

TEST EDITION

Comprehensive **English**

BOOK TWO

FOR CLASS XII



SINDH TEXTBOOK BOARD, JAMSHORO

TEST EDITION



COMPREHENSIVE English

Grade XII

Sindh Textbook Board, Jamshoro

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PREFACE

The English Comprehensive Textbook–II for Grade XII is a significant academic contribution developed by the Sindh Textbook Board, Jamshoro, under the updated national curriculum guidelines and reviewed by the Provincial Review Committee at the Directorate of Curriculum, Assessment and Research (DCAR), Sindh. This textbook is designed to cater to the academic, linguistic, and cognitive needs of intermediate-level learners across Sindh and reflects our continued commitment to providing high-quality, learner-centered, and contemporary English language textbooks.

As part of the Sindh Textbook Board’s vision to enhance the educational landscape, this textbook integrates globally recognized standards in English language learning. It responds effectively to emerging pedagogical trends and 21st-century learning demands while addressing existing gaps in English instruction at the higher secondary level. The focus of the textbook is not only to build language proficiency but also to nurture confident, critical, and creative learners who can meaningfully engage in academic, social, and professional communication.

One of the hallmark features of this textbook is its diverse selection of texts drawn from various genres—including narrative, expository, informative, descriptive, reflective, and rhetorical styles. Each text has been carefully chosen to immerse students in a broad literary and linguistic experience, exposing them to different writing styles, structures, and themes. These thematic readings are designed to encourage comprehension, critical thinking, reasoning, interpretation, and real-world application of ideas. Through well-structured comprehension activities, learners are guided to reflect deeply on content, make connections, and enhance their inferential and evaluative skills.

The Vocabulary and Grammar sections are specifically tailored to address the core areas that intermediate students must master to achieve a strong command over English. The book provides contextualized learning of grammar topics such as active and passive voice, direct and indirect speech, sentence structures (simple, compound, and complex), use of punctuation marks (comma, colon, semicolon), prepositions, and a focus on word formation strategies like root words, prefixes, and suffixes. Additionally, practice in translation supports bilingual understanding and reinforces syntactic structures. These components build a solid foundation in grammatical accuracy and linguistic competence.

In terms of Oral Communication, the textbook adopts a holistic approach by incorporating real-life communicative tasks aimed at developing fluency, coherence, confidence, and collaborative skills. Students are

variety of speaking contexts including group discussions, summarizing group input, preparing and delivering presentations, participating in negotiations, consensus-building dialogues, and facing interviews. These activities are not only vital for immediate academic use but also for future interactions in academic, professional, and social settings.

The Writing Skills section takes students beyond basic composition into advanced and purposeful writing. Learners are guided through the art of precis writing, resume and cover letter (formal letter) writing, formal e-mail correspondence, argumentative and analytical essays, and personal statements. Each component is intended to prepare students for higher education, job applications, and effective communication in diverse formal environments.

The Poetry section features carefully selected poems representing varied poetic forms, themes, and stylistic techniques, introducing students to the aesthetic and reflective dimensions of language. The inclusion of the classic novel *Great Expectations* by Charles Dickens presents a unique opportunity for learners to explore narrative complexity, character development, social themes, and Victorian prose, enhancing both literary appreciation and advanced reading skills.

It is important to note that the success of this textbook depends not only on its content but also on how it is implemented in classrooms. Teachers play a pivotal role in transforming this resource into an engaging learning experience. To support educators, detailed teacher notes, lesson plans, suggested activities, and infographics are provided throughout the book. Students, too, must actively participate by engaging with texts, practicing the skills, and applying the knowledge in various communicative situations. When teachers and learners work together with sincerity and motivation, the full potential of this textbook can be realized.

In conclusion, the English Comprehensive Textbook–II for Grade XII is more than a curriculum requirement; it is a guide, a resource, and a companion in the students' journey towards linguistic mastery and personal growth. We extend our appreciation to all contributors who brought this vision to life and invite both teachers and students to explore and benefit from this comprehensive learning tool. We extend our arms to welcome the valuable feedback from teachers, students, educators, researchers, and scholars to make this textbook better and more helpful for younger generation.

Chairman
Sindh Textbook Board, Jamshoro

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Students will be able to**1.1. Reading and Thinking Skill:**

- 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 appropriate intensive reading strategies (while-reading) to:
 - make simple inferences using context of the text and prior knowledge. distinguish between what is clearly stated and what is implied.
 - deduce meaning of new words/phrases from context.
- 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.
- Read a text to make connections between characters, events, motives and causes of conflicts.
- Recognize the author's purpose and point of view and their effects on the texts.
- Read a story to
 - make connections between the events and causes of conflict in the story/text.
 - make inferences and draw conclusions about characters using supporting evidence from the text.

1.2. Vocabulary and Grammar:

- Make sentences showing cataphoric and anaphoric references in paragraphs.
- Use semicolon (in separating clauses) to write reference lists and bibliography.
- Deduce the meaning of unfamiliar/new words from the context using contextual clues and use them in new contexts.

1.3. Oral Communication Skill:

- Clarify, rephrase, explain, expand and restate information and ideas.

1.4. Writing Skill:

- Write précis following the rules of précis writing.

UNIT 1.1 READING AND THINKING SKILL



Pre-Reading:

Exercise 01:

Tell and write.

1. What is your idea of a true friend?
2. Write qualities of a true friend. Each quality starts with the following letters.

F	
R	
I	
E	
N	
D	

READING TEXT THE DEVOTED FRIEND BY OSCAR WILDE

Once upon a time there was an honest little fellow named Hans. He lived in a tiny cottage all by himself, and every day he worked in his garden. In all the country-side there was no garden so lovely as his. Sweet-william grew there, and Gilly-flowers, and Shepherds'-purses, and Fair-maids of France. There were damask Roses, and yellow Roses, lilac Crocuses, and gold, purple Violets and white. Columbine and Lady smock, Marjoram and Wild Basil, the Cowslip and the Flower-de-luce, the Daffodil and the Clove-Pink bloomed or blossomed in their proper order as the months went by, one flower taking another flower's place, so that there were always beautiful things to look at, and pleasant odours to smell.

Little Hans had a great many friends, but the most devoted friend



of all was big Hugh the Miller. Indeed, so devoted was the rich Miller to little Hans, that he would never go by his garden without leaning over the wall and plucking a large nosegay, or a handful of sweet herbs, or filling his pockets with plums and cherries if it was the fruit

season. "Real friends should have everything in common," the Miller used to say, and little Hans nodded and smiled, and felt very proud of having a friend with such noble ideas.

Sometimes, indeed, the neighbours thought it strange that the rich Miller never gave little Hans anything in return, though he had a hundred sacks of flour stored away in his mill, and six milch cows, and a large flock of woolly sheep; but Hans never troubled his head about these things, and nothing gave him greater pleasure than to listen to all the wonderful things the Miller used to say about the unselfishness of true friendship.

So little Hans worked away in his garden. During the spring, the summer, and the autumn he was very happy, but when the winter came, and he had no fruit or flowers to bring to the market, he suffered a good deal from cold and hunger, and often had to go to bed without any supper but a few dried pears or some hard nuts. In the winter, also, he was extremely lonely, as the Miller never came to see him then.

"There is no good in my going to see little Hans as long as the snow lasts," the Miller used to say to his wife, "for when people are in trouble they should be left alone, and not be bothered by visitors."

That at least is my idea about friendship, and I am sure I am right. So I shall wait till the spring comes, and then I shall pay him a visit, and he will be able to give me a large basket of primroses and that will make him so happy.”

“You are certainly very thoughtful about others,” answered the Wife, as she sat in her comfortable armchair by the big pinewood fire; “very thoughtful indeed. It is quite a treat to hear you talk about friendship. I am sure the clergyman himself could not say such beautiful things as you do, though he does live in a three-storied house, and wear a gold ring on his little finger.”

“But could we not ask little Hans up here?” said the Miller’s youngest son. “If poor Hans is in trouble I will give him half my porridge, and show him my white rabbits.”

“What a silly boy you are!” cried the Miller; “I really don’t know what is the use of sending you to school. You seem not to learn anything. Why, if little Hans came up here, and saw our warm fire, and our good supper, and our great cask of red wine, he might get envious, and envy is a most terrible thing, and would spoil anybody’s nature. I certainly will not allow Hans’ nature to be spoiled. I am his best friend, and I will always watch over him, and see that he is not led into any temptations. Besides, if Hans came here, he might ask me to let him have some flour on credit, and that I could not do. Flour is one thing, and friendship is another, and they should not be confused. Why, the words are spelt differently, and mean quite different things. Everybody can see that.”

“How well you talk”! said the Miller’s Wife, pouring herself out a large glass of warm ale; “really I feel quite drowsy. It is just like being in church.”

“Lots of people act well,” answered the Miller; “but very few people talk well, which shows that talking is much the more difficult thing of the two, and much the finer thing also”; and he looked sternly

across the table at his little son, who felt so ashamed of himself that he hung his head down, and grew quite scarlet, and began to cry into his tea.

As soon as the winter was over, and the primroses began to open their pale yellow stars, the Miller said to his wife that he would go down and see little Hans.

“Why, what a good heart you have”! cried his Wife; “you are always thinking of others. And mind you take the big basket with you for the flowers.”

So the Miller tied the sails of the windmill together with a strong iron chain, and went down the hill with the basket on his arm.

“Good morning, little Hans,” said the Miller.

“Good morning,” said Hans, leaning on his spade, and smiling from ear to ear.

“And how have you been all the winter?” said the Miller.

“Well, really,” cried Hans, “it is very good of you to ask, very good indeed. I am afraid I had rather a hard time of it, but now the spring has come, and I am quite happy, and all my flowers are doing well.”

“We often talked of you during the winter, Hans,” said the Miller, “and wondered how you were getting on.”

“That was kind of you,” said Hans; “I was half afraid you had forgotten me.”

“Hans, I am surprised at you,” said the Miller; “friendship never forgets. That is the wonderful thing about it, but I am afraid you don’t understand the poetry of life. How lovely your primroses are looking, by-the-bye”!

“They are certainly very lovely,” said Hans, “and it is a most lucky thing for me that I have so many. I am going to bring them into the

market and sell them to the Burgomaster's daughter, and buy back my wheelbarrow with the money."

"Buy back your wheelbarrow? You don't mean to say you have sold it? What a very stupid thing to do!"

"Well, the fact is," said Hans, "that I was obliged to. You see the winter was a very bad time for me, and I really had no money at all to buy bread with. So I first sold the silver buttons off my Sunday coat, and then I sold my silver chain, and then I sold my big pipe, and at last I sold my wheelbarrow. But I am going to buy them all back again now."

"Hans," said the Miller, "I will give you my wheelbarrow. It is not in very good repair; indeed, one side is gone, and there is something wrong with the wheel-spokes; but in spite of that I will give it to you. I know it is very generous of me, and a great many people would think me extremely foolish for parting with it, but I am not like the rest of the world. I think that generosity is the essence of friendship, and, besides, I have got a new wheelbarrow for myself. Yes, you may set your mind at ease, I will give you my wheelbarrow."

"Well, really, that is generous of you," said little Hans, and his funny round face glowed all over with pleasure. "I can easily put it in repair, as I have a plank of wood in the house."

"A plank of wood"! said the Miller; "why, that is just what I want for the roof of my barn. There is a very large hole in it, and the corn will all get damp if I don't stop it up. How lucky you mentioned it! It is quite remarkable how one good action always breeds another. I have given you my wheelbarrow, and now you are going to give me your plank. Of course, the wheelbarrow is worth far more than the plank, but true, friendship never notices things like that. Pray get it at once, and I will set to work at my barn this very day."

"Certainly," cried little Hans, and he ran into the shed and dragged the plank out.

"It is not a very big plank," said the Miller, looking at it, "and I am afraid that after I have mended my barn-roof there won't be any left for you to mend the wheelbarrow with; but, of course, that is not my fault. And now, as I have given you my wheelbarrow, I am sure you would like to give me some flowers in return. Here is the basket, and mind you fill it quite full."

"Quite full?" said little Hans, rather sorrowfully, for it was really a very big basket, and he knew that if he filled it he would have no flowers left for the market and he was very anxious to get his silver buttons back.

"Well, really," answered the Miller, "as I have given you my wheelbarrow, I don't think that it is much to ask you for a few flowers. I may be wrong, but I should have thought that friendship, true friendship, was quite free from selfishness of any kind."

"My dear friend, my best friend," cried little Hans, "you are welcome to all the flowers in my garden. I would much sooner have your good opinion than my silver buttons, any day"; and he ran and plucked all his pretty primroses, and filled the Miller's basket.

"Good-bye, little Hans," said the Miller, as he went up the hill with the plank on his shoulder and the big basket in his hand.

"Good-bye," said little Hans, and he began to dig away quite merrily, he was so pleased about the wheelbarrow.

The next day he was nailing up some honeysuckle against the porch, when he heard the Miller's voice calling to him from the road. So he jumped off the ladder, and ran down the garden, and looked over the wall.

There was the Miller with a large sack of flour on his back.

"Dear little Hans," said the Miller, "would you mind carrying this sack of flour for me to market?"

“Oh, I am so sorry,” said Hans, “but I am really very busy to-day. I have got all my creepers to nail up, and all my flowers to water, and all my grass to roll.”

“Well, really,” said the Miller, “I think that, considering that I am going to give you my wheelbarrow, it is rather unfriendly of you to refuse.”

“Oh, don’t say that,” cried little Hans, “I wouldn’t be unfriendly for the whole world”; and he ran in for his cap, and trudged off with the big sack on his shoulders.

It was a very hot day, and the road was terribly dusty, and before Hans had reached the sixth milestone he was so tired that he had to sit down and rest. However, he went on bravely, and as last he reached the market.

After he had waited there some time, he sold the sack of flour for a very good price, and then he returned home at once, for he was afraid that if he stopped too late he might meet some robbers on the way.

“It has certainly been a hard day,” said little Hans to himself as he was going to bed, “but I am glad I did not refuse the Miller, for he is my best friend, and, besides, he is going to give me his wheelbarrow.”

Early the next morning the Miller came down to get the money for his sack of flour, but little Hans was so tired that he was still in bed.

“Upon my word,” said the Miller, “you are very lazy. Really, considering that I am going to give you my wheelbarrow, I think you might work harder. Idleness is a great sin, and I certainly don’t like any of my friends to be idle or sluggish. You must not mind my speaking quite plainly to you. Of course I should not dream of doing so if I were not your friend. But what is the good of friendship if one cannot say exactly what one means? Anybody can say charming things and try to please and to flatter, but a true friend always says unpleasant things, and does not mind giving pain. Indeed, if he is a really true friend he prefers it, for he knows that then he is doing good.”

“I am very sorry,” said little Hans, rubbing his eyes and pulling off his night-cap, “but I was so tired that I thought I would lie in bed for a little time, and listen to the birds singing. Do you know that I always work better after hearing the birds sing?”

“Well, I am glad of that,” said the Miller, clapping little Hans on the back, “for I want you to come up to the mill as soon as you are dressed, and mend my barn-roof for me.”

“Poor little Hans was very anxious to go and work in his garden, for his flowers had not been watered for two days, but he did not like to refuse the Miller, as he was such a good friend to him.

“Do you think it would be unfriendly of me if I said I was busy?” he inquired in a shy and timid voice.

“Well, really,” answered the Miller, “I do not think it is much to ask of you, considering that I am going to give you my wheelbarrow; but of course if you refuse I will go and do it myself.”

“Oh! On no account,” cried little Hans and he jumped out of bed, and dressed himself, and went up to the barn.

He worked there all day long, till sunset, and at sunset the Miller came to see how he was getting on.

“Have you mended the hole in the roof yet, little Hans?” cried the Miller in a cheery voice.

“It is quite mended,” answered little Hans, coming down the ladder.

“Ah!” said the Miller, “there is no work so delightful as the work one does for others.”

“It is certainly a great privilege to hear you talk,” answered little Hans, sitting down, and wiping his forehead, “a very great privilege. But I am afraid I shall never have such beautiful ideas as you have.”

“Oh! they will come to you,” said the Miller, “but you must take more pains. At present you have only the practice of friendship; some day you will have the theory also.”

“Do you really think I shall?” asked little Hans.

“I have no doubt of it,” answered the Miller, “but now that you have mended the roof, you had better go home and rest, for I want you to drive my sheep to the mountain to-morrow.”

Poor little Hans was afraid to say anything to this, and early the next morning the Miller brought his sheep round to the cottage, and Hans started off with them to the mountain.

It took him the whole day to get there and back; and when he returned he was so tired that he went off to sleep in his chair, and did not wake up till it was broad daylight. “What a delightful time I shall have in my garden,” he said, and he went to work at once.

But somehow he was never able to look after his flowers at all, for his friend the Miller was always coming round and sending him off on long errands, or getting him to help at the mill. Little Hans was very much distressed at times, as he was afraid his flowers would think he had forgotten them, but he consoled himself by the reflection that the Miller was his best friend. “Besides,” he used to say, “he is going to give me his wheelbarrow, and that is an act of pure generosity.” So little Hans worked away for the Miller, and the Miller said all kinds of beautiful things about friendship, which

Hans took down in a note-book, and used to read over at night, for he was a very good scholar.

Now it happened that one evening little Hans was sitting by his fireside when a loud rap came at the door. It was a very wild night, and the wind was blowing and roaring round the house so terribly that at first he thought it was merely the storm. But a second rap came, and then a third, louder than any of the others. "It is some poor traveler," said little Hans to himself, and he ran to the door. There stood the Miller with a lantern in one hand and a big stick in the other.

"Dear little Hans," cried the Miller, "I am in great trouble. My little



boy has fallen off a ladder and hurt himself, and I am going for the Doctor. But he lives so far away, and it is such a bad night, that it has just occurred to me that it would be much better if you went instead of me. You know I am

going to give you my wheelbarrow, and so, it is only fair that you should do something for me in return."

"Certainly," cried little Hans, "I take it quite as a compliment your coming to me, and I will start off at once. But you must lend me your lantern, as the night is so dark that I am afraid I might fall into the ditch."

"I am very sorry," answered the Miller, "but it is my new lantern, and it would be a great loss to me if anything happened to it."

“Well, never mind, I will do without it,” cried little Hans, and he took down his great fur coat, and his warm scarlet cap, and tied a muffler round his throat, and started off.

What a dreadful storm it was! The night was so black that little Hans could hardly see, and the wind was so strong that he could scarcely stand. However, he was very courageous, and after he had been walking about three hours, he arrived at the Doctor’s house, and knocked at the door.

“Who is there?” cried the Doctor, putting his head out of his bedroom window.

“Little Hans, Doctor.”

“What do you want, little Hans?”

“The Miller’s son has fallen from a ladder, and has hurt himself, and the Miller wants you to come at once.”

“All right!” said the Doctor; and he ordered his horse, and his big boots, and his lantern, and came downstairs, and rode off in the direction of the Miller’s house, little Hans trudging behind him.

But the storm grew worse and worse, and the rain fell in torrents, and little Hans could not see where he was going or keep up with the horse. At last he lost his way, and wandered off on the moor, which was a very dangerous place, as it was full of deep holes, and there poor little Hans was drowned. His body was found the next day by some goatherds, floating in a great pool of water, and was brought back by them to the cottage.

Everybody went to little Hans’ funeral, as he was so popular, and the Miller was the chief mourner.

“As I was his best friend,” said the Miller, “it is only fair that I should have the best place”; so he walked at the head of the procession in a long black cloak, and every now and then he wiped his eyes with a big pocket-handkerchief.

“Little Hans is certainly a great loss to everyone,” said the Blacksmith, when the funeral was over, and they were all seated comfortably in the inn, drinking spiced wine and eating sweet cakes.

“A great loss to me at any rate,” answered the Miller; “why, I had as good as given him my wheelbarrow, and now I really don’t know what to do with it. It is very much in my way at home, and it is in such bad repair that I could not get anything for it if I sold it. I will certainly take care not to give away anything again. One always suffers for being generous.”

(This is a shortened version of the story.)

**While Reading:****Exercise 02:**

Work in pairs or groups. Match phrases with their contextual meaning.

Phrases	Contextual Meaning
by himself	write
getting on	immediately
by-the-bye	all alone
at once	incidentally
took down	continue
keep up	managing
as good as	with much detail
at great length	very nearly

Exercise 03:

Read the following statements and write the name of names of characters these statements belong to.

No	Statements	Character
1.	You are certainly very thoughtful about	
2.	But could we not ask little Hans up here?	
3.	Friendship never forgets.	

4.	I wouldn't be unfriendly for the whole world.	
5.	What do you want, little Hans?	
6.	Little Hans is certainly a great loss to everyone.	

Exercise 04:

Read the statements and choose the correct option.

- Little Hans faced difficulties in the season of _____.
A. spring
B. summer
C. autumn
D. winter
- Miller didn't want to invite Hans at his home during winter because he thought that Hans might _____.
A. steal their things
B. over stay
C. ask for flour on credit
D. become burden
- Miller's wife was _____.
A. a very kind lady
B. critical of her husband
C. selfish like husband
D. always busy in household chores
- Hans wanted to sell his primroses to _____.
A. florist
B. Burgomaster's daughter
C. Miller's wife
D. doctor



Note for Teacher: Encourage students to use the reading strategies of skimming and scanning while solving this exercise.

5. Miller's wheelbarrow was in _____ condition.
A. broken
B. perfect
C. slightly damaged
D. unused
6. Miller asked Hans to do all the chores except _____.
A. carry sack of flour
B. gather wood for kitchen fire
C. graze sheep in the mountain
D. mend the roof of barn
7. In a stormy night Miller came to Hans to _____ for injured son.
A. fetch medicine
B. bring doctor
C. arrange ambulance
D. cook food
8. Hans died because of _____.
A. his own carelessness
B. negligence of doctor
C. trap of goatherd
D. selfishness of Miller
9. Which of these statements is true:
A. Miller was a really a sincere friend.
B. Hans was tempted by Miller's wheelbarrow.
C. Miller exploited Hans for his own selfish motive.
D. Hans knew the true nature of the Miller.
10. The moral of the story is:
A. One should sacrifice one's life for friends. .
B. One sided friendship is damaging.
C. One should not trust friends.
D. One should not promise anything to friends.



Post Reading

Exercise 05:

Answer the following questions after reading the text.

1. How does the friendships between Hans and Miller seem odd from the beginning?
2. Why did Hans sell his wheelbarrow?
3. In what way does the Miller exploit Hans with the promise of giving him his wheelbarrow?
4. What final act of the Miller's selfishness leads to Hans' death?
5. Hans' own simplicity and trustworthiness also contribute to his death. Do you agree with the statement? Justify your response.
6. "False friends are worse than open enemies." Discuss this aphorism in the context of the story *The Devoted Friend*.
7. How would you deal if you have a friend like the Miller?

Exercise 06:

Write any five contrasting characteristics of Hans and Miller.

Hans' Characteristics	Miller's Characteristics

UNIT 1.2 VOCABULARY AND GRAMMAR



A) GRAMMAR

Anaphoric and Cataphoric references

Anaphoric and cataphoric references are used to refer back or forward to other words or phrases.

Type	Anaphoric Reference	Cataphoric Reference
Example	Maria loves her cat because it brings her joy.	Although he was late, Asad attended the meeting.
Reference	The pronoun 'it' refers back to the noun 'cat' mentioned earlier in the sentence.	The pronoun 'he' refers to "Asad" that comes later.

Most of the anaphoric and cataphoric references are pronouns but, sometimes nouns, adjectives, verbs and adverb can also be used as given below.

Sentence	Reference Type	Referencing Word	Part of Speech	Refers To
Ahmed bought a nice bag but he gave it to Aslam.	Anaphoric	he	Pronouns	Ahmed
We felt it earlier that the storm would come.	Cataphoric	it	Pronoun	storm

I wanted a front seat, and so did my friend.	Anaphoric	did	Verb	wanted
I had an expensive watch in 2010, but I didn't know its value then .	Anaphoric	then	Adverb	2010
This problem is hard. That's why I hate such challenges.	Anaphoric	such	Adjective	problem
The news shocked everyone. It was totally unexpected.	Anaphoric	it	Pronoun	the news
You are certainly very thoughtful," said the Miller. "Very thoughtful indeed. It is quite a pleasure to hear you talk in such a sensible way.	Anaphoric	such	Adjective	the way Hans was speaking

If he is guilty , the judge will say so .	Anaphoric	so	Adverb	he is guilty
The man who called you is Mr. Rehman .	Cataphoric	the man	Noun	Mr. Rehman

Exercise 01:

Indicate if the underlined word is an Anaphoric or Cataphoric reference. Use A for anaphoric reference and C for cataphoric reference.

1. When he arrived home, Jameel went to sleep. ____
2. Where even the adults are afraid to go, a child is curious to see the place. ____
3. Palwasha left because she was tired. ____
4. It was very delicious, the strawberry ice-cream we had last night ____
5. After he had received his orders, the soldier left the barracks. ____
6. My father reads the books and so do we. ____
7. This is what I believe that all men were created equal
8. If you can find it, I would recommend buying the book. ____
9. Kabir was much more anxious than Aman, but in the end they both enjoyed the flight.
10. Ahmed, an elderly farmer, was very poor. ____

Exercise 02:

Read the following passage and underline the anaphoric and cataphoric references in the passage.

She believed everything and anything they said because Farah was a simple girl. Her friends found it amusing. They would tell her tall tales and she would always believe in them. One day, while walking

home from school, she came across someone – an old man who seemed to have lost something. Farah approached him and asked if she could help him. He said that he was looking for his magic coin.

At first, she thought that he was joking but he insisted that he was really looking for his magic coin. So, Farah also looked for it and eventually found it. The old man was overjoyed and thanked Farah. Before he went off, he took something out of his pocket and pressed it into Farah's hand. She looked at it and found that it was another magic coin.

When Farah got home, she felt hungry. "I wish I had something to eat – a burger preferably," she said. Instantly, some appeared. She looked at the magic coin and smiled. It was true! When she told them, her siblings just laughed at her and told that she had been tricked but Farah knew better.

Exercise 03:

Write down the references, their types and the words they refer to in the above passage. One is done for you.

S.no	Reference	Type of reference	Refers to
1.			
2.			
3.			
4.			
5.			



Note for Teacher: Discuss with students the anaphoric and cataphoric references in detail. Give them more examples of anaphoric and cataphoric references used as Noun, Adjective, Adverb, and Verb. Divide the class into groups of three or four and ask them to find out the anaphoric or cataphoric references in the passage.



B) PUNCTUATION

Uses of Semicolon:

The semicolon (;) is a punctuation mark with several important uses in writing. You have already learnt about the use of semicolon.

Description	Example
1. To join two independent clauses that are closely related in meaning	I have a meeting in the morning; I need to prepare a presentation.
2. To separate two independent clauses connected by transitional words or phrases i.e., "however," "therefore," "in addition," etc.	She wanted to go to the party; however, she had too much work to do.
3. To separate multiple (three or more than three) references in a single in-text citation.	Several studies have examined Sindhi culture (Ali, 2019; Kumar, 2021; Shah, 2023).
4. Used in multiple references in bibliography lists.	Ali, R. (2019). History of Sindh. Karachi: Oxford University Press; Kumar, M. (2021). Sindhi Literature Through the Ages. Islamabad: National Book Foundation; Shah, T. (2023). Modern Sindhi Poetry. Hyderabad: Sindh Literature Board.

Misuses of Semicolon:

Description	Incorrect	Correct
1. Semicolons should not be used as the equivalent of colons.	My records show that the following students have not submitted their assignments; Arshad, Saleem, and Waleed.	My records show that the following students have not submitted their assignments: Arshad, Saleem, and Waleed.
2. Semicolons should not be used as the equivalent of commas.	Although I seldom have trouble with grammar or spelling; I never seem to use the right punctuation.	Although I seldom have trouble with grammar or spelling, I never seem to use the right punctuation.

Exercise 01:

Read the following sentences carefully and use the semicolon where necessary.

1. A bitter wind swept the dead leaves along the street it cast them high in the air and against the building.
2. The first town we drove through was only twenty miles from home therefore, we decided not to stop there for lunch.
3. It began raining about ten o'clock consequently, the picnic was postponed until the next day.
4. You may wait here if you wish otherwise, you can come back tomorrow.
5. We didn't abolish that even we couldn't do that.
6. I hope to spend my vacation at Gorakh Hill I enjoy hiking there.

7. The narrow windows and the steeply sloping roof oppressed me I wished to turn away and go back.
8. Even stillness is a positive factor it is to motion what silence is to sound.
9. Everyone was confused no one knew what to do.
10. I must admit that I am no friend of his if I were I should certainly give him some good advice.



