarly, people now-a-days use both of these forms.

However, there are clearly many differences in the way the people communicate over long distances, the most notable of which is speed. This is most evident in relation to written forms of communication. In the past, letters would take days to arrive at their destination.

Another significant difference is the range of communication methods. In the past, the tools available for communicating over long distances were primarily the telephone and the letter. By comparison, there is a vast array of communication methods available today. These include not only the telephone, letter, email and text messages already mentioned, but also video conferences, lectures, and meetings via different software such as Skype, mobile phone apps, WeChat, and social media platforms.

In conclusion, methods of communication have greatly advanced over the past many years. While there are some similarities, such as the forms of communication, there are significant differences like the speed of communication and the range of communication tools available. There is no doubt that technology has greatly advanced and will surely continue progressing in future; besides, the advanced tools which we use today may one day also become outdated.

Exercise 3

Work with a partner and write compare-contrast essay on any one of the following. Once you and your partner have completed, exchange the work with each other. Read each other's work and provide critical feedback.

1. School Life v/s College Life.
2. Physical Games v/s Online Games.
3. Books v/s Mobile Phones

2.3 ORAL COMMUNICATION

Sharing Information and Ideas

Sharing information and ideas allows you to learn about and interact with the world around you. Sharing is a skill that can easily be developed by using following phrases in conversation.

Phrases to share exciting information or idea	• I have got a bit of news to tell you.... • I have got some great/ brilliant/ wonderful news for you ...
Phrases to respond to exciting information	• What a fantastic / good / brilliant / great / wonderful / splendid idea! • That sounds like great idea! • I'm glad to hear that! • Great! • Incredible! • Superb! • Sounds great! • Lucky you! • Oh, how wonderful!
Phrases to share bad news or information	• I'm afraid I've got some bad news..... • I'm very sorry to say this that..... • I regret to inform you that....
Responding to disturbing information	• I'm awfully sorry that... • I'm sorry to hear that.... • I'm sorry to hear such terrible news. • My goodness! • I can't believe it! • I know how you must be feeling. • That must be awful! • Oh, dear! • Too bad! • That's awful / a pity / unfortunate!

Exercise 1

Now, work in pairs and discuss orally the following conversation of Aakash and Dharti on **Nature**. Identify how the phrases of sharing information and ideas are used.

Aakash: Have you read today's newspaper, Dharti?

Dharti: No, I have not, why are you looking so tense?

Aakash: I'm afraid I've got some bad news that air pollution could ruin our nature completely.

Dharti: My goodness! Can you tell me in detail?

Aakash: Yeah, I can. You know air is the most important element of nature. We need safe and clean air to breathe.

Dharti: Yeah, I know that. What is the risk then?

Aakash: The air is getting polluted day by day and the nature and the environment are facing a threat.

Dharti: That's awful! How is the air getting polluted?

Aakash: Humans are polluting the air with leaving smoke of millions of vehicles, mills, factories and cutting down trees.

Dharti: Yeah, deforestation has been a huge problem nowadays. Some proper steps should be taken against it.

Aakash: Yes, cutting down trees is the worst thing that can ruin the air. You know tree leaves oxygen that we need to take breath. If we cut down trees then the air becomes imbalanced and it is risky for humans and animals.

Dharti: What can we do to save our nature?

Aakash: To do that, we all have to become aware and need to let people understand and know about all these things.

Dharti: What exactly we need to tell people?

Aakash: First of all, we should stop making any kind of pollution. Suppose; from now, stop using plastics and try to throw your dust in the dustbin and don't cut any kind of trees.

Dharti: Yeah, we need to do it first. That is true. People might love and be inspired by our work.

Aakash: I think so. We can use paper bags instead of plastic bags. That is very good for the environment.

Dharti: Sounds great! That could be a good effort to save our nature and keep the planet clean.

Aakash: So, let's do it from today.

Dharti: Of course. Thank you for sharing a valuable information.

Aakash: You are welcome. See you again.

Dharti: Bye.

Exercise 2

Work in groups of 2-3. Discuss one of the topics given below as assigned by the teacher. One of you should note all the discussed points. Make sure that every group member is participating in the discussion.

1. Examination Results
2. A Sensational Cricket Match
3. Loss of Job During Pandemic
4. Electricity shortage

Exercise 3

about topic in the class. Remember to use phrases given above.

Note for teacher: Divide the class into groups (2-3 students in each group). Distribute the topics amongst them. More than one group can be given same topic. Ask each group to discuss their topic and prepare an oral presentation.

2.4 GRAMMAR

Use of Semicolon

You probably have used semicolon in your write up work. Let us learn its proper use in the sentences.

Rule 1: To join two related complete thoughts without using a conjunction.

Example: The storm began just as the students were leaving; Maliha was glad she had taken her umbrella with her to the school.

Rule 2: To join the two independent clauses with the use of conjunctive adverb(transitional words or phrases)

Example: The storm began just as the students were leaving; consequently, Maliha was glad she had taken her umbrella with her to the school.

Exercise 1

Work in pairs and insert semicolons as needed in the following sentences. Once you have completed, compare it with your partner.

- i. All the shops in our area used to be closed during the lockdown now they're open all day.
- ii. The government has wiped out all encroachments consequently the roads outside the shopping malls have become wider.
- iii. Because there was heavy fog in the morning the services at the airport were closed.
- iv. Babar was not excited about his seventeenth birthday however his spirits improved when he opened his presents.

Note for teacher: Ask students that a comma follows the conjunctions. Conjunctive adverbs are: accordingly, furthermore, moreover, also, hence, thereafter, certainly, therefore etc.

Exercise 2

Work in pairs and fix the errors in the use of semicolon in the following paragraph. After completing, share your work with your partner.

A good student is the one who is punctual, regular, and hard working, moreover, he has to be obedient to the teachers and respectful to class fellows. Teachers have to play a large part, the parents are equally responsible for developing such qualities. It goes beyond doubt that a nation's destiny makes in class rooms, therefore, the co-ordination between the teachers and the parents is must so that the destiny makers should be led in right direction. The world is growing more competitive with the passage of time, and in this context, our present generation and the coming generations have to be jointly prepared by us.

Regular and Irregular Verbs

Regular Verbs

Regular verbs are the verbs which form their past and past participle forms by ending with 'd' or 'ed'.

Example:	
I walked to the store.	• "Walk" is in the simple past form.
I had walked to the store.	• "Walk" is now in the past participle form.

Irregular Verbs:

A verb which does not form its past verb by adding the usual -ed ending. The irregular verbs form different spellings in their past and past participle forms.

Examples	
• I went to the U.S. by plane.	• Many verbs are irregular in English Language. The list of some is given below
• My flight has taken six hours.	
• I felt happy when I arrived.	
	• An irregular verb does not take the -ed ending.

The most common irregular verbs list

Present	Past	Past participle	Present	Past	Past participle
Be	was/were	Been	know	knew	known
Bear	bore	Born	lead	led	led
Beat	beat	beaten	learn	learnt	learnt
Become	became	become	leave	left	left
Begin	began	Begun	lend	lent	lent
Bet	bet	Bet	let	let	let
Bite	bit	Bitten	lie	lay	lain
Blow	blew	Blown	lose	lost	lost
Break	broke	broken	make	made	made
Bring	brought	brought	mean	meant	meant
Build	built	Built	meet	met	met
Burn	burnt	Burnt	pay	paid	paid
Buy	bought	bought	put	put	put
Can	could	Could	read	read	read
Catch	caught	caught	ride	rode	ridden
Choose	chose	chosen	ring	rang	rung

Exercise 3

Work in pairs and read the following text. Spot errors of regular and irregular verbs where necessary in the article given below.

Robert Goddard was born in 1882. When he was a child, he become interested in firecrackers and thinked about the possibility of space travel. He later became a physics professor at a university. In his free time, he builded rockets and took them to the field, but didn't fly. When he went back to his university after his failed attempts, the other professors laugh at him. In 1920, Goddard wrote an article about rocket travel. He believed that one day it would be possible to go to the moon. When the New York Times sawed his article, it reported that Goddard had less knowledge about science than a high school student. Goddard want to prove that the New York Times was wrong. In 1926, he builded a ten-foot rocket, putted it into an open car, and drived to his aunt's nearby farm. He put the rocket in a field and light the fuse. Suddenly, the rocket went into the sky. It traveled at 60 miles per hour to an altitude of 41 feet. Then it felled into the field. The flight lasted 2½ seconds, but Goddard was happy about his achievement. Over the years, his rockets growed to 18 feet and flew to 9,000 feet in the air. No one maked fun of him after he become successful. When Goddard died in 1945, his work did not stop. Scientists continued to build bigger and better rockets. In 1969, when the American rocket Apollo 11 taked the first men to the moon, The New York Times wrote: *"The Times regrets the error."*

Exercise 4

Work individually, and fill in the blanks with an appropriate verb form of the verbs given in brackets.

Ajrak is a symbol of rich Sindhi culture and icon of love. It is _____ (**appreciate**) as such throughout Pakistan. It is a continuous cultural link through centuries back to Indus Valley Civilization. *Ajrak* has equal significance for the rich and poor.

The motif and patterns on *Ajrak* _____ (**be**) traditionally _____ (**produce**) by resist block printing with unique technique to create varied patterns and designs with different colours. The printers may use up to 30 blocks to complete a design. *Ajrak* is _____ (**manufacture**) in various blends of deep crimson and other defused blue colours. The production of traditional *Ajrak* is a complex process comprising twenty one stages and _____ (**complete**) almost in thirty days, by using only indigenous materials.

Cut to size cloth is _____ (**coil**) and _____ (**wrap**) on a copper vat and then _____ (**soak**) in *Eruca Sativa* seed oil for fifteen days. First printing of the white outline of the pattern by paste of lime and Acacia gum is _____ (**do**), followed by printing of the black areas by ferrous. The cloth is further printed by a paste of gum, wheat flour, clay, alum, molasses and a number of herbs and spices. This process _____ (**protect**) the part of cloth to get imprinted and rest of areas turn crimson when _____ (**dip**) in the *alizarin* dye. After that, cloth is dipped in first cycle of *indigo* dye. In the next stage, water soaked fabric _____ (**be**) dipped in *alizarin* in a copper vat to enrich the crimson to becomes deep in tone. Camel dung is _____ (**use**) to remove excess tanning and make the white clear and brilliant. Alternate drenching and drying help to bleach the fabric and also _____ (**facilitate**) the maturing of the colours. The cloth is printed again with the mud-resist mixture and sprinkled with dry, sifted cow dung. About to complete, *Ajrak* then goes through another *indigo* dip before a final wash. The result is the precious and jewel-like *ajrak*.

What will I learn?**3.1 Reading Comprehension**

- Use pre-reading strategies to predict content of a text
- Use while-reading strategies to apply critical thinking, while exploring and interacting with the text.
- Use post-reading strategies to critically evaluate the text and to give a personal opinion.
- Analyse how writer has used language and style.
- Know that themes are related to and set in different societies, cultures of different times.
- Explore viewpoints/ideas and issues.
- Comprehend/interpret text by applying critical thinking.

3.2 Writing

- Write an extended narrative incident.

3.3 Oral Communication

- Acknowledge others' contribution.

3.4 Grammar

- Spot and fix errors in faulty pronoun antecedent agreement at basic level (sentences).
- Use comma to mark a dependent word or word group that breaks the continuity of the sentence.

3.1 READING COMPREHENSION

Pre-reading

1. What makes you a happy person?
2. Do you think money can make a person happy?
3. Have you ever borrowed anything precious and lost?



Reading Text

The Necklace

Mathilde was a pretty, charming, middle-class girl. She was married to Loisel, a clerk, who worked in the Ministry of Education. Though born and married in a modest family, she always daydreamed about being rich. She was unhappy because she couldn't afford fine clothes and couldn't attend grand parties given and attended by the elite of the city. She always dreamt of owning a large collection of fancy clothes and expensive jewellery. But, of course, she couldn't afford them.

One evening, her husband handed her an invitation. Excited, she opened it and found an invitation to a grand party at the Ministerial Mansion.

She tossed it aside, saying, "What good is that to me?"

"I thought you'd be thrilled since you never had a chance to go out. Everybody wants to go, but few clerks can. The most important people will be there."

She gave him a sour look and cried, "What do you think I would wear?"

Note for teacher: Ask all pre-reading questions one by one. Take a quick round of responses from the students. Then, ask them to read the text silently.