Note for Teacher: Guide students that they have learnt the same punctuation mark in previous class. Revise the same rules and examples to recall what they have already learnt. Use the text of reading comprehension to provide students the example sentences having use of semicolon.



C) VOCABULARY

Contextual Clues:

The meaning of any word used in a particular sense, background, situation, or perspective is referred as contextual meaning. It is inferred by looking at other words, coming before and after the word, in a sentence or paragraph without looking for its literal meaning in a dictionary.

Example sentence	Words in context	Contextual clues and guessing the meaning.
It had been raining heavily through the night so the ground was saturated .	'saturated'	'It had been raining heavily' which means the ground must be very wet. So, this word 'saturated' simply means 'completely wet'.

There are several ways we can guess the meaning of the unknown words or phrases through the contextual clues provided in the text. The table below shows some of the ways of developing contextual clues.

	Definition Clue	Use in Sentence	Contextual Clues	Contextual Meaning
1.	In definition clue, the definition of unfamiliar word is given nearby.	His <u>emaciation</u> , that is, his skeleton-like appearance, was frightening to see.	'Skeleton-like appearance' is the definition of "emaciation."	Abnormal thinness
2.	Example Clue	Use in Sentence	Contextual Clues	Contextual Meaning
	In example clue, a nearby	<u>Celestial</u> bodies,	'Celestial' objects are	Objects in the sky

	example might help to explain the meaning of unfamiliar word. Words like including, such as, and for example, point out example clues.	including the sun, moon, and stars, have fascinated human through the centuries.	those in the sky or heavens.	
	Synonym Clue	Use in Sentence	Contextual Clues	Contextual Meaning
3.	In synonym clue a nearby word of similar meaning might help to understand unfamiliar word.	The mountain pass was a <u>tortuous</u> road, winding and twisting like a snake around the trees of the mountainside.	‘Tortuous’ means “winding and twisting.”	Twisting
	Antonym Clue	Use in Sentence	Contextual Clues	Contextual Meaning
4.	Sometimes a word or phrase of opposite meaning may help to understand the unfamiliar word.	<u>Discrimination</u> , as opposed to fairness for all people, can have damaging effects on a targeted group.	“Discrimination” is opposite of fairness.	Prejudice and bias

Exercise 01:

Read the following sentences and guess the contextual meaning of the underlined words by identifying the contextual clues used for it.

1. The girl who used to be very vociferous doesn't talk much anymore.
2. Pedagogical institutions, including high schools, kindergartens, and colleges, require community support to function efficiently.
3. His pertinacity, or stubbornness, is the cause of most of his trouble.
4. Rather than be involved in clandestine meetings, they did everything quite openly.
5. The girl was churlish – rude, sullen and absolutely ill-mannered.

Exercise 02:

Write the contextual meaning of the underlined words using the contextual clues given in the sentence. Use these underlined words in your own sentences.

1. After the heavy rains, the stream became murky; in fact, the water was so cloudy you couldn't see the bottom. _____
Your sentence: _____
2. The debris on the stadium floor included numerous paper cups, ticket stubs, and cigarette butts. _____
Your sentence: _____
3. Although Arshad usually looks unkempt, he had a very neat appearance at his job interview. _____
Your sentence: _____

4. The couple agreed to be very frugal in their shopping because they wanted to save enough money to buy a house. _____

Your sentence:

5. Dawood was apprehensive about mountain climbing, but Samad had no worries at all. _____

Your sentence:

6. The sweltering weather was soon replaced with cool, gentle breezes. _____

Your sentence:

KARACHI

UNIT 1.3

ORAL COMMUNICATION

Presenting one's ideas effectively

An individual's ideas or information can effectively be presented by using the following phrases for clarifying, rephrasing, explaining, expanding and restating.

To Clarify	To Explain
<ul style="list-style-type: none"> • What do you mean by ...? • I don't understand your question • I'm not sure I understand • I don't (quite) follow. • Could you be more specific? • So, if I understand you correctly, • Let me see if I understand you correctly. You're saying that 	<ul style="list-style-type: none"> • Could you elaborate (on that)? • Could you elaborate on that for me? • Would you mind to explain your ideas more? • Can you please give more explanation on this? • If you don't mind, would you explain this for me please?
To Rephrase	To Expand
<ul style="list-style-type: none"> • If you don't mind, can you put this idea in other words, please? • Would you mind to say this with different sentences? • Could you please rephrase that? • I'm not sure I understand what you mean... • Would you please rephrase that? 	<ul style="list-style-type: none"> • Could you please tell me some more about? • Would you mind telling me more about.....? • I wish to know more about..... • Sorry, that's not really what I mean, what I would like to know is ...
To Restate	
<ul style="list-style-type: none"> • Would you mind if you could restate the same idea? • Can you please repeat this for me? 	

Sample for Practice

Practice the following dialogues. Understand the process to clarify, rephrase, explain, expand, and restate.



Sir, I'm not sure what you mean by 'simplify the equation'.

So, you're saying you're having trouble with the steps in equation?



Madam, could you please rephrase that the definition of Organic Chemistry?

Sure, let me put it another way.



Sir, could you elaborate the steps of writing an effective précis?

Sure, let me explain it step-by-step.



Madam, could you please tell me some more about why Little Hans was fell for Miller's mischievous tricks?

I can expand on the innocence and one-sided sincerity in Little Hans' character.



Madam, can you please repeat the method you have used to simplify?

Of course, let's restate the method for you.



Note for Teacher: Divide the class into pairs to develop the dialogue on different situations by using the phrases to clarify, rephrase, explain, expand, and restate by using the common phrases given above for each component.

Exercise 01:

Discuss the two scenarios in the form of dialogues using the given phrases.

Scenario 1: Group Project Meeting

Situation: During a group project meeting, one team member explains their idea for a project component, others seem confused about what is being said.

Scenario 2: Class Discussion on a Challenging Topic

Situation: During a class discussion on ‘**Learning twenty-first Century Skills**’, a student makes a point that others do not fully grasp.



Note for Teacher: Divide the class into groups of three or four in the class and assign each group the scenarios given above with the clear instructions to use the common phrases mentioned in table above.

UNIT 1.4

WRITING SKILL

Précis Writing:

A précis is the precise and brief, but comprehensive and understandable one-third part of the original passage which mentions all important details of the longer paragraph. Following steps can be used to write a précis:



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Note for Teacher: Guide students to understand the basic techniques of comprehension, identification, paraphrasing, summarizing, maintaining objectivity and avoiding subjectivity, and maintaining the originality of the given passage before assigning them the task of writing a précis.

Sample Précis writing

In order to master précis writing, we need to practice condensing texts while preserving essential information and clarity. As given below:



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Note for Teacher: Explain to students how longer expressions are replaced or condensed into shorter ones in the précis writing. Provide students with more examples in the class to practice on basic techniques of précis writing.

Writing a Précis of the Given Text or Passage:

Following is an example of precis writing with a solution

Original Text Passage	<p>There are some things which, though in many ways regrettable, it is necessary to accept as conditions of survival in the modern world. The most important of these is the growth of industrialism. The power of England in the early nineteenth century was based upon a virtual monopoly of machine production, and the power of Russia and the United States in the present day is due to their supremacy in this respect. It is useless to talk about mechanization, because it is a source of power, and because those who lag behind have difficulty in preserving independence. When industrialization was new in England, it roused indignant protest on account of its ruthlessness and destruction of beauty. These protests were eloquently expressed in Carlyle's <i>Past and Present</i>, but they remained completely ineffective. They are similarly ineffective in the present day. Gandhi, in spite of his immense influence, over his compatriots, was totally unable to restore the spinning-wheel. Machine production and scientific technique generally, is bound to prevail wherever there is sufficient civilization to make it possible. (175)</p>
First Draft	<p>Industrialization, though in many ways regrettable, it is necessary to accept as conditions of survival in the modern world. The power of England in the early nineteenth century and the present-day power of Russia and the United States are explained by their supremacy in machine production. Mechanization is the source of power and industrially backward countries have difficulty in preserving independence. Protests against industrialization, such as those of Carlyle and Gandhi, have proved altogether ineffective. (76)</p>

Final Draft

Industrialization, though in many ways regrettable, is the condition of survival in the current world. The former power of England and the present-day power of Russia and America are due to their industrial supremacy. Industrially backward countries cannot stay independent without the power of mechanization. Protests against industrialization, as did by Carlyle and Gandhi, are altogether ineffective. (57)

Suitable Title: Industrialization is the power or Supremacy of Industrial power.

Exercise 01:

Write an effective précis on the following passage .

Passage 01: (Taken and modified from Daily Dawn Newspaper, March 8th, 2024):

Social inclusion of women is vital for economic prosperity and sustainable development. Gender-equal societies are safer, healthier, and more productive. The UN's Sustainable Development Goals (SDGs) emphasize gender equality as a foundation for national well-being. However, male dominance often restricts women's independence and decision-making.

Four key areas can reduce gender inequality if addressed effectively. First, women's limited access to financial resources and assets hampers their economic participation. Many lack education, financial literacy, and skills, excluding them from poverty alleviation efforts.

Second, societal preference for boys' education continues to marginalize girls. Yet, educating girls has transformative impacts on families, communities, and economies. It enhances women's opportunities, health, and decision-making capabilities.

Third, reproductive health and family planning remain under-addressed, especially in rural areas where child marriage persists, negatively impacting maternal and child health. Women's health suffers due to poverty, violence, and lack of education.

Fourth, women remain underrepresented in politics and civic life despite constitutional equality. Although pioneers like Fatima Jinnah and Benazir Bhutto advanced women's political roles, cultural norms still deter women from entering public leadership.

To achieve the SDGs, integrating women into socioeconomic and political spheres is essential. Empowering women ensures their voices are heard and benefits the entire nation. (Words: 226).

Exercise 02:

Having done with the précis writing, exchange your draft with the person sitting next to you to proof read and review the same. Improve your précis after the feedback from the person you exchanged your draft with and give it a suitable title.



Note for Teacher: Help students to solve the exercise of writing the précis of the passage.

Students will be able to**2.1. Reading and Thinking Skill**

- Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words and visuals etc. by using prior knowledge, asking questions, and contextual clues.
- Skim text to
 - Have general idea of the text.
 - Infer theme/ main idea.
- Read silently and apply critical thinking to interact with the text, using appropriate intensive reading strategies (while-reading) to:
 - Distinguish between what is clearly stated and what is implied.
 - Deduce meaning of new words/phrases from context.
- Respond orally and in writing to the text to:
 - Evaluate the material read.
- Examine first person point of view in narrative.
- Comment on implied meaning, e.g. writer's viewpoint, relationships between different arguments.

2.2. Vocabulary and Grammar

- Spot and fix errors in faulty pronoun antecedent agreement at basic level.
- Use colon for all previously learnt functions.
- Use the knowledge of literal and figurative meaning, grammar, gender and syntax to translate passages from English to Urdu/Native language.

2.3. Oral Communication Skill

- Summarize the main points of a discussion for the benefit of the whole group.

2.4. Writing Skill

- Write an argumentative essay on a given topic, showing the cause and effect of events, things, actions, or ideas, following the conventions of essay writing.

Contribution of World Leaders

UNIT 2.1

READING AND THINKING SKILL



Pre-Reading:

Exercise 01:

Answer the following questions.

1. Do you know any world leader?
2. Tell the contributions/success/achievement of the leader.

READING TEXT

I HAVE A DREAM BY JR. MARTIN LUTHER KING.

Dr. Martin Luther King Jr. delivered his famous speech *I Have a Dream* on August 28, 1963, during the march on Washington. The speech took place at the Lincoln Memorial in Washington, D.C., and was a defining moment of the American Civil Rights Movement. King addressed a crowd of over 250,000 people to call for an end to racism, segregation, and economic injustice, and to advocate for civil and equal rights for Afro-Americans. His speech emphasized his vision of a future where all people would be judged by their character, not the colour of their skin.

SPEECH: I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity. But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination.

One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.



This note was a promise that all men, yes, black men as well as white men, would be guaranteed the “unalienable Rights” of “Life, Liberty and the pursuit of Happiness.”

Now is the time to make real the promises of democracy.

Now is the time to rise from the dark and desolate

valley of segregation to the sunlit path of racial justice.

Now is the time to lift our nation from the quick sands of racial injustice to the solid rock of brotherhood.

Now is the time to make justice a reality for all people on earth.

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force. The marvellous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny.

And they have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone. And as we walk, we must make the pledge that we shall always march ahead. We cannot turn back.

We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are

stripped of their self-hood and robbed of their dignity by signs stating: "For Whites only."

We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote.

No, no, we are not satisfied, and we will not be satisfied until "justice rolls down like waters, and righteousness like a mighty stream."

Let us not wallow in the valley of despair, I say to you today, my friends. And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character. I have a dream today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of "interposition" and "nullification" -- one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers. I have a dream today! I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together." This is our hope, and this is the faith that I go back to the South with. With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail

together, to stand up for freedom together, knowing that we will be free one day. And this will be the day -- this will be the day when all people* will be able to sing with new meaning:

My country 'tis of thee, sweet land of liberty, of thee I sing.
Land where my fathers died, land of the Pilgrim's pride,
From every mountainside, let freedom ring!

And if America is to be a great nation, this must become true.
And so let freedom ring from the prodigious hilltops of New Hampshire.
Let freedom ring from the mighty mountains of New York.
Let freedom ring from the heightening Alleghenies of Pennsylvania.
Let freedom ring from the snow-capped Rockies of Colorado.
Let freedom ring from the curvaceous slopes of California.
But not only that:

Let freedom ring from Stone Mountain of Georgia.
Let freedom ring from Lookout Mountain of Tennessee.
Let freedom ring from every hill and molehill of Mississippi.
From every mountainside, let freedom ring.

And when this happens, when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all people*, black men and white men....will be able to join hands and sing in the words of the old Negro spiritual, free at last! free at last! thank God Almighty, we are free at last!

Reference:

(<https://www.americanrhetoric.com/speeches/mlkihaveadream.htm>)



Note for Teacher: First ask students to read the text individually. Later discuss the text and its various components in pairs.



While Reading:

Exercise 02:

Work in pairs and write the meaning of the following words.

S#	Word	Meaning
1	segregation	
2	discrimination	
3	liberty	
4	equality	
5	righteousness	
6	oppression	
7	despair	
8	dignity	
9	exile	
10	symphony	

Exercise 03:

Read the statements and choose the correct option.

1. In the speech, Jr. Martin Luther King describes an ideal future for his children as _____.
A. land of wealth
B. free from judgment
C. no discrimination
D. without obstacles



Note for Teacher: ask students to attempt MCQs and use reading strategies of skimming and scanning.

2. _____ is Jr. Martin Luther King's vision in his dream.
 - A. No economic hardship
 - B. Justice for all
 - C. Self-reliance
 - D. Black dominance
3. Where did Martine Luther King deliver the "I Have a Dream" speech?
 - A. The White House
 - B. Lincoln Memorial
 - C. United Nations Headquarters
 - D. Martin Luther King Jr. Museum
4. When was the "I Have a Dream" speech delivered?
 - A. July 4, 1962
 - C. August 28, 1963
 - B. January 15, 1960
 - D. December 25, 196
5. The phrase "Let freedom ring" symbolizes _____.
 - A. political unity
 - C. military success
 - B. equality for all
 - D. religious faith
6. What is King's stance on violence?
 - A. Encourages it
 - B. Supports protests
 - C. Rejects violence
 - D. Accepts retaliation
7. What does "table of brotherhood" mean?
 - A. Economic equality
 - C. Political rivalry
 - B. Social harmony
 - D. Government rule
8. What is the overall tone of the speech?
 - A. Hopeless and bitter
 - C. Hopeful and determined
 - B. Angry and violent
 - D. Casual and humorous
9. The main theme of the speech is _____.
 - A. celebration of black culture
 - B. demand for racial equality and justice
 - C. praise for American politics
 - D. call for war against discrimination

Exercise 04:

Answer the following questions after reading the text.

1. How does Martin Luther King describe the current conditions of African Americans, despite the promises made a century earlier?
2. What does Martin Luther King mean when he says, "Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice"?
3. Why does Martin Luther King emphasize that the struggle for equality must be conducted with dignity and discipline?
4. How does the phrase "justice rolls down like waters" deepen the emotional impact of the speech?
5. What message does Martin Luther King convey to his listeners through his speech?
6. What role does hope play in Martin Luther King's speech, and how does it influence the audience's response?
7. How does Martin Luther King use contrast between past injustices and future hopes to strengthen his argument?

Exercise 05:

Read the statements on Martin Luther King's Speech in Column 'A' and write 'true' or 'false' in Column 'B'.

Column A	Column B
1. Martin Luther King delivered this speech in Washington, D.C.	
2. The speech argues for the superiority of one race over another.	
3. Martin Luther King compares injustice to "sweltering heat."	
4. The phrase "I have a dream" is used onetime in the speech.	
5. The speech emphasizes the importance of peaceful protest.	

6. Martin Luther King says that segregation has already been abolished.	
7. "Let freedom ring" is repeated several times in the speech.	
8. Martin Luther King states that racial justice will happen naturally without action.	
9. The speech refers to the U.S. Declaration of Independence.	
10. Martin Luther King encourages violence as a means to achieve justice.	

UNIT 2.2

VOCABULARY AND GRAMMAR



A) GRAMMAR

Faulty Pronoun-Antecedent Agreement

You have learnt in previous classes about the pronoun-antecedent agreement (between the pronoun and the word or phrase, used earlier). The Disagreement between pronoun and its antecedent leads to ambiguity in a sentence. Here are some examples of faulty pronoun-antecedent agreement and their corrections.

1. Agreement of Antecedent with Pronoun or Possessive Adjective

Incorrect	Correct
Each boy must submit their homework.	Each boy must submit his homework.
Saira must improve himself.	Saira must improve herself.
The whole team celebrated their victory.	The whole team celebrated its victory.
All of us must bring their identification badge.	All of us must bring our identification badge.

2. Singular-Plural Confusion in phrase or words

Incorrect	Correct
The price of vegetables rose to their highest level in years.	The price of vegetables rose to its highest level in years.
The jar of olives had a lot of flavour to them.	The jar of olives had a lot of flavour to it.

3. Antecedents using “every” or “many a/an”

Incorrect	Correct
Many a house I visited had something that put me off them.	Many a house I visited had something that put me off it.
Every desk, closet, and bookcase had their surfaces thoroughly dusted before the inspection.	Every desk, closet, and bookcase had its surfaces thoroughly dusted before the inspection.

4. “A Number Of” Or “The Number Of” confusion

Incorrect	Correct
The number of unemployed people is rising faster than their usual rate.	The number of unemployed people is rising faster than its usual rate.

5. Nouns or noun phrases plural in appearance but treated as singular in practice.

Incorrect	Correct
<i>The Woodlanders</i> is a great novel by Thomas Hardy. I read them last summer.	<i>The Woodlanders</i> is a great novel by Thomas Hardy. I read it last summer.
Economics is a popular field of study at this university. I considered taking them myself.	Economics is a popular field of study at this university. I considered taking it myself.

6. The impersonal pronouns “One” as antecedent

Incorrect	Correct
One should always take time for yourself.	One should always take time for oneself.

7. “They” Used as Singular Referring to Gender-Neutral Individuals along with his or her

Incorrect	Correct
Everyone has his own ideas about politics.	Everyone has their own ideas about politics. Or Everyone has his or her own ideas about politics.

Exercise 01:

Correct the sentences after identifying the pronoun-antecedent disagreement. The verb may change with the correction in the pronoun-antecedent.

1. She bought two bags of sweets and gave it to the children.
2. The meaning of these hints is so clear that they are hard to miss.
3. A student must study hard to maintain their marks throughout the year.
4. My friends and I went for a holiday to Gorakh Hill and really enjoyed themselves.
5. I could see three cows sitting in a nearby field having its afternoon rest.
6. One should always believe in himself.
7. The man who lives across the road is very proud of their two daughters.
8. The number of incidences of robberies is rising and they are quite alarming.
9. I've tried so hard to get along with girls but I just don't see eye to eye with her.
10. Many a man has lost their wealth in frauds.

Exercise 02:

Read the following letter extract and correct the pronoun-antecedent disagreement.

Dear Mom,

I hope you are all fine and enjoying life down there in Newcastle. It's almost two months since I arrived in London.

Our lecturers seem to give them more and more work as the semester goes on. I don't know how he can correct it all. Our English lecturer, for example, has given us three assignments in the last month and returned it all very quickly. I did all of the assignments on time but my grades weren't too good. Our Sociology professor seems to spend all her time giving us work and correcting them. His husband is a lecturer too, so I suppose he understands why she works so hard.

Two of my housemates, Amy and Joey, have move out. She found a place on campus so it's much more convenient for her. There are still three of us left in the house so we are looking for two more girl students to join them.

How is life at home? How does Dad like his new car? I bet he's really proud of her. I haven't heard any news from Alan in Derby. I suppose he's busy settling into their new house.

Yours lovingly



Note for Teacher: Guide students to apply the rules of pronoun-antecedent agreement to the given extract. Ask them to share the corrected extracts with the person sitting beside and to recheck if any error is left.



B) PUNCTUATION

Use of Colon(:)

A colon (:) is a punctuation mark used to introduce information, emphasize points, or clarify relationships between ideas. It signals that what follows is closely related to the previous statement. Following are the functions and uses of colon.

Function	Example
To introduce a list or series of items.	I have three favourite sports: basketball, soccer, and tennis.
To introduce an explanation or clarification of a previous statement	He had only one thing on his mind: to see his dream come true.
To separate the main title of a work from its subtitle.	<i>The Great Gatsby</i> : A Novel by F. Scott Fitzgerald.
To indicate time, ratios or proportions between numbers or quantities.	It is 3:00 am and he is still awake. The ratio of boys to girls in the class is 3:2.

Do not do this when using a colon

Rule	Incorrect usage	Correct usage
Do not use a colon between a verb and its object or complement.	Important components of your grade are: attendance, homework assignments, papers, and exams.	Important components of your grade are attendance, homework assignments, papers, and exams.
Do not use a colon between a	Each candidate's qualifications must	Each candidate's qualifications must

preposition and its object.	consist of: integrity, diligence, and experience.	consist of integrity, diligence, and experience.
Do not use a colon after phrases such as "such as" or "including."	There are a lot of spots to visit on main street including: restaurants, a museum, a park, and even an ice-cream truck.	There are a lot of spots to visit on main street, including restaurants, a museum, a park, and even an ice-cream truck.

Exercise 01:

Read the following sentences and use the colon where required.

1. All his thoughts were centered on one objective to make profit.
2. We may divide poems into three categories narrative, lyric, and dramatic.
3. Within three hours we had a strange variety of weather rain, hail, sleet, and snow.
4. Last year I studied history, math, geography, and speech.
5. We left around 1000 p.m.



Note for Teacher: Add note for Teacher: Divide the class into groups of four or five. Assign each group the paragraph from the text above. Ask them to read the paragraph and find the use of comma in it.



C) VOCABULARY

Translation from English to Urdu/Sindhi Language:

Translation involves more than just converting words; it requires understanding the cultural context like idioms, proverbs; and mythological or literary context of both languages to ensure that the message is accurately conveyed without causing any misunderstandings. For example:

English	Urdu	Sindhi
I was feeling a bit under the weather.	میں قدرے بیمار محسوس کر رہا تھا۔	آئون ٿورو بیمار محسوس ڪري رهيو هئس.

See how the passage from the speech “I Have A Dream” is translated into Urdu and Sindhi.

English	Urdu	Sindhi
This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.	یہ عظیم فرمان لاکھوں سیاہ فام غلاموں کے لیے امید کی ایک عظیم روشنی کی مینار کی طرح آیا، جو طویل ناانصافی کی آگ میں جھلس چکے تھے۔ یہ ایک خوشی بھری صبح کی طرح آیا تاکہ ان کی اسیری کی طویل رات کو ختم کر سکے۔	هيءَ عظيم فرمان لکين ڪارن غلامن لاءِ اميد جي عظيم روشني جي مناري جيان آيو جيڪي بي انصافي جي مچ ۾ سيڪجي چڪا هئا. اهو سرهي باڪ جيان سندن اسيري جي ڊگهي رات ختم ڪرڻ آيو.
But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of	لیکن سو سال بعد بھی، سیاہ فام آزاد نہیں ہے۔ سو سال بعد بھی، سیاہ فام کی زندگی افسوس کے ساتھ تفریق کی بیڑیوں اور تعصب کی زنجیروں میں جکڑی ہوئی ہے۔ سو سال بعد بھی، سیاہ فام مادی خوشحالی کے وسیع	پر سوء سالن کانپوءِ به ڪارا ماڻهو آزاد ناهن. سوء سالن کانپوءِ به افسوس سان ڪارن ماڻهن جي زندگي تفریق جي بيڙين ۽ تعصب جي زنجيرن ۾ جڪڙيل

segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity.	سمندر کے درمیان غربت کے ایک تنہا جزیرے پر زندگی گزار رہا ہے۔	آهي. سوء سالن کانپوء به ڪارا ماڻهو مادي خوشحالي جي عظيم سمنڊ جي وچ ۾ غربت جي اڪيلي ٻيٽ تي زندگي گذاري رهيا آهن .
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Exercise 01:

Translate this passage into Urdu or Sindhi considering expression and clarity.

Libraries play a pivotal role in society, serving as valuable centres for education, knowledge, and community engagement. They offer a vast repository of books, resources, and information on a wide range of subjects, fostering a love for reading and lifelong learning. Libraries provide equal access to information, regardless of one's socioeconomic status, promoting inclusivity and empowering individuals with knowledge. They serve as safe and quiet spaces for study, research, and contemplation, facilitating academic and personal growth. Moreover, libraries host various educational programs, cultural events, and workshops, bringing people together and strengthening the social fabric of communities.



Note for Teacher: Help students understand the process of translation from English to Sindhi/Urdu language in a comprehensive manner. Ask them to read the samples carefully to find out the technical, literal and figurative aspects of language used in translation.

UNIT 2.3

ORAL COMMUNICATION

Summarize the main points of a discussion

Summarizing is the technique of shortening the larger ideas or sentences into shorter but comprehensive ones. Following tips can help to summarize the group discussion:



Summarizing contains the following steps.



Following are some expressions or phrases for summarizing the main points of a group discussion or presentation:



Summarizing main points:

- In summary, we covered...
- To sum up our discussion...
- To recap, the key points were...
- To give a brief overview...
- To outline the primary points...
- In brief, we touched upon...
- In a nutshell, we focused on...
- To condense the information...
- To distil the main ideas...

Emphasizing Key Takeaways

- The main takeaways are...
- To highlight the key aspects...
- To encapsulate our discussion...
- To put it concisely...



Concluding the Discussion

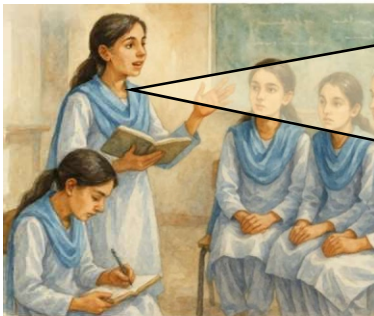
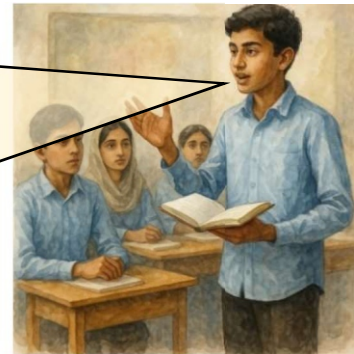
- To wrap it up...
- In essence, we discussed...
- To sum it up...
- To conclude...
- To cut long story short...
- To cut it short...

Samples for summarizing the group discussion for the benefit of the whole group.



Alright class, you've had your group discussions on today's topic "*Why is youth leadership important?*" Now let's hear what each group discussed. Remember, your job is to share the main points clearly so the whole class benefits. So, who's summarizing?

That's me, teacher. **In summary of** what our group has discussed is that youth leadership is important because it helps young people build confidence and take responsibility. **To put concisely**, young leaders can bring new ideas and make positive changes in their communities.



To wrap up all discussion, youth leadership is important because it builds confidence, responsibility, and communication skills. **To cut it short**, young leaders bring new ideas, solve problems, and make changes in society. They also inspire others and act as role models.



Note for Teacher: Ask students to find out how the expressions of summarizing the discussion are used in the sample. Later, ask them to use the same expressions after the group discussion to present the summary of the group discussion.

Exercise 01:

Discuss in groups the following topics. Note down key points from the discussion and present before the class using the expressions of summarizing the group discussion.

1. How technology affects the dynamics of close relationships.
2. How true friends adapt and support each other.
3. Navigating disagreements while preserving devotion.



Note for Teacher: Divide the class into two to four groups. Assign each group a separate topic and ask them to discuss in detail. Ask each group to recollect key points and one has to prepare and present the discussion in summary. While presenting, one has to use the expressions of summarizing the group discussion they have learnt above.

UNIT 2.4

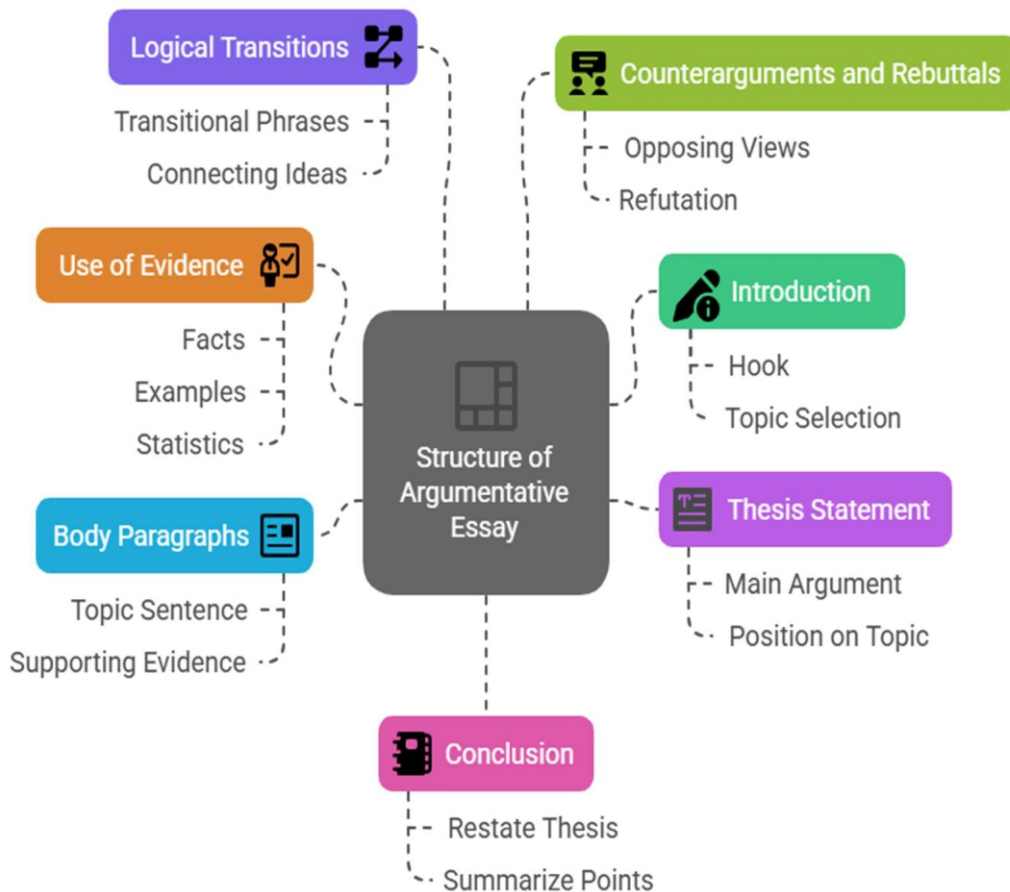
WRITING SKILLS



Argumentative Essay:

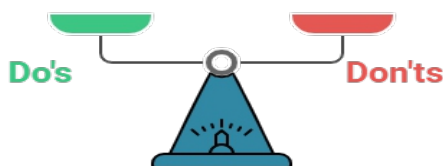
The argumentative essay presents the writer's viewpoint on a given question through the use of reasoning, evidence, examples and deep analyses. Following is the requirements regarding structure and language in an argumentative essay.

Structure of the Argumentative Essay



Following is the table of Do's and Don'ts for an argumentative essay writing.

Strong Hook and Thesis			Vague or Unrelated Start
Logical Reasoning and Evidence			Emotional or Personal Opinions
Address Counterarguments			Ignore Opposing Viewpoints
Clear Topic Sentences			Mixed Ideas in Paragraphs
Use Transitional Words			Jump Between Ideas
Stay Focused on Argument			Go Off-Topic
Maintain Formal Tone			Use Informal Language
Strong Conclusion			Open-Ended Conclusion
Proofread and Revise			Submit Without Checking
Support Claims with Evidence			Make Generalizations



Note for Teacher: Explain to students the basic structure of argumentative essay along with its parts and components. Also ask them to find the same parts in the sample essay provided ahead.

Sample of Argumentative Essay:

Following is the sample of argumentative essay.

Topic: How world leaders have fought against inequality, discrimination, and injustice?	
Introduction	Throughout history, inequality and discrimination have caused deep suffering across nations. However, courageous world leaders have stepped forward to challenge these injustices and inspire real change. Figures like Nelson Mandela and Martin Luther King Jr. are celebrated not just for their vision, but for their tireless efforts to achieve justice through peaceful and powerful means. Their actions show how leadership, when rooted in moral courage, can bring lasting social transformation.
	Thesis Statement
Body Paragraphs	Topic Sentence
	Nelson Mandela's fight against apartheid in South Africa is a prime example of leadership against injustice. After spending 27 years in prison, Mandela emerged not with hatred, but with a message of unity and reconciliation. His efforts led to the dismantling of apartheid laws and the establishment of a democratic South Africa. Mandela's leadership proves that even in the face of oppression, peaceful resistance and negotiation can bring equality.
	Evidence
	Topic Sentence
	Similarly, Martin Luther King Jr. led a powerful civil rights movement in the United States. Through speeches, marches, and nonviolent protests, King confronted racial segregation and systemic discrimination. His famous speech " <i>I Have a Dream</i> " inspired millions and eventually contributed to landmark changes such as the Civil Rights Act of 1964. King's work demonstrates how words and peaceful actions can change laws and hearts alike.
	Evidence
	Topic Sentence / Counter Argument
	Critics may argue that change was slow or incomplete, but the progress achieved under these leaders laid the foundation for future equality

	movements. Their leadership still inspires activists today.
Conclusion	In conclusion, leaders like Mandela and King showed that standing against injustice requires vision, sacrifice, and persistence. Their examples teach us that effective leadership can challenge even the strongest systems of inequality and build a more just world for all.

Restate-
ment
of Thesis
and final
Thought



Exercise 01:

Read the following questions and write an argumentative essay on the following topics.

1. Should students be allowed to use mobile phones in schools?
2. Is social media more harmful than beneficial for teenagers?
3. Can young people be effective leaders in shaping society today?
4. Should artificial intelligence be integrated into classroom teaching?
5. Are today's youth more socially responsible than past generations?

Exercise 02:

After finishing the rough draft of the essay, exchange it with the student sitting next to you in the class to revise and edit. Redraft your essay after it has been revised and edited.



Note for Teacher: Divide the class into groups of four to five, assign each group the essay question/topic given above, ask them to write an argumentative essay following all the pre-writing strategies to brainstorm ideas and concepts. Also ask them to follow the proper structure of essay.

Students will be able to**3.1. Reading and Thinking Skill**

- 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 appropriate intensive reading strategies (while-reading) to:
 - Distinguish between what is clearly stated and what is implied.
 - Deduce meaning of new words/phrases from context.
- 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.
 - Evaluate the material read.
 - Recognize the author's purpose and point of view and their effects on the texts.
 - Comment on implied meaning, e.g. writer's viewpoint, relationships between different arguments.

3.2. Vocabulary and Grammar

- Spot and rectify errors in the use of degrees of adjectives in writing.
- Use conditional sentences in paragraphs.
- Use knowledge of roots and affixes in combination with the knowledge of context clues to derive the meaning of unfamiliar/new words, in various contexts.

3.3. Oral Communication Skill

- Exhibit appropriate conventions of interruptions.

3.4. Writing Skill

- Comprehend various job advertisements to write in response, an effective job application, **a resume** and a covering letter:

UNIT 3.1 READING AND THINKING SKILL



Pre-Reading:

Exercise 01:

Discuss the following quotes in pairs and answer the following questions.

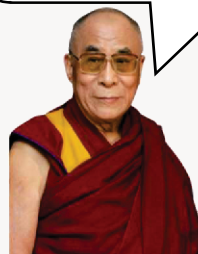
“The happiness of your life depends upon the quality of your thoughts.”
Marcus Aurelius



“Happiness is not the mere possession of money; it lies in the joy of achievement, in the thrill of creative effort.” Franklin D. Roosevelt



“Happiness is not something ready-made. It comes from your own actions.”
Dalai Lama



1. What is the common theme of these quotations?
2. What is your idea of happiness?

READING TEXT CONQUEST OF HAPPINESS BY BERTRAND RUSSELL

Among the more highly educated members of society today, scientists are often the happiest. Many of the most distinguished among them are emotionally straightforward and gain such deep satisfaction from their work that they find joy in nearly everything. They are happy in their work because science, in the modern world, continues to advance and hold influence—and because its significance is recognized not only by scientists themselves but also

by the general public. All the elements of happiness are present in the life of a scientist. They engage in work that fully uses their talents and achieve results that seem meaningful not just to themselves but to society at large—even when the public may not understand those results at all.

It is not only distinguished scientists who can find pleasure in their work. The pleasure of work is available to anyone who develops a specialized skill—so long as they are content with the practice of their skill without needing widespread recognition and fame. I once knew a man who had lost the use of both legs early in life, yet remained quietly happy throughout a long lifetime; he achieved this by writing a five-volume work on rose blight, on which he was the leading authority. I also knew a man who was the best typesetter in the world, sought after by all who were passionate about designing artistic fonts; his joy came not so much from the sincere admiration of those whose praise was hard to earn, but from the pure enjoyment of practicing his craft—a joy not unlike that felt by skilled dancers when they dance.

There is, however, another quality found in the best kinds of work that contributes even more to happiness than the use of skill. This is the quality of constructiveness. In some work—though certainly not in most—something is created that remains as a lasting result once the work is finished. The most fulfilling goals are those that lead continuously from one achievement to another, without ever reaching a final end; in this way, it becomes clear that building things brings more happiness than tearing things down. It might be more accurate to say that people who enjoy building find in it a deeper satisfaction than those who enjoy destruction can ever find in tearing things apart—because once a person is consumed by hatred, it becomes hard to feel the joy in building that another might feel. At the same time, few things can help overcome hatred more effectively than the chance to do meaningful, constructive work.

Not far removed from dedication to obscure causes is the joy found in hobbies. One of the most famous living mathematicians splits his time equally between solving mathematical problems and collecting stamps. I imagine the latter brings comfort during times when he is stuck in the former. Just think of the enormous joy that hobbies can bring—cooking, art, music, gardening all open up a world of fascination. It's true that many of us feel too 'mature' or 'sophisticated' for these simple joys. We've all enjoyed them as children, but for some reason, we've come to think them beneath the dignity of adulthood. This is completely mistaken; any harmless pleasure is worth valuing.

Fads and hobbies, in many cases—perhaps in most—are not sources of deep, lasting happiness, but rather ways of escaping reality or briefly forgetting some pain that feels too hard to face. True, lasting happiness depends more than anything on what might be called a friendly interest in people and the world around us. A friendly interest in people is a kind of affection, but not the sort that is possessive, controlling, or always craving an intense response. That kind of attachment often leads to unhappiness. The kind that leads to happiness is one that enjoys observing others, takes pleasure in their unique qualities, and wants to support the interests and joys of those it encounters—without trying to control them or demand admiration. A person who genuinely feels this way about others will both spread happiness and receive kindness in return. Because they are content in themselves, they make enjoyable companions, and that in turn increases their own happiness. To naturally and effortlessly like many people may be the greatest source of personal happiness of all.

I also appreciate a friendly interest in things. This phrase might sound a bit unusual; some may argue that it's impossible to feel friendly toward inanimate objects. Still, there is something similar to friendliness in the kind of interest a geologist has in rocks, or an

archaeologist in ancient ruins—and this kind of interest should also be part of how we relate to individuals and societies. An interest in impersonal things, while perhaps not as crucial to daily happiness as a warm attitude toward other people, is still very important. A person who can forget their troubles by developing a sincere interest in history and astronomy will discover that after their journey into the world of impersonal things, they return with a sense of calm and balance that helps them handle their worries more effectively. And during that time, they will also have experienced a real, even if temporary, kind of happiness.

The secret of happiness is this: let your interests be as broad as possible, and try to respond to the people and things that interest you in a friendly way rather than a hostile one.

(This is simplified and modified version of the original text.)

Source: (*Conquest of Happiness*, **London George Allen & Unwin Ltd. Museum Street, 1930**)



Note for Teacher: Read the text carefully in pairs or groups. Discuss its various aspects i.e., themes, purpose, message, language, and paragraph arrangement.



While-Reading:

Exercise 02:

Work in pairs. Write the meaning of the following words.

Word	Meaning
distinguished	
content	
blight	
flint	
craving	
inanimate	
obscure	
fascination	
fads	

Exercise 03:

Read the following statements and choose the correct option.

1. According to the passage, many scientists are among the happiest people because _____.
 - A. they are paid more than others
 - B. their work is recognized by everyone
 - C. they find deep satisfaction in meaningful work
 - D. they avoid interaction with the public
2. The main reason the man who wrote about rose blight was happy because he _____.
 - A. became famous worldwide
 - B. was admired for his artistic skills
 - C. found meaning in practicing his specialized skill
 - D. recovered from his disability

3. What does the passage suggest about recognition and fame in relation to happiness?
 - A. They are essential for happiness
 - B. They should be ignored completely
 - C. They help only in artistic careers
 - D. Happiness can exist without them
4. The quality in work that contributes more to happiness than skill alone is _____.
 - A. routine
 - B. flexibility
 - C. constructiveness
 - D. difficulty
5. _____ is likely to cure the habit of hatred.
 - A. Loveliness
 - B. Constructive work
 - C. Amusement
 - D. Idleness
6. Common mistake adults make about hobbies is _____.
 - A. thinking hobbies are only for the wealthy
 - B. believing hobbies should lead to careers
 - C. assuming hobbies are childish and beneath adulthood
 - D. spending too much time on hobbies
7. _____ leads to happiness, according to the text.
 - A. Possessive and intense affection
 - B. Friendly and supportive interest in others
 - C. Cold and distant admiration
 - D. Competitive and goal-driven affection
8. An archaeologist takes interest in _____.
 - A. rocks
 - B. ruins
 - C. buildings
 - D. earth

9. Interest in people and interest in things are _____.
 A. analogous
 B. opposite
 C. different
 D. unrelated
10. What is the benefit of developing an interest in impersonal things like history or astronomy?
 A. It guarantees success in life
 B. It provides permanent happiness
 C. It offers a break from worries and brings balance
 D. It distracts from social responsibilities

Exercise 04:

Each of the following statements conveys central idea in each paragraph of the text. Read the statement and write the number of the paragraph it belongs to. The first one has been done for you as an example.

No.	Statements	Paragraph No.
1.	A friendly interest in persons is source of happiness.	05
2.	The secret of happiness is wide interest and friendly reactions.	
3.	One who has some specialised skill can find the pleasure of work.	
4.	Constructiveness is more enjoyable than destructiveness.	
5.	Hobbies also bring happiness.	
6.	Interest in impersonal things can also be pleasurable.	
7.	Scientists are the happiest among educated people.	



Post-Reading:

Exercise 05:

Answer the following questions after reading the text.

1. According to the author, why do scientists often experience deep satisfaction in their work?
2. How does the element of constructiveness bring happiness in the work?
3. What role do hobbies play in the author's broader view of a happy life? What is your own hobby?
4. If you were to apply the author's ideas to your own life, what changes would you consider making in your daily routine or mind-set?
5. What kind of interest in persons causes happiness and what causes unhappiness?
6. Why interest in impersonal things is necessary for the happiness of human beings?
7. In your opinion, is happiness more dependent on internal attitude or external circumstances? Explain.

Exercise 06:

Ask students to bring an empty box and blank paper chits. Write "The Happiness Box" on the box and distribute the chits among the students. Ask them to anonymously write down things that make them happy (e.g., people, activities, achievements,

experiences). Collect the chits in the “Happiness Box.” Read aloud to share various sources of happiness.

Exercise 07:

Russell mentions hobbies as one of the sources of happiness. Give three examples of different kinds of hobbies. An example of each kind is given.

Physical	Creative	Mental	Collecting	Occupational
Sports	Painting	reading	stamps	Gardening



Note for Teacher: Engage students in pair discussion to attempt this exercise in light of their understanding on the text. Ask them to share the same with the pair sitting next to them after they have completed it

UNIT 3.2

VOCABULARY AND GRAMMAR



A) GRAMMAR

Correct Use of Degrees of Adjective:

The adjective has three degrees: positive, comparative and superlative. You have learnt in the previous class the correct use of degrees of adjective. Followings are the correct uses of Adjectives.

Error	Incorrect Sentence	Correct Sentence
1) Use of Double comparatives and superlative	Virtue is more dearer to me than wealth.	Virtue is dearer to me than wealth.
2) Using two different degrees of adjectives for same person/thing	Hameed is the smartest and intelligent student of the class.	Hameed is the smartest and most intelligent student of the class.
3) Omission of Definite article 'the' before superlative degree	It is best book on the topic.	It is the best book on the topic.
4) Comparing a person/thing with himself/itself	Kashaf is smarter than eloquent.	Kashaf is more smart than eloquent.
5) Using words that are already comparative	For me, a book is more preferable than a cell phone.	For me, a book is preferable to a cell phone.
6) Words not meant to be compared	He is the most perfect hairdresser in the town.	He is the perfect hairdresser in the town.

7) Unequal comparison	My presentation is better than you.	My presentation is better than your presentation. or My presentation is better than yours.
8) Parallel and gradual increase/decrease	The higher you go, the cool it becomes. The weather is getting hot and hot every year.	The higher you go, the cooler it becomes. The weather is getting hotter and hotter every year.
9) Using wrong comparatives	Which is easier—Greek, Spanish or German?	Which is the easiest—Greek, Spanish or German?
10) Using wrong form	The oldest of the triplets is the activist one. His language is more good than mine.	The oldest of the triplets is the most active one. His language is better than mine.

Exercise 01:

Read the following paragraph carefully, spot the errors and rectify them by using the correct degrees of adjectives.

Most people know that Mount Everest is the high mountain in the world. However, there is another fact that many people don't know: it has become more dirtier than any other mountain in the world. Mount Everest is one of the tougher and very exciting mountains to climb on Earth. It is not the most coldest or the most windiest place on Earth, but it comes close! These challenges make it one of the attractive

mountains for serious climbers. Since 1952, over 3500 climbers have reached the top. Unfortunately, most of them have left equipment and trash on the mountain.



In fact, trash is now one of the bigger threats to the environment on Mount Everest. Local organizations have brought tons of trash down from the mountain. One of the interesting projects handed over more than a ton of tin cans, glass bottles, and old climbing tools to artists in Nepal. The artists used the trash to create works of art. Then, they sold the art to raise money for local charities. The less expensive work of art cost \$17, and the more expensive one cost \$2400.

(Adapted From National Geographic Learning)



Note for Teacher: Help student recall their learning on the Adjectives, definition, types, uses and degrees of adjectives from previous classes. Also guide students regarding the common mistakes made while writing or speaking in the use of degrees of adjectives.



B) Use of Conditional Sentences:

Conditional sentences are used to express hypothetical situations and their possible outcomes. You have already learnt that conditional sentences typically consist of two main parts: the "if" clause (also known as the conditional clause) and the main clause. The "if" clause introduces the condition, and the main clause provides the result or consequence of that condition. Look at the following table and comprehend it.

Conditional Type	Description	Example
Zero Conditional	To talk about general truths or facts	If you heat water to 100 degrees Celsius, it boils.
First Conditional	For possible events in the future with realistic chance	If she studies hard, she will pass the exam.
Second Conditional	For hypothetical or unlikely events	If I were a millionaire, I would buy a big house.
Third Conditional	For hypothetical events in the past	If they had arrived earlier, they would have caught the train.

Exercise 01:

Read the following paragraph and identify the conditional sentences in it.

If the weather remains sunny this weekend, we will go on a picnic by the lake. Last week we could not go because of weather. If it had not rained then, we would have gone. But now, everybody is excited. If the skies stay clear and the temperature is pleasant, we'll pack a delicious picnic basket and spend the day enjoying nature. However, if it starts raining or the weather turns unfavourable, we'll have to postpone our plans and find an indoor activity to do instead. But, if we are children, we would go and splash water in the streets.

Exercise 02:

Identify the conditional sentences in the paragraph and write its type.

Climate change is a pressing global issue that demands immediate attention and collective action. If we don't take action now, all the creatures on this earth will face grave consequences. Human activities, such as the burning of fossil fuels and deforestation, have led to an increase in greenhouse gases, trapping heat in the Earth's atmosphere. If the climate continues to warm, extreme weather events become more frequent and severe. If we ignored this issue, the polar ice caps would melt at an accelerated rate,

resulting in significant sea-level rise and the potential displacement of millions of people living in coastal areas. If we had taken earlier and more decisive action to curb greenhouse gas emissions, the impacts of climate change might have been less severe today. If individuals, industries, and governments had collaborated to combat climate change, we might have preserved more biodiversity and ecosystems. Unfortunately, the missed opportunities of the past make the current situation more challenging to address, but we must still act urgently to minimize further irreversible damage to the planet. If we address this urgent issue, we protect ecosystems, preserve biodiversity, and ensure a sustainable future for all.



Note for Teacher: Ask students to read the paragraph in groups and discuss what conditional type is used in it. Later, ask them to write the conditional type in the given spaces.



C) VOCABULARY

Use of Roots, Prefixes and Suffixes:

We have learnt previously to deduce the meaning of unfamiliar words using various contextual clues and using the dictionary in detail as well. The knowledge of affixes – prefixes and suffixes - with root/head words is useful to understand the meaning of unfamiliar words as well.

Prefixes:

Prefixes are affixes added to the beginning of a word, altering its meaning or creating a new word. By recognizing common prefixes, you can infer the general sense of unfamiliar words. Here are different type of prefixes:

Type	Description	Prefixes	Examples
Negative and pejorative prefixes	Opposite, negation or disapproval	contra- (against), mal- (bad), pseudo (false), dys (bad, hard)	contraband, malpractice, pseudoscience, dysfunctional
Dispositive and downgrading prefixes	Reverse, separate or remove	dis- de-, ,(away) se-, (separate) retro-, (back) ex-(out, previous)	discard, destabilize, secede, retrograde, exclude
Locative prefixes	Indicate location, direction or position	intra- (among), peri- (around), trans-(across), ad-(towards), super-(above), sub-(below), ante-(before), circum- (round)	intravenous, perimeter, transcontinental, advance, superficial, submerge, antechamber, circumference

Size and degree prefixes	Indicates size, intensity	sur (over, beyond), vice (in place of), arch (higher), micro-(small), macro-(big) hetero (different), homo (same)	surcharge, viceroy, archangel, microscope, macrocosm, heterogeneous, homonym
Numerical prefixes	Indicates number	poly (many), hemi (half), semi (half), omni-(all), ambi (both)	polychrome, semicircle, omnivorous, ambiguous

Suffixes:

Suffixes, mono or di syllabled group of letters, are used after the root word to change its meaning or function. Understanding common suffixes can provide clues about the word's purpose or context. Here are some common suffixes and their function.

Suffix	Description	Example
-ee, -eer, -er, -or	individual does something	referee, volunteer, preacher, distributor
-ion, -ent,	the action or process or result	Decision, agreement
-ity, -ness	the state or condition or condition	Equality, kindness
-able, -ible	Capable of being	predictable, credible
-al, -ary, -ic	Related to	theatrical, natural, budgetary, planetary, heroic, poetic

-ant	inclined to or tending to	vigilant, defiant, brilliant, reliant
-ful	full of	Joyful, grateful
-ious, -ous, -ive	having qualities of	gracious, cautious, creative, expensive
-less	without something	hopeless, faultless, fearless, restless
-en, -ize, -ise	To cause or to become	soften, fasten, lengthen, strengthen, memorialize, authorize
-ward	in a certain direction	backward, wayward, awkward, afterward
-wise	in relation to	clockwise, edgewise, lengthwise, otherwise

Roots:

Roots are the core or base of a word that carry the fundamental meaning of a word. By identifying familiar roots, you can make educated guesses about the meaning of unfamiliar words.

From the example words in the table below, it is easy to see how roots combine with prefixes to form new words.

Root with Meaning	Word with Root and Affixes	Meaning
Anthropo (human)	Philanthropy	Humanitarianism
Aud (To hear)	Inaudible	Unable to be heard
Bene (Good)	Unbeneficial	Not helpful
Dict (To say)	Prediction	Dictation, dictator

Ject (Throw)	Projection	An estimate or forecast of a future or throw an image on surface
Mit (to send)	Transmit	To pass on from one person or place to another
Phon (sound)	Symphony	Musical composition
Rupt (to break)	Disruption	disturbance
scrib/scrip (To write)	Prescribe	To suggest
Sent (To feel)	Resentment	Anger
Voc(voice)	Advocate	Support

Exercise 01:

Guess the meaning of the underlined word without looking at the dictionary.

- 1) In the modern era, women are not considered subordinate to men.
 - A. living together
 - B. living separately
 - C. lower in rank or position.
 - D. higher in rank or position.
- 2) In many western societies, polygamy is not accepted.
 - A. having many children
 - B. having more than one wives
 - C. getting married only in the name
 - D. getting married with a foreigner
- 3) Riaz is an ambidextrous person, but I am left-handed.
 - A. able to use both hands well
 - B. able to write by the left hand
 - C. able to eat with both hands
 - D. able to swim with one hand

- 4) Saleem has to use the circumlocution technique to communicate with Mr. Rashid.
- A. the use of many tools to help her
 - B. the use of technology to communicate
 - C. the use of many words to describe one idea
 - D. the use of symbols to represent the ideas
- 5) I always use the pseudonym when I write short stories.
- A. the false name
 - B. the real name
 - C. the name of other people
 - D. the name of a famous person

Exercise 02:

Read the passage. Deduce the meaning of underlined words using your knowledge of roots, prefixes and suffixes and contextual clues.

Much of Asia may see 50% more rainfall due to climate change, although countries like Pakistan and Afghanistan may experience a deterioration in rainfall by 20-50%, says a new report by the Asian Development Bank (ADB) and the Potsdam Institute for Climate Impact Research. The upsurge in rainfall is inevitably not an auspicious prediction either, because the Intergovernmental Panel on Climate Change has forecast fewer rainy days, but more intense rainfall on those days. This means more inundating, and less rainwater eventually percolating underground to recharge aquifers. And there will probably be more intense typhoons and cyclones as global temperatures go up, says the ADB report, called A Region at Risk: The Human Dimensions of Climate Change in Asia and the Pacific. Coastal and low-lying areas in Asia will be at an amplified risk of submerging. Nineteen of the 25 cities most exposed to a one-meter sea-level rise are in Asia, seven in the Philippines alone. Indonesia will be the country worst hit by coastal flooding, with approximately 5.9 million people affected every year until 2100. All

this will have unpleasant economic consequences. Global flood losses are expected to increase to USD 52 billion per year by 2050 from USD 6 billion in 2005. Climate change will also make food production in the region more difficult and production costs higher. In some countries of Southeast Asia, rice yields could decrease by up to 50% by 2100 if no adaptation efforts are made. Meanwhile, in Central Asia, almost all crop yields in Uzbekistan are projected to shrink by 20- 50% by 2050 even in a two-degree Celsius temperature surge scenario. Marine ecosystems, particularly in the Western Pacific, will be in grave jeopardy by 2100. All coral reef systems in the region will collapse due to mass coral bleaching if global warming proceeds as per the status quo.

Source: <https://dialogue.earth/en/climate/climate-change-pushing-asia-towards-doom/>

S. No.	Word	Meaning



Note for Teacher: Ask students to pick words having affixes and roots from the text that they have read.

UNIT 3.3

ORAL COMMUNICATION SKILL

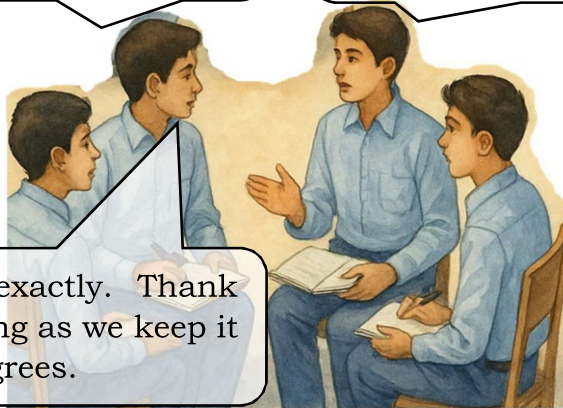
Exhibiting Appropriate Conventions of Interruption:

Interruption is used to add/ defend/ argue/ deny/ agree/ disagree on the point stated a moment earlier. Interruptions can be cooperative or competitive.