He hadn't thought about that. "Why, the dress you wear to the theatre. That looks quite nice."

He was surprised when she burst into tears. He gasped, "Why, what's the matter?" Using all her willpower, she stopped crying. "Oh, nothing. I don't have any party dress, so I can't go to that party."

He asked her, "How much would the right outfit cost?"

She thought it over for several seconds. She thought of her allowance and about how much her husband might give her.

Finally, she answered, "I'm not exactly sure. Maybe I could manage with four hundred francs."

He was saddened because he'd saved that much for a rifle and planned to go hunting with friends.

However, he said, "All right. I'll give you four hundred francs."

As the party neared, Mathilde seemed sad. She was upset although her outfit was ready. One evening her husband asked, "What's the matter?"

She answered, "I'm embarrassed not to have any jewellery." Her husband said, "Borrow some from your rich friend Mme. Forestier. You're good enough friends to do that."

She said, "Why didn't I think of that!"

The next day she went to her friend, who offered her a large jewellery box, and said, "Pick out something, my dear."

Mathilde found a diamond necklace. Her heart beat faster, and her hands shook when she picked it up. "Could I borrow this one?" she asked.

"Why, of course."

She hugged her friend and took with her the necklace.

Finally, the party night came. Mathilde was the centre of attention at the party. The prettiest one there; she was stylish, warm, smiling, and very happy. Everybody, including the minister, noticed her.

She danced joyfully and had a wonderful time there. Around four o'clock the Mathilde took a shabby cab and returned home with her husband.

Before she went to bed, she thought of giving herself the last look in the mirror with the jewellery and fancy dress. She noticed that the borrowed diamond necklace was gone! She cried out.

Her husband said, "What's wrong?"

Upset, she turned toward him. "I . . . I . . . I don't have my friend's necklace."

"That's impossible," he shouted. They searched everywhere in the apartment but found nothing. He retraced their steps, searching for hours.

Her husband came in around seven o'clock in the morning. He'd had no luck finding the necklace.

By the end of the week, they had given up all hope. Loisel was dejected and horrified. He said, "We must replace the necklace."

They found a necklace exactly like the first. It cost forty thousand francs, but they could get it for thirty-six.

Loisel had eighteen thousand francs he had inherited from his father. He borrowed the rest. He got a thousand francs from one, four hundred from another—a hundred here, sixty there. He borrowed the rest of the money from moneylenders on very high interest.

When Mathilde returned the necklace, her friend said coldly, "You should have returned it sooner. I might have needed it." Mme. Forestier didn't open the case.

Mathilde bravely faced being poor. That debt had to be paid, and she would pay it. She let her maid go, and she and her husband moved to a small and cheap apartment.

She cooked and did housework on her own. She scrubbed the laundry, took out the garbage, carried up water, and dressed like a peasant. She watched every coin she spent. She bargained for food with the fruit dealer, the grocer, and the butcher, and they insulted her.

Her husband worked evenings as a bookkeeper, and at night he copied documents for five sous a page.

This lasted for ten years.

Finally, all the debts and interest were paid.

Mathilde looked like an old woman now. Sometimes, she'd remember when she had been so beautiful and admired.

What if she hadn't lost the necklace? Who knows? How little there is between joy and misery!

Then one Sunday, she went for a walk. She saw a woman strolling with a child. It was Mme. Forestier. She still looked young and beautiful.

Mme. Loisel went toward her friend saying, "Hello, Jeanne." The other was surprised to be spoken to so familiarly. "But . . . madam . . . I don't recognize . . . You must be mistaken." "No, I'm Mathilde Loisel."

Her friend cried out, "Oh, my dear Mathilde! How you've changed!"

"Yes, I've had a hard time. And plenty of problems—and all because of you!"

"Of me . . . what do you mean?" Mme. Forestier asked.

"Do you remember the diamond necklace I borrowed?" Mathilde asked.

"Yes. What about it?" Mme. Forestier asked in surprise.

"I lost it," Mathilde said.

"But you returned it," Mme. Forestier said.

"I bought another just like it for thirty six thousand francs, and we have been paying for it for ten years. Well, it's over now, and I am glad," Mathilde said.

Mme. Forestier was surprised. "You bought a diamond necklace to replace mine!"

"Yes. You never noticed, then? They were quite alike." Mathilde smiled with pride and simple joy.

Mme. Forestier, quite overcome, clasped her by the hands. "Oh, my poor Mathilde. Mine was fake. At most, it was worth only five hundred francs!"

Based on the story by Guy de Maupassant

While-reading

Exercise 1

Work in pairs and deduce the meaning of words given in column A and write their contextual meaning in column B. Share with your partner after you have completed.

No.	Column A	Column B
1	elite	
2	fancy	
3	thrilled	
4	embarrassed	
5	retrace	
6	horrified	
7	scrub	
8	shabby	
9	strolling	
10	clasp	

Exercise 2

Read the statements and encircle the correct option.

- _____ was working in education.
 - Mathilde
 - Loisel
 - Mansion
 - Forestier
- Mathilde belonged to a/an _____ family.
 - rich
 - poor
 - middle class
 - elite
- Loisel give Mathilde four hundred francs to _____.
 - buy outfits
 - go to theatre
 - buy jewellery
 - help her friend

4. Mathilde seemed happiest when she _____.
a) received the invitation b) danced in the party
c) bought a new dress d) borrowed the necklace
5. The main theme of 'The Necklace' is: _____.
a) We suffer for our vanities b) It is unwise to borrow things
c) Parties can lead to trouble
d) Friends should be honest with each other
6. When she borrowed necklace, Mme. Loisel spent whole evening in _____.
a) talking with her husband b) watching rich people
c) wishing she had not come d) dancing with many men
7. In order to pay the necklace, M. Loisel does all of the following except _____.
a) contribute his entire inheritance
b) make deals with loan swindlers
c) borrowing money from the bank
d) paying his house loan
8. Throughout the story, Mme. Loisel values _____.
a) love b) appearances
c) knowledge d) wisdom
9. When Mathilde had to return the Necklace, she was looking as _____.
a) rich b) proud
c) peasant d) miser
10. Mathilde bought another Necklace for _____ francs.
a) sixty b) fifty
c) thirty six d) fifty six

Note for teacher: Ask students to read the text again and do the Exercise 1 and 2. You may use dictionary to find the contextual meaning of words.

Exercise 3

Work individually. Read the text again and mark (✓) for true, and (X) for false against each statement given below.

No.	Statement	Answer
1	At first, Mathilde demanded a diamond necklace from her husband.	
2	Mathilde wept after returning from her friend's home.	
3	Poverty ruined Mathilde's life and looks.	
4	The story of 'The Necklace' tells about greed and hope.	
5	The idiom 'burst into tears' means weep intensely.	
6	Sous and francs are the words that indicate currency.	
7	After seven days, they decided to replace the diamond necklace.	
8	In the end of story, the same diamond necklace was returned.	

Post-reading

Exercise 4

Read the text and answer following questions:

1. Why did M. Loisel expect his wife to be pleased to receive the invitation?
2. What was Mme. Loisel's reaction on reading the invitation?
3. How was the life of Mme. Loisel before the loss of the necklace?
4. What efforts were made to find Mme. Forestier's necklace?
5. Describe in your own words how the Loisel's life changed after they had paid for the new necklace.
6. What was Mme. Forestier reaction when seeing Mme. Loisel before she figured out who she was?
7. How did Mr. and Mme. Loisel replace the necklace?
8. What was Mme. Forestier's reaction when the necklace was returned?
9. How did Mr. Loisel contribute to the cost of the new necklace?
10. How had Mme. Loisel's sacrifices been in vain?

Exercise 5

Work individually and describe the following characters in your own words in your notebook. Share your work with your partner after you have written.

Mathilde**Losiel****Mme. Forestier****Exercise 6**

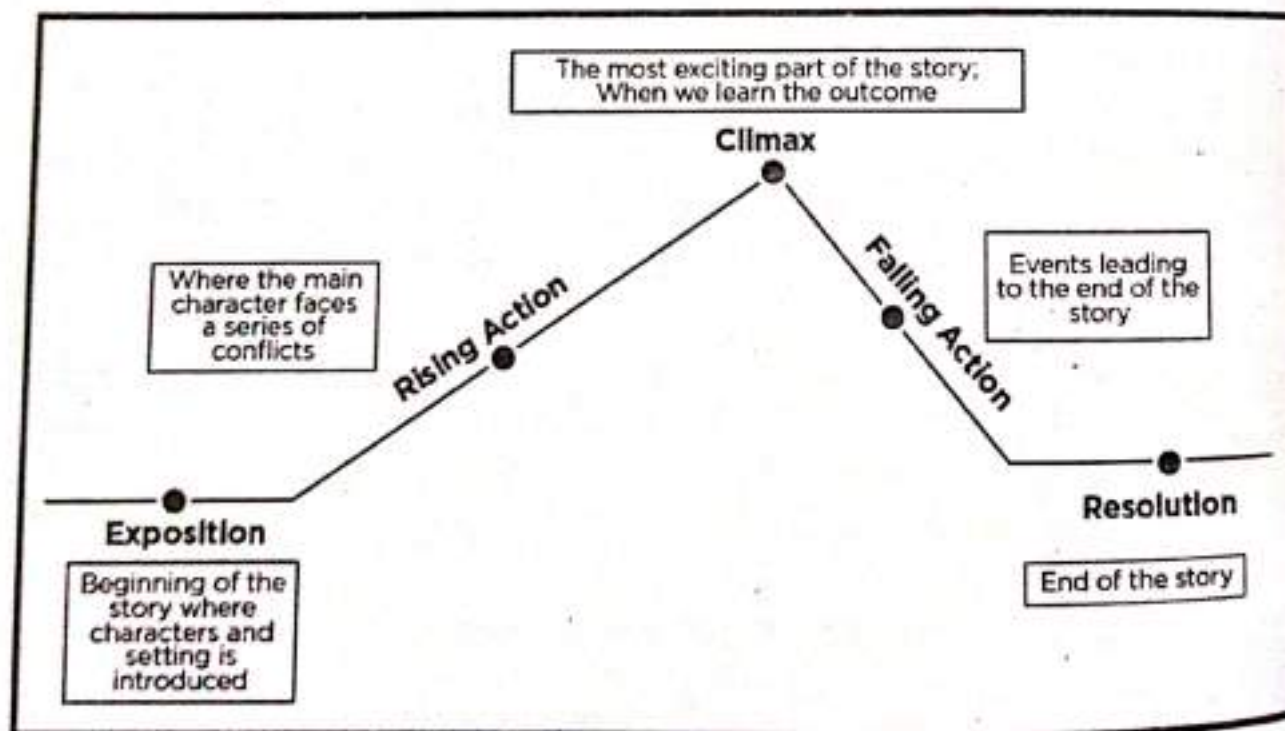
Work in groups and read the story, 'The Necklace'. Underline the key points and summarize it in your own words. After you have completed, share your work with other groups.

Exercise 7

Work individually and imagine yourself in the same situation like that of the story. What strategies would you adopt to get out of it. Mention only two strategies. After completing, share your work with the class.

Exercise 8

Work in pairs and analyse the story of 'The Necklace' according to the elements of story mentioned in the below diagram.



3.2 WRITING

Narrative Writing

You have already learnt about narrative writing in previous classes. Let us remind you that in narrating an incident, you tell a story, often from personal experience. This can be written to motivate, educate, or inspire. Narrative writing also contains many elements. Look at the following structure of a narrative writing.

Introduction	The 'Hook' Start your paper with a statement about your story that catches the reader's attention. Set the Scene Provide the information the reader will need to understand the story: who are the major characters? When and where is it taking place? Is it a story about something that happened to you, the writer, or is it fiction? Thesis Statement The thesis of a narrative essay plays a slightly different role than that of an argument or expository essay. A narrative thesis can begin the events of the story.
Body Paragraph	'Show, Don't Tell' Good story telling includes details and descriptions that help the reader understand what the writer experienced. Supporting Evidence In a personal narrative, your experience acts as the evidence that proves your thesis. The events of the story should demonstrate the lesson learned, or the significance of the event to you. Passage of Times Writing about the events of your experience, from beginning to end, is the most common and clear way to tell a story. Whether you choose to write chronologically or not, use transition words to clearly indicate to the reader what happened first, next, and last. Transitions In a narrative essay, a new paragraph marks a change in the action of a story, or a move from action to reflection. Paragraphs should connect to one another.
Conclusion	The Moral of the Story The conclusion of a narrative includes not only the closing action of the event but also some reflection or analysis of the significance of the event to the writer like what lesson you learnt and how that event affected your life.