Sample for Cooperative and competitive Interruptions:

Ajay: It is very important that the temperature doesn't rise above 1.5 degrees so ...

Aslam: ...As is shown in the Special Report on Global Warming.



Ajay:...Yes, exactly. Thank you. So as long as we keep it below 1.5 degrees.

Hafsa: I don't know what to do. This has never happened to me before so I...



Kashaf: ...Yeah, it's happened to me though. Last year...

Cooperative Interruption	Competitive Interruption
<p>Aslam (the listener) interrupts Ajay (the speaker) in order to support his claim.</p>	<p>Hafsa (the speaker) is talking about an issue. Kashaf (the listener) doesn't let Hafsa finish her turn because she feels the urgent need to share a similar issue he has had and this disrupts the flow of the conversation by causing a competitive interruption. While competitive interruption may be avoided.</p>

Some Useful Polite Interruption Expressions:



- "Excuse me, may I add something?"
- "I'm sorry to interrupt, but I have a point to contribute."
- "Could I jump in here for a moment?"
- "Forgive me for interjecting, but I wanted to mention..."
- "If I may, I'd like to offer my perspective."
- "May I briefly share my thoughts on this?"
- "I don't mean to cut in, but I have something to contribute."
- "Pardon me, but I'd like to add to the discussion."
- "I hope it's okay if I share my viewpoint."
- "Before we move on, can I share a quick comment?"



Note for Teacher: Help students to differentiate between the cooperative and competitive interruptions. Ask them to use the above expressions before interrupting any speaker. The interruption is shown through (...) ellipses dots.

Exercise 01:

Work in pairs. Role-play the following dialogues on different situations to practice the interruption.



I'm planning a trip to Paris next month...



...Oh, I've been to Paris! The Eiffel Tower is amazing, but don't forget to visit the Louvre as well.



I think being successful makes one feel happy as...



..oh! I feel happy when I succeed in get good grades and higher marks in all subjects. So you are all right.



I believe education should focus more on vocational skills as well, such as...



...yaah! Like photography, interior decoration, jewelry making, catering and event management, E-commerce, and computer skills etc...



I think Bertrand Russell's idea of happiness is rooted in realism, rationality, and engagement with the world while....



...I know others believe happiness comes from detachment, virtue, or the denial of desire, right?

Exercise 02:

Work in pairs. Discuss the following topics. Prepare dialogues to role play on cooperative and competitive interruptions during the conversation and present before the class.

1. Self-Discipline is key to success.
2. Knowing one's potential is the beginning of change in you.



Note for Teacher: Divide the class into pairs to role-play on the above dialogues maintaining the tone, attitude and expressions properly. Instruct students to shift the role and practice the dialogue.

UNIT 3.4

WRITING SKILL

Effective Resume Writing:

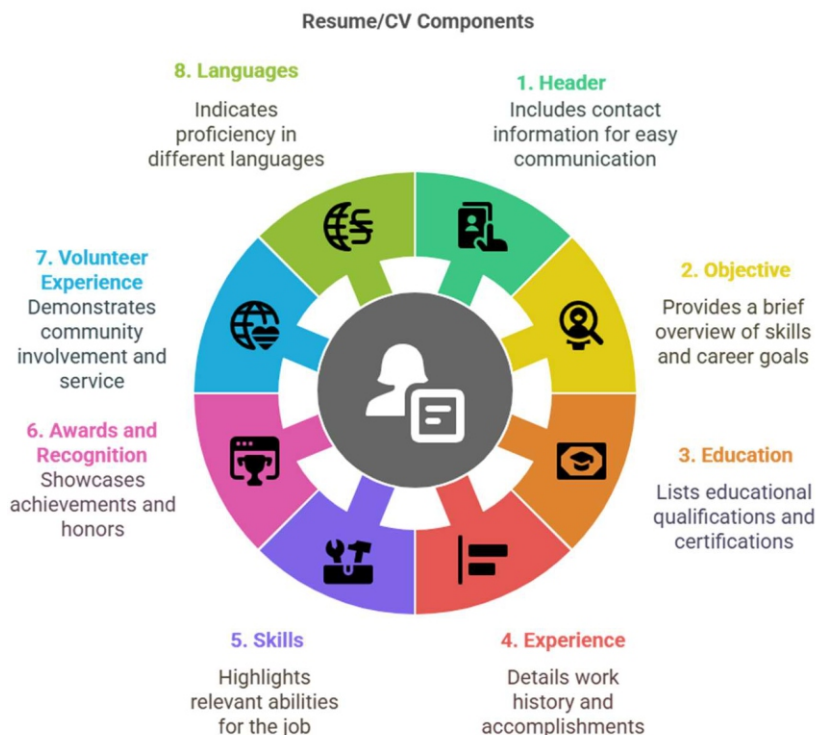
The Resume is a precise and brief depiction of a person's record for the purpose of a particular job/interview. There are three parts to a job application: Resume, Covering Letter, and the Application. This unit deals with writing an effective Resume for a particular job.

Tips for Effective Resume Writing



Structure of the Resume:

An affective resume contains the following components.



Understanding the Question and Sample of a Resume:

Sample Advertisement

A national School and College System is looking for young, talented, co-operative graduates for the post of IT Expert. The applicant should have 16 years qualification majoring Computer Science or Information Technology, have proficiency in IT Skills, have effective communication skills, and should be able to work under pressure.

Read the above advertisement and write down your Resume which includes:

- Aim/Objective to apply for this job;
- The relevant qualification required in advertisement;
- The relevant professional and communicative skills;

Sample Resume for the above Sample Question

Name

Title

Profile picture

Address


Contact

Resume'

MR. ABDUL MAJEED

Address: H.No#786, Str.# 05, Modern Town,
District Jamshoro, Sindh, Pakistan.

Contact: Cell# +92-03xx-xxxxxxx
Email: XYZ786@gmail.com



Aim/Objective

- To work in dynamic and co-operative environment:
- To improve the professional and interpersonal skills:
- To explore new areas of knowledge and experience:

EDUCATION

Degree/Qualification	Group	Name of Institute	Since	Up to
Matriculation	Science	BISE Hyderabad	2016	2017
Intermediate	Pre-Medical/ Engineering	BISE Hyderabad	2018	2019
Graduation	Computer Science and Information Technology	University of Sindh, Jamshoro	2020	2016

ACHIEVEMENTS:

- 1st Position Holder in BS program in Computer Science and Information Technology;
- 2nd Position holder in International Science Exhibition on Use of Computer and IT in innovative ways;
- Certified with the best performer in software development in the Internship program on Computer Science;
- Certified with the best IT expert award at Institute of Computer and Modern Software Development, Hyderabad;

EXPERIENCE

Name of Institute	Profession As	Total Time	Since	Up to
Institute of Computer and Modern Software Development, Hyderabad	IT Expert	2 years plus	03. 11. 2021	25 th 12, 2023
Oxford Public School, Jamshoro	Subject Specialist (Computer Science)	7 Months	09.11.2019	09 th May, 2020

PROFESSIONAL SKILLS

- Proficiency in MS Office files (MS Word, MS Powerpoint, and MS Excel)
- Skillful at Browsing and Downloading on Internet;
- Skillful at development of software applications and software;
- Efficient in hardware functions of systems;
- Impressive Communication Skills—Written and Oral
- Effective social interpersonal skills.

Exercise 01:

Read the following advertisements carefully and write your resume relevant to the post and requirements as mentioned in the advertisement.

1. A university is inviting applications for the post of Data Analyst at Quality Enhancement Cell. Young, self-motivated, and co-operative candidates having 16 year education in Statistics and minimum 2 year experience as Data Analyst in a public or private sector.
2. An International NGO working on the rehabilitation of the flood affected people is looking for a young, talented, and co-operative candidate for the post of Translator (from native to English language). The candidate should have graduation in English in first class, proficient in oral and written communication; expert in IT skills, should have effective interpersonal skills and should be able to work under pressure.
3. A reputable local Private Wholesale Company is looking for a Record Keeper to join our team at Hyderabad. The candidate must have minimum qualification of Intermediate (FA/FSc or equivalent), be proficient in mathematical calculations, must have strong verbal and written communication skills, must be able to maintain the official records accurately.



Note for Teacher: Guide students regarding various parts of the Resume/CV in relation with the same provided above. Also help students understand the components of the sample question by highlighting what are the requirements demanded in the advertisements as given in prompts. Also ask students to read the advertisements carefully and mentioned the skills relevant to it by using the strategies and following the structure of the resume given above.

Students will be able to**4.1. Reading and Thinking Skill**

- 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 appropriate intensive reading strategies (while-reading) to:
 - Make simple inferences using context of the text and prior knowledge.
 - Deduce meaning of new words/phrases from context.
- Respond orally and in writing to the text to:
 - Explore causes and consequences of a problem or an issue and propose various solutions.
 - Make predictions about storyline/content, characters, using contextual clues and prior knowledge.
- Interpret the story in relation with author's position and message.
- Read a text to make connections between characters, events, motives and causes of conflicts.
- Recognize the author's purpose and point of view and their effects on the texts.
- Comment on implied meaning, e.g. writer's viewpoint, relationships between different arguments.

4.2. Vocabulary and Grammar

- Illustrate use of adjective phrases and clauses appropriately and accurately.
- Construct simple, compound and complex sentences incorporating all previously learnt grammatical aspects for effective writing. (essays, assignments, letters and report writing).
- Use commonly used idiomatic & phrasal structures in their speech and writing.

4.3. Oral Communication Skill

- Support or modify one's opinions with reasons.

4.4. Writing Skill

- Comprehend various job advertisements to write in response, an effective job application, a resume' and **a covering letter:**

UNIT 4.1

READING COMPREHENSION



Pre-Reading:

Exercise 01:

Read and discuss the following quote.

1. "Discipline is the bridge between goals and accomplishments" by Harvey Mackay
2. "Self-discipline is the key to personal greatness."

"The difference between the successful and the unsuccessful is discipline." By Ed Mylett

READING TEXT *ICARUS AND DAEDALUS* BY JOSEPHINE PRESTON PEABODY

Among all those mortals who grew so wise that they learned the secrets of the gods, none was more cunning than Daedalus.



He once built, for King Minos of Crete, a wonderful Labyrinth of winding ways so cunningly tangled up and twisted around that, once inside, you could never find your way out again without a magic clue. But the king's favour veered with the wind, and one day he had his

master architect imprisoned in a tower. Daedalus managed to escape from his cell; but it seemed impossible to leave the island,



Note for Teacher: First, ask students to think about the title of the unit and predict what they are going to read through pre-reading exercise. Later, ask them to read the text in groups.

since every ship that came or went was well guarded by order of the king. At length, watching the sea-gulls in the air,--the only creatures that were sure of liberty,--he thought of a plan for himself and his young son Icarus, who was captive with him. Little by little, he gathered a store of feathers great and small. He fastened these together with thread, moulded



them in with wax, and so fashioned two great wings like those of a bird. When they were done, Daedalus fitted them to his own shoulders, and after one or two efforts, he found that by waving his arms he could winnow the air and cleave it, as a swimmer does the sea. He held himself aloft, wavered this way and that with the wind, and at last, like a great fledgling, he learned to fly.

Without delay, he fell to work on a pair of wings for the boy Icarus, and taught him carefully how to use them, bidding him beware of rash adventures among the stars.



"Remember," said the father, "never to fly very low or very high, for the fogs about the earth would weigh you down, but the blaze of the sun will surely melt your feathers apart if you go too near."

For Icarus, these cautions went in at one ear and out by the other. Who could remember to be careful when he was to fly for the first time? Are birds careful? Not they! And not an idea remained in the boy's head but the one joy of escape.

The day came, and the fair wind that was to set them free. The father bird put on his wings, and, while the light urged them to be gone, he waited to see that all was well with Icarus, for the two could not fly hand in hand. Up they rose, the boy after his father. The hateful ground of Crete sank beneath them; and the country folk, who caught a glimpse of them when they were high above the tree-tops, took it for a vision of the gods,--Apollo, perha ps, with Cupid after him.

At first there was a terror in the joy. The wide vacancy of the air dazed them,--a glance downward made their brains reel. But when a great wind filled their wings, and Icarus felt himself sustained, like a halcyon-bird in the hollow of a wave, like a child uplifted by his mother, he forgot everything in the world but joy. He forgot Crete and the other islands that he had passed over: he saw but vaguely that winged thing in the distance before him that was his father Daedalus. He longed for one draught of flight to quench the thirst of his captivity: he stretched out his arms to the sky and made towards the highest heavens.



Alas for him! Warmer and warmer grew the air. Those arms, that had seemed to uphold him, relaxed. His wings wavered, drooped. He fluttered his young hands vainly,--he was falling,--and in that terror he remembered. The heat of the sun had melted the wax from his wings; the feathers were falling, one by one, like snowflakes; and there was none to help.

He fell like a leaf tossed down the wind, down, down, with one cry that overtook Daedalus far away. When he returned, and sought

high and low for the poor boy, he saw nothing but the bird-like feathers afloat on the water, and he knew that Icarus was drowned.

The nearest island he named Icaria, in memory of the child; but he, in heavy grief, went to the temple of Apollo in Sicily, and there hung up his wings as an offering. Never again did he attempt to fly.

**While Reading:****Exercise 02:**

Work in pairs. Write the contextual meaning of the following words.

Word	Contextual Meaning
winnow	
cleave	
fledgling	
cunning	
draught	

Exercise 03:

Read the following statements and choose the correct option.

1. The story challenges human limitations by implying _____
 - A. humans should defy nature
 - B. knowledge is dangerous
 - C. overconfidence leads to destruction
 - D. learning makes humans divine

2. _____inspired Daedalus to escape.
 - A. Dreams of flight
 - B. Watching seagulls
 - C. A vision from gods
 - D. A magical clue
3. Daedalus warned Icarus from _____.
 - A. fear of drowning
 - B. sun's heat danger
 - C. minos' revenge plan
 - D. wings might break
4. In the story, Icarus symbolizes _____.
 - A. wisdom and caution
 - B. youthful recklessness
 - C. divine punishment
 - D. human ambition
5. How does Daedalus feel after Icarus' fall?
 - A. Vengeful and furious
 - B. Proud but sad
 - C. Grief-stricken and regretful
 - D. Fearful of Minos
6. The flight of Daedalus and Icarus is symbolic because it _____.
 - A. represents human desires
 - B. shows gods' kindness
 - C. means defying nature
 - D. warns about risks
7. What ultimately caused Icarus' fall?
 - A. Wind's strong force
 - B. Sun's extreme heat
 - C. Weak feather glue
 - D. Daedalus' miscalculation

Exercise 04:

Answer the following questions after reading the text.

1. How does the story reflect the dangers of unchecked ambition?
2. Compare and contrast Daedalus and Icarus.
3. What is the significance of Daedalus dedicating his wings to Apollo after Icarus' fall?
4. What moral lessons can be drawn from the story? Provide examples from the text to justify each lesson.
5. Did Daedalus foresee Icarus' fall when he warned him about flying too high or too low? Justify your response with evidence from the text.

**Post Reading:****Exercise 05:**

Work in a pair. Analyse the statements given below and write 'true' or 'false' before each.

S#	Statements	True/False
1.	Daedalus built the Labyrinth for King Minos.	
2.	Daedalus and Icarus escaped Crete using a boat.	
3.	Icarus followed his father's advice carefully while flying.	
4.	The wax in Icarus' wings melted because he flew too close to the sun.	
5.	Daedalus named a nearby island after his son, Icarus.	
6.	Icarus' fall was caused by strong winds pushing him down.	

7.	After Icarus' fall, Daedalus continued to experiment with flying.	
8.	Daedalus made an offering to Apollo after his escape.	

Exercise 06:

Work in pairs. Read the statement of Column “A” and write the cause/reason in column “B”. First one is done as an example.

S#	Column A	Column B
1.	Daedalus built the Labyrinth.	because King Minos ordered him.
2.	Daedalus created wings for himself and Icarus.	because
3.	Daedalus warned Icarus not to fly too high or too low.	because
4.	Icarus ignored his father's warning.	because
5.	The wax in Icarus' wings melted.	because
6.	Icarus fell into the sea and drowned.	because
7.	Daedalus named an island Icaria.	because

UNIT 4.2

VOCABULARY AND GRAMMAR

A) GRAMMAR

Adjective Phrase and Clause:

Adjective phrases and clauses perform same functions that an adjective performs as a word: to modify, describe, define, illustrate and provide the additional information about noun or pronoun. Let's discuss the adjective phrases and clauses and learn their usages.

	Description	Examples
Adjective Phrase	a group of words that are put together in order to qualify the noun or pronoun	1. The <i>girl</i> <u>with curly hair</u> won the talent show. 2. We spotted a <i>car</i> <u>parked in the no-parking zone</u> . 3. She wore a <i>dress</i> <u>made of silk</u> . 4. I saw a <i>man</i> <u>with a long beard</u> walking down the street.

Note: Adjective phrase usually doesn't contain a verb.

Adjective Clause	It is a group of words with its own subject and verb that functions as an adjective and provides additional information about a noun or pronoun in a sentence	1. The <i>car</i> <u>that is parked in the driveway</u> belongs to my neighbor. 2. The <i>student</i> <u>who won the scholarship</u> studied diligently. 3. This is the <i>book</i> <u>that I was talking about</u> . 4. The <i>house</i> <u>where I grew up</u> is now a museum. 5. The <i>reason</i> <u>why she resigned from her job</u> remains a mystery.
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Note: Adjective clauses are usually relative clauses i.e. they usually begin with a relative pronoun (e.g., who, whom, whose, which, that) or a relative adverb (e.g., where, when, why).

An adjective clause can also be changed into an adjective phrase by omitting the subject pronoun and by omitting or changing the verb into participle as given in the following example.

Adjective Clause - The books that were borrowed from library must be returned.

Adjective Phrase - The books borrowed from library must be returned.

Adjective Clause - The girl who is leading the parade is my best friend.

Adjective Phrase - The girl leading the parade is my best friend.

Adjective Clause - Something that smells bad may be rotten.

Adjective Phrase - Something smelling bad may be rotten.

Exercise 01:

Identify the underlined group of words. Write AP for adjective phrase and AC for adjective clause against each.

1. A man without an enemy is a man with few friends. _____
2. In a low voice he told the tale of his cruel wrong. _____
3. Gardens with cool shady trees surround the village. _____
4. The story book which I bought last week is very interesting.
_____.

Exercise 02:

Identify and underline adjective phrase or adjective clause in these sentences. Write AP and AC for against each.

1. We visited many villages without any inhabitants. _____
2. Eco-friendly cars, which primarily run on electricity, help the environment. _____
3. English, which is my favourite subject, has a lot of good stories.

4. Grandpa remembers the old days when there was no television.

Exercise 03:

Join two sentences in the column 'A' using an adjective phrase or clause and write in Column 'B'. First one is done for you.

Sentences (Column A)	Use of Phrases/Clauses (Column B)
1. He was sitting in the emergency room. 2. It was very crowded.	He was sitting in the emergency room where it was very crowded.
1. A nurse was nearby. 2. He called to her.	
1. The nurse took one look at the man and knew he needed a doctor. 2. His colour was not good.	
1. Just then, a doctor walked by and noticed that the man had passed out. 2. His finger was still in the machine.	
1. She connected the man's finger to a machine and left him for a minute while she checked another patient. 2. The machine checked his blood oxygen levels.	
1. The doctor took the man's pulse and temperature and determined that the man likely had COVID and needed a ventilator.	



Note for Teacher: Guide students what's the difference between a phrase and a clause. Also help students how the adjectives used in both can modify the noun preceding it. Ensure the students recall all the learnt knowledge about the adjective and its degrees.

2. It could help him breathe.	
1. The doctor gave the man an injection.	
2. It made him go to sleep.	

Exercise 04:

Read the sentences given below carefully and change the adjective clauses into adjective phrase. One sample is done for you.

1. The man, who is sitting next to you, is my cousin.
The man sitting next to you is my cousin.
2. Hamlet, which was written by William Shakespeare, is the most famous English play.
3. The Golden Gate Bridge, which was finished in 1937, is one of the most famous in the world.
4. Farah, who is my eldest sister, works for a multi-national company.
5. The dictionary that is lying on the table is mine.



B) SIMPLE, COMPOUND AND COMPLEX SENTENCES

Construct simple, compound and complex sentences:

You have already learnt about the simple, compound and complex sentence structures in previous class.

1. A simple sentence is a single independent clause;
2. A compound sentence consists of two or more independent clauses joined by coordinating conjunctions; and
3. A complex sentence contains one independent clause and at least one dependent clause introduced by subordinating conjunctions.

Changing Simple Sentences into Compound Sentences:

a) Combining Simple Sentences:

Simple Sentences are combined to make compound sentences by using following methods:

1. Coordinating Conjunctions	and, but, or, so
2. Conjunctive Adverbs	however, therefore, meanwhile, moreover, nevertheless
3. Semicolon (;)	Used without a conjunction or adverb (e.g., "He was late; the meeting began.")
4. Transitional Expressions	in addition, on the other hand, as a result, furthermore, consequently

For example:

Simple Sentences	Compound Sentence
Ahmed worked. Aslam rested.	Ahmed worked but Aslam rested.
She loves reading books. She enjoys watching movies.	She loves reading books; moreover, she enjoys watching movies.
She cooked dinner. He set the table.	She cooked dinner; he set the table.

The weather was rainy.
We decided to go for a picnic.

The weather was rainy;
therefore, we decided to go
for a picnic.

b) Expanding simple sentence:

Simple sentence can be converted into compound sentence by expanding participle phrase or by expanding any other word or phrase into a clause followed by a conjunction and the main clause. For example:

Simple Sentences	Compound Sentence
Being ill, he didn't attend the party.	He was ill and didn't attend the party.
Besides being intelligent, she is creative.	She is not only intelligent but she is also creative.
In spite of his illness he attended the class.	He was ill, but he attended the classes.
He must run fast to catch the train.	He must run fast or he will not catch the train.

Changing Compound Sentences into Complex Sentences:

1. Using Subordinating Conjunctions or relative pronoun:

One way to transform a compound sentence into a complex sentence is by introducing a subordinating or relative pronoun conjunction and creating a dependent clause. For example:

Compound Sentence	Complex Sentence
She had studied hard for the exam, and she felt confident.	Because she studied hard for the exam, she felt confident.
The book was interesting, and I couldn't put it down.	The book that I couldn't put down was interesting.

2. Using Adverbial or Conditional Clauses:

To change a compound sentence into a complex sentence, adverbial or conditional clauses is used.

- a. Adverbial clauses modify the main clause and provide additional information about time, place, manner, condition, reason, etc.
- b. Conditional clauses express a condition that must be met for the main clause to occur.

For example:

Compound Sentence	Complex Sentence
She had finished her work, and she left the office.	After finishing her work, she left the office.
He woke up early, and he caught the first bus.	Since he woke up early, he caught the first bus.

Changing Compound Complex Sentences into Simple Sentence:

Compound and complex sentences can be changed into simple sentence by reducing clause into a phrase or word. For example:

Compound/Complex Sentence	Simple Sentence
He got up and walked away.	Getting up, he walked away.
the boys who are well behaved respect their teachers	Well-behaved boys respect their teachers.

Exercise 01:

Change the following simple sentences into compound sentences by using appropriate coordinating conjunctions.

1. Following the trail, we reached our destination.

2. Being sick, I went to the doctor.

3. In spite of the rain, the children went out to play.

4. Despite the train being late, Areesha waited for the train.

5. I was too tired to do any more work.
-

Exercise 02:

Change these compound sentences into complex sentences.

1. I finished my homework and went out to play with my friends.

2. It was very cold, so I wore a sweater.

3. You must practice well, or you will not be able to perform well.

4. Shabeena was very ill, therefore she had to take her to the hospital.

5. You must follow the traffic rules or you will be fined.

Exercise 03:

Change the following sentences as directed.

1. If you don't leave now, you will get caught in the rain. (Change into a simple sentence)
2. Though we were not sure if we could finish it, we volunteered to help them. (Change into a compound sentence)
3. Not only did Latif work on his assignment but also helped me finish mine. (Change into a compound sentence)
4. Naseem was a nurse and so her job was to take care of her patients. (Change into a simple sentence)
5. I looked for Danish everywhere but I could not find him. (Change into a complex sentence)



Note for Teacher: Ensure students recall the rules of simple, compound, and complex sentences learnt in previous class. Help students recognize the above sentences in the texts of reading comprehension as well. Ask students to identify various types of sentences in the text that they have read in the unit.



C) USE OF IDIOMATIC EXPRESSIONS

Use of Idioms:

Idioms are group of words, phrases or expressions used to convey ideas, emotions, or concepts in a concise and often vivid manner with figurative meaning differing from their literal interpretation. Idiomatic structures play a significant role in both speech and writing, as they add depth, colour, and naturalness to language.



Here are some common idiomatic expressions and their meaning that you can use in your writing and speech.

S#	Idiomatic Expression	Meaning
1	ball is in his court	someone's turn to take action or make a decision
2	a chip on someone's shoulder	someone is harbouring a grudge
3	Bite the bullet	To face a difficult or unpleasant situation with courage

4	Spill the beans	To reveal a secret
5	The best of both worlds	enjoy two different opportunities at the same time
6	Once in a blue moon	an event that happens infrequently
7	To cost an arm and a leg	something is very expensive
8	Butterflies in my stomach	Feeling nervous or anxious
9	A short fuse	quick and easily triggered temper
10	Crying wolf	repeatedly giving false alarms or warnings
11	Fish out of water	feels uncomfortable or out of place in a particular situation or environment
12	Go the extra mile	To put in extra effort
13	Tip of the iceberg	a small, visible part of a much larger problem
14	Straight from the horse's mouth	information or news directly from a reliable or authoritative source

Exercise 01:

Read the following paragraph and match the idioms with their contextual meaning in the following table.

Here are some thoughts on how to live a reasonably balanced life. These aren't any great insights, just everyday thoughts on how to be satisfied and relatively happy despite the *curves* that life throws us



Note for Teacher: Guide students what's the difference between a phrase and a clause. Also help students how the adjectives used in both can modify the noun preceding it. Ensure the students recall all the learnt knowledge about the adjective and its degrees.

at times. First and foremost, it's important to find people that you like. That means finding someone who won't make you *feel put upon*. It's also a good idea to find people who aren't going to *push your buttons* too much. Friends will *kid around*, but good friends will *hit a happy medium* between joking and respecting each other.

In these modern times, we all enjoy having the latest, greatest products such as smart phones and stylish clothing. Just remember that *all that glitters is not gold*. It is helpful to always keep the presence of mind about you when shopping. Rather than *fall into the trap* of using your money too much, wait a day or two. Try this trick the next time *your heart skips a beat* because some beautiful piece of technology calls to you from the shop window. Once you've *got this technique under your belt*, you'd be surprised how much you will save.

Finally, when things do go wrong be careful and take it slowly. Take a few deep breaths, regain your composure, and then act. Unfortunately, we all *get the short end of the stick at times*. When this happens, know that life doesn't turn on a dime. Ups and downs are all part of the puzzle that is life. Taking this approach will make problems *run like water off a duck's back*. You'll need to straighten things out from time to time, but you'll know it's not the end of the world. Of course, it's also a good idea to cross bridges when you come to them rather than worry too much about everything that could go wrong in life!

(<https://www.thoughtco.com/common-english-idioms-3211646>)

Idiom	Meaning
all that glitters is not gold	experience something
fall into the trap	to suffer the bad effects of a situation
feel put upon	be surprised by something
get something under one's belt	not everything that looks good is valuable

get the short end of the stick	make a mistake on someone else's bidding
have the heart skip a beat	feel force of some else's pressure
hit a happy medium	do something that surprises someone
kid around	to do or say something just to make someone angry or upset
push someone's buttons	not bother or affect someone
run like water off a duck's back	have fun
throw someone a curve ball	find balance between extremes

Exercise 02:

Practice the following conversation between two friends. Underline the idioms, write their meanings and use in your own sentences.



Hey, Waseem! Have you thought about what you want to do after graduation?

Yeah Javed! I've been considering different options. I don't want to jump out of the frying pan into the fire, though.



I understand. It's important to choose a career path that suits you. Have you had any interviews yet?

Not yet, but I'm keeping my fingers crossed for a few job applications I've submitted.





That's great! Remember, the early bird catches the worm, so staying proactive is key.

Absolutely. I don't want to miss any opportunities. By the way, did you hear about that new startup company?



Yes, I did! It's supposed to be a game-changer. I hope they don't throw in the towel too soon.

Yeah, startups can be unpredictable. But sometimes you have to take a leap of faith and give it a shot.



True. And if it doesn't work out, you can always go back to the drawing board and explore other options.

That's a good point. I don't want to put all my eggs in one basket.



That's the spirit! Stay focused and keep your eye on the prize. I'm rooting for you!

Thanks, buddy! Your support means a lot to me. Together, we'll reach for the stars!



Idioms	Meaning	Usage



Note for Teacher: Divide the class into pairs and ask them to practice the conversation between two friends. Ask them to underline the idioms, discuss their meaning, and write them in the table along with use in their own sentences.

UNIT 4.3 ORAL COMMUNICATION

Supporting and Modifying Opinions with Reasons:

Supporting and modifying one's opinions as per changes in situations promotes intellectual growth and respectful engagement in diverse discussions. Following are commonly used phrases to support and modify one's opinions.

5. Change/Modify Opinions:

Adjust views based on new insights

- I used to think that, but now I believe...
- After considering your point, I realize...
- I see things differently now because...
- I hadn't thought of that before.
- That's a good point; I may need to reconsider.

1. Support an Opinion

Present reasons and evidence

- The reason I think this is...
- This is because...
- For example...
- One strong argument is...
- Studies/research suggest that...

4. Disagree politely

Offer alternative views respectfully

- I see things differently because...
- I respect your opinion, but...
- I understand your point, yet I feel...
- That's an interesting perspective, but...
- I'm not sure I agree with that because...

2. Agree with an opinion

Express full agreement

- I completely agree with...
- That's a great point!
- You're absolutely right.
- I couldn't agree more.
- That makes sense to me.

3. Agree Partially:

Acknowledge some points

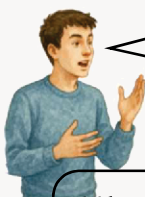
- I see your point, but...
- That's true to some extent, however...
- I agree with you in part, but...
- You may be right, yet...
- While I understand your view, I think...



Note for Teacher: Ask students to use these expressions during the conversation to make it more productive, profitable and healthy to learn new things.

Exercise 01:

Practice the following dialogues and understand the use of phrases.



I believe online learning is better than traditional classrooms. **The reason I think this** is that it allows students to learn at their own pace.

That's a great point! Flexibility is a big advantage. **I see your point**, but don't you think students miss out on classroom interactions?



That's true to some extent, however, online discussions can also be interactive. **For example**, video calls and chat forums allow students to engage with their teachers and peers.

I completely agree with that! Technology has made it easier to communicate. **I respect your opinion**, but I feel that face-to-face interactions help develop social skills better.

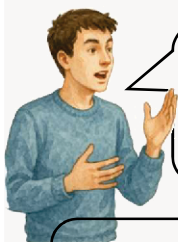


I understand your point, yet I feel that students who are shy might find it easier to participate online.

You may be right, yet some students might struggle without in-person support from teachers.



Note for Teacher: Divide the class into pairs and ask them to practice the above dialogue. Each pair has to discuss maintaining the natural tone of delivery of dialogue, expressions, tone, and pronunciation while practicing.



I used to think that, but now I believe a combination of both—online and classroom learning—might be the best option.



That's a good point; I may need to reconsider. A blended approach could offer both flexibility and social interaction!

Exercise 01:

Discuss in groups of four or five students the following topics. Present your arguments, support them with reasons.

1. Mobile phones should be allowed in the classroom.
2. Homework should be abolished in college.
3. Extracurricular activities should be given equal importance to academics in schools.




Note for Teacher: Remind students to listen actively and consider each other's viewpoints without interrupting. Encourage quieter students to participate to ensure everyone shares their perspective.

UNIT 4.4

WRITING SKILL

Covering or Cover Letter:

A covering or cover letter is a short letter that an applicant sends with her/his CV or job application. It introduces the applicant, explains why she/he is interested in the job, and highlights her/her most relevant skills and experience. Following is the structure of a covering letter.

Components of Cover Letter	Description	Example
 Contact Information	Applicant's details for easy communication: Name, House Address, Cell#, E-mail,	Abdul Majeed, H.No#786, St#05, Modern Town, Dist: Jamshoro, Sindh, Cell# +92-300-xxxxxx-x; E-mail: XYZ786@gmail.com
 Date	Date when the letter was written	10th October, 2023
 Employer Information	Recipient's details for addressing the letter	Manager, HR Branch, National Schools and Colleges System, Qasimabad, Hyderabad
 Greeting	Formal salutation to the recipient	Dear Manager
 Opening Paragraph	Introduction of the applicant and purpose	Applying for post of IT Expert
 Middle Paragraph	Skills, experience, and education	IT related degrees, services and experience
 Closing Paragraph	Gratitude and reference to CV	Thank you, CV attached, further discussion
 Sign Off	Formal closing and signature	Yours sincerely,

Sample of Covering Letter:

Following is the sample of the covering letter on the same question on which the resume was developed in the previous unit.

Name	ABDUL MAJEED
Address and Contact	<div style="display: flex; justify-content: space-between;"> <div> Address: H.No#786, St#05, Modern Town, District Jamshoro Sindh. Pakistan. Post Code: 76090. </div> <div> Contact: E-Mail: XYZ786@gmail.com Cell# +92-3xx-xxxxxxx </div> </div>
Date	10 th October, 2026.
Receiver's name and address	Manager, Hr, Branch, National Schools and College System, 33 Street, London, Town, Qasimabad, Hyderabad, 71500.
Greetings	Dear Manager,
Opening Paragraph	As per the requirements mentioned in the advertisement in a local newspaper dated 25 th September, 2026 for the post of IT Expert in your firm, I am glad to share that my qualification, skills, and experience are an excellent match with the same.
Middle Paragraph	With extensive experience in managing Computer Science and IT-related projects, programs, and teaching, I bring valuable expertise to the National Schools and College System. My background includes formal training, workshops, internships, and achievements that align well with the role. As an IT expert, I possess strong technical skills, effective written and verbal communication, and a cooperative, adaptable nature under pressure. I consistently identify creative, practical solutions that save time and resources. Known for my team spirit and coordination, I maintain a positive, collaborative attitude with staff and stakeholders alike.
Closing Paragraph	In a nutshell, I am committed to meeting challenges and completing the assigned projects with full satisfaction to the firm. I would like to explore how I can deliver this value to your firm. I am looking forward to hearing from you to be invited for the interview at your convenience. My resume/CV is annexed herewith.
Signature off	Your Sincerely, Abdul Majeed

Exercise 01:

Read the following advertisements carefully and write your covering letter relevant to the post and requirements as mentioned in the advertisement.

1. A university is inviting applications for the post of Data Analyst at Quality Enhancement Cell. Young, self-motivated, and co-operative candidates having 16 year education in Statistics and minimum 2 year experience as Data Analyst in a public or private sector.
2. An International NGO working on the rehabilitation of the flood affected people is looking for a young, talented, and co-operative candidate for the post of Translator (from native to English language). The candidate should have graduation in English in first class, proficient in oral and written communication; expert in IT skills, should have effective interpersonal skills and should be able to work under pressure.
3. A reputable local Private Wholesale Company is looking for a Record Keeper to join our team at Hyderabad. The candidate must have minimum qualification of Intermediate (FA/FSc or equivalent), be proficient in mathematical calculations, must have strong verbal and written communication skills, and must be able to maintain the official records accurately.



Note for Teacher: Explain to them that the job application is a type of formal letter that contains three parts, an application, a resume and a covering letter. Help them to develop the covering letter in relevance with the resume that they have learnt in previous unit on the same advertisement.

Students will be able to**5.1. Reading and Thinking Skill**

- 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 appropriate intensive reading strategies (while-reading) to:
 - distinguish between what is clearly stated and what is implied.
 - deduce meaning of new words/phrases from context.
- 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.
- Interpret the story in relation with author's position and message.
- Read a text to make connections between characters, events, motives and causes of conflicts.
- Recognize the author's purpose and point of view and their effects on the texts.
- Comment on implied meaning, e.g. writer's viewpoint, relationships between different arguments.

5.2. Vocabulary and Grammar

1. Use adverbial phrases/clauses appropriately and accurately.
2. Analyse how voice is used (active or passive) in various text types.
3. Use contemporary Idioms in context orally and in written. (Grammar)

5.3. Oral Communication Skill

- Prepare an individual presentation based on the following guidelines.
- Deliver a presentation based on the following guidelines.

5.4. Writing Skill

- Write a formal email using the correct convention, style of expression and tone.

UNIT 5.1

READING AND THINKING SKILL



Pre-Reading:

Exercise 01:

Answer the following questions:

1. What do you think the title *How Much Land Does a Man Need?* suggests?
2. Based on the title, what do you predict might be the main conflict in the story?
3. Think about stories or fables you've heard where characters desire for more and more of something. Share with your classmates the moral you learn from them.

READING TEXT

**HOW MUCH LAND DOES A MAN NEED?
BY LEO TOLSTOY**

There once was a peasant named Pahom who worked hard and honestly for his family. He had worked harder and managed to buy land of forty acres. But he was not satisfied with it. He found his crops, grass, and the land not much different than any other landowners'.

Then one day Pahom heard from a man passing by his house about the land beyond the Volga. The man went on to say that much land was for sale there and the land was so good. He said that the rye sown on it grew as high as a horse and so thick that five cuts of a sickle made a sheaf. So, Pahom sold his land, homestead and cattle; all at a profit and moved his family to the new settlement. He bought plenty of arable land and pasture and could keep as many head of cattle as he liked.



Note for Teacher: Ask students to read the title of the text, '**How Much Land Does a Man Need?**' and predict what they think the story might be about. Encourage them to share the experiences similar to the predicted ideas from the text title with other class fellows.

At first, Pahom was pleased with it all, but when he got used to it, he began to think that even here he was not satisfied. He wanted to sow more wheat, but had not enough land of his own for the purpose, so he rented extra land for three years. He might have gone on living comfortably, but he grew tired of having to rent other people's land every year.



Then one day a passing land dealer said he was just returning from the land of Bashkirs where he had bought thirteen thousand acres of land, all for only one thousand rubbles.

"All one need do is to make friends with the chiefs," he said. "I gave away about one hundred rubbles' worth of dressing gowns and carpets, besides a case of tea, and other precious gifts, and I got the land for less than two pence an acre."

"There now," thought Pahom, "out there I can get more than ten times as much land as I have now. I must try it." So, Pahom left his family to look after the homestead and started on the journey taking his servant with him. They stopped at a town on their way, and bought dressing gowns and carpets, a case of tea, and other presents as the tradesman had advised him. After traveling for more than three hundred miles, they came to a place where the Bashkirs had pitched their tents.

As soon as they saw Pahom, they came out of their tents and gathered around their visitor. They gave him tea and had him served



with mutton to eat. Pahom took presents out of his cart and distributed them and told them he had come about some land. The Bashkirs seemed very glad and told him he must

talk to their chief about it.

The chief listened for a while and said, "Well, let it be so. Choose whatever piece of land you like. We have plenty of it...Our price is always the same: one thousand rubbles a day." Pahom did not understand. "A day? What measure is that? How many acres would that be?"

"We do not know how to reckon it out," said the chief. "We sell it by the day, as much as you can go round on your feet in a day is yours and the price is one thousand rubbles a day." Pahom was surprised.

"But in a day, you can get round a large tract of land," he said. The chief laughed. "It will all be yours!" said he. "There is one condition. If you don't return on the same day to the spot whence you started, your money is lost."

"But how am I to mark the way that I have gone?"

"Why, we shall go to any spot you like, and stay there. You must start from that spot and make your round, taking a spade with you. Wherever you think necessary, make a mark. At every turning, dig a hole and pile up the turf, then afterward we will go round with a plough from hole to hole. You may make as large a circuit as you please, but before the sun sets you must return to the place you

started from. All the land you cover will be yours." Pahom was delighted.

It was decided to start early next morning. Bashkirs gave Pahom a featherbed to sleep on and they dispersed for the night promising to assemble the next morning at daybreak. Pahom lay on the featherbed, but could not sleep. He kept thinking about the land until he saw through the open door that the dawn was breaking. "It's time to go to the steppe to measure the land," he said. The Bashkirs assembled and the chief came too. Pahom took a spade with him. When they reached the steppe, the morning red was beginning to kindle. They ascended a hillock and, dismounting from their carts and their horses, gathered in one spot. The chief came up to Pahom and stretched out his arm toward the plain.

"See," said he, "all this, as far as your eye can reach, is ours. You may have any part of it you like." Pahom's eyes glistened. It was all fertile soil, as flat as hand's palm and in the hollows different kinds of grasses grew breast high.

The chief took off his fox fur cap, placed it on the ground and said, "This will be the mark. Start from here and return here again before the sunset. All the land you go round shall be yours."

Pahom took out his money and put it on the cap. Then he took off his outer coat, remaining in his sleeveless undercoat. He unfastened his girdle and tied it tight below his stomach, put a little bag of bread into the breast of his coat and tying a flask of water to his girdle, he drew up the tops of his boots, took the spade from his man, and stood ready to start. He considered for some moments which way he had better go—it was tempting everywhere. "No matter," he concluded, "I will go toward the rising sun."

He turned his face to the east, stretched himself, and waited for the sun to appear above the rim. "I must lose no time," he thought, "and it is easier walking while it is still cool." The sun's rays had hardly

flashed above the horizon, before Pahom, carrying the spade over his shoulder, went down into the steppe.

Pahom started walking neither slowly nor quickly. After having gone a thousand yards he stopped, dug a hole and placed pieces of turf one on another to make it more visible. Then he went on; and now that he had walked off his stiffness, he quickened his pace. After a while he dug another hole. Pahom looked back. The hillock could be distinctly seen in the sunlight, with the people on it, and the glittering tires of the cart wheels. At a rough guess Pahom concluded that he had walked three miles. It was growing warmer; he took off his undercoat, flung it across his shoulder, and went on again. It had grown quite warm now; he looked at the sun, it was time to think of breakfast.

"The first shift is done, but there are four in a day, and it is too soon yet to turn. But I will just take off my boots," said he to himself. He sat down, took off his boots, stuck them into his girdle, and went on. It was easy walking now. "I will go on for another three miles," thought he, "and then turn to the left. This spot is so fine, that it would be a pity to lose it. The further one goes, the better the land seems."

He went straight on for a while, and when he looked round, the hillock was scarcely visible and the people on it looked like black ants, and he could just see something glistening there in the sun.

"Ah," thought Pahom, "I have gone far enough in this direction, it is time to turn. Besides I am in a regular sweat, and very thirsty." He stopped, dug a large hole, and heaped up pieces of turf. Next, he untied his flask, had a drink, and then turned sharply to the left. He went on and on; the grass was high and it was very hot. Pahom began to grow tired. He looked at the sun and saw that it was noon.

"Well," he thought, "I must have a rest."

He sat down and ate some bread and drank some water, but he did not lie down thinking that if he did, he might fall asleep. After sitting a little while, he went on again. At first, he walked easily: the food had strengthened him, but it had become terribly hot and he felt sleepy and exhausted. Still, he went on thinking, "An hour to suffer, a lifetime to live."

He went a long way in this direction also, and was about to turn to the left again when he perceived a damp hollow. "It would be a pity to leave that out," he thought. "Flax would grow well there." So, he went on past the damp hollow and dug a hole on the other side of it before he turned the corner. Pahom looked toward the hillock. The heat made the air hazy. It seemed to be quivering and through the haze the people on the hillock could scarcely be seen.

"Ah!" thought Pahom, "I have made the sides too long. I must make this one shorter." And he went along the third side, stepping faster. He looked at the sun. It was nearly halfway to the horizon and he had not yet done two miles of the third side of the square. He was still ten miles from the goal. "No," he thought, "though it will make my land lopsided, I must hurry back in a straight line now. I might go too far and as it is I have a great deal of land."

So, Pahom hurriedly dug a hole and turned straight toward the hillock. Pahom was walking with difficulty now. He was done up with the heat, his bare feet were cut and bruised and his legs began to



fail. He longed to rest, but it was impossible if he meant to get back before sunset. The sun waits for no man and it was sinking lower and lower.

"Oh dear," he thought, "if only I have not blundered trying for too much! What if I

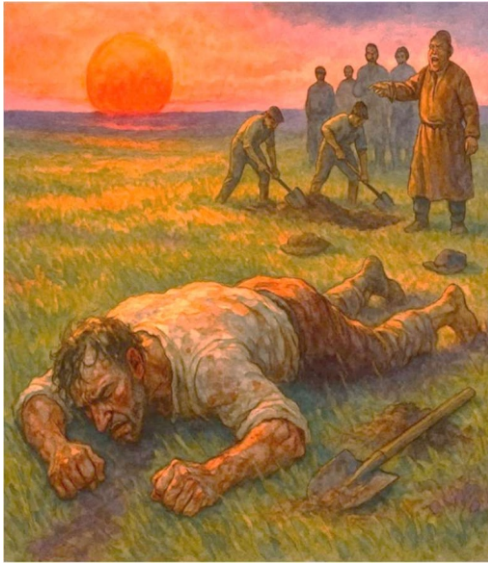
am too late?" He looked toward the hillock and at the sun. He was still far from his goal and the sun was already near the rim. Pahom walked on and on. It was very hard walking, but he went quicker and quicker. He pressed on, but was still far from the place. He began running, threw away his coat, his boots, his flask and his cap; and kept only the spade which he used as a support.

"What shall I do," he thought again. "I have grasped too much! What a fool I have been! I can't get there before the sun sets." And this fear made him still more breathless. Pahom went on running, his soaking shirt and trousers stuck to him, and his mouth was parched. His breast was working like a blacksmith's bellows, his heart was beating like a hammer, and his legs were giving way as if they did not belong to him. Pahom was seized with terror lest he should die of the strain. Though afraid of death, he could not stop. He ran on and on, and drew near and heard the Bashkirs yelling and shouting to him. He gathered his last strength and ran on.

The sun was close to the rim, and cloaked in mist and looked large and red as blood. Now, yes now, it was about to set! The sun was quite low, but he was also quite near his aim. Pahom could already see the people on the hillock waving their arms to hurry him up. He could see the fox fur cap on the ground and the chief sitting on the ground holding his sides with laughter.

"There is plenty of land," thought he, "but will God let me live on it? I have lost my life; I have lost my life! I shall never reach that spot!"

Pahom looked at the sun which had reached the earth: one side of it had already disappeared. With all his remaining strength he rushed on, bending his body forward so that his legs could hardly follow fast enough to keep him from falling. Just as he reached the hillock it suddenly grew dark. He looked up—the sun had already set! He gave a cry. "All my labor has been in vain," thought he and was about to stop. But then he remembered that though to him,



from below, the sun seemed to have set, they on the hillock could still see it. He took a long breath and ran up the hillock. It was still light there. He reached the top and saw the cap. Pahom uttered a cry. His legs gave way beneath him. He fell forward and reached the fur cap with his hands outstretched.

“Ah, what a fine fellow!” exclaimed the chief, laughing. “See how much land he has gained!”

Pahom's servant came running up and tried to raise him, but he saw that blood was flowing from his mouth. Pahom was dead! The Bashkirs clicked their tongues to show their pity.

His servant picked up the spade and dug a grave long enough for Pahom to lie in and buried him in it. Six feet from his head to his heels was all he needed.



While Reading

Exercise 02:

Work in pairs. Write the contextual meaning of the following phrases.

S. No	Words	Contextual Meaning
1.	grew tired of	
2.	to look after	
3.	to reckon it out	

4.	go round on your feet	
5.	get round	
6.	dispersed for	
7.	saw through	
8.	flashed above	
9.	done up with	
10.	giving way	

Exercise 03:

Read the statements and choose the correct option.

- One of the following objects used as metaphor in this story is....
 A. Sun
 B. Land
 C. Spade
 D. fur cap
- Pahom takes _____ with him as he starts measuring the land.
 A) a spade
 B) a compass
 C) a map
 D) a sack of gold
- The story expresses an irony on human's _____.
 A) success
 B) humility
 C) worldly possessions
 D) desire to grasp more



Note for Teacher: Ensure that students use the reading strategies of skimming and scanning while attempting the MCQs. Furthermore, help students to recall the rules of punctuation marks learnt in previous classes.

4. Which of the following proverbs befit the message of the story?
 - A) Tit for tat.
 - B) What you give, repays you.
 - C) Pride goes before a fall.
 - D) Greed is a bottomless pit.
5. Which of the following characteristics are found in Pahom?
 - A) Unsatisfied and desirous.
 - B) Contented and proud.
 - C) Humble and kind.
 - D) Wise and watchful.
6. How does Pahom mark the land as he walks?
 - A) He digs holes and piles up turf.
 - B) He plants flags.
 - C) He piles the mud.
 - D) He digs holes and sows seeds.
7. "Though it will make my land **lopsided**, I must hurry back in a straight line now...." the underlined word means.
 - A) Balanced
 - B) Uneven
 - C) Straight
 - D) Round
8. The length of Pahom's grave at the end of the story symbolizes____
 - A) His will for a simple burial.
 - B) His humility in death.
 - C) The irony of his greed for land.
 - D) The Bashkirs' respect for his achievement.

Exercise 04:

Answer the following questions after reading the text.

1. What moral/lesson do you learn from the story of Pahom?
2. What urged Pahom to abandon his well-settled life and desire for more land?
3. Describe what thoughts Pahom had about grasping the land?
4. What strategy did Pahom use to mark the land that he covered while walking on it?
5. How did Pahom's attitude change, from being confident to fear of losing both life and land, as he went on in measuring the land?
6. Do you think Pahom was pushing himself too hard while walking to cover as much land as possible? How?
7. Why was the Chief of Bashkirs laughing on Pahom's efforts?
8. What does the ending of the story reveal about Pahom's character?

Exercise 05:

Following table contains the events/incidents occurring in the above-story. Read the story carefully and give numbers to the events/incidents in proper order as they occur in the story.

	Event/Incident
	He marks on the land by digging a hole and piling the turf on it.
	He feels tired and exhausted yet does not stop from running to grasp more.
	Out of exhaustion, fatigue and tiredness, he loses his breath and dies.
	He is buried in the grave of six feet
	He runs hard to grasp as much land as possible when sun is above his head.
	He feels he would not be able to reach at the starting point when the sun is about to set.

	Bakhshir's chief shares the terms and conditions for the land purchase.
	Bakhshirs receive him and serve him with delicious food.
	Pahom Sells his land, homestead, and other things to buy the land beyond Volga.
	Pahom is introduced to the reader.

Exercise 06:

Read each statement below and write T for true or F for false.

	Statement	T or F
1.	Pahom was a wealthy landowner who was satisfied with his land.	
2.	Pahom heard about fertile land beyond the Volga from a passing traveller.	
3.	After selling his land and cattle, Pahom moved his family to the new settlement.	
4.	Pahom was content with his new land and did not want any more.	
5.	A land dealer told Pahom that he could buy land from the Bashkirs for a very low price.	
6.	The Bashkirs sold land by the acre, and Pahom knew exactly how much he could buy.	
7.	Pahom was required to return to the starting point before sunset to keep the land he covered.	
8.	Pahom took many breaks during his land measuring journey.	
9.	Pahom was able to successfully return to the starting point before the sun set.	
10.	Pahom died of exhaustion just as he reached the cap marking the end of his journey.	

Exercise 07:

Match the sentences of actions by Pahom in column A with the reasons in column B and write the complete statements in your notebook.

Column A	Column B
Pahom was not satisfied with his forty acres of land	because he imagined the riches that owning more land could bring him.
Pahom decided to sell his homestead and move to the new settlement	because he wanted to increase his harvest and earn more profit.
Pahom was motivated to seek out the Bashkirs' land	because he was driven by greed and the desire to claim as much land as possible.
Pahom felt a growing sense of urgency	because he heard it was available at an incredibly low price.
Pahom ultimately collapsed and died	because he believed that more land would lead to greater prosperity.
Pahom ignored his physical limits during his journey	because he was enticed by the tales of fertile land beyond the Volga.
Pahom felt a sense of excitement and hope	because the sun was setting, and he needed to return to the starting point to secure his land.
Pahom rented additional land for wheat cultivation	because he pushed himself too hard in his quest for more land.



Note for Teacher: Divide the class into groups of three or four. Ask them to attempt the above exercise and discuss the actions of Pahom and reasons behind them.

UNIT 5.2

VOCABULARY AND GRAMMAR



A) GRAMMAR

Use of Adverbial Phrases and Clauses:

Earlier we learnt about adjective phrases and adjective clauses. Following are more adverbial phrases and adverbial clauses.

1. Adverbial Phrase:

An adverbial phrase is a group of words that functions as an adverb and provides additional information about verbs, adjectives, or other adverbs. Adverbial phrases modify or describe the action, manner, time, place, frequency, degree, or condition of the verb or adjective. An adverb phrase is a group of two or more adverbs used together. An adverbial phrase is a group of words that act like an adverb — it may or may not include an actual adverb. It often starts with a preposition and includes a noun or pronoun.

E.g. He spoke very loudly. (Adverb phrase)

He spoke in a very loud manner. (Adverbial phrase)

Followings are different kinds of Adverbial Phrases.

Kind	Description	Example
Manner	Describes how an action is done	She sings <u>like a nightingale</u> .
Time	Describes when an action is done	She arrives at work <u>at about 8.30am</u> .
Place	Describes where an action is done	I'll park <u>by the side of the building</u> .
Reason	Describes why an action is done	We had to cancel our plans <u>due to the sudden rains</u> .

Adverbial phrases are usually placed at the end of the clause after verb but they can also be placed in the beginning of sentence or clause.

E.g. After the film, they walked to the restaurant.

As often as necessary, I will help her out

2. Adverbial Clause:

It is a group of words with its own subject and verb that functions as an adverb and provides additional information about the main clause in a sentence. It is usually a subordinate clause that typically begin with subordinating conjunctions such as "although," "because," "when," "where," "if," "since," "until," etc. Adverbial clauses provide information about various aspects such as time, cause, condition, manner, purpose, and contrast.

Example: She stayed inside because it was raining.

In this sentence, the adverbial clause "because it was raining" modifies the verb of the main clause "She stayed inside"

There are several types of adverbial clauses.

Kind	Description	Example
Manner	Describes how an action is done	The politician behaved <u>as if he had never spoken publicly before</u> .
Time	Describes when an action is done	They hiked <u>before they ate dinner</u> .
Place	Describes where an action is done	The puppy followed me <u>wherever I went</u> .
Reason/ purpose	Describes why an action is done	We thought you'd go to the book fair <u>since you love books</u> .
Condition	Describes hypothetical situation	We will go to the zoo <u>if it is sunny</u> .

Exercise 01:

Underline the adverb phrases in the following sentences and encircle the verb it modifies.

1. She answered the questions in a very rude manner.
2. He does his work without care
3. They are coming at this very moment.
4. The book fell on this spot.
5. She fell to the ground.
6. Nothing can live on the moon.
7. Come into the room, Jabbar.
8. Honesty is written on his face.
9. I stood on the bridge at midnight.
10. The fought to the last man.

Exercise 02:

Underline the adverb clause in each sentence and write its role. The first one is done for you as an example.

S. #	Sentence	Function
1.	<u>While you were gone</u> , we cleaned the house.	Time
2.	The judge dismissed the case because there was not enough evidence.	
3.	The chief guest will speak after everyone has eaten.	
4.	The family moved to another city when the company relocated.	
5.	Although there is little we can do, we will try our best to help you.	
6.	If the plant is watered regularly, it will grow to be five feet tall.	
7.	Please decide upon a colour so that the painter can put us into her schedule.	
8.	Whenever it rains, Erum stays in bed and reads magazines.	

9.	In that situation they acted as if the sky had fallen.	
10.	At the sound of the bell, the horses will run unless you keep the reins tight.	

Exercise 03:

Underline adverbial phrases and clauses in the given passage.

For a long time, the story of Amelia Earhart remained a mystery.



She became famous as a flyer before she vanished without a trace sometime in July 1937. As a young woman, Amelia fell in love with flying. She was determined, without any wavering, that she would soar in the sky. Soon, she was spending all her

free time on weekends at distant places. She was seen practicing flying wherever there was chance. She was soon offered an opportunity to be the first woman to cross the Atlantic Ocean, flying from America to England. Amelia was showered with attention when she successfully completed the flight. Amelia was determined to repeat the flight without anybody accompanying her. She completed the flight in 1932, becoming the first woman to fly across the Atlantic alone.