Look at the following sample of a narrative writing which contains many elements. Some of them are illustrated in sample below.

Older Sister	
Setting a scene	"Hurry up you guys, you'll be late for school!" called Mom. We ran downstairs and ate our breakfast. When I got up to wash my bowl, mom said, "You know you need to be careful today when you're walking Sara to School. It's your job to make sure she gets there O.K." I thought to myself, I wonder why Mom is making such a big deal out of this. It's Sara's first day of Kindergarten, but I can do it. I wish Mom wouldn't treat me like such a baby. "Goodbye, Mom!" Sara yelled. She ran out of the door, and I went behind her. "Be careful!" my mom yelled. "I will!" I said back and I ran outside. Sara was skipping down the front walkway to the sidewalk. I grabbed Sara's hand. "Are you excited for your first day of school?" I asked, trying to sound like a grown-up. Sara smiled and said, "Yes." Meanwhile, my mom was staring at us from the window.
Thoughts Feelings and observation	"When will she stop treating me like a little kid?" I thought. "I'll show you the way," I said. I felt proud to be the older sister. We walked past beautiful garden and big, leafy trees. Suddenly, I heard a growl and saw a dog walking towards us. He was big and fierce-looking, with long sharp teeth. "GRRRR!!!" the dog growled. I didn't see its owner or anyone who could help us. My hand became sweaty and Sara stopped walking. "I'm scared Hina," she said. I didn't want her to be scared. I wanted to seem brave. "Everything will be okay," I said. "GRRRR!!!" The dog stepped closer and we could see it was the size of small horse-with red eyes and sharp teeth. "Be brave, be brave," I thought myself.
Climax Actions Spoken Words Impression of place and experience	I grabbed Sara's hand and shouted: "RUN!" We took off down the sidewalk as fast as we could. I could hear Sara breathing hard. I looked back, and I saw the dog coming behind us. "Come on," I said. I wanted to make Sara go even faster. I thought, "Please let us make it. Please let us make it." Then, we saw the bright red door of the school. "We made it!" I said to Sara, giving her a high-five. Then I said, "Let's not tell mom about this, okay? I think we'll go to school a different way tomorrow."

Note for teacher: Assist students in locating the elements of narrative incident. Next, you may draw the sample on the board for better clarity.

Exercise 2

Work individually and narrate a happy/ sad or surprising incident of your life in the light of elements given in the sample. After you have written, share your work with your class fellows.

Exercise 3

You have already read the story diagram in post-reading of the Unit 3.1. Now, work in pairs and analyse the sample story according to that diagram and write down its elements. After you have completed, share your work with your partner.

Exercise 4

Work individually and use pre-writing strategies to write an incident that changed you in a significant way. List the incidents and indicate how each changed you. After writing it, exchange it with your partner.

Exercise 5

Now, work in pairs and check the story of your partner written while doing Exercise 4. Make sure the story has all the elements and has followed the sample given on previous page.

Note for teacher: Make pairs in the class and ask them to see structure of narrative incident and carefully analyse the sample story before doing exercises. Moreover, once they complete the exercises, ask them to exchange their written work with each other so that they may check each other's work for proofreading, editing and for necessary corrections. Walk around to see if the students have understood what they need to do.

3.3 ORAL COMMUNICATION

Acknowledging Other's Contribution

Acknowledging other's work or contribution not only boosts their self-esteem but also makes them feel they matter to you. Acknowledging also shows how courteous and grateful you are to the people who are helpful to you.

The following are the ways to acknowledge:

Very strong appreciation	• I would like to express my deepest appreciation to..... • I'm deeply indebted to..... • This would not have been possible without your support and nurturing so I would like to extend my deepest appreciation and thanks to.....
Less strong, but very appreciative	• I'm also thankful to..... • I also wish to thank..... • I'm also grateful to..... • Special thanks to.....
Reason of the acknowledgement	• (name(s) of the person/group/people) played decisive role in..... • (name of the person) provided you with encouragement and patience throughout the duration of the presentation/project/work. • (name of the person) was instrumental in for me

Discuss the dialogues of Qamar Shah, Mr. Asim Zaidi and Zainab acknowledging the other's contribution.

Sample: Qamar Shah and Zainab are the volunteer at the Community Library of their area. They both are acknowledging the contribution of Mr. Asim Zaidi who donated books.

Qamar Shah: Asalam-o-Alikum Mr.Zaidi. I hope you're doing well.

Mr.Zaidi: Walikum Asalam. I'm doing well.

Zainab Karim: The community library was in the dire need of some quality books which you have donated.

Qamar Shah: I agree with Zainab and this would not be possible without your support. Therefore, on behalf of the community I would like to extend my deepest appreciation and gratitude to you.

Mr Zaidi: Thank you so much for such kind words. It's my duty and responsibility towards this community.

Zainab Karim: No doubt, your contribution is instrumental to promote learning and education.

Exercise 1

Work in group of three. Take turns and acknowledge orally the contribution of the following people for the community. Remember to use the phrases given in the table above.

Scenario 1

The forest officer of the area visits your college for further plantation drive.

Scenario 2

An event organized and managed by your college principal to develop awareness about the environmental cleanliness.

Exercise 2

Work in pairs. Acknowledge and appreciate the contribution of any one of the following philanthropists.

- Dr. Adeeb Rizvi
- Abdul Sattar Edhi
- Any philanthropist of your community

Note for teacher: Tell students that for Exercise 1, they have to keep in consideration the given scenario 1 and 2 above.

3.4 GRAMMAR

Pronoun-Antecedent Agreement

A pronoun must agree with its antecedent in number, gender, and person. An antecedent is the noun or pronoun that a pronoun refers to or replaces.

A- Agreement in Number**Singular and Plural Subjects**

If the antecedent is singular, use a singular pronoun. If it is plural, use a plural pronoun.

Examples

- i. Because this cupboard is almost 200 years old, it is historically important.
- ii. The fittings in this house are noticeably different from their modern counterparts.

Compound Subjects

A plural pronoun is used to refer to nouns or pronouns joined by and.

Examples

- i. The tiny cupboard and dresser still have their original hardware.
- ii. Sara and Sana have their own outfits for the party tonight.

A pronoun that refers to nouns or pronouns joined by or or nor should agree with the noun or pronoun nearest to it.

Examples

- i. Neither the scientists nor the administration neglected its duties.
- ii. Neither the administration nor the scientists neglected their duties.

A pronoun that refers to a collective noun should be singular if the collective noun names a group acting as a unit.

Examples

- i. The audience is lauding the performance.
(singular - The audience is acting as a single unit)
- ii. The family that owns the house loaned its treasure to the library.
(singular - The family is acting as a single unit)

A pronoun that refers to a collective noun should be plural if the collective noun names the members or parts of a group acting individually.

Examples

- i. The **class** has been waiting eagerly to see **its** new English teacher.
(singular - The class students are acting as single unit)
- ii. The **family** wanted **their** friends to see the house.
(plural - The family members are acting individually)

Gender and Person

The **gender** of the pronoun-masculine (**he, his, him**), feminine (**she, her, hers**) or neuter (**it, its**) - must be the same as the gender of its antecedent. The **person** (**first, second, third**) of the pronoun also must agree with the person of its antecedent.

Examples

- i. **You** would be proud to see **your** work appreciated by future generations.
- ii. **We** will plan an excursion trip for the students to join **us**.
- iii. **Any actress** would like **her** creation to last for hundreds of years.
- iv. An **astronaut** conducts **his** or **her** experiments during the flight.

Exercise 1

Work in pairs and read the following paragraph. Look especially for errors in agreement between pronouns and their antecedents. When you find a pronoun error, cross out the incorrect pronoun and write the correct one above it. There will not be a mistake in every sentence. After you have completed, share your work with your partner.

(1) Kathy has always liked dollhouses, and she got an idea for a business from their hobby. (2) Now, she and her brothers make dollhouses for sale. (3) Neither she nor her brothers give all of her time to the business. (4) Still, the team makes all its spending money from their sales. (5) Kathy's elder brother assembles the pieces. (6) He chooses the plywood, cuts it to scale, and assembles the pieces. (7) Her younger brother, Max, paints the houses inside and out, giving it details like doors, windows, and shutters. (8) While Murray and Max do his jobs, Kathy buys miniature furniture. (9) Then she sews curtains, rugs, tablecloths, and bedspreads to make each house special. (10) From October until mid-December, the crew takes turns selling its products at craft sales.

Note for teacher: You can often avoid the awkward "he or she" construction by making both the pronoun and its antecedent plural. Notice that you may also need to change the verb to a plural form. For example: **Astronauts** conduct **their** experiments during the flight.

Work individually and encircle the pronoun that correctly completes each sentence. Also, underline the antecedent(s) of the pronoun. After you have completed, share your work with your class fellows.

- i. Each of the boys on the team is wearing (his, their) new uniform.
- ii. Many have expressed (his or her, their) support for our plan.
- iii. Neither of the women has told me (her, their) opinion.
- iv. When the team scored a touchdown, the crowd threw (its, their) hats in the air.
- v. Neither Ali nor his sisters have bought a gift for (her, their) brother.
- vi. Scuba divers are taught that (you, they) should check (your, their) equipment.
- vii. Samar and Qavi will present (his, their) routine before the other gymnasts do.
- viii. Not one hiker would set out without (his or her, their) compass.
- ix. Yasmeen and her sisters shop for clothes here because (you, they) can find good bargains.
- x. Anyone who wants a job should bring (his or her, their) application to me.

B. Pronoun-Antecedent Agreement of Indefinite Pronouns

When an indefinite pronoun is the antecedent of a personal pronoun, the personal pronoun must agree in number with the indefinite pronoun. This chart shows the number of some common indefinite pronouns.

Indefinite Pronouns		
Always Singular	Always Plural	Singular or Plural
another each everything one	Both	all none
anybody either neither somebody	Few	any some
anyone everybody nobody someone	many	Most
Anything everyone no one	several	

Use a singular pronoun to refer to a singular indefinite pronoun. The phrase 'his or her' is considered a singular pronoun.

Each of the cars has **its** sponsor's namepainted on **it**. (singular)

Use a plural pronoun to refer to a plural indefinite pronoun.

Many of the cars are in **their** first race. (plural)

Some indefinite pronouns can be singular or plural. Use the meaning of the sentence to determine whether the indefinite pronoun is singular or plural.

Some of the equipment was still packed in **its** containers. (singular)

Some of the race teams were still looking for **their** equipment. (plural)

Exercise 3

Work in pairs and read the following text. Spot the errors of Pronoun-Antecedent Agreement. After you have completed, share your work with your partner.

One of the most popular sports in Sindh is Malkhro. This popular sport is played annually at the Urs of Lal Shahbaz Qalandar. The renowned Malakhro players participate in this traditional event to showcase his strength to pull down its opponent players. The match begins with both wrestlers tying a twisted cloth around the opponent's waist. Each one then holds onto the opponent's waist cloth and tries to throw them to the ground. Malakhro is one of the favorite sports among males in Sindh. Many of the players are professionals who earn its living by participating in this sport. Almost everybody in Pakistan has heard of this popular and traditional sports, even if they haven't seen it.

Punctuation: Use of Comma

You have already learnt about use of comma in your previous classes. Let us revise some of its rules.

Rule: Use commas to set off non-restrictive clauses.

Examples:

1. Muhammad Khan, *whose show you like*, will host a party next week. (**non-restrictive**)
2. Naveed, *who spent the last three days fishing*, is back on the job again. (**non-restrictive**)

Note for teacher: Tell students that use commas to enclose clauses not essential to the meaning of a sentence. These non-essential clauses are called non-restrictive which breaks the continuity of a sentence. Clauses which are essential are called restrictive. Non-restrictive clauses may begin with a relative pronoun (such as *who*, *whom*, *whose*, *that*, *which*). A relative pronoun refers to the noun or pronoun that precedes it.

Rule: Use a comma to set off appositives.

Examples:

1. My brother, **an engineer**, passed his exams with flying colours.
2. Allama Iqbal, **the poet of the East**, is famous for his poetry. (appositive)

Exercise 5

Insert commas wherever necessary in the following sentences.