After this, Amelia became even more famous. Even before this, she wanted to become the first female pilot to fly round the world

She flew across various countries where she was showered with praise. It was an extremely exhausting time for Amelia because she got very little sleep. The fateful part of the journey was from New Guinea to Howland Island as it was quite difficult to cross there. Despite her struggles, Amelia never made it there. She disappeared over the Pacific and was never found, in spite of all efforts to find her plane.



Note for Teacher: Guide students to apply the understanding of adverbial phrases and clauses while reading the text of every unit. Recall and revise the earlier learnt rules for use of adverb.



B) SENTENCES

Use of Active and Passive Voice:

Voice refers to the grammatical construction of a sentence that indicates whether the subject of the sentence performs the action (active voice) or receives the action (passive voice) as you have learnt in previous class. The choice between active and passive voice can have a significant impact on the tone, clarity, and emphasis of a text. Followings are the examples how voice is used in various text types.

Text Types	Functions	Example
Newspaper writing	In news articles, the active voice is commonly used to provide a straightforward account of events.	Headline: Three Suspects arrested in bank robbery case" "The police have successfully apprehended three suspects believed to be involved in a recent bank robbery. Acting on a tip from a vigilant citizen, officers from the local precinct conducted a raid on a suspected hideout in the early hours of Tuesday morning."
Scientific Paper	In this type of text, passive voice is usually employed when presenting the results and observations.	"The growth rates of the bacterial cultures were recorded, and it was observed that the cultures exposed to higher temperatures exhibited more rapid growth. The optical densities were measured, and a significant increase in absorbance was observed in the cultures subjected to elevated temperatures."

<p>Narrative writing</p>	<p>In this type of text, active voice is used to convey the personal experiences, actions, and emotions of the narrator. Passive voice, on the other hand, is utilized to describe the surroundings, historical context, and general observations</p>	<p>Title: "A Journey to Remember: Exploring the Ancient Ruins of Machu Picchu"</p> <p>Last summer, I embarked on a once-in-a-lifetime adventure to explore the mystical ruins of Machu Picchu, nestled high in the Peruvian Andes. The journey began with a strenuous hike along the famous Inca Trail, where we were surrounded by breathtaking landscapes and the anticipation of what awaited us at the end of our trek."</p> <p>At the summit of our hike, we were greeted by the awe-inspiring sight of Machu Picchu. The ancient ruins, believed to have been constructed in the 15th century, were surrounded by mist and shrouded in mystery. The intricate stonework and architectural marvels were a testament to the advanced skills of the Inca civilization."</p>
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Exercise 01:

Read the text below and describe if the sentence is in active or passive voice. Use 'AV' for active voice and 'PV' for passive voice. First is done for you as an example.

Character building begins with setting clear values (**AV**). People choose honesty, kindness, and perseverance as their guiding principles (). These values are upheld by daily actions and

consistent behaviour(). Next, individuals develop discipline by practicing self-control in difficult situations(). Distractions and temptations are resisted with determination and focus(). Reading and learning regularly shape a person's thoughts and mind-set(). Valuable lessons are absorbed through books, mentors, and real-life experiences(). After that, confidence is built through taking responsibility and making decisions(). Mistakes are faced courageously, and lessons are learned from them(). Leaders are inspired by those who live with integrity(). They, in turn, inspire others through words and actions that reflect strength of character().

Over time, good habits are formed, and negative traits are replaced by virtues(). People see the impact of their choices in the respect they earn and the peace they feel within(). Character building never ends(). It is shaped daily by what we do, say, and think(). Ultimately, strong character builds a strong life().

Exercise 02:

Change the voices of the following sentences.

1. Role models inspire young minds.
2. Teachers are guiding students toward moral development.
3. Life experiences have shaped his character.
4. His parents taught him the value of honesty.
5. The mentor was helping him overcome his weaknesses.
6. Challenges had strengthened her resolve.
7. Discipline will shape your personality.
8. He will be practicing self-control during the retreat.
9. By next year, she will have developed a strong moral compass.
10. You can build character through consistent effort.



Note for Teacher: Help students recall the rules of active and passive voice they learnt in previous class. Ensure the students apply the rules of active and passive voice in all texts of reading comprehension and oral communication discussions. Revise the earlier learnt rules of change of voice.



C) CONTEMPORARY IDIOMS:

Use of Contemporary Idioms:

Contemporary idioms, used in written or orally, are often informal, catchy, and reflect modern trends. These idioms are commonly seen in memes, chats, and casual conversations. Here are some popular ones:

Idioms	Meaning	Use
Spill the tea	To share gossip or secrets	Come on, tell me what happened at the party. Spill the tea.
Glow up	Improvement in appearance, confidence, or lifestyle	She had an amazing glow up after high school.
Go viral	To spread quickly and gain popularity online	The video of her performance went viral overnight.
No cap	To be serious or truthful	That was the best movie I've ever seen, no cap.
Drop the mic	A confident way to end a statement	I finished my presentation with a strong argument and just dropped the mic.
To flex	To show off something	He keeps posting pictures of his new car just to flex.
Clap back	A quick, witty, or savage response to criticism	She had the perfect clap back for that rude comment on her post.
Ghost someone	To suddenly stop communicating with someone	He just ghosted me after our last chat.
To hits different	Something that feels special or better than usual	Reading the book hits different.
On fleek	Perfectly done or looking excellent	Her hair is on fleek today.

Exercise 01:

Fill in the blanks using the expressions from the above list. Each phrase can only be used once.

- Arshad:** Bro, _____. What happened at the PSL match last night?
- Usman:** Bro, it was crazy. Karachi Kings had such a _____ this season. They look like a totally different team now.
- Arshad:** _____? Or are you exaggerating?
- Usman:** _____. They played like champions. And bro, Imad Wasim's all-round performance? That just _____ even Lahore fans were clapping.
- Arshad:** Hahaha, man really _____ with those sixes and wickets.
- Usman:** Exactly. And after the match, some Lahore fans were trolling in the comments, but one Karachi fan _____ so hard, they had no response.
- Arshad:** Lol, they should have just _____ instead of arguing.
- Usman:** And bro, Babar's cover drives were _____—proper class, even in a tense chase.
- Arshad:** Dude, I feel bad for missing it. What about the stadium food? Did the biryani _____?
- Usman:** Brooo, it was next level. Proper spicy Karachi-style, full of flavor.
- Arshad:** Haha, now I regret not coming. Next match, I'm coming for sure _____.
- Usman:** Hahaha, done. And don't forget, you're buying the chai this time.

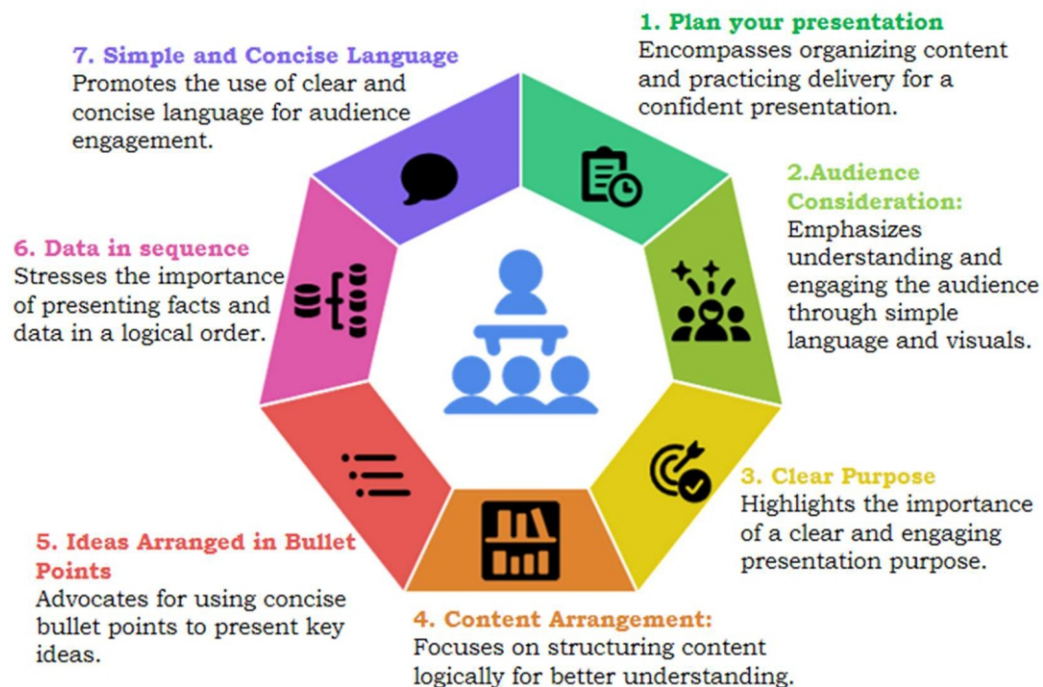


Note for Teacher: Divide the class into pairs. Ask each pair to role-play the above conversation after using the appropriate idioms in the blanks.

UNIT 5.3 ORAL COMMUNICATION

Preparing and Delivering Presentation:

Preparing presentations involves multiple steps:



Following guidelines would help in delivering the presentation effectively.

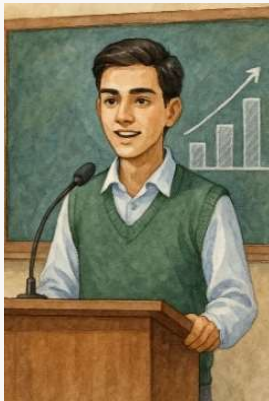
No.	Guidelines	Description
1.	Introduce the self and topic	<p>-Introduce yourself in a clear and concise manner i.e., who are you? Which class you belong to? And why are you here?</p> <p>-Introduce the topic of presentation in a sound and precise manner i.e., what is the topic of presentation? Why have you selected this topic? What is the purpose of this topic? And how it will be useful to audience? Etc.,</p>

2.	Present with clarity the main point or subject of the presentation	<ul style="list-style-type: none"> -explain to audience the main point or subject of the presentation -arrange the main points (if more than one) in logical sequence and explain each in detail. -Clearly explain the key idea of your presentation, ensuring the audience understands the purpose and scope.
3.	Support the topic or subject with effective factual information	<ul style="list-style-type: none"> -Provide relevant data, examples, statistics, or research to strengthen your arguments and make your points credible. -Also provide textual references or quotes from an editorial, article, journal or book to relate things.
4.	Use appropriate etiquettes of interacting with the audience	<ul style="list-style-type: none"> -Show respect through polite language, active listening, and engaging with the audience in a professional manner. -Ask the questions, examples or more ideas on any topic in the middle of presentation to keep them active and engaged.
5.	Structure ideas and arguments in a coherent, logical manner	<ul style="list-style-type: none"> -Organize content in a clear sequence—introduction, main points, and conclusion—to ensure smooth flow and easy understanding.
6.	Make appropriate use of various audio-visual aids.	<ul style="list-style-type: none"> -Enhance understanding using slides, images, videos, charts, or props to reinforce key messages and maintain audience interest.
7.	Maintain eye contact	<ul style="list-style-type: none"> -Establish connection with the audience by looking at them directly rather than reading from notes or slides.
8.	Use rhetorical questions for	<ul style="list-style-type: none"> -Engage and provoke thoughts by asking questions that encourage critical thinking

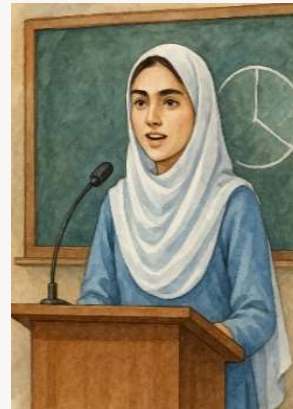
	the purpose of presentation	or reflection without expecting direct answers. -Ask questions to let audience participate in the presentation.
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Exercise 01:

Follow the guidelines and prepare a presentation on the following topics. After preparing, deliver the presentation before the class.



- The Effects of Fast-Food Consumption on Health.
- Lack of Reading Culture among students.
- Time Management Skill: a skill to ensure the success.



Note for Teacher: Assign each student the topic to prepare the presentation on by following the proper guidelines and tips. After they have prepared, ask them to deliver the presentation in the class; ask the audience to listen carefully and note down how the presentation was delivered and what they need to do more to improve.

UNIT 5.4**WRITING SKILL****Formal Email Writing:**

Formal email writing is an advanced virtual letter used to communicate with another person or a firm and are used for various purposes (request, complain, providing/asking for information, response to a job offer, suggestion, apology etc.). Following are the common parts of a formal e-mail writing.

	Basic Parts of E-mail	Examples
1	Audience's Address Shows the recipient's email address	Karachigroupofsindhcolleges@gmail.com
2	CC or BCC Indicates additional recipients	Admin.khygpofsindhcolleges@gmail.com Principal.khygpsindhcolleges@gmail.com
3	Writer's Address Displays the sender's email address	SaqlainHyder@gmail.com
4	Subject States the email's purpose briefly	Apology for not appearing...
5	Greeting/Salutation Uses honorific titles for the recipient	Dear Sir/Ma'am
6	Introductory Paragraph Explains the email's purpose in detail	I hope this e-mail finds you well. I a glad to...
7	Middle Paragraph Provides detailed information and support	Studying at your college...
8	Conclusion Restates the purpose and emphasizes requests	Not appearing in the interview....
9	Closing Expresses respect or honor	For this act of kindness....
10	Signature Includes the writer's name and affiliation	Yours thankful, Saqlain Hyder

Following is the diagram to show essential tips for an effective formal E-mail writing.



Following Do's and Don'ts would help in writing an effective formal e-mail:

Do's	Don'ts
Use a clear and professional subject line.	Avoid vague or unclear subject lines (e.g., "Hi" or "Important").
Start with a proper salutation (e.g., "Dear Mr. Smith," "Respected Sir/Ma'am,").	Don't use informal greetings like "Hey" or "What's up?".
Keep the email concise and to the point.	Avoid unnecessary details or lengthy paragraphs.
Use polite and respectful language.	Don't use slang, abbreviations, or overly casual tone.

Proofread for grammar, spelling, and punctuation errors.	Don't send an email with typos or grammatical mistakes.
Use a professional email signature with your name and contact details.	Avoid using emojis, excessive exclamation marks, or informal expressions.
Clearly state the purpose of your email in the first few lines.	Don't leave the recipient guessing about the intent of your email.
Use proper formatting (paragraphs, bullet points if needed).	Avoid writing in all caps or using multiple font colors.
End with a polite closing (e.g., "Best regards,").	Don't forget to include a closing statement or your name.
Respond promptly to professional emails.	Don't ignore emails or delay responses unnecessarily.



Note for Teacher: Explain to students the tips to write an effective formal email. Provide them some examples using various sources to help them understand the formal email writing.

Sample for Formal Email Writing:

Email questions: You have been invited through an official email to appear in an interview for a place to study in a college. Unfortunately, you already have another important appointment somewhere at the same time. Write an email to the administrator of the college and explain your position.

Apology for not appearing in the interview

To: Karachigroupofsindhcolleges@gmail.com

CC: Admin.Khygpofsindhcolleges@gmail.com

BCC: Principal.Khygpsindhcolleges.@gmail.com

From: SaqlainHyder@Hotmail.com

Subject: Apology for not appearing in the interview

Dear Sir/Ma'am,

I hope this e-mail finds you well. I am glad to find your e-mail of invitation to appear in the interview for the admission in your college. But, I do extend my apologies for not being able to appear in the interview on the scheduled time.

Studying at your college is a great dream of my life. Your college has been ranked as one of the top colleges in Pakistan in terms of education, highly qualified and experienced faculty of teachers, curricular and co-curricular programs, and the friendly environment. I am really sad to receive your e-mail to appear in the interview after I departed for an important appointment out of city which was scheduled on the same day and time. I could have skipped the appointment, had I not departed for it earlier.

Not appearing in the interview for admission in my dream college will be a great loss to my education and career. It will be a great favour on me if you could please reschedule the interview for me. For this act of favour and kindness, I shall always be indebted to you. I will be looking forward to hearing from you in this regard.

Yours thankful

Saqlain Hyder
From Hyderabad.

Send

Exercise 01:

Write a formal e-mail on the following.

1. You have been offered a job by a company. But you do not want to join them. Write a formal email to the HR Supervisor to explain the reason why you decline the offer. Your e-mail should include:
 - Your gratitude for the offer
 - Reasons behind the decline
2. Write a formal email to your principal and ask for permission to organize a Science and Art Exhibition event in the college. Your email should include:
 - The day and the timing for the event
 - The activities planned for the event
 - The benefits of the event



Note for Teacher: Explain to students the structure of the E-mail writing along with the explanation of the formal language, tone, manners, and attitude in the formal email writing. Also guide students understand the nature of question for the formal Email writing in relation with the sample.

Students will be able to**6.1. Reading and Thinking Skill:**

- 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 appropriate intensive reading strategies (while-reading) to:
 - distinguish between what is clearly stated and what is implied.
 - deduce meaning of new words/phrases from context.
- 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.
- Make predictions about storyline/content, characters, using contextual clues and prior knowledge.
- Interpret the story in relation with author's position and message.
- Read a text to make connections between characters, events, motives and causes of conflicts.
- Read a story to make connections between the events and causes of conflict in the story/text.
 - make inferences and draw conclusions about characters using supporting evidence from the text.
 - compare characters in a literary selection to near similar ones in real life.
- Comment on implied meaning, e.g. writer's viewpoint, relationships between different arguments.

6.2. Vocabulary and Grammar:

- Illustrate the use of direct and indirect speech incorporating accurate punctuation, quotation marks and tenses.
- Illustrate the use of prepositions of position, time, and movement and direction in texts.
- Use contemporary proverbs in context orally and in written.

6.3. Oral Communication Skill:

- Demonstrate the interview following the appropriate conventions.

6.4. Writing Skill:

- Write a personal statement on a given topic.

UNIT 6.1 READING AND THINKING SKILL



Pre-Reading:

Exercise 01:

Discuss in pairs and answer the following questions.

1. How would you feel if you are told the news of a mishap in your vicinity?
2. What civic responsibilities would you take in such a panicking incident?

READING TEXT

THE DAY THE DAM BROKE BY JAMES GROVES THURBER

My memories of what my family and I went through during the 1913 flood in Ohio I would gladly forget. And yet neither the hardships we endured nor can the turmoil and confusion we experienced alter my feeling toward my native state and city. I am having a fine time now and wish Columbus were here, but if anyone ever wished a city was in hell it was during that frightful and perilous afternoon in in 1913

when the dam broke, or, to be more exact, when everybody in town thought that the dam broke. We were both ennobled and demoralized by the experience. Grandfather especially rose to



magnificent heights which can never lose their splendour for me, even though his reactions to the flood were based upon a profound misconception; namely, that Nathan Bedford Forrest's cavalry was the menace we were called upon to face. The only possible means of escape for us was to flee the house, a step which grandfather sternly forbade, brandishing his old army sabre in his hand. "Let the sons-

-----come!" he roared. Meanwhile hundreds of people were streaming by our house in wild panic, screaming "Go east! Go east!" we had to stun grandfather with the ironing board. Impeded as we were by the inert form of the old gentleman—he was taller than six feet and weighed almost a hundred and seventy pounds—we were passed, in the first half-mile, by practically everybody else in the city. Had grandfather not come to, at the corner of Parsons Avenue and Town Street, we would unquestionably have been overtaken and engulfed by the roaring waters—that is, if there had been any roaring waters. Later, when the panic had died down and people had gone rather sheepishly back to their homes and their offices, minimizing the distances they had run and offering various reasons for running, city engineers pointed out that even if the dam had broken, the water level would not have risen more than two additional inches in the West Side. The West Side was, at the time of the dam scare, under thirty feet of water—as, indeed, were all Ohio river towns during the great spring floods of twenty years ago. The East Side (where we lived and where all the running occurred) had never been in any danger at all. Only a rise of some ninety-five feet could have caused the flood waters to flow over High Street—the thoroughfare that divided the east side of town from the west—and engulf the East Side.

The fact that we were all as safe as kittens under a cook stove did not, however, assuage in the least the fine despair and the grotesque desperation which seized upon the residents of the East Side when the cry spread like a grass fire that the dam had given way. Some of the most dignified, staid, cynical, and clear-thinking men in town abandoned their wives, stenographers, homes, and offices ran east. There are few alarms in the world more terrifying than "The dam has broken!" there are few persons capable of stopping to reason when that clarion cry strikes upon their ears, even persons who live in towns no nearer than five hundred miles to a dam.

The Columbus, Ohio, broken-dam rumour began, as I recall it, about noon of March 12, 1913. High Street, the man canyon of trade, was loud with the placid hum of business and the buzzing of placid businessmen arguing, computing, wheedling, offering, refusing, and compromising. Darius Conningway, one of the foremost corporation lawyers in the Middle-West, was telling the Public Utilities Commission in the language of Julius Caesar that they might as well try to move the Northern star as to move him. Other men were making their little boasts and their little gestures. Suddenly somebody began to run. It may be that he had simply remembered, all of a moment, an engagement to meet his wife, for which he was now frightfully late. Whatever it was, he ran east on Broad Street (probably toward the Maramor Restaurant, a favourite place for a man to meet his wife). Somebody else began to run, perhaps a newsboy in high spirits. Another man, a portly gentleman of affairs, broke into a trot. Inside of ten minutes, everybody on High Street, from the Union Depot to the Courthouse was running. A loud mumble gradually crystalized into the dread word "Dam." "The dam has broke!" The fear was put into words by a little old lady in an electric, or by a traffic cop, or by a small boy: nobody knows who, nor does it now really matter. Two thousand people were abruptly in full flight. "Go east!" was the cry that arose—east away from the river, east to safety. "Go east! Go east! Go east!"

Black streams of people flowed eastward down all the streets leading in that direction; these streams, whose headwaters were in the dry-goods



stores, office buildings, harness shops, movie theatres, were fed by trickles of housewives, children, cripples, servants, dogs, and cats, slipping out of the houses past which the main streams flowed, shouting and screaming. People ran out leaving fires

burning and food cooking and doors wide open. I remember, however, that my mother turned out all the fires and that she took with her a dozen eggs and two loaves bread. It was her plan to make Memorial Hall, just two blocks away, and take refuge somewhere in the top of it, in one of the dusty rooms where war veterans me and where old battle flags and stage scenery were stored. But the seething throngs, shouting “Go east!” drew her along and the rest of us with her. When grandfather regained full consciousness, at Parsons Avenue, he turned upon the retreating mob like a vengeful prophet and exhorted the men to form ranks and stand off the Rebel dogs, but at length he, too, got the idea that the dam had broken and, roaring “Go east!” in his powerful voice, he caught up in one arm a small child and in the other a slight clerkish man of perhaps forty-two and we slowly began to gain on those ahead of us.

A scattering of firemen, policemen, and army officers in dress uniforms—there had been a review at Fort Hayes, in the northern part of town—added colour to the surging billows of people. “Go east!” cried a little child in a piping voice, as she ran past a porch on which drowsed a lieutenant-colonel of infantry. Used to quick decisions, trained to immediate obedience, the officer bounded off the porch and, running at full tilt, soon passed the child, bawling “Go east!” The two of them



emptied rapidly the houses of the little street they were on. “What is it? What is it?” demanded a fat, waddling man who intercepted the colonel. The officer dropped behind and asked the little child what it was. “The dam has broke!” gasped the girl. “The dam has broke!” roared the colonel. “Go east! Go east! Go east!” He was soon leading, with the exhausted child in his arms, a fleeing company of three

hundred persons who had gathered around him from living rooms, shops, garages, backyards, and basements.

Nobody has ever been able to compute with any exactness how many people took part in the great rout of 1913, for the panic, which extended from the Winslow Bottling Works in the south end to Clintonville, six miles north, ended as abruptly as it began and the bobtail and ragtag and velvet gowned groups of refugees melted away and slunk home, leaving the streets peaceful and deserted. The shouting, weeping, tangled evacuation of the city lasted not more than two hours in all. Some few people got as far east as Reynoldsburg, twelve miles away; fifty or more reached the Country Club, eight miles away; most of the others gave up, exhausted, or climbed trees in Franklin Park, four miles out. Order was restored and fear dispelled finally by means of militiamen riding about in motor lorries bawling through megaphones: "The dam has *not* broken!" At first this tended only to add to the confusion and increase the panic, for many stampeders thought the soldiers were bellowing "The dam has now broken!," thus setting an official seal of authentication on the calamity.

All the time, the sun shone quietly and there was nowhere any sign of oncoming waters. A visitor in an airplane, looking down on the straggling,



agitated masses of people below, would have been hard put to it to divine a reason for the phenomenon. It must have inspired, in such an observer, a peculiar kind of terror, like the sight of the *Marie Celeste*, abandoned at sea, its

galley fires peacefully burning, its tranquil decks bright in the sunlight.

An aunt of mine, Aunt Edith Taylor, was in a movie theatre on High Street when, over and above the sound of the piano in the pit (a W.S. Hart picture was being shown), there rose the steadily increasing tromp of running feet. Persistent shouts rose above the tromping. An elderly man, sitting near my aunt, mumbled something, got out of his seat, and went up the aisle at the dogtrot. This started everybody. In an instant the audience was jamming the aisles. "Fire!" shouted a woman who always expected to be burned up in a theatre; but now the shouts outside were



louder and coherent "The dam has broke!" cried somebody. "Go east!" screamed a small woman in front of my aunt. And east they went, pushing and shoving and clawing, knocking women and children down, emerging finally into the street, torn and sprawling. Inside the theatre, Bill Hart was calmly calling some desperado's bluff and the brave girl at the piano played "Row! Row! Row!" loudly and

then "In My Harem." Outside, men were streaming across the Statehouse yard, others were climbing trees, a woman managed to get up onto the "These Are My Jewels" statue, whose bronze figures of Sherman, Stanton, Grant, and Sheridan watched with cold unconcern the going to pieces of the capital city.

"I ran south to State Street, east on State to Third, south on Third to Town, and out east on Town," my Aunt Edith has written me. "A tall spare woman with grim eyes and a determined chin ran past me down the middle of the street. I was still uncertain as to what was the matter, in

spite of all the shouting. I drew up alongside the woman with some effort, for although she was in her late fifties, she had a beautiful easy running form and seemed to be in excellent condition.” ‘What is it?’ I puffed. She gave me a quick glance and then looked ahead again, stepping up her pace a trifle. ‘Don’t ask me, ask God!’ she said.

“When I reached Grant Avenue, I was so spent that Dr. H.R. Mallory—you remember Dr. Mallory, the man with white beard who looks like Rober Browning?—well, Dr. Mallory, whom I had drawn away from at the corner of Fifth and Town, passed me. ‘It’s got us, he shouted, and I felt sure that whatever it was *did* have us, for you know what conviction Dr. Mallory’s statements always carried. I didn’t know at the time what he meant, but I found out later. There was a boy behind him on roller-skates, and Dr. Mallory mistook the swishing of skates for the sound of rushing water. He eventually reached the Columbus School for Girls, at the corner of Parsons Avenue and Town Street, where he collapsed, expecting the cold frothing waters of the Scioto to sweep him into oblivion. The boy on the skates swirled past him and Dr. Mallory realized for the first time what he had been running from. Looking back up the street, he could see no sign of water, but nevertheless, after resting a few minutes, he jogged on east again. He caught up with me at Ohio Avenue, where we rested together. I sould say that about seven hundred people passed us. A funny thing was that all of them were on foot. Nobody seemed to have had the courage to stop and start his car; but as I remember it, all cars had to be cranked in those days, which is probably the reason.’

The next day, the city went about its business as if nothing had happened, but there was no joking. It was two years of more before you dared treat the breaking of the dam lightly. And even now, twenty years after, there are a few persons, like Dr. Mallory, who will shut up like a clam if you mention the Afternoon of the Great Run.



While Reading

Exercise 02:

Work in pairs or groups. Match phrases with their contextual meaning.

Phrasal Verb	Contextual Meaning
went through	to be pulled or led by others
gave up	to face forward, toward the future or destination
came to	to gradually disappear
turned out	to switch off or extinguish
drew along	to experience
caught up (with)	to suddenly start moving faster (begin trotting)
looked ahead	to stop trying or abandon an effort
shut up	to fall silent or refuse to talk
ran past	to reach the same level or position as someone ahead
broke into (a trot)	to move quickly past someone or something
melted away	to regain consciousness

Exercise 03:

Read the statements and choose the correct option.