1. Siddiq Mirza a lawyer may be appointed for governor.
2. If you ever need a ride a slower one please let me know.
3. The winner of the contest who arrived from the US last week will receive 1 million.
4. Kabir a writer and a poet is very obedient to his parents.
5. The captain ordered the troops to assemble the navy boat a large rowboat.
6. Oliver Twist which was Dicken's second novel is a classic.
7. The lamp which my friend gave me is beside my bed.
8. Mr. and Mrs. Kareem our neighbours for the past eight years are moving to the Turkey.

Exercise 6

Work individually and combine the following sentences using comma around a dependent word or a group of words. One example has been done for you.

Set 01:

- a. Gawadar coastline is the longest in the region.
- b. Gawadar coastline is a national treasure.

Eg: Gawadar coastline, a national treasure, is the longest in the region.

Set 02:

- a. Kobe makes millions of dollars a year.
- b. Kobe is a basketball player.

Set 03:

- a. A giant plane is launched in 1970.
- b. A Boeing 474 is launched in 1970.

Set 04:

- a. My brother's car is the envy of my friends.
- b. My brother's car is sporty red convertible with bucket seats.

Set 05:

- a. The head surgeon took her nephew on a hospital tour.
- b. The head surgeon was an expert in organ transplant procedures.

Note for teacher: Tell students that an appositive is a noun or noun phrase that renames a nearby noun. Appositives offer non-essential information which only interrupts the continuity of a sentence. Non-restrictive appositives are set off with commas.

What will I learn?**4.1 Reading Comprehension**

- Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- Read silently and apply critical thinking to interact with the text, using intensive reading strategies (while-reading) to:
 - locate an opinion.
 - make simple inferences using context of the text and prior knowledge.
 - distinguish between what is clearly stated and what is implied.
 - deduce meaning of difficult/new words/phrases from context.
 - comprehend/interpret text by applying critical thinking.
- Respond orally and in writing to the text to:
 - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
 - relate what is read to his or her own feelings and experiences.
 - explore causes and consequences of a problem or an issue and propose various solutions.
 - evaluate the material read.

4.2 Writing

- Write Précis according to the Précis writing rules.

4.3 Oral Communication

- Present and explain one's point of view clearly.

4.4 Grammar

- Illustrate the use of prepositions of position, time, and movement and direction in texts.
- Use knowledge of roots and affixes (prefixes and suffixes) to determine the meaning of new words, and to form standard words.

4.1 READING COMPREHENSION

Pre-reading

1. What does this picture show? Think out a minute and write down the names of devices.
2. How has technology evolved over the period of time?
3. List down technologies recently discovered/invented.



Note for teacher: Ask all pre-reading questions one by one. Take a quick round of responses from the students. Then, ask them to read the text silently.

Technological Revolution

In this new global economy, technology is the major driving force of both economic growth and improved quality of life. It is now the "technological revolution" that is driving innovation and enabling billions of people to live better and safer lives. Technology is the key enabler of better education, health care, efficient environment, safer and secure communities and nations. Many advances in the technology depend on hardware innovations made possible by continued advancement in materials technology. Advancements in technologies have occurred throughout history—from Guttenberg's invention of moveable type to the telephone and mobile phone — making it easier and cheaper to develop, manipulate, organize, transmit, store, and act on. And with these breakthroughs, optimists heralded a new era. Many innovations arose after the World War II but information remained scarce and hard to use and transmit. The reason was that the processing of information relied on "atoms" to record or transmit information in analog form rather than the 'bits' (binary digits of '1s' for on and '0s' for off) used to record or transmit information in digital form. New generation Tele-pointers have offset pen and pencil and old models, while copier and printers recorded information on paper. Telephones translated voices into electric waves that could be played back on speakers. As the materials revolution brought with it a host of amazing new 'things': automobiles, planes, appliances, and telecom system, etc.

Technology & Disaster Risk Reduction

Presently technology can be used for an effective emergency response in time of accidents and natural disasters and creating public safety networks including cellular, wireless, satellite and existing analog television spectrum. Communities have used the Internet during an emergency to coordinate recovery efforts. Disasters forecasting and predictions, monitoring, risk assessment and damage are the open grounds for integrating technology and to respond and to manage natural phenomena such as hurricanes, wildfires, tsunamis, and landslides using satellite images, aerial photographs, and on-the-ground inspections. Progress in the technology has made possible over the past years to introduce significant changes in the integrated approach to the problems of natural disasters. Technology has helped to understand the mechanism of natural hazards of atmospherical, geological, hydrological, and biological origins and to analyse the transformation of these hazards into disasters.

Technology & Entertainment

For the adults, and youngest students, pre-schoolers, toddler's technology is interactive and engaging. Toys have integrated circuits in them to enable children to interact with them. It is technology that is introducing high-quality smart visuals, graphic apps, systems and devices in the mass market, gained such rapid and widespread adoption ever before. The benefits and promises of these ever time technologies are immense and central to improvements in our lives.

Technology in Education & Health

Technology is putting a variety of information at people's finger tips, whether they are students in providing course materials online through teleschool without leaving homes. People get information through telemedicine to help them better understand a medical condition. Flexible online classes give people access to education that would never have been possible before the Internet. Parents now use e-learning via Internet to follow their child's school assignments and academic progress through Web portals and innovative applications. Companies use technology to save on workforce development costs. Games for children designed to double as learning tools have proliferated. Technology has helped improve medical care by making it easier for doctors to provide evidence-based medicine.

Technology & public safety

Technology has enabled a host of products to be safer. It is enabling vehicles to be safer by letting drivers know in real time of impending problems. It is enabling cars to be more energy efficient through new renewable energy like wind power and solar system. Telepresence is possible option to work in any extreme condition.

Technology & Commerce

Today, technological revolution is giving people a wide variety of choices, enabling them to get the kinds of products and services that fit their needs. Tele work and telemarketing have given people the chance to move beyond the limits. E-commerce lets people buy a vast array of goods and services that previously might have been difficult to find at local stores.

Technology during Epidemics and Pandemics

Epidemics, pandemics or other hazards have threatened the human race time and again. The outbreaks of these calamities left enormous burdens on our lives, economies, and societies at large. In such a scenario, technologies enable secure access to data, enterprise applications, virtual meetings and cloud conferencing. Smart cities could be made and equipped with some sorts of devices which include sensors, processors, wearables, electronics, software, actuators, vehicles, cell phones and computers. The remote sensing technology could monitor environmental changes and disease predictions. The satellite images, aerial photographs, and on-the-ground inspections, can be used to locate populations in dangerous or environmentally unstable places and determine how to respond after disaster strikes. Though technology cannot prevent the onset of the pandemics; however, it can help prevent the spread, educate, warn, and empower those on the ground to be aware of the situation, and noticeably lessen the impact.

Source: Adapted from "Digital Quality of Life" Understanding the Personal & Social Benefits of the Information Technology Revolution Robert D. Atkinson & Daniel D. Castro.

While-reading

Exercise 1

Work in pairs and deduce the meaning of words given in column A and write their contextual meaning in column B. Share with your partner once you have completed.

No.	Column A	Column B
1	innovation	
2	optimists	
3	manipulate	
4	heralded	
5	hazards	
6	hurricanes	
7	proliferated	
8	impending	
9	calamities	
10	lessen	

Exercise 2

Read the text carefully. There are certain words that are related to word 'Tele' means 'far'. First, underline these words in the texts and then write description of these words. An example has been given for you.

Example: Tele+phone: Telephone.

A device used for speaking to distant places by means of electrical signals.

Exercise 3

Read the statements and encircle the correct option.

1. Digital revolution mainly depends on _____.
a) physical nature b) improved life
c) hardware innovations d) integrated Circuit
2. During World War-II, transmission of information was in _____ form:
a) material b) analogue
c) electric d) catalogue
3. _____ is the technological option to work in dangerous situation.
a) Telephone b) Telecom
c) Telepresence d) Television
4. It is technology that people get things better according to their _____.
a) market demand b) environment
c) needs d) work
5. E-learning can only be possible through _____.
a) portals b) internet
c) smart adaptation d) innovative system
6. People get information through _____ to help them better understand a medical condition.
a) internet b) integrated apps
c) telemedicine d) visual images
7. Bits used to record or transmit information in _____ form.
a) binary b) digital
c) analogue d) logical

Unit 4.1 READING COMPREHENSION

8. _____ is an example of hydrological disaster.
a) earthquake b) hurricane
c) floods d) wildfire
9. _____ technology assesses environmental changes and disease predictions.
a) remote sensing b) satellite
c) circuit d) visual images
10. A bulk of population at disaster risks may be located by _____.
a) telecom b) satellite images
c) actuators d) smart phones

Exercise 4

Work individually. Read the text again and mark (v) for true, and (X) for false against each statement given below.

No.	Statement	Answer
1	Use of technology can be harmful for our environment.	
2	First use of technology was related to waves.	
3	During World War II, the use of technology was not familiar.	
4	All tele devices may function with traditional type.	
5	An e-learning can only be possible without internet.	
6	People can also purchase and sell things via internet.	
7	Renewable things are those which cannot be utilized again.	
8	Telework and telepresence are the internet ways to work in hazardous situation.	

Post-reading**Exercise 5**

Read the text and answer the following questions.

1. What do you mean by technological revolution?
2. Why did innovation information remain scarce at the time of World War-II?
3. How is the technology boon for students?
4. What are the benefits of E-commerce in today's world?
5. How does technology work in environmentally risk areas?
6. How has technology greatly supported doctors & medical practitioners?
7. How does technology secure humans from calamities?
8. Some people have opinion that youngsters are not safe in the technological era? Give reasons for your agreement or disagreement.
9. Which technology innovation has impacted you profoundly and how?
10. How did technology contribute in keeping peoples' lives safe during the recent pandemic or disaster?

Exercise 6

Though use of technology has many advantages to ease living, it has some disadvantages too. Now, work in groups. First make outlines related to only disadvantages of technology, and then expand each outline in short paragraphs.

4.2 WRITING

Précis Writing

The word **Précis** is a French word which means a summary and *précis writing* means summarizing a lengthy passage in limited words without affecting the main idea or theme of the passage. The following steps will help you to make a standard précis.

Steps

1. Read the entire passage carefully to know the central idea.
2. Underline or highlight important points.
3. Irrelevant points should be excluded.
4. Use your own words in writing the précis.
5. Do not use idioms and phrases.
6. Check spellings and grammatical errors.
7. Length of précis should be one-third of the original passage.
8. Do not copy the same text.
9. Make a final draft.
10. Suggest an appropriate title.

Sample of Précis

Passage	Précis
Dolphins are regarded as the friendliest creatures in the sea and stories of them helping drowning sailors have been common since Roman times. The more we learn about dolphins, the more we realize that their society is more complex than people previously imagined. They look after other dolphins when they are ill, care for expecting mothers, and protect the weakest in the community, as we do. Some scientists have suggested that dolphins have a language but it is much more probable that they communicate with each other without needing	Title: Dolphins: the Compassionate Beings Dolphins' friendliness has always excelled that of humanity. They are supposed to be more intelligent and helpful than mankind, but they lack behind due to physical weakness. Further, their benevolent character can be witnessed through communicative gestures in distress towards their community. Man's superiority is shown in killing those kind

words. Could any of these mammals be more intelligent than man? Certainly, the most common argument in favour of man's superiority over them that we can kill them more easily than they can kill us is the least satisfactory. On the contrary, the more we discover about these remarkable creatures, the less we appear superior when we destroy them.

creatures. The more man knows about them, the more he loves them.

Exercise 1

Work in pairs. Write the précis of the following paragraph and suggest a suitable title. Remember to use steps given above. After completing, share the précis with your partner.

Trees give shade for the benefit of others, and while they themselves stand in the sun and endure the heat, they produce the fruit of which others profit. The character of good human is like that of trees. Sandalwood, the more it is rubbed, the more scent does it yield. Sugarcane, the more it is peeled and cut up into pieces, the more juice does it produce. What matters whether other people praise them or not? What difference does it make whether they die at this moment or whether lives are prolonged? Happen what may, those who tread in the right path will not set foot in any other. Life itself is unprofitable to a human being who does not live for others. To live for the mere sake of living one's life is to live the life with no purpose.

Note for teacher: Explain each step of précis writing in the class. Next, divide the class in different pairs for completing Exercise 1. Walk around the class and assist students who need your help. Ask them to share your work with their partners so that they may check each other's work. Then, tell them to incorporate the suggestions of their partners.

4.3 ORAL COMMUNICATION

Presentation and Explanation of One's Point of View

Here are some possible ways to present and explain one's point of view clearly.

Some ways of expressing one's point of view

- | | |
|---|---|
| • In my opinion... | • As far as I'm concerned... |
| • I think that... | • It is my impression that... |
| • I would say that... | • Speaking personally... |
| • I consider / find / believe / suppose that... | • My own / personal opinion on the subject is that... |
| • I have the feeling that... | • I am of the opinion that... |

Exercise 1

Practise the following dialogue in groups of three. Three friends, Babar, Akmal and Zeeshan, were discussing about their future plan after completing intermediate. One dialogue has been left blank for each of the character. Each one should think of one more dialogue related to situation and say it; the others can agree or state another view point.

Babar: Medical is a nice field to join after intermediate.

Akmal: I think that engineering is a perfect one.

Zeeshan: I neither like medical nor engineering. Speaking personally, I would like to go for legal studies.

Babar: In my opinion, there are many diseases by which people get sick and die ultimately. Hence, we should opt for medical to help to recover poor and needy people.

Akmal: I agree with Babar. The service of humanity can only be possible by joining medical field.

Zeeshan: You are right Akmal. But, I am of the opinion that if we don't have legal consultants, the rights of people would be violated everywhere.

Exercise 2

Two dialogue activities should be presented in the class. The topics must be of any common interest like:

1. Personal Business and Employment
2. Manual Book Readings and Digital Readings

Note for teacher: Divide the students in groups of 3. Ask each one to take the role of one character. Tell them to first read the dialogue silently and to think of one dialogue that they would like to say. Then, they should role play by not reading the dialogue but speaking to each other and ask them to respect each other's point of view. Afterwards, ask some of the groups to come and speak their dialogues in front of the class.

4.4 GRAMMAR

Preposition

A preposition of time allows discussing a specific time period such as day, date, on the calendar, one of the days of the week, or the actual time something takes place. Such as *on, in, at, since, for, ago, before, to, past, to, from, till / until, by*

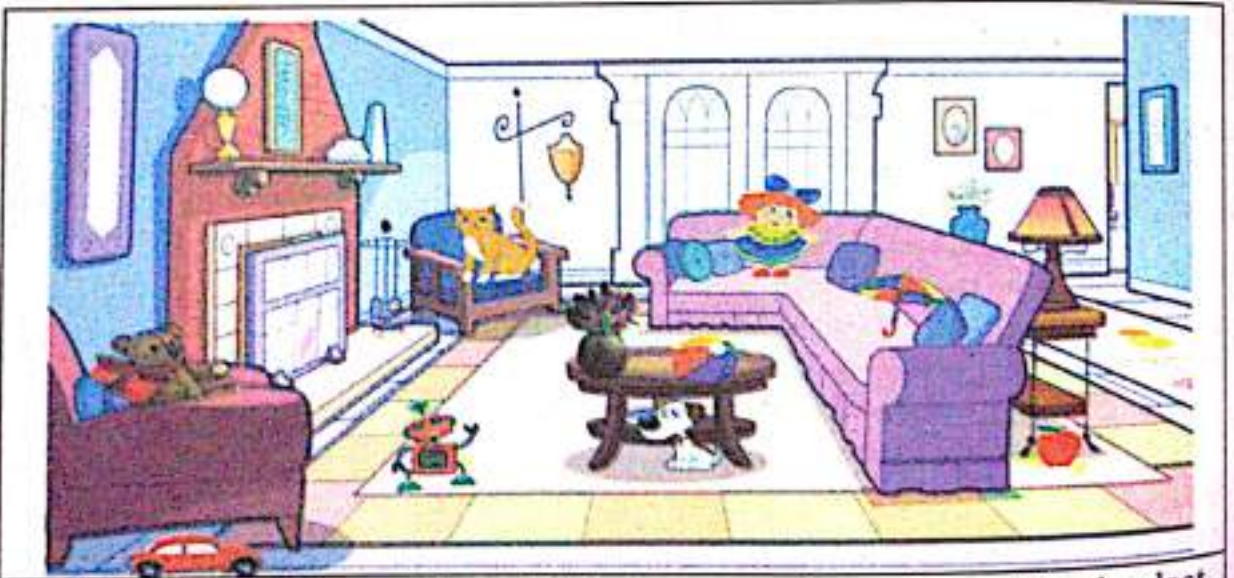
Example: My friend lives **at** Saddar **in** Karachi.

While the preposition of movement or direction shows movement from one place to another place. Such as *above, across, after, against, along, around, behind, below, beside, between, by, down, from, in front of, inside, into, near, next to, onto, out of, outside, over, past, round, through, to, towards, under, up*

Example: Shireen is coming **from** Japan.

Exercise 1

Work in pairs. Look at the picture below and illustrate the use of prepositions of place and time and fill in the blanks. After completing, share your work with your partner.

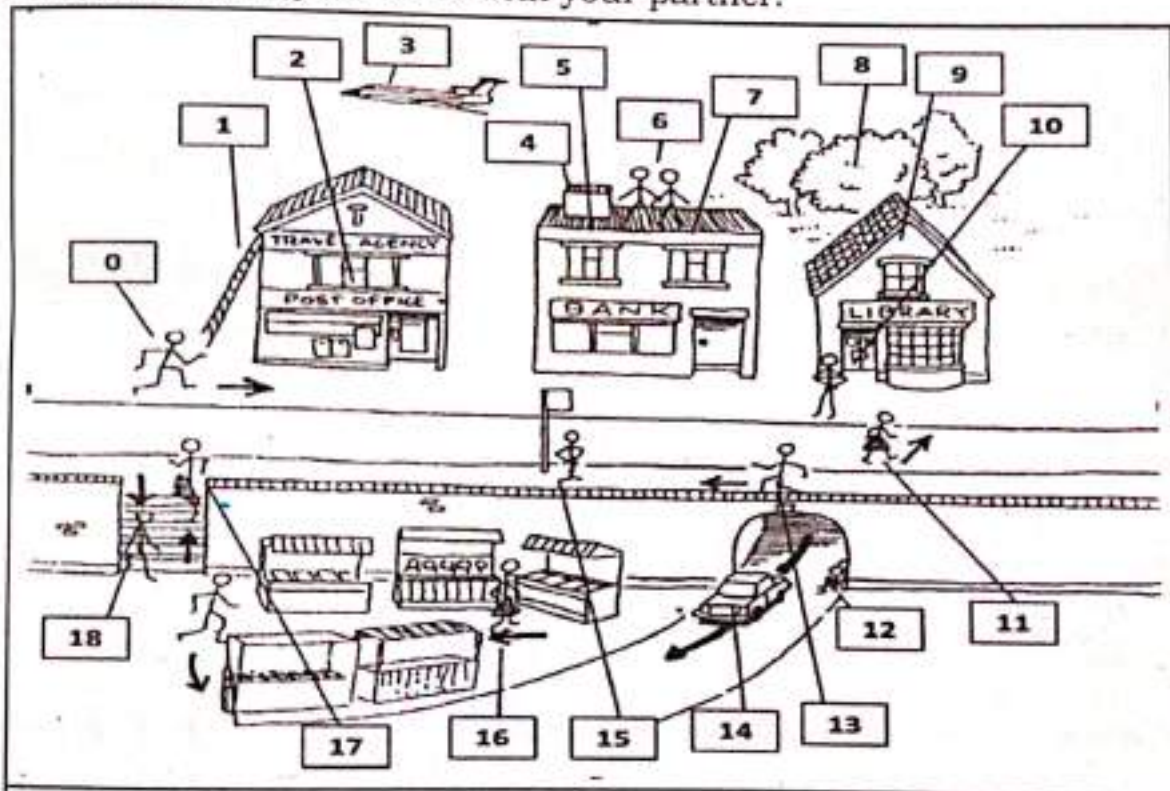


1. There is a doll _____ the sofa that was purchased _____ Monday last.
2. There is a ball _____ the table. It will be taken to play _____ half an hour.
3. There is a cat _____ the armchair.
4. There is an apple _____ the table.
5. There is a dog _____ the table.
6. There is an umbrella _____ the sofa.

7. There is a picture _____ the wall.
8. There is a vase _____ the table.
9. There a robot _____ the floor.
10. There is a car _____ the armchair.
11. There is a lamp _____ the sofa and will be lit _____ 10 pm.
12. There is a teddy _____ the armchair. It will go to sleep _____ 11 pm.

Exercise 2

Work in pairs. Look at the picture below and illustrate the use of prepositions of place & movement and fill in the blanks. After completing, share your work with your partner.



0. He is walking _____ the post office _____ the bank.
1. The ladder is standing _____ the wall.
2. The post office is _____ the travel agency.
3. The aeroplane is flying _____ the town.
4. The bank is _____ the post office and the library.
5. My flat is _____ the bank.
6. They are standing _____ the building.
7. The flat is _____ the park.

8. The park is _____ the library.
9. The library is _____ the bank.
10. He is standing _____ the library.
11. She is walking _____ the road.
12. They are sitting _____ the bridge.
13. He is walking _____ the road.
14. He is driving _____ the bridge.
15. The bus stop is _____ the bank.
16. She is walking _____ the market.
17. She is walking _____ the stairs.
18. He is walking _____ the steps.

The table below describes some of the prepositions most commonly used with verbs: *for*, *to*, *about*, *with*, *of*, *in*, *at*, *on*, and *from*.

Verb + Preposition	Usage	Example
Verb + <i>for</i>	Often used to emphasize purpose or reason.	beg <i>for</i> ask <i>for</i>
Verb + <i>to</i>	Usually refers to direction (literal or metaphorical) or connections between people or things.	belong <i>to</i> travel <i>to</i>
Verb + <i>about</i>	When referring to things, events, or gerunds.	ask <i>about</i> write <i>about</i>
Verb + <i>with</i>	Usually point to connections and relationships between people or things.	agree <i>with</i> compare <i>with</i>
Verb + <i>in</i>	Tends to point out involvement or connections between people or things.	believe <i>in</i> result <i>in</i>
Verb + <i>at</i>	Used to indicate places, skills, and reactions.	arrive <i>at</i> look <i>at</i>
Verb + <i>on</i> / <i>of</i>	Used with a number of different verbs.	agree <i>on</i> comment <i>on</i>
Verb + <i>from</i>	Used to identify a point of origin or a connection or disconnection between people or things.	differ <i>from</i> suffer <i>from</i>

Prepositional verbs always take a *direct object* (either a noun or gerund) after the *preposition* and cannot be separated by it. For example:

- i. "He **listens to** classical music every night." (Correct — the prepositional verb is not separated, and the object comes directly after the preposition.)
- ii. "He **listens** classical music every night." (Incorrect — the verb *listens* requires a preposition to connect to its object, *classical music*.)
- iii. "He **listens** classical music **to** every night." (Incorrect — *listens* and its preposition *to* cannot be separated by the object, *classical music*.)

Exercise 3

Now, work individually and fill in the gaps with the verbs followed by appropriate prepositions to complete the sentences given below. You can choose from the above given table.

- i. Since Sara is arrogant, she never _____ her rude behaviour.
- ii. The luggage _____ the man in black hat.
- iii. She _____ the second chance to rectify her mistake.
- iv. Last year, Moiz _____ Mirpur Khas and stayed at his home town for a month.
- v. In today's session, he _____ the current situation of Pakistan.
- vi. The committee _____ Mr. Ali Miral, Mr. Zohair Anees, and Ms. Saima Huq.
- vii. The nation _____ the inflation and poverty.
- viii. The Prime Minister did not _____ his cabinet's opinions.
- ix. When she participates in races, she only _____ the time.
- x. Now, it is the time _____ as many companies as possible.

Prefix

A prefix is actually an *affix* which is placed before the *root* word. Adding it to the beginning of the *root* changes it into another word.

For example, when the *prefix un* is added to the word *happy*, it creates the word *unhappy*.

Here are few examples to demonstrate how placing a prefix before a root word develops a word with a new meaning, which is synthesis of the both words - prefix and root.