- The rumour 'The dam has broke!' triggered_____
 - the celebration among people
 - assembly of mob on roads
 - panic among people
 - parade of the militiaman.



Note for Teacher: Help students deduce the contextual meaning of unfamiliar verbal phrases by using the techniques of guessing through context

2. The grandfather mistakenly believes that the menace the city is facing during the flood is_____.
 - A) the National Guard
 - B) a gang of robbers
 - C) Nathan Bedford Forrest's cavalry
 - D) the city engineers
3. The misconception about the dam breaking that caused panic was_____.
 - A) the East Side was in imminent danger
 - B) High Street would be engulfed in floodwaters
 - C) the water level would rise over two feet
 - D) the West Side was under thirty feet of water
4. What did Dr. Mallory mistake for the sound of rushing water?
 - A) Traffic noise
 - B) A fire alarm
 - C) swishing of roller-skates
 - D) Children playing
5. The event that finally brought the order and dispelled fear after the panic was_____.
 - A) fire-fighters arriving
 - B) militiamen announcing the dam had not broken
 - C) the rain stopping
 - D) the river level dropping
6. The author's mother took eggs and loaves of bread with her and thought to _____.
 - A) move to other city
 - B) travel to East from South
 - C) take refuge in top of Memorial Hall
 - D) escape with others to safer side

7. After two years, the city residents' reaction on the incident was that_____.

- A) They laughed about it jokingly.
- B) They still spoke about it with fear.
- C) As if nothing had happened.
- D) They celebrated it as a historic event.

8. What does the story reveal about human behavior in groups?

- A) People become more logical in groups.
- B) People seek leadership and clarity.
- C) Panic can spread quickly without reason.
- D) Group behaviour prevents irrational action.

9. The text, "The Day the Dam Broke" is_____ in nature.

- A) adventurous and explorative
- B) humorous and ironic
- C) tragic and horror
- D) scientific and analytic



Post Reading

Exercise 04:

Answer the following questions after reading the text.

1. What and where did the panic start?
2. In what ways does the text illustrate the theme of mob mentality?
3. How did different individuals and groups react to this news?
4. How did the panic end so abruptly and why nobody talked about it for the long time?
5. How long did the panic last? How was the order restored?
6. How does the author describe the business and behaviour of people in Columbus the next day of the panic?

7. Describe the response of law enforcement, fire-fighters, and military personnel during the panic. How did their actions demonstrate civic duty?
8. Amidst the chaos and confusion, how did the author's family uphold their civic responsibilities during the incident?

Exercise 05:

Read the following statements and write T for True and F for False.

	Statements	T/F
1.	The flood in Columbus, Ohio, in 1913 was real and caused extensive damage on the East Side.	
2.	The panic started when people began running east, thinking the dam had broken.	
3.	Aunt Edith was in a grocery store when she first heard about the supposed dam break.	
4.	When the rumour spread, people ran in all directions away from the dam.	
5.	The police and firemen tried to calm people down by saying the dam had not broken.	

UNIT 6.2 VOCABULARY AND GRAMMAR**A) GRAMMAR****Use of Direct and Indirect Speeches:**

Direct speech and Indirect speech are used to report or convey what someone has said or written in exact or altered words. Both have different structural construction in terms of tenses, subjects, objects and punctuation marks.

Note the following changes that take place in transformation from direct to indirect in punctuation, pronoun, tenses, and time expressions:

Direct Speech	Indirect Speech
The statement is enclosed in quotation marks.	The statement is not enclosed in quotation marks.
The reported sentence may be in form of question, order, request, greeting or exclamation with relevant end mark.	Indirect speech is always assertive statement ending with a full stop.
The tense and pronouns remain same as uttered by the speaker.	The tense and pronouns may change according to the context of reporting speech. However, the scientific or generally true statement does not change.
Time expressions remain same as uttered by the speaker.	Time expressions and other context-specific details are changed (e.g., today to that day, tomorrow to next day, here to there, this to that).

Structure of the sentence in reported speech remain intact.

Certain kinds of sentences may lead to further changes in the structure of the reported speech, such as using 'to + infinitive' after the reporting verb.

Followings are some examples:

Direct Speech	Indirect Speech
Shahid said, "I am going to the store today."	Shahid said that he was going to the store that day.
Kashaf said, "Will you come with us tomorrow?"	Kashaf asked if I would come with them next day.
The boy said to me. "Please give me some work."	A boy requested me to kindly give him some work.
I said, "What work can you do?"	I asked what work he could do.
I said, "Can you say which is the most important thing of a garden?"	I asked if he could say which the most important thing of a garden was.

Exercise 01:

Change the following passages into indirect speech.

Passage 1:

"Good morning," said the tourist. "Do you have any room vacant?"

"Yes sir." "Do you want a double or single room?" said the receptionist.

"I want one single room," said the tourist.

The receptionist said, "We have a single room on the second floor."

Exercise 02:

Following passages are in indirect speech. Change the passages into direct speech.

Passage 1:

Kamal asked me if I had finished the book that he had given me the previous night. I replied in the affirmative and said that I had finished it. I exclaimed with joy that it was a very interesting book. I also said that I wished I would borrow the book earlier.



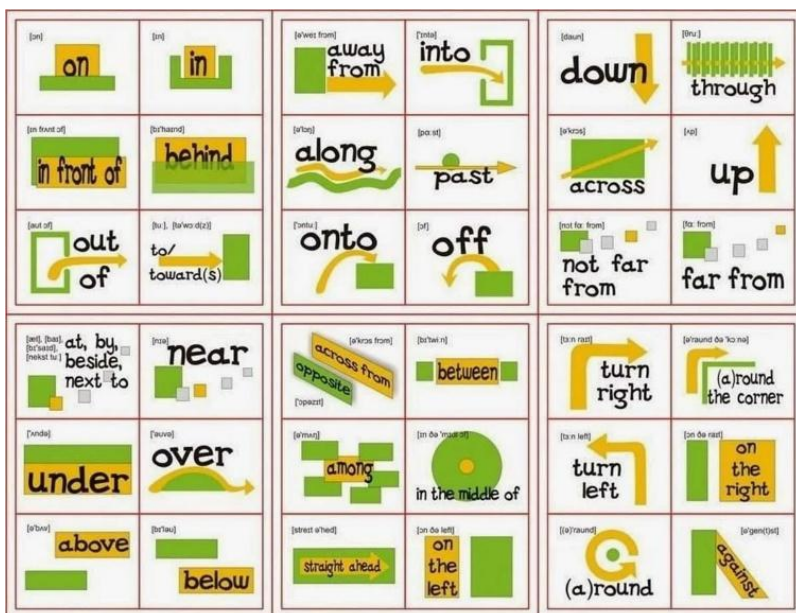
Note for Teacher: Revise the earlier learnt rules of change of narration.



C) VOCABULARY

Use of Preposition:

Preposition is a word that is employed in sentences to show the relationship nouns, pronouns or phrases have with other parts within the respective sentences. Preposition also is used to show position, time, movement, and direction. The illustration below will let you visualize how various prepositions are used to indicate position and movement.



This chart will also help you understand how to use preposition of time.

Preposition	Usage	Example
On	Days of the week	On Monday
	Calendar dates	On 17th/on 17th May/on 17th May 2012
	“Special” days	On my birthday/on my wedding anniversary
In	Months/Seasons	In January/in winter
	Year/Decade	In 2012/in the 1980s

	Period of the day	<i>In the morning/afternoon/evening</i>
	After a certain period ("when")	<i>In two hours/in a few minutes (literally-two hours/a few minutes from now)</i>
At	Night	<i>At night, we...</i>
	Weekend	<i>At weekends, I normally... (on weekends' is also correct)</i>
	A precise time	<i>The staff meeting is at 9:30</i>
(From...) to	Marking a period of time	<i>From Monday to Wednesday</i>
	Telling the time	<i>Twenty (minutes) to five</i>
Past	Telling the time	<i>Half past eight</i>
Till / until	Marking a period of time	<i>From Monday till/until Wednesday</i>
	Marking how long	<i>We are working on this till/until June</i>
By	"At the least"	<i>I will finish it by Monday</i>
	"Up to this point"	<i>By December 2011, we had completed half</i>
Since	From then to now	<i>I've been working here since 2004 (= for six years)</i>
For	Over this period of time	<i>The project was for four years</i>
Ago	At this past point	<i>It started three years ago (= in 2009)</i>
Before / prior to	"Earlier than this point"	<i>Before/prior to this policy, no such mechanism existed</i>

It is also important to use these prepositions correctly. Here are the common mistakes and how to avoid them.

Common Mistakes made in use of prepositions:

Preposition	Incorrect	Correct
Preposition of place	He arrived in the restaurant five minutes late.	He arrived at the restaurant five minutes late.
	I need to go to home.	I need to go home.
	I'll see you at class.	I'll see you in class.
	Sign in the bottom, please.	Sign at the bottom, please.
	My cousin lives in 23 Zamzama Street.	My cousin lives at 23 Zamzama Street.
	Cross with care on the traffic lights.	Cross with care at the traffic lights.
Preposition of time	I have been waiting since three hours.	I have been waiting for three hours.
	We have two classes at the afternoon.	We have two classes in the afternoon.
	It began to rain on the evening.	It began to rain in the evening.
Preposition of movement	I often go to school in bus.	I often go to school by bus.
	The cat got in from the window to catch the mouse.	The cat got in through the window to catch the mouse.

Exercise 01:

Read the paragraph given below carefully and rectify the errors in use of prepositions.

The idea of traveling around the country is very exciting. But, some of my friends are afraid about the safety in far off places. I always assure to them that concerns of safety are all at mind.

Despite this, I dream to exploring new cultures and learn by different people. Last year, I went to Gorakh Hill with my friends and we had a great time at there. We visited many famous landmarks during our way like Hazrat Lal Shahbaz Qalandar's tomb, Keenjhar Lake, Lakki Temple. We also visited to Rani Kot for which is called "The Great Wall of Sindh". However, I was disappointed of the lack of information about local customs and traditions in the people who visit there. I believe that it's important to be respectful of other cultures. Next summer, I'm planning on going to Northern Areas of Pakistan and I'm really looking forward for the experience. I'm interested at visiting places like Skardu, where I can learn of their unique traditions and taste their delicious food. I've heard a lot of the beauty of the mountains in there and I'm curious to see them in person. I'm also thinking at volunteering in a local community project to make a positive impact. I think it's crucial to give back to the communities that we visit for.



Note for Teacher: Revise the earlier learnt rules of use of proposition.



C) CONTEMPORARY PROVERBS

Use of Contemporary Proverbs:

Proverbs are short, commonly used expressions that convey a piece of wisdom, advice, or a general truth about life. Proverbs are commonly used in written or in oral communication to make conversations and writing more impactful and relatable. The following proverbs used in contemporary communication reflect modern wisdom, cultural trends, and societal values.

Proverb	Meaning	Use
You can't have your cake and eat it too.	You can't enjoy two desirable things at the same time; you have to make a choice.	She wanted to travel the world and save money, but you can't have your cake and eat it too.
Actions speak louder than words.	What you do is more important than what you say.	He always promises to help, but he never shows up. Actions speak louder than words.
Don't count your chickens before they hatch.	Don't make plans based on something that hasn't happened yet.	She was already planning how to spend her bonus, but I told her not to count her chickens before they hatch.
Every cloud has a silver lining.	There is something good in every bad situation.	Even though he lost his job, he found a better one. Every cloud has a silver lining.
The grass is always greener on the other side.	People often think others' situations are better than their own.	She thinks her friend's life is perfect, but the grass is always greener on the other side.

You can't judge a book by its cover.	You can't judge someone or something based solely on appearance.	He looked rough, but he was the kindest person I've ever met. You can't judge a book by its cover.
Hustle beats talent when talent doesn't hustle.	Hard work can outperform natural ability if the talented person isn't putting in effort.	She may not be the most skilled, but she works harder than anyone else. Hustle beats talent when talent doesn't hustle.
A journey of a thousand miles begins with a single step.	Big achievements start with small efforts.	Learning a new skill may seem overwhelming, but remember, a journey of a thousand miles begins with a single step.
When life gives you lemons, make lemonade.	Turn challenges into opportunities.	After losing his job, he started his own business—when life gives you lemons, make lemonade
Two heads are better than one.	Collaboration leads to better solutions.	They solved the problem quickly by working together—two heads are better than one.
No pain, no gain.	Hard work and sacrifice are necessary for success.	She trained for months to run the marathon. No pain, no gain.

Exercise 01:

Match the Situation with the Proverb

1. Hamza is naturally good at cricket but doesn't practice, while his teammate Usman trains hard and outperforms him in the match. The coach says, "_____."
2. Fatima wants to start a bakery but feels overwhelmed. Her sister Noor encourages her, "_____."
3. Bilal keeps saying he'll start preparing for his CSS exam but never actually studies. His friend Saad finally says, "_____."
4. Ahmed quits his IT job to start a business, thinking it'll be easier, but it turns out to be even more stressful. His friend Waleed says, "_____."
5. Ali's flight to Karachi got cancelled, so he decided to explore Lahore instead. He smiles and says, "_____."
6. Sana didn't get into her dream university but later finds a better opportunity. Her mother reminds her, "_____."
7. Zoya and Adeel are struggling with their maths assignment, but when they work together, they finish it quickly. Zoya says, "_____."
8. Ayesha wants to study abroad but doesn't want to leave her family. Her brother Hassan tells her, "_____."
9. Zain is sure he'll get a job after one good interview and starts making spending plans. His father warns him, "_____."
10. Hina thought her quiet neighbor was rude, but after talking to her, she realized she was just shy. She laughs, "_____."

UNIT 6.3

ORAL COMMUNICATION

Giving a Job Interview:

An interview is a formal conversation between two or more people, conducted to gather information, assess qualifications, and to evaluate a candidate's suitability for a job or position. It can take various formats, such as job interviews, research interviews, media interviews, or informational interviews, and serves as a means of obtaining insights, opinions, and perspectives from the interviewee. Here are some useful tips for a successful interview:

Category	Things to Consider	Things to Avoid
Greeting	Begin with “Good morning/afternoon” and “Nice to meet you.”	Starting the interview without a polite greeting.
Speech Clarity	Speak clearly and articulate words; ensure the interviewer understands you easily.	Mumbling or speaking too quickly.
Tone	Use a confident and composed tone while answering questions.	Sounding hesitant or unsure.
Enthusiasm	Maintain a positive and enthusiastic tone; show genuine interest in the role and company.	Sounding disinterested or indifferent.
Listening Skills	Wait for the interviewer to finish speaking before responding.	Interrupting the interviewer.
Language Formality	Use formal language; be professional in choice of words.	Using slang or informal expressions.
Conciseness	Be concise and to the point with responses.	Rambling or going off-topic.

Panel Interview Etiquette	Address the entire panel when responding, maintaining eye contact with all.	Focusing on just one person when responding.
Volume Control	Use an appropriate volume for the setting; adjust based on cues.	Speaking too loudly or too softly.
Body Language	Maintain good eye contact, sit up straight, and use appropriate gestures.	Slouching, avoiding eye contact, or over-gesturing.
Filler Words	Avoid filler words like “um,” “uh,” or “like”; pause if needed.	Overusing fillers that make responses unclear.
Closing Remarks	Thank the interviewer with phrases like “Thank you for the opportunity to interview.”	Ending the interview without expressing gratitude.

Exercise 01:

Work in pairs and practice the following dialogue. First, one of you should take the role of the interviewer and the other that of interviewee. Then reverse the roles and practice again.



Interviewer: Good morning. Please have a seat.

Interviewee: Good morning, sir. Thank you.

Interviewer: Let's begin. Please introduce yourself and briefly tell us why you're interested in this translator position.

Interviewee: Sure sir. My name is Ahsan Ali. I hold a Master's degree in English Linguistics and am fluent in Sindhi, Urdu, and English. I have previously worked with a local NGO as a community coordinator and interpreter. I'm passionate about using language as a bridge in various crisis situations. I believe this position aligns with my skills and allows me to contribute meaningfully during natural disasters.

Interviewer: That's good to hear. What experience do you have in translation, particularly in emergency or disaster response settings?

Interviewee: In 2022, I volunteered during the flood emergency in flood affected areas. I translated medical instructions, relief documentation, and public announcements from Sindhi and Urdu into English for international staff and donors.

Interviewer: Good. Can you give an example of a civic responsibility message you've translated in the past?

Interviewee: Yes. During the 2022 floods, I translated this public awareness message from Sindhi to English: "Please do not return to flooded areas until authorities declare them safe. Drinking unclean water can cause disease. Use boiled or bottled water only." The translated message was used on posters and social media for displaced communities.

Interviewer: Very relevant. Lastly, how do you see your role contributing to the broader mission of disaster relief and civic awareness?

Interviewee: As a translator, I act as a communication link between affected communities and international responders. My role ensures that vital information is accurately conveyed, allowing for timely action, informed decisions, and effective aid distribution.

Interviewer: Thank you, Mr. Ahsan. That was a well-articulated response. We will be in touch soon.

Interviewee: Thank you for the opportunity. I look forward to the possibility of serving your organization.

Exercise 02:

Work in pairs, conduct a mock interview on the following scenarios.

1. University Admission Interview:

Scenario: A student is appearing in interview for admission in the university.

Roles: Student (applicant) and Admissions Officer

2. Interview:

Scenario: You are appearing in the interview for the job of school teacher that is conducted by the principal.



Note for Teacher: Help students to develop dialogues on the selected topic of interview. Encourage them to use polite tone and formal language while preparing dialogues and practicing the mock interview.

UNIT 6.4

WRITING SKILL

Personal Statement:

A personal statement is a self-reflective essay written to present one's background, achievements, aspirations, and motivations in a self-story form, rather than rigidly professional form. It is commonly required for academic admissions, scholarships, job applications, or professional opportunities.

While writing a personal statement, following steps would help in brainstorming ideas to write an effective personal statement.

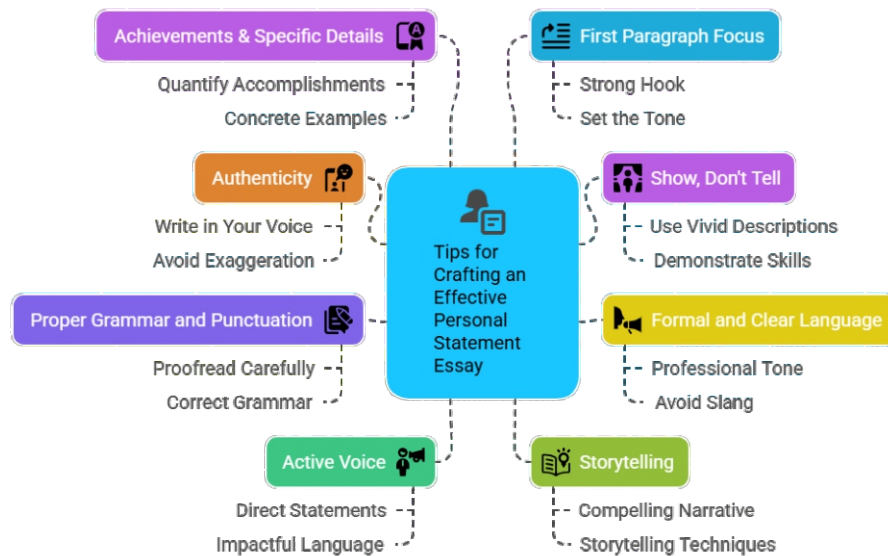


While writing an effective Personal Statement, following guiding questions would help you to stay focused.

Category	Guiding Questions
Introduction and Motivation	<ul style="list-style-type: none"> - What is your chosen field of study, and why are you passionate about it? - When and how did you develop an interest in this subject? - What specific experiences or events influenced your decision to pursue this program?
Academic Background and Achievements	<ul style="list-style-type: none"> - What relevant subjects have you studied that prepare you for this program? - Have you participated in any research projects, competitions, or academic challenges related to your field? - What are your strongest academic skills, and how have they helped you excel in this subject?
Extracurricular Activities and Experiences	<ul style="list-style-type: none"> - Have you participated in any internships, volunteer work, or extracurricular activities that relate to your field? - How have these experiences shaped your understanding of the subject and your future goals? - Have you taken any leadership roles or demonstrated teamwork in activities related to your field?
Personal Strengths and Skills	<ul style="list-style-type: none"> - What qualities or skills make you a good candidate for this program? - How do your problem-solving, analytical, technical, or creative skills align with your chosen field? - How have you demonstrated resilience, determination, or adaptability in your academic or personal journey?

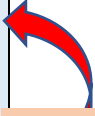
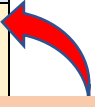
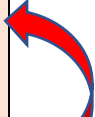

Challenges and Growth	<ul style="list-style-type: none"> - Have you faced any academic or personal challenges that have shaped your character and motivation? - How did you overcome these challenges, and what lessons did you learn? - How have these experiences prepared you for university life and higher education?
Future Goals and Career Aspirations	<ul style="list-style-type: none"> - What do you hope to achieve during your time in this program? - How does this university and its program align with your future career goals? - Where do you see yourself in five to ten years, and how will this degree help you get there?
Why This University?	<ul style="list-style-type: none"> - Why are you interested in studying at this particular university? - What aspects of the university (faculty, research opportunities, campus culture, curriculum, etc.) attract you to this program? - How do you think this university's environment will help you grow academically and personally?
Conclusion	<ul style="list-style-type: none"> - How do you summarize your passion, qualifications, and aspirations in a compelling way? - Why should the university select you as a student in this program?

Following are tips for writing an effective personal statement essay.



Sample of Personal Statement Essay:

Topic	As part of your application for admission to National University of Pakistan, we invite you to submit a personal statement.	Hook
Introduction	The first time I typed the words "Hello, World!" into a computer, I had no idea it would open the door to a lifelong passion. Watching those simple words appear on screen was a moment of wonder—proof that logic and creativity could combine to build something real. That small beginning led me to a world of programming, where I learned to turn ideas into code and solve problems with logic and precision. Over time, this passion developed into a clear goal: to study Computer Science at the National University of Pakistan, where I can turn curiosity into innovation and skills into solutions.	Thesis Statement

Body paragraphs	<p>My academic journey has laid a strong foundation for this field. I have always excelled in mathematics and physics, which sharpened my analytical thinking. In parallel, I completed online courses in Python and Java, and learned about data structures and software design. These skills were applied in real-world settings—especially when I led a team to build a mobile app for tracking academic progress, which won first place in an inter-school competition.</p>	 <p>Topic Sentence</p>
	<p>Beyond coursework, I have pursued computing through personal projects and independent learning. I developed a simple AI chatbot using Natural Language Processing, which deepened my interest in artificial intelligence. Attending tech conferences and workshops further broadened my understanding of the industry and its evolving technologies.</p>	 <p>Topic Sentence</p>
	<p>Leadership and service are also a part of my story. As Vice President of my school's Science Society, I organized workshops to introduce students to coding. I also volunteered with a STEM outreach program, teaching computing basics to underserved children. These experiences developed my teamwork, communication, and leadership abilities.</p>	 <p>Topic Sentence</p>
Conclusion	<p>To sum up, my academic success, technical skills, community engagement, and deep interest in Computer Science make me a strong candidate for the National University of Pakistan. I look forward to exploring innovative technologies, contributing to impactful projects, and becoming part of a collaborative learning environment that prepares students to shape the future.</p>	<p>Final Synthesis</p> 

Exercise 01:

Read the following advertisements and write an effective personal statement. Ensure that your personal statement fulfils are the essential requirements.

1. As part of your application for the Talent Hunt Program in a prestigious university, we request a personal statement that highlights your academic achievements, extracurricular involvement, and financial need. Describe the challenges you have overcome, your commitment to excellence, and how this scholarship will help you achieve your educational and career goals.



Note for Teacher: Help students recall the structure of essays as learnt in previous units. Elaborate to students how the ideas flow from introduction to the conclusion in a coherent and logical manner highlighting each elements of as tagged with numbers.

Students will be able to**7.1. Reading and Thinking Skill:**

- 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 appropriate intensive reading strategies (while-reading) to:
 - extract main idea and supporting detail.
 - make simple inferences using context of the text and prior knowledge.
 - deduce meaning of new words/phrases from context.
- Respond orally and in writing to the text to:
 - 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.
- Recognize the author's purpose and point of view and their effects on the texts.
- Comment on implied meaning, e.g. writer's viewpoint, relationships between different arguments.

7.2. Vocabulary and Grammar:

- Spot and fix errors in various uses of prepositions in different contexts.
- Use the words with its literal and figurative meanings both orally & in writing.

7.3. Oral Communication:

- Negotiate solutions to problems, interpersonal misunderstandings, and disputes.

7.4. Writing Skill:

- Write an analytical essay on a given topic based on guidelines.

Effect of Climate Change on the Society

UNIT 7.1

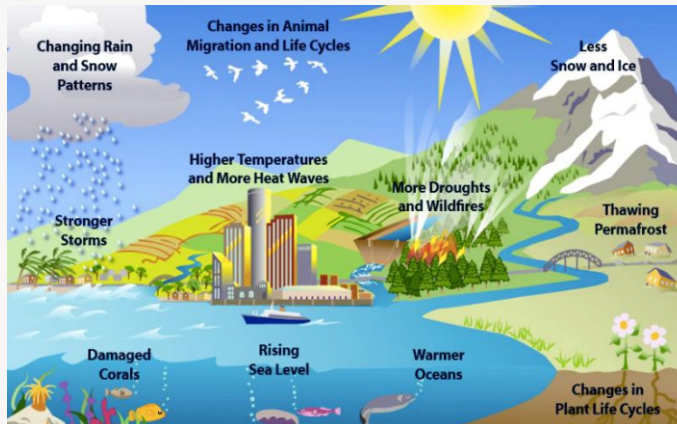
READING AND THINKING SKILL



Pre-Reading:

Exercise 01:

Discuss the picture below and predict the theme of the text.



(source: https://www.joboneforhumanity.org/what_is_global_warming_sign_up)

Climate Change: Its Causes and Effects

Climate Change:

Climate change refers to long-term alterations in the average weather patterns and conditions of the Earth, including temperature, precipitation, wind, and other climate variables, primarily caused by natural processes and human activities, such as the increased emission of greenhouse gases from fossil fuel combustion, deforestation, and industrial processes. Climate change can affect our health, ability to grow food, housing, safety and work. Some of us are already more vulnerable to climate impacts, such as people living in small island nations and other developing countries. Conditions like sea-level rise and saltwater intrusion have advanced to the point where whole communities have had to relocate, and protracted droughts are putting people at risk of famine. In the future, the number of people displaced by weather-related events is expected to rise.

Major Causes of Climate Change

1. Burning of Fossil Fuels:

Coal, oil, and natural gas release large amounts of carbon dioxide (CO₂) and other greenhouse gases when used for electricity, heat, and transportation.

3. Deforestation: Cutting down forests reduces the number of trees that absorb CO₂, increasing the concentration of greenhouse gases in the atmosphere. Cutting down forests to create farms or pastures, or for other reasons, causes emissions, since trees, when they are cut, release the carbon they have been storing. Each year approximately 12 million hectares of forest are destroyed. Since forests absorb carbon dioxide, destroying them also limits nature's ability to keep emissions out of the atmosphere. Deforestation, together with agriculture and other land use changes, is responsible for roughly a quarter of global greenhouse gas emissions.

2. Industrial Activities:

Factories and industries emit various greenhouse gases, including methane (CH₄) and nitrous oxide (N₂O), contributing to global warming. Manufacturing and industry produce emissions, mostly from burning fossil fuels to produce energy for making things like cement, iron, steel, electronics, plastics, clothes, and other goods. Mining and other industrial processes also release gases, as does the construction industry. Machines used in the manufacturing process often run on coal, oil, or gas; and some materials, like plastics, are made from chemicals sourced from fossil fuels. The manufacturing industry is one of the largest contributors to greenhouse gas emissions worldwide.

4. Agricultural Practices:

Livestock farming produces methane, while fertilizers release nitrous oxide, both

5. Using transportation:

Most cars, trucks, ships, and planes run on fossil fuels. That makes transportation a major contributor of greenhouse gases, especially carbon-dioxide emissions. Road vehicles account for the largest part, due to the combustion of petroleum-based products, like gasoline, in internal combustion engines. But emissions from ships and planes continue to grow. Transport accounts for nearly one quarter of global energy-related carbon-dioxide emissions. And trends point to a significant increase in energy use for transport over the coming years.

powerful greenhouse gases. Producing food causes emissions of carbon dioxide, methane, and other greenhouse gases in various ways, including through deforestation and clearing of land for agriculture and grazing, digestion by cows and sheep, the production and use of fertilizers and manure for growing crops, and the use of energy to run farm equipment or fishing boats, usually with fossil fuels. All this makes food production a major contributor to climate change. And greenhouse gas emissions also come from packaging and distributing food.