Prefix	meaning	root word	meaning of root word	compound word after synthesis	meaning of compound word
bi-	twice	Polar	taking extreme position	bipolar	maniac
		Function	activity, purpose	bifunction	having two functions
		Annual	yearly	biannual	twice in a year
de-	opposite of	Pose	assume a position	depose	Remove
		Tour	journey	detour	deviation from a course
		hydrate	give water	dehydrate	loose water
dia-	thoroughly	meter	a specific measure	diameter	width of a circle
		gnosis	knowledge	diagnosis	identification nature of illness
inter-	among, between	national	relating to nation	international	between nations
		minge	mix	interminge	Mixed
		Face	surface of a thing	interface	connecting two things
en, em	cause to	Joy	happy	enjoy	cause to be happy
		pathy	of feelings	empathy	sharing of feelings
		lighten	cheers, brighten	enlighten	to have light or be cheerful
Sub	under	marine	sea	submarine	
		standard	a benchmark	substandard	below a benchmark
		Text	written material		unwritten meaning

Some more examples of formation of words by synthesis of prefix and root word are also given in the following matrix:

dis-	Opposite	disapprove, disinfect, disbelieve.
fore-	Before	foreshadow, foregoing, forecast.
in-	into, not	invade, inaccurate, incapable.
im-	into, not	implant, imperfect, improvisation.
mis-	Wrongly	misjudge, miscalculate, mismatch.
semi-	Half	semicircle, semiformal, semicolon.
pre-	Before	pretext, prevent, pre-plan.
super-	Above	supersonic, superstar, superstore.
re-	again, back	revolutionary, reinforcement, rejoice.
non-	Not	nonsense, nonverbal, non-stick.
over-	too much	overload, overdose, overwhelming.
trans-	Across	transcend, transport, transfer.

Exercise 4

Now, work individually and fill in the blanks with the appropriate words in the box below. After you have completed, share your work with your partner.

forecast, disinfect, semiformal, nonverbal, biannual, rejoice,
substandard

1. The cleaning staff _____ the area to avoid the spread of Corona Virus.
2. The problem is that he expected you to understand his _____ communication.
3. Her wedding was _____, so everyone just dressed neat and tidy.
4. Living conditions such as _____ housing have a major impact on health.

5. You have just _____ how quickly people would accept this information and how supportive they would be while learning to accept this "change."
6. The _____ dental and medical check-ups are offered if you take total coverage medical policy.
7. His victory was _____ by the political analyst due to his commitment and promises with the nation.

Exercise 5

Work in pairs and identify the words which have prefixes in any news from a newspaper which is provided by the teacher. After completing, share your work with your partner.

Note for teacher: Explain the difference between prefix, root-word, and suffix by giving more examples. Moreover, divide students in different pairs. News or any information which has such stuff can be collected from a newspaper or a magazine. Then, distribute it randomly among the students. Ask them to underline prefixes, root-words, and suffixes, and share with their partners after completing Exercise 5.

What will I learn?**5.1 Reading Comprehension**

- Use pre-reading strategies to predict content of a text.
- Use while-reading strategies to apply critical thinking, while exploring and interacting with the text.
- Use post-reading strategies to critically evaluate the text and to give a personal opinion.
- Analyse how writer has used language and style.
- Know that themes are related to and set in different societies, cultures of different times.
- Explore viewpoints/ideas and issues.
- Comprehend/interpret text by applying critical thinking.

5.2 Writing

- Analyse and compare various business letters, to write effective business letters in an extended social environment for various purposes (complaint, appreciation, request, asking for and providing information).

5.3 Oral Communication

- Use polite forms to negotiate and reach consensus.

5.4 Grammar

- Spot errors in the use of degrees of adjectives in writing.
- Revise and illustrate the use of all previously learnt modal verbs.

5.1 READING COMPREHENSION

Pre-reading

1. Look at the pictures and quickly describe different activities.



Reading Text

My Bank Account

When I go into a bank, I get frightened. The clerks frighten me; the desks frighten me; the sight of the money frightens me; everything frightens me. The moment I pass through the doors of a bank and attempt to do business there, I become an irresponsible fool.

I knew this before, but my salary had been raised to fifty dollars a month and I felt that the bank was the only place for it.

So, I walked unsteadily in and looked round at the clerks with fear. I had an idea that a person who was about to open an account must necessarily consult the manager.

I went up to a place marked 'Accountant'. The accountant was a tall, cool devil. The very sight of him frightened me. My voice sounded as if it came from the grave.

"Can I see the manager?" I said, and added solemnly, "alone." I don't know why I said "alone."

"Certainly," said the accountant, and brought him.

The manager was a calm, serious man. I held my fifty-six dollars, pressed together in a ball, in my pocket.

Note for teacher: Ask pre-reading question one by one. Take a quick round of responses from the students. Then, ask them to read the text silently.

"Are you the manager?" I said. God knows I didn't doubt it.

"Yes," he said.

"Can I see you?" I asked, "alone?" I didn't want to say "alone" again, but without this word the question seemed useless.

The manager looked at me with some anxiety. He felt that I had a terrible secret to tell.

"Come in here," he said, and led the way to a private room. He turned the key in the lock.

"We are safe from interruption here," he said. "Sit down."

We both sat down and looked at each other. I found no voice to speak.

"You are one of Pinkerton's detectives, I suppose," he said.

My mysterious manner had made him think that I was a detective. I knew what he was thinking, and it made me worse.

"No, not from Pinkerton's," I said, seeming to mean that I was from a rival agency.

"To tell the truth," I went on, as if someone had urged me to tell lies about it. "I am not a detective at all. I have come to open an account. I intend to keep all my money in this bank."

The manager looked relieved but still serious; he felt sure now that I was a very rich man, perhaps a son of Baron Roth's child.

"A large account, I suppose," he said.

"Fairly large," I whispered. "I intend to place in this bank the sum of fifty-six dollars now and fifty dollars a month regularly."

The manager got up and opened the door. He called to the accountant.

"Mr. Montgomery," he said, unkindly loud, "this gentleman is opening an account. He will place fifty-six dollars in it. Good morning."

I stood up.

A big iron door stood open at the side of the room.

"Good morning," I said, and walked into the safe.

"Come out," said the manager coldly, and showed me the other way.

I went up to the accountant's window and pushed the ball of money at him with a quick, sudden movement as if I were doing a sort of trick.

My face was terribly pale.

"Here," I said, "put it in my account." The sound of my voice seemed to mean, "Let us do this painful thing while we feel that we want to do it."

He took the money and gave it to another clerk.

He made me write the sum on a bit of paper and sign my name in a

book. I no longer knew what I was doing. The bank seemed to swim before my eyes.

"Is it in the account?" I asked in a hollow shaking voice.

"It is," said the accountant.

"Then I want to draw a cheque."

My idea was to draw out six dollars of it for present use. Someone gave me a cheque-book and someone else seemed to think that I was a man who owned millions of dollars, but was not feeling very well. I wrote something on the cheque and pushed it towards the clerk. He looked at it.

"What! Are you drawing it all out again?" he asked in surprise. Then I realized that I had written fifty-six dollars instead of six. I was too upset to reason now. I had a feeling that it was impossible to explain the thing. All the clerks had stopped writing to look at me.

Bold and careless in my misery, I made a decision.

"Yes, the whole thing."

"You wish to draw your money out of the bank?"

"Every cent of it."

"Are you not going to put any more in the account?" said the clerk, astonished.

"Never."

A foolish hope came to me that they might think someone had insulted me while I was writing the cheque and that I had changed my mind. I made a miserable attempt to look like a man with a fearfully quick temper.

The clerk prepared to pay the money.

"How will you have it?" he said.

"What?"

"How will you have it?"

"Oh!" I understood his meaning and answered without even trying to think "in fifty-dollar notes."

He gave me a fifty-dollar note.

"And the six?" he asked coldly.

"In six-dollar notes," I said.

He gave me six dollars and I rushed out.

As the big door swung behind me, I heard the sound of a roar of laughter that went up to the roof of the bank. Since then I use a bank no more. I keep my money in my pocket and my savings in silver dollars in a sock.

While-reading
Exercise 1

Work in pairs and deduce the meaning of words given in column A and write their contextual meaning in column B. Share with your partner once you have completed.

No.	Column A	Column B
1	solemnly	
2	terrible	
3	detective	
4	mysterious	
5	whispered	
6	painful	
7	astonished	
8	hallow	
9	temper	
10	rival	

Exercise 2

Work in pairs. Match the following bank-related words of column A with their meanings given in column B and write answers in Column C. After you have completed, share your work with your partner.

No.	Column A		Column B	Column C
1	bank manager	A	one who maintain all written record	
2	accountant	B	to put money in the account	
3	clerk	C	dealings and exchanges	
4	cheque	D	a small book having checks to draw money	
5	transactions	E	one who maintains audits business accounts	
6	deposits	F	one who has control of all resources in the bank	
7	cheque book	G	a written order directing a bank to pay money	

Exercise 3

Read the statements and encircle the right option.

1. The writer visited the bank_____.
a) frequently b) first time
c) in a month d) yearly
2. The writer's salary was raised to_____ a month.
a) sixty dollars b) fifty dollars
c) thirty dollars d) fifty-six dollars
3. _____ presumed the writer to be a detective.
a) clerk b) manager
c) accountant d) rich man
4. The writer first met the _____ in the bank.
a) accountant b) manager
c) clerk d) security guard
5. The writer had_____ dollars at the time of opening the account.
a) six b) fifty six
c) fifty d) sixty
6. Mr. Montgomery was a/ an_____.
a) manager b) accountant
c) clerk d) detective
7. The _____ of the author made the manager think that he was a detective?
a) mysterious manner b) simplicity
c) harsh behaviour d) boldness
8. The author wrote fifty-six dollars instead of six dollars due to_____.
a) fear b) haste
c) anxiety d) madness
9. The text 'My Bank Account' is an example of_____ tale.
a) detective b) humorous
c) moral d) fictitious
10. After returning from the bank, the writer put his savings in_____.
a) bank b) pocket
c) silver box d) sock

Unit 5.1 READING COMPREHENSION

Exercise 4

Work in pairs. Read the text again carefully and write the sequence of events of the story. After completing, share your work with your partner.

Firstly
Secondly
After That
Then
Later
Finally

Post-reading

Exercise 5

Read the text and answer the following questions.

1. What is effect upon the author of entering the bank to do business?
2. Why did the author decide to open an account?
3. What was the manager's reaction when the author told him that he would like to see him alone?
4. Why did the manager look relieved when he knew the purpose of the author's visit?
5. What is the equivalent of fifty American dollars in Pakistani currency?
6. What mistake did the author make when he wrote the cheque?
7. Explain the meaning of the clerk's question, "How will you have it?"
8. Why was there a roar of laughter when the author left the bank?
9. The author, Stephen Leacock, was a respected university teacher and a highly successful writer. Do you think this is a true story?
10. Why is it wiser to keep one's money in a bank than to hoard it in one's home?

Exercise 6

Work in groups. Fill in the required information in the given application form. Once you have filled in, exchange it with other groups.

Account Opening Form

Applicant/First account-holder: Please fill the columns with appropriate information.

Application is for:			
New account		Renewal account	
Name:		CNIC:	
Father/Husband Name:		Nationality:	
Surname:		City:	
Town:		Province:	
Country:		Mobil No.	
Telephone No.		Email:	
DoB:		Marital Status:	
Professional Employment:		Gender:	
Salaried employee	Student	Self-employed	Other _____
Language spoken:		Name of the company/organization	
Type of business/work		Office address	
Purpose of Account:			
☐ Personal ☐ Saving ☐ Current ☐ Investment			
Postal Address			
Permanent Address			
Signature of Applicant		Applicant witness No.1	

Disclaimer:

The applicant(s) hereby declare(s) under his/her/their own full responsibility that the details provided in this application are true and correct to the best of my knowledge.

Exercise 7

There are many advantages of using Bank. Work in groups, first collect some points on the topic: Advantages of Using Bank. Then, present these opinions in front of the class.

5.2 WRITING

Business Letter

Business letter is an important communication tool in professional settings. It is used when writing from one business organisation to another, or for correspondence between organisations and their customers, clients and other external parties. Here are some of the useful tips for writing a business letter.

Useful Tips:

- Simple and appropriate language should be used.
- Abbreviations and short forms must be avoided.
- Know who you are writing to.
- Use the right greetings.
- Be clear, concise and to the point.
- Use block format.
- Check for grammar and formatting.

Format and Sample of a Business letter

Date	February 1, 20XX
Name and address	Shahryar, Customer Service Manager, Com. Electronics Pvt. Ltd. Qasimabad, Hyderabad.
Greeting	Dear Mr. Shahryar,
Opening paragraph	I hereby write to complain regarding the defect in the purchased laptop from your store. The system worked properly for one month but it has not been functioning properly for last three days. The system hangs multiple times and shuts down abruptly and requires to be restarted. Since the system is still in the warranty period, I wish to get it replaced at the earliest.
Concluding paragraph	I request you to look into this matter without any delay and provide a new working laptop of the same brand. I have enclosed a copy of the bill of purchase for your reference. Looking forward to your early response. Thanking you in anticipation.
Closing and signature	Yours truly, Gansham

Exercise 1

Work in pairs and write a letter to the National Book Foundation for provision of English Grammar books for your library. Follow the tips and format provided above. After completing, share your work with your partner.

Exercise 2

You went to a commercial bank for account opening. However, you are not satisfied with their services. Now, work individually and write a letter to the Manager of the bank complaining about the unprofessional behaviour of the staff. Follow the tips and the format provided above.

Note for teacher: Discuss writing business letter in the class. Explain the tips provided in the table above. You can add more if you wish to do so. Next, divide the class into various pairs before asking students to do Exercise 1. Ask them to use format given above. After they have completed, ask them to share their work with their partners for feedback.

5.3 ORAL COMMUNICATION

Polite Form to Negotiate and Reach Consensus

Negotiating politely and reaching on consensus are the core skills. For building such skills, here are some of the phrases that can be used in daily life.

Useful Phrases	
for making proposal • I would like to propose that... • Concerning your proposal, our basic position is... • I've got several options...	for responding to proposals • Now that you mentioned it... • Maybe, it would be better to... • Perhaps a better idea would be... • I agree, but....
for making reasons • One of the key reasons for this is... • This is because...	for expressing agreement • I agree with you on that point. • You have a strong point there. • I think that would be acceptable.
for expressing disagreement • I'm afraid we have some reservations on that point... • I can't quite agree with you on that.	for accepting the proposal • I think we have reached an agreement here. • This agreement is acceptable to us.
to reach on the consensus • Let's look at the points we agree on... • Shall we try to sum up the main points of our discussion? • This is where we currently stand after a long discussion.	

Exercise 1

Work in groups of three and practise the following dialogue. You will have to practise the dialogue three times, each time taking the role of one another.

Bashir: I think we should arrange a farewell party for all our seniors.

Zamir: I agree, but we have so many seniors and we have collected limited amount of money.

- Kashif:** So what? Every year, students of Grade XI arrange a farewell party for their seniors.
- Bashir:** I would like to propose that we can invite all our seniors if we choose the limited menu.
- Zamir:** No. It's not only the limited menu. If we invite many seniors, we will need a big venue for which we will need a lot of money.
- Kashif:** A farewell party is arranged in honour and for having fun only. We should invite all the seniors.
- Bashir:** But, we should also be careful not to spend too much money.
- Zamir:** You have a strong point here. Let's make a list of all the participants including teachers. Then, we can decide how many people to invite and who to invite.
- Kashif:** I think that would be acceptable. Once we know for sure how many people we are inviting, we can then decide about venue and menu.

Exercise 2

After you have practised the above dialogue, work in same group of three and develop a dialogue on one of the following topics. You need to come to a consensus and then role play as above. Remember to use phrases given above.

1. Organising a college debate competition (discuss and agree on what will be done, when will the programme be, how long will it be, who will be invited as a chief guest, etc.)
2. Having a college trip (discuss and agree on where will you go, only students or teachers also, how much money will be required and what will be the share on each student, etc.)

Note for teacher: You can let students choose the topic or you can assign half the class one topic and half the class other. After students have written and practised their dialogue, ask some of them to come up in front of class and role play.

5. 4: GRAMMAR

Degrees of Adjective

Adjectives have three degrees: positive, comparative and superlative. One and two syllable adjective usually takes 'er' to form a comparative degree and 'est' to form a superlative degree (e.g. hard, harder, hardest and pretty, prettier, prettiest).

The adjectives with suffixes usually form a comparative degree with 'more' and a superlative degree with 'most' (e.g. beautiful, more beautiful, most beautiful and careless, more careless, most careless).

Adjective can have irregular degrees also (e.g. good, better, best).

Some Common Errors with Comparisons

1: Using the comparative instead of the superlative

- **INCORRECT:** He is the *happier* person I know.
- **CORRECT:** He is the *happiest* person I know.

- **INCORRECT:** She is the *more thoughtful* person in the town.
- **CORRECT:** She is the *most thoughtful* person in the town.

2: Doubling up comparisons or superlatives

- **INCORRECT:** His car is *more faster* than mine.
- **CORRECT:** His car is *faster* than mine.

- **INCORRECT:** His car is *the most fastest*.
- **CORRECT:** His car is *the fastest*.

3: Using empty comparisons (part of the comparison is missing)

- **INCORRECT:** The participants were more experienced.
- **CORRECT:** These participants are more experienced *than* the previous participants.

- **INCORRECT:** The line moved slower.
- **CORRECT:** The line moved slower *than* the line next to it.

4: Using ambiguous comparisons (the comparison has more than one possible meaning)

- **INCORRECT:** She likes pizza better than her husband.
- **CORRECTED:** She likes pizza better than her husband does.

- **INCORRECT:** Her suitcase is bigger than Saleem.
- **CORRECT:** Her suitcase is bigger than Saleem's.

5: Missing the article "the" in the superlative

- **INCORRECT:** Finishing quickly was least important task.
- **CORRECT:** Finishing quickly was *the* least important task.

- **INCORRECT:** The youngest girl was also littlest.
- **CORRECT:** The youngest girl was also *the* littlest.

Exercise 1

Each of the following sentences has an error in the use of comparative or superlative adjectives. Work individually and identify the error, and write corrected sentences in your notebook.

1. My bed is more big than my desk.
2. Zaheer can run fast than me.
3. You are most generous than my brother.
4. Of all our luggage, mine is the heavier.
5. The weather during the summer is the most hot than during the winter.
6. The Earth is closest to the moon than the sun.
7. You should always turn in your work because some points are best than no points.

Exercise 2

In the following sentences, some parts have been labelled A, B, C and D. Work in pairs and identify the part that contains an error. If there is no error in any part of the sentence, mark your answer as E. After you have completed, share your work with your partner.

1. Nadeem and Saleem are comparatively weaker in English as assessed by their teacher. No Error
A B C D E
2. Someone says you are the richest. Are you really the richest of all other friends? No Error
A B C D E
3. No doubt, her score in Chemistry is more good than that of her brother. No Error
A B C D E
4. Northern Areas are the most charming of all other areas in Pakistan. No Error
A B C D E
5. Your friends say that you are the most smartest member of the group. No Error
A B C D E
6. The most happiest man on earth is the one who is good to everyone. No Error
A B C D E
7. She is more intelligent among her class fellows. No Error
A B C D E
8. Javed Shaikh is more famous than any actor of Pakistani films. No Error
A B C D E
9. A most hard working student will be given the first prize. No Error
A B C D E
10. Mr. Najeeb was the tallest among the four brothers and the three sisters. No Error
A B C D E

Exercise 3

Work individually and rectify the following sentences with proper use of degrees of adjectives, and write corrected sentences in your notebook.

- i. Shahid's motivation to succeed in this program seems to be great than his sister.
- ii. Either you will make serious study than your sister or risk failing the exam.
- iii. A few students are found the more interested in mathematics in whole class.
- iv. My travelling partner's journey was long than mine.
- v. My income is little than that of my brother.
- vi. Among all my colleagues, Mr. Altafis the more regular.
- vii. Karachi is the more populous city in Pakistan.
- viii. She is intelligent than her cousin so she has taken many marks.
- ix. Azizia in Libya is the hot place in the world.
- x. The Jupiter is the large planet in the solar system.

Exercise 4

Work in pairs and spot the errors in degree of adjective and rewrite the correct conversation in your notebook. Share your work with your partner after completing the exercise.

Mateen: My phone is working the worst ever! And it's **1. old than** all the other phones I see, too. I want **2. a latest** phone.

Laiba: Take a look at my phone. It was **3. more cheaper than** my last phone, and I'm much **4. happiest** with it. When I'm traveling, I listen to music more often than I do when I'm at home, so I wanted a phone with a **5. more big** memory card.

Mateen: Wow, it's much **6. nice than** mine! The screen is a lot **7. largest**, too. I want one like that!

Laiba: Yeah, you need a big screen, because you watch videos on your phone more frequently than I do.

Mateen: I need to check my emails, do you think a newer and a **8. good** version will help me out?

Laiba: Why not, Mateen. Since it has **9. more advanced** features among all new smart phones in the market, this mobile phone will not only help you to receive and send emails but also you can download different applications.

Mateen: Thank you Laiba for helping me out to buy this **10. the most new** version of the mobile phone.

Note for teacher: Before doing exercises 1-4, explain them how comparative and superlative degrees of adjectives are formed, by discussing the rules given above.

Modal Verbs

Modal verbs are used to express mood and attitude of the speaker and convey the ideas about possibility, probability, necessity, obligation, advisability, and permission. The table below describes in detail about modal verbs.

Type	Modal Verbs	Examples
Ability	Can	David can speak three languages.
	Could	He could speak fluent French when he was 5.
Permission	Can	Can I sit in that chair please?
	Could	Could I open the window?
	May	May I borrow your dictionary?
Advice	Should	You should visit your dentist at least twice a year.
		You should try to lose weight.
Obligation	Must	I must memorize all of these rules about tenses.
	Have to	You have to take off your shoes before you get into the prayer room.
Possibility	Might, May	It looks nice, but it might be very expensive.
	Could, Can	Ahmer may be coming to see us tomorrow.

Exercise 5

Work in pairs and make at least five sentences of each modal verb according to its nature. After you have completed, share your sentences with your partner.

Exercise 6

Use appropriate modal verbs from the box given below and fill in the following conversation. An example has been done for you

may, must, shouldn't, would, should, could, mustn't

Two colleagues, Sara and Zoya, are at a lunch meeting. They are waiting for their co-worker, Noor, who is late.

"We **must** wait for Noor before we start," says Zoya. "Isn't she here yet?"

"No, she _____ be on her way," replies Sara.

"Yes, she said she left the office 30 minutes ago," says Zoya. "She _____ be about to arrive."

"Traffic _____ be bad during this hour of time, because it usually doesn't take too long to reach here," Sara says.

Sara looks at her watch. "She _____ feel bad about being late since I know her so well," Sara says. "I know she hates to be kept waiting, so she doesn't like to do it to other people."

"Well, that's alright! We _____ be impatient, don't you think?" Zoya smiles.

"Remember her rule: the one who is late _____ buy lunch!"

"Oh! She is here, after a long wait," says Sara. "Sorry my friends, I'm late because of heavy traffic," justifies Noor.

Noor looks at the menu card quickly. "What _____ we order?" asks Noor. "I think we _____ take some light meals since we all are on diet," says Zoya. "Well, I agree with Zoya," says Sara. "_____ we order a large serving of salad with steamed chicken," asks Noor. "But, I _____ rather prefer to take a bowl of humus since its very healthy and scrumptious," adds Zoya.

Well, girls we _____ waste time, now its' already late, we _____ place an order," yells Sara.

Exercise 7

Insert proper modal verbs in the following blanks.

1. When Sara was five, she _____ read and write.
2. I _____ get up early today. Because it is Sunday.
3. Birds _____ fly but lions _____.
4. This bag is too heavy for you. _____ I help you?
5. I _____ wear school uniform at my school.
6. You _____ smoke here. It is forbidden.
7. _____ you turn on the lights, please?
8. I _____ help my mother with the housework. She is tired.
9. If you go to bed late, you _____ be late for the school.
10. You _____ do your homework if you want to go out.

Note for teacher: Before doing exercises 5-7, explain to them the modal verbs in details by discussing the table given above.

What will I learn?

6.1 Reading Comprehension

- Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- Read silently and apply critical thinking to interact with the text, using intensive reading strategies (while-reading) to:
 - Locate an opinion.
 - Make simple inferences using context of the text and prior knowledge.
 - Distinguish between what is clearly stated and what is implied.
 - Deduce meaning of difficult/new words/phrases from context.
 - Comprehend/interpret text by applying critical thinking.
- Respond orally and in writing to the text to:
 - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
 - relate what is read to his or her own feelings and experiences.
 - explore causes and consequences of a problem or an issue and propose various solutions.
 - evaluate the material read.

6.2 Writing

- Proofread and edit own and peers' work for errors of usage and style.

6.3 Oral Communication

- Present with clarity the main point or subject of the presentation.
- Support the topic or subject with effective factual information.
- Structure ideas and arguments in a coherent and logical manner.

6.4 Grammar

- Use varying positions of adverbs in sentences according to their kinds and importance.

6.1 READING COMPREHENSION

Pre-reading

1. Think of an event occurred in your life that has positively impacted you and share it with the class.
2. According to you, what is required to succeed in the life?



Reading Text

Self-Reliance

To believe your own thought, to believe that what is true for you in your private heart is true for all men, — that is genius. Speak your latent conviction, and it shall be the universal sense; for always the inmost becomes the outmost. A man should learn to detect and watch that the ray of light which flashes across his mind from within, more than the lustre of the spheres of bards and sages. Yet he dismisses without notice his thought, because it is his. In every work of genius, we recognize our own rejected thoughts; they come back to us with a certain alienated majesty. Great works of art have no more affecting lesson for us than this. They teach us to abide by our spontaneous impression with good-humoured inflexibility then most when the whole cry of voices is on the other side. Otherwise, tomorrow a stranger will say with masterly good sense precisely what we have thought and felt all the time, and we shall be forced to take with shame our own opinion from another.

Note for teacher: Draw a diagram on the board and write 'To succeed in life' in the centre. Ask students to say quickly one motivational word that comes in your mind. Take a quick round of responses from the students. Then, ask them to read the text silently.

There is a time in every man's education when he arrives at the conviction that envy is ignorance; that imitation is suicide; that he must take himself for better, for worse, as his portion; that though the wide universe is full of good, nothing of substance can come to him but through his toil bestowed on that plot of ground which is given to him to till. The power which resides in him is new in nature, and none but he knows what he can do, nor does he know until he has tried. A man is relieved and happy when he has put his heart into his work and done his best; but what he has said or done otherwise, shall give him no peace.

Trust thyself: every heart vibrates to that iron string. Accept the place the divine providence has found for you, the society of your contemporaries, the connection of events. Great men have always done so, and confided themselves childlike to the genius of their age, betraying their perception that the absolutely trustworthy was seated at their heart, working through their hands, predominating in all their being.

What I must do is all that concerns me, not what the people think. This rule, equally arduous in actual and in intellectual life, may serve for the whole distinction between greatness and meanness. It is the harder, because you will always find those who think they know what is your duty better than you know it. It is easy in the world to live after the world's opinion; it is easy in solitude to live after our own; but the great man is he who in the midst of the crowd keeps with perfect sweetness the independence of solitude.

Insist on yourself; never imitate. Your own gift you can present every moment with the full force of a whole life's cultivation; but the borrowed talent of another, you have only temporary and incomplete possession. No man yet knows what it is until that person has exhibited it. Where is the master who could have taught Shakespeare? Where is the master who could have instructed Franklin, or Washington, or Bacon, or Newton? Every great man is a unique. Shakespeare will never be made by the study of Shakespeare. Do that which is assigned to you, and you cannot hope too much or dare too much. Abide in the simple and noble regions of thy life, obey your heart, and you shall reproduce your own creative world again.

Society never advances. It recedes as fast on one side as it gains on the other. It undergoes continual changes; it is barbarous, it is civilized, it is religious, it is rich, it is scientific; but this change is not for better. For everything that is given, something is taken. Society acquires new arts, and loses old instincts. What a contrast between the

well-clad, reading, writing, thinking civilized, with a watch, a pencil, and a bill of exchange in his pocket, and the naked savage, whose property is a club, a spear, a mat, and an undivided portion of shed to sleep under! But compare the health of the two men, and you shall see that the civilized man has lost his aboriginal strength. If the traveller tells us truly, strike the savage with a broad axe, and in a day or two the flesh shall unite and heal as if you struck the blow into soft pitch, and the same blow shall send the civilized man to his grave.

The civilized man has built a coach, but has lost the use of his feet. He is supported on crutches, but lacks so much support of muscle. He has a fine modern watch, but he fails of the skill to tell the hour by the sun. An almanac he has, and so being sure of the information when he wants it, the man in the street does not know a star in the sky. The solstice he does not observe; the equinox he knows as little; and the whole bright calendar of the year is without a dial in his mind. His note-books impair his memory.

Nothing can bring you peace but yourself. Nothing can bring you peace but the triumph of principles.

Excerpt from Essay of Ralph Waldo Emerson

While-reading

Exercise 1

Work in pairs. Find at least ten new words from the text and write their meaning contextually. After you have completed, share your work with your partner.

No.	Word	Contextual meaning
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Exercise 2

Work individually and write the antonyms of the following words. After completing, share your work with your class fellows.

No.	Word	Antonym
1	arduous	
2	Barbarous	
3	betray	
4	solitude	
5	noble	
6	Aboriginal	
7	civilized	
8	Temporary	
9	Ignorance	
10	Recedes	

Exercise 3

Read the statements and encircle the correct option.

- In every work of genius, we recognize our own rejected _____.
 a) ideas b) thoughts
 c) concepts d) motives
- According to the author, envy is _____.
 a) bliss b) evil
 c) suicide d) ignorance
- Insist on yourself; never _____.
 a) imitate b) indicate
 c) initiate d) imply
- According to the author, it is _____ in the world to live after the world's opinion.
 a) important b) unimportant
 c) easy d) difficult
- Society undergoes _____ changes.
 a) continuous b) continual
 c) collective d) creative

READING COMPREHENSION

- ### Exercise 4

No.	Statement	Answer
1	In Self-Reliance, he urges people to trust themselves.	
2	According to the author, the greatest obstacle to trust yourself is society.	
3	The author exhorts human beings to strive for absolute consistency.	
4	We should abide by our own thoughts and opinions.	
5	Great man always remains in solitude for perfection.	
6	Society always undergoes constant changes from better to worse and vice versa.	
7	Every man is responsible to make for himself and his own.	

Exercise 5

In 'Self-Reliance' Ralph Waldo Emerson distinguishes between internal and external causes of behaviour. Work in groups. Read the text again and re-write the two internal causes and two external causes of behaviour and note these behaviours in your notebook. Compare the written responses with another group.

Post-reading

Exercise 6

Read the text and answer the following questions.

1. What makes a man great according to the author?
2. Why is self-reliance important for one's development?
3. What is mark of genius according to the author?
4. What happens when a person doesn't value one's own qualities?
5. Why does the author emphasize on developing one's own individuality?
6. How can a person be happy according to the author?
7. "What I must do is all that concerns me, not what the people think." Do you agree to this statement? Give reasons for your agreement or disagreement.
8. What kind of changes does a society undergo according to the author?
9. How do you relate the message of essay to your life?
10. Write a brief summary of the arguments presented in the text?

Exercise 7

Work in groups. Read the whole text and pick any five ideas that you like the most. Share your work with other groups and check each other's work.

1. _____
2. _____
3. _____
4. _____
5. _____

Note for teacher: Divide the class into different groups. Ask each group to share the work with each other so that they may give feedback to each other.

6.2 WRITING

Editing

Editing is a part of the re-drafting process and entails checking the tone, structure and content of your written work to ensure that it has a logical and coherent flow and expresses ideas clearly and correctly. After you have written a complete draft of your written work, you need to review. Editing focuses on sentence-level concerns: things like grammar, punctuation, sentence clarity, spelling, and citation.

Exercise 1

Look at the following passages. First one is draft passage and the other is edited passage. Now, work in pairs and compare the draft and the edited passage and note down the difference. After you have completed, exchange your work with your partner.

Draft Passage	Edited Passage
did you no that bats are mammals. we no they are mammals just lik us becaus they are warm blooded they are the only mammals that no how to fly bats are Nocturnal which means thay sleep during the day and are awak at nite?	Did you know that bats are mammals? We know they are mammals just like us because they are warm-blooded. They are the only mammals that know how to fly. Bats are nocturnal which means they sleep during the day and are awake at night.
Draft Passage	Edited Passage
Do you know wear the longest rode on Earth can be found. The Pan-American Highway begins in alaska. It passes through Canada the United States and Mexico. Than it continues down the west coast of South America all the way to Chile. Altogether, the highway passes through 12 countrys. It passes through jungles and mountains the road is about 16,000 miles long. At this time, only one 54-miles stretch of the road remains to be completed	Do you know where the longest road on Earth can be found? The Pan-American Highway begins in Alaska. It passes through Canada, the United States and Mexico. Then it continues down the west coast of South America all the way to Chile. Altogether, the highway passes through 12 countries. It passes through jungles and mountains. The road is about 16,000 miles long. At this time, only one 54-mile stretch of the road remains to be completed.

Tips for Effective Editing in Writing

Effective writing looks concise, correct and to the point. More importantly, it is clear and transparent. Here are some effective tips for editing:

- a) Write clear sentences.
- b) Avoid using jargon.
- c) Avoid unnecessary use of passive voice.
- d) Use vivid nouns and verbs.
- e) Avoid unnecessary abbreviations or contractions.
- f) Avoid dangling participles and split infinitives.
- g) Avoid "wordy" sentences or sentences of excessive length.
- h) Avoid colloquialisms or slang.
- i) Avoid being repetitive in your use of words & expression of ideas.
- j) Avoid excessive use of semicolons and commas.
- k) Check for all grammatical, punctuation and spelling mistakes.

Exercise 2

Work in pair and find the incorrect words in the passage and correct them. After completing, exchange your work with your partner. Remember to use above tips while doing this exercise.

Passage	Incorrect	Correct
It is true that a natural disaster was a natural process and we cannot stop it, but through making certain preparations, we can reduce the magnitude of the loss to life or property. First of all, we would reduce global warming which is the root cause from all the problems. We should also have insurance policies such that we have sufficient money to rebuilt our lives after any such disaster.		

Exercise 3

There is an error in each of the following sentences. Work in pairs. Write the correct word in the space provided. After you have completed, share your work with your partner.

No.	Sentence	S.No.	Incorrect	Correct
1	Exploring space mean to study	e.g	Mean	means
2	space to the sake of knowledge	a		
3	in the largest interest of mankind.	b		
4	Exploiting space mean using space	c		
5	for commercial use. There aims	d		
6	are quite diffence. The former one	e		
7	is to enhance knowledge but to satisfy	f		
8	curiosity while the later is	g		
9	to making money.	h		
10	It is truth that his parents are the most humble to him.	i		

Note for teacher: Ask students that unlike large-scale revisions, editing ensures that a paper is stylistically elegant, grammatically correct, and formatted according to accepted disciplinary conventions.

6.3 ORAL COMMUNICATION

Presentation Skills

Presentation skills are one of the essential skills required for students in educational institutions. The main purpose of emphasising presentation skills in educational institutions is to help develop professionalism in the learning environment. Here are some of the phrases used in preparation of presentations.

1. Greetings • Good morning/Good afternoon/Good evening • Good morning and a warm welcome to you all	2. Introduce One's self • I am from grade XI. • I'm....., your class fellow. • Let a minute to introduce myself. • Let me start by telling you a little about my group members.
3. Introduce the topic • I'm going to present about... • The subject of my presentation is... • Today's my topic is..... • It's my privilege to present on.....	4. Organisation • My presentation will be in (three parts). • In the first part... • Then, in the second part... • Finally, I'll go on to talk about...
5. Introduce the beginning • Now, let's move to/turn to the first part of my presentation which is about... • So, first... • To begin with... • Let's move to (the next part which is)... • So, now we come to the next point, which is... • Now, I want to describe... • Let's turn to the next issue...	6. Introduce the supporting points with examples • Further ,..... For instance • Moreover, For example, • In addition to this ,.....like, • Such as..... • Similarly.....
7. Summarizing the topic • To sum up... • To conclude... • I'd like to end by emphasizing the main points. • That's all (I want to say for now) on... • Alright, I've explained how...	8. Thanking the Audience • I'd like to thank you for taking time out to listen to my presentation. • Thank you for listening / your attention. / Many thanks for paying attention.

Note for teacher: Discuss the given table with the class and explain that this format should be kept in mind while preparing and giving a presentation.