7. Overconsumption and Urbanization:

With the increase in urbanization, energy demand, transportation, and consumer goods production intensify greenhouse gas emissions. Moreover, globally, residential and commercial buildings consume over half of all electricity. As they continue to draw on coal, oil, and natural gas for heating and cooling, they

6. Waste Management:

Decomposing waste in landfills releases methane, especially when waste is not properly managed or recycled. Waste management significantly contributes to climate change due to the emission of greenhouse gases like methane (CH₄) from the anaerobic decomposition of organic waste in landfills. Methane is over 25 times more potent than carbon

emit significant quantities of greenhouse gas emissions. Growing energy demand for heating and cooling, with rising air-conditioner ownership, as well as increased electricity consumption for lighting, appliances, and connected devices, has contributed to a rise in energy-related carbon-dioxide emissions from buildings in recent years.

dioxide (CO₂) in trapping heat. Additionally, incineration of plastic and other non-biodegradable materials releases CO₂ and toxic pollutants. Inefficient recycling systems, the rise of single-use products, and the fossil fuel use in waste collection and processing further exacerbate the problem. To combat global warming, there is an urgent need for sustainable waste practices such as recycling, composting, reducing consumption, and adopting zero-waste strategies.

Major Effects of Climate Change

1. Hotter Temperature:

As greenhouse gas concentrations rise, so does the global surface temperature. The last decade, 2011-2020, is the warmest on record. Since the 1980s, each decade has been warmer than the previous one. Nearly all land areas are seeing more hot days and heat waves. Higher temperatures increase heat-related illnesses and make working outdoors more

2. More Severe Storms:

Destructive storms have become more intense and more frequent in many regions. As temperatures rise, more moisture evaporates, which exacerbates extreme rainfall and flooding, causing more destructive storms. The frequency and extent of tropical storms is also affected by the warming ocean. Cyclones, hurricanes, and typhoons feed on warm

difficult. Wildfires start more easily and spread more rapidly when conditions are hotter. Temperatures in the Arctic have warmed at least twice as fast as the global average.

waters at the ocean surface. Such storms often destroy homes and communities, causing deaths and huge economic losses.

3. Increased Droughts:

Climate change is changing water availability, making it scarcer in more regions. Global warming exacerbates water shortages in already water-stressed regions and is leading to an increased risk of agricultural droughts affecting crops, and ecological droughts increasing the vulnerability of ecosystems. Droughts can also stir destructive sand and dust storms that can move billions of tons of sand across continents. Deserts are expanding, reducing land for growing food. Many people now face the threat of not having enough water on a regular basis.

4. A Warming, Rising Ocean

The ocean soaks up most of the heat from global warming. The rate at which the ocean is warming strongly increased over the past two decades, across all depths of the ocean. As the ocean warms, its volume increases since water expands as it gets warmer. Melting ice sheets also cause sea levels to rise, threatening coastal and island

5. Loss of Species:

Climate change poses risks to the survival of species on land and in the ocean. These risks increase as temperatures climb. Exacerbated by climate change, the world is losing species at a rate 1,000 times greater than at any other time in recorded human history. One million species are at risk of becoming extinct within the next few decades. Forest fires,

communities. In addition, the ocean absorbs carbon dioxide, keeping it from the atmosphere. But more carbon dioxide makes the ocean more acidic, which endangers marine life and coral reefs.

extreme weather, and invasive pests and diseases are among many threats related to climate change. Some species will be able to relocate and survive, but others will not.

6. Food Scarcity:

Changes in the climate and increases in extreme weather events are among the reasons behind a global rise in hunger and poor nutrition. Fisheries, crops, and livestock may be destroyed or become less productive. With the ocean becoming more acidic, marine resources that feed billions of people are at risk. Changes in snow and ice cover in many Arctic regions have disrupted food supplies from herding, hunting, and fishing. Heat stress can diminish water and grasslands for grazing, causing declining crop yields and affecting livestock.

7. More Health Risks:

Climate change is the single biggest health threat facing humanity. Climate impacts are already harming health, through air pollution, disease, extreme weather events, forced displacement, pressures on mental health, and increased hunger and poor nutrition in places where people cannot grow or find sufficient food. Every year, environmental factors take the lives of around 13 million people. Changing weather patterns are expanding diseases, and extreme weather events increase deaths and make it difficult for health care systems to keep up.

Way forward: In a series of UN reports, thousands of scientists and government reviewers agreed that limiting global temperature rise to no more than 1.5°C would help us avoid the worst climate impacts and maintain a liveable climate. Yet policies currently in place point to up to 3.1°C of warming by the end of the century.

Addressing climate change requires urgent and coordinated action at all levels. Individually, people must adopt sustainable lifestyles by conserving energy, reducing waste, using public transport, supporting renewable energy, and making climate-conscious choices in diet and consumption. At the community level, there is a need to promote environmental awareness, implement local adaptation strategies, invest in green infrastructure, and support community-based conservation and resilience-building projects. Globally, governments must commit to and enforce international agreements like the Paris Agreement, transition toward clean energy economies, strengthen climate policies, and provide financial and technological support to developing countries for adaptation and mitigation.

Only through collective responsibility and sustained action can we slow down climate change and secure a sustainable and liveable planet for future generations.

Conclusion:

Thus, climate change is an escalating global crisis with far-reaching effects that threaten the environment, biodiversity, human health, food security, and socio-economic stability. As greenhouse gas emissions continue to rise, the planet is experiencing hotter temperatures, more severe storms, prolonged droughts, rising and warming oceans, the loss of species, increasing food insecurity, heightened health risks, and

widespread poverty and displacement. These effects are interconnected and worsening, affecting both natural systems and human communities, particularly the most vulnerable populations.

Source: adapted and modified from:

<https://www.un.org/en/climatechange/what-is-climate-change>.

<https://www.un.org/en/climatechange/science/causes-effects-climate-change#:~:text=Climate%20change%20is%20the%20single,grow%20or%20find%20sufficient%20food>.



While-Reading:

Exercise 02:

Work in pairs or groups. Match phrases with their contextual meaning.

Words	Contextual Meaning
alterations	
deforestation	
emissions	
incineration	
urbanization	
vulnerability	
extinction	
displacement	
mitigation	
adaptation	



Note for Teacher: Ask students to read the text in groups or pairs focusing on organization of the arguments, examples, justification, and logical flow of ideas.

Exercise 03:

Read the following statements and choose the correct option.

1. What is the primary cause of the recent changes in Earth's climate patterns?
 - A. Natural variations in weather
 - B. Human activities such as fossil fuel use and deforestation
 - C. Changes in the Earth's orbit
 - D. Solar flares
2. Which greenhouse gas is over 25 times more potent than CO₂ in trapping heat?
 - A. Nitrous oxide
 - B. Methane
 - C. Oxygen
 - D. Carbon monoxide
3. Which sector is identified as one of the largest contributors to global greenhouse gas emissions?
 - A. Education
 - B. Manufacturing and industry
 - C. Tourism
 - D. Healthcare
4. What major environmental issue results from deforestation?
 - A. Increased rainfall
 - B. Reduced solar radiation
 - C. Increase in atmospheric CO₂
 - D. Lower oxygen levels in oceans



Note for Teacher: Ensure students use the reading strategies of skimming and scanning while attempting MCQs.

5. Why might coastal communities be at greater risk from climate change?
 - A. They are generally more developed.
 - B. They lack access to renewable energy.
 - C. Rising sea levels and storm surges threaten their existence.
 - D. They depend heavily on air travel.
6. What would be a logical consequence if sustainable waste practices are not adopted?
 - A. Decrease in greenhouse gas emissions
 - B. Reduced need for recycling
 - C. Increased methane emissions and environmental degradation
 - D. Better air quality
7. What is the main purpose of the passage?
 - A. To provide weather forecasts
 - B. To argue against industrialization
 - C. To inform and persuade action on climate change
 - D. To promote new technology for farming
8. How does climate change impact water availability?
 - A. Reduces crops
 - B. Increases floods
 - C. Causes droughts
 - D. Melts glaciers
9. What happens as ocean temperatures rise?
 - A. Sea levels drop
 - B. Ice sheets grow
 - C. Ocean expands
 - D. Carbon reduces
10. What is a major economic impact of climate change?
 - A. More forests
 - B. Job growth
 - C. Higher poverty
 - D. Fewer stores



Post-Reading:

Exercise 04:

Answer the following questions after reading the text.

1. How does climate change affect water availability in different regions?
2. How does climate change impact biodiversity and species survival?
3. How is the increase in poverty an effect of the climate change?
4. What is climate change and what are its main causes?
5. How does deforestation contribute to climate change?
6. Why might people in small island nations be more affected by climate change than others?
7. Why is the ocean both a victim and a helper in the fight against climate change?
8. Do you think switching to renewable energy can solve all climate problems? Why or why not?
9. What connection can you draw between climate change and poverty?
10. Why is climate change considered a global issue, not just a local or national one?

Exercise 05:

Read statements and write 'True' or 'False' before each.

S. No.	Statements	True/False
1	Burning fossil fuels releases greenhouse gases into the atmosphere.	
2	Deforestation helps reduce carbon dioxide in the air.	

	Methane is a greenhouse gas that is more powerful than carbon dioxide.	
4	Industrial activities have no role in contributing to global warming.	
5	Transportation, especially road vehicles, is a major source of carbon dioxide emissions.	
6	The ocean absorbs both heat and carbon dioxide from the atmosphere.	
7	Climate change has no impact on human health.	
8	More acidic oceans can harm marine life and coral reefs.	
9	Climate change only affects animals, not humans.	
10	Switching to sustainable practices can help reduce the effects of climate change.	

Exercise 06:

Match the causes of global warming (Column A) with their corresponding effects (Column B) by writing the correct letter in the answer column.

Column A (Causes of Climate Change)	Column B (Effects of Climate Change)	Answer (A-G)
1. Burning fossil fuels (coal, oil, gas)	A. Rising sea levels and coastal flooding	
2. Deforestation and land clearing	B. Increased frequency of extreme weather events (storms, hurricanes, heatwaves)	

3. Industrial and agricultural methane emissions	C. Water scarcity and prolonged droughts in many regions	
4. Increased greenhouse gas emissions	D. Damage to marine life, including coral reef destruction	
5. Melting ice caps and glaciers	E. Reduced ability of forests to absorb carbon dioxide	
6. Ocean warming and acidification	F. Higher temperatures and heatwaves affecting human health	
7. Changes in weather patterns	G. Intensified wildfires and loss of biodiversity	

Exercise 07:

Read the following statements carefully. Determine whether each statement is a fact or an opinion.

Column A	Column B
1. The Earth's average temperature has increased by more than 1°C since the late 19 th century.	
2. Climate change is the biggest crisis humanity has ever faced.	
3. Deforestation contributes to global warming by reducing the number of trees that absorb carbon dioxide.	
4. Everyone should stop using cars to fight climate change.	
5. Rising sea levels threaten coastal cities like New York and Mumbai.	

6. Renewable energy is the best solution to climate change.	
7. The burning of fossil fuels releases greenhouse gases into the atmosphere.	
8. Governments are not doing enough to combat climate change.	
9. Ice caps in the Arctic and Antarctic are melting at an alarming rate.	
10. The world would be a better place if everyone became vegetarian to reduce carbon emissions.	



Note for Teacher: Describe to students about the facts and opinions. Help them differentiate between a fact and an opinion by providing common examples from their surroundings. Help them solve the above exercise by identifying the fact or opinion in the given statements.

UNIT 7.2

VOCABULARY AND GRAMMAR



A) GRAMMAR

Errors in Misuse of Preposition:

As learned in previous unit, prepositions are words used to show the relationship nouns, pronouns or phrases have with other parts within the respective sentences. Following are the common errors in the use of prepositions.

Misuse Type	Incorrect Sentence	Error Explanation	Corrected Sentence
Wrong Preposition Choice	She is married with a doctor.	"Married" takes "to," not "with."	She is married to a doctor.
Unnecessary Preposition	Where are you going to?	"Where" already implies direction; "to" is redundant.	Where are you going?
Omission of Necessary Preposition	He is responsible paying the bills.	"Responsible" requires "for" before a noun/gerund.	He is responsible for paying the bills.
Confusion Between Similar Prepositions	She is good in English.	"Good at" is the correct collocation.	She is good at English.
Incorrect Pairing in Phrasal Verbs	He insisted for an answer.	"Insist" is followed by "on," not "for."	He insisted on an answer.
Preposition with Time Expressions	She was born at 1999.	"Born" uses "in" for years,	She was born in 1999.

		"on" for specific dates.	
Preposition with Place Expressions	He is in the bus.	"On" is used for public transport, not "in."	He is on the bus.
Preposition with Adjectives	She is afraid from dogs.	"Afraid" is followed by "of," not "from."	She is afraid of dogs.
Preposition with Verbs	I prefer coffee than tea.	"Prefer" is followed by "to," not "than."	I prefer coffee to tea.

Exercise 01:

Identify the errors in use of prepositions and re-write the sentences by using correct preposition.

1. She is worried about her exams, but she is confident for passing.

2. He is married with a lawyer and has two children.

3. The teacher was angry on the students for not submitting their work.

4. We will discuss about the new project in tomorrow's meeting.

5. The book consists on ten chapters.

6. He is interested for learning new programming languages.

7. She apologized about the delay in response.

8. They are waiting since two hours for the bus.

9. The hotel is near to the train station.

10. She depends in her friends for emotional support.

Exercise 02:

Imagine you are a Grammar Detective. Your job is to find and correct three incorrect prepositions in the following paragraph.

Last summer, I traveled to Italy and met with my best friend there. We entered into a beautiful museum and discussed about the history of Rome. I was afraid from getting lost, but my friend was good in reading maps. We waited since an hour for our tour guide, but he was late. Later, we had difficulty to find a taxi, but we finally got one. It was a great trip, and I am looking forward for our next adventure.



B) VOCABULARY

Use of Words with their Figurative and Literal Meaning:

Words often have both literal and figurative meanings. The literal meaning of a word is its basic dictionary definition, while the figurative meaning is symbolic or metaphorical. Understanding and using them correctly enhances both spoken and written communication. See how same words are used both literally and figuratively.

Word	Literal Meaning	Figurative Meaning
Break	To damage or split something E.g. She broke the glass.	To end or lose something emotionally E.g. That news really broke my heart!
Light	Visible brightness E.g. The candle gives light	Hope, knowledge, or positivity E.g. His words brought light to my confusion.
Deep	A great distance downward E.g. The well is very deep.	Intense, serious, or thoughtful E.g. They had a deep conversation before saying good bye.
Cold	Low temperature E.g. The water is cold.	Unfriendly or unemotional E.g. She gave me a cold stare.
Wave	A movement in water E.g. The ocean waves touched the shore.	A gesture or sudden increase E.g. A wave of hope hit me.

Exercise 01:

This excerpt from *I Have a Dream* by Martin Luther King Jr. is rich in figurative language. Read the passage carefully, identify the words and phrases used in a figurative sense, and explain their meanings in both literal and figurative contexts.

“I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.”

Exercise 02:

Use any five of the above expressions in your own sentences in figurative and literal sense.



Note for Teacher: Provide students with more examples to use words at literal and figurative levels in their common routine. Ask them to bring at least five words daily used literally and figuratively.

UNIT 7.3 ORAL COMMUNICATION SKILL

Negotiations:

Negotiation involves discussing the terms of an agreement and striving to reach a consensus through dialogue and concessions. Negotiations generally involve two parties or groups, each deliberating on what they can offer in exchange for something they desire or for refraining from a particular action to gain something in return.

Followings are some important points to remember for negotiations to be successful, the negotiator needs to:



Note for Teacher: Explain to students the importance of negotiation in daily life. Provide them more examples in which the negotiation is used.

Sample Negotiations:

Exercise 01:

Practice the following sample dialogue on the negotiation between Ms. Sara and her boss Mr. Ali.



Mr. Ali: Good morning, Sara. You wanted to talk about something?

Sara: Yes, sir. I'd like to request flexible working hours. My mother is unwell, and I need to take her to the hospital regularly in the mornings.

Mr. Ali: I understand. But you know we need you in the office from 9 a.m. for team coordination.

Sara: Yes, I realize that. Could I come in at 11 a.m?

Mr. Ali: But some days we have morning meetings. How about this—on meeting days, you join online at 9 a.m., and on other days, you come at 11?



Note for Teacher: Divide the class into pairs and ask them to role-play on the above dialogue. Also ask them to note down how the negotiation is made.

- Sara:** That sounds fair. I'll make sure my work isn't affected, and I'll send updates regularly.
- Mr. Ali:** Great. Let's try this for two weeks and review how it's working.
- Sara:** Thank you so much, sir. I really appreciate your understanding.
- Mr. Ali:** You're welcome, Sara. Good communication always leads to good solutions.

Exercise 02:

Work in pairs/groups and hold mock negotiations on the following issues:

1. Between a manager and workers over the increase in salary
2. Between two students' groups over selecting a historical place of amusement park for the annual tour



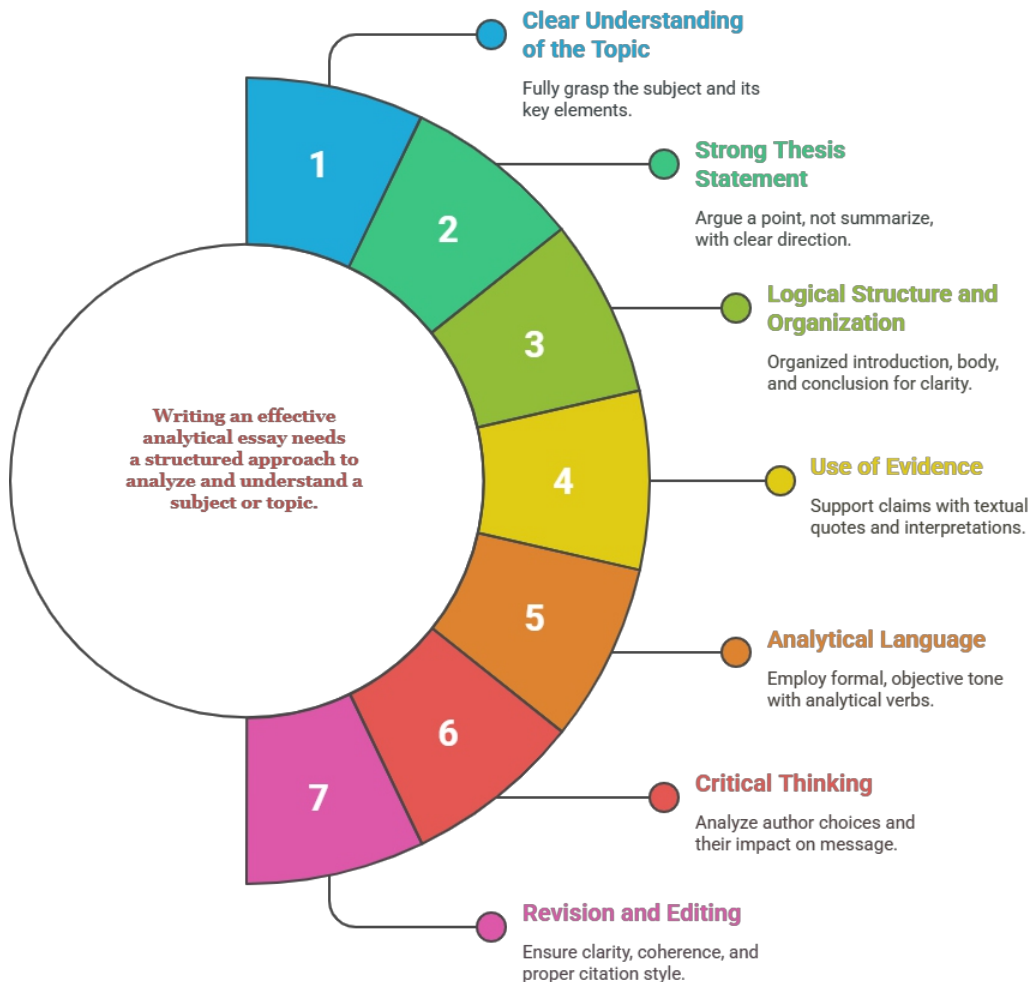
Note for Teacher: Divide your students into groups of six and have them discuss the reasons why the negotiations between the manager and employees were unsuccessful. Emphasize the importance of flexibility and consensus-building during this role-play exercise.

UNIT 7.4

WRITING SKILL

Analytical Essay:

An analytical essay examines, interprets, and evaluates a specific topic or subject matter dissecting it into its discrete parts and interpreting what each of those parts means, individually and as a whole. Following is the basic requirement to write an effective analytical essay.



Following is the list of 'Do's' and 'Don'ts' to write an effective analytical essay.



Clear Thesis Statement



Support with Evidence



Analyze Evidence



Stay Focused



Revise and Proofread



Avoid Summarization



No Unsubstantiated Claims



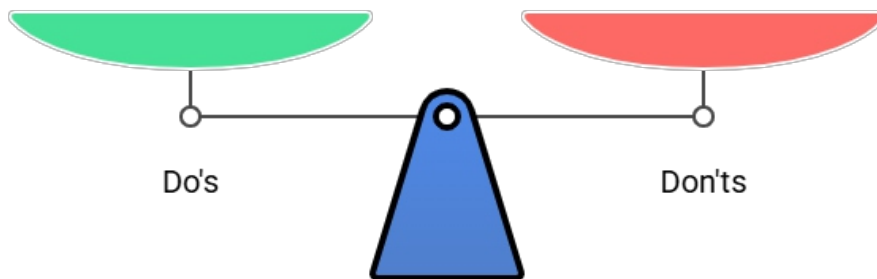
Avoid Disorganization



Avoid Informal Language



Avoid Plagiarism



Sample Analytical Essay:

Topic: It is commonly observed that classrooms in public colleges are over-crowded with students which has adversely effected not only the teaching process, but also the learning outcomes. Analyse how does class size affect learning? Support your stance with suitable reasons and evidences.

Introduction	Teaching is polishing while learning is nurturing. A smooth and effective learning process requires time, attention, and a conducive environment. One critical factor influencing learning outcomes is class size, which, according to the American Educational Research Association (2003), can significantly affect student performance when other variables are held constant. Therefore, class size directly impacts learning outcomes by shaping student concentration, teacher attention, and classroom environment.	<div>Hook</div> <div>Supporting Ideas</div> <div>Thesis Statement</div>
Body Paragraph 01	Firstly, large class sizes hinder student concentration. As supported by the Australian Association for Research in Education, classrooms with more than 30–35 students reduce students' ability to focus and understand lessons effectively. Challenges such as poor teacher-student interaction, inaudible communication, and classroom mismanagement further disrupt the learning process.	<div>Topic Sentence</div> <div>Supporting Ideas</div> <div>Concluding line</div>
Body Paragraph 02	Secondly, teachers in overcrowded classrooms struggle to give individual attention. In ideal class sizes, teachers can engage students meaningfully and supervise tasks thoroughly. In contrast, overloaded classrooms limit a teacher's capacity to focus on each student, compromising the quality of instruction, and diminishing overall learning outcomes.	<div>Topic Sentence</div> <div>Supporting Ideas</div> <div>Concluding line</div>

Body Paragraph 03	Thirdly, a healthy classroom environment depends on appropriate spacing and ventilation. When student numbers exceed the optimal limit, issues like congestion, conflicts, poor air quality, and stress emerge, hindering both physical comfort and learning efficiency. These factors collectively result in an unhealthy, counterproductive learning atmosphere.	Topic Sentence
		Supporting Ideas
		Concluding line
Conclusion	In conclusion, class size significantly influences educational outcomes. Overcrowded classrooms reduce focus, teacher support, and environmental quality, whereas ideal class sizes enhance all three. To address this, schools should split large classes, improve ventilation, and adopt student-centred teaching strategies.	Restatement
		Suggestion/way forward

Exercise 01:

Write a detailed analytical essay on the following questions.

1. Copy-culture in examination halls has adverse effects on the society. Write an essay and discuss how the copy culture has derailed the young generation from their academic and career goals of life. Support your answer with three specific reasons or examples along with suggestions to curb the copy culture.
2. Bullying, an unwanted, aggressive behaviour among school aged children that may involve hooting, commenting, body-shaming or ragging, is a widely noticed culture among college students. Many students have left studying due to bully culture. Write an analytical essay highlighting major effects on bullied students and suggest how to control it.



Note for Teacher: Guide students to develop an effective hook, general statements, and thesis statement and restating the same in the conclusion along with suggestions or recommendations in case required in the question.

SECTION-B: POETRY

Students will be able to:

- Analyse the text to identify the theme/general subject, key ideas, thesis statement, topic sentences and supporting details.
- Skim text to
 - have general idea of the text.
 - infer theme/ main idea.
- 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 appropriate intensive reading strategies (while-reading) to:
 - extract main idea and supporting detail.
 - make simple inferences using context of the text and prior knowledge.
 - distinguish between what is clearly stated and what is implied.
 - deduce meaning of new words/phrases from context.
- Respond orally and in writing to the text to:
 - relate what is read to his or her own feelings and experiences.
- Make predictions about storyline/content, characters, using contextual clues and prior knowledge.
- Interpret the poem, drama, and story in relation with author's position and message.
- Read a text to make connections between characters, events, motives and causes of conflicts.
- Recognize the author's purpose and point of view and their effects on the texts.
- Read a poem and give orally and in writing.
- theme and supporting details.
 - personal response with justification.
- paraphrase/summary.
- Discuss and analyse the use of figurative language (Personification and Oxymoron) in the text.
- Comment on implied meaning, e.g. writer's viewpoint, relationships between different arguments.

IF By Rudyard Kipling

Pre-Reading:

Exercise 01:

Discuss the statement.

1. "Success is the failure redefined."
2. Predict what kind of poem are you going to read.

Poem

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise: 8

If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools: 16

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;



Note for Teacher: Ask students to make predictions about the poem based their personal experience and observation. Also ask them to read the poem silently and understand what does the poet want to convey through this poem.

If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

24

If you can talk with crowds and keep your virtue,
Or walk with Kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!

32

Exercise 02:

Read the poem carefully and choose the correct option.

1. Which quality does the poet suggest is most important for dealing with the adversity?
A) Intelligence
B) Strength
C) Patience
D) Resilience
2. What does Kipling mean by line no.12 "and treat those two impostors just the same;" in reference to Triumph and Disaster?
A) Both are equally significant
B) Both are temporary
C) Both lead to success
D) Both are to be proud of
3. What is suggested in line no.18 by " And risk it on one turn of pitch-and-toss,"?
A) recklessness leads to ruin
B) life is about taking chances
C) risks should be avoided
D) winning is essential to happiness

4. The "heart and nerve and sinew" in line no. 21 most likely implies_____.
A) emotional fragility
B) physical strength alone
C) the conscious endurance
D) the body's natural limitations
5. The poem's message about self-control and perseverance apply to personal growth as it_____.
A) limits personal freedom
B) suggests emotional responses as weakness
C) encourages steady improvement
D) discourages seeking advice from others
6. The "unforgiving minute" in line no.29 symbolize_____.
A) the rapid passage of time
B) a moment of opportunity
C) time's cruel nature
D) moments of regret
7. One of the following is the central theme of the poem_____.
A) the importance of winning at all costs
B) the power of self-control and balanced life
C) the significance of wealth and status
D) the inevitability of failure
8. What internal conflict is the poem encouraging individuals to overcome?
A) Doubt versus confidence
B) Failure versus pride
C) Emotions versus logic
D) Personal versus social responsibility



Note for Teacher: Guide students to understand the poem using literal and figurative approaches. Help them understand the difference between simile and metaphor through examples given in the poem. Also ensure that students appreciate the poem critically in the class in groups of two or three.

Exercise 03:

Deduce the contextual meaning of the following words and use them in your sentences:

S.No	Word	Contextual Meaning	Sentence
1.	allowance		
2.	deal in		
3.	impostors		
4.	knave		
5.	disaster		
6.	heap		
7.	nerve		
8.	will		
9.	virtue		
10.	sinew		

Exercise 04:

Work in groups of three. Read the poem thoroughly and identify the following figures of speech in the poem and use them in your sentences:

Figure of Speech	Poem Lines	Line Number	Your sentences
Metaphor			
Personification			
Anaphora			
Alliteration			



Note for Teacher: Divide the class into groups of three students to go through the poem and solve the exercise 04. After that, ask them to exchange the notes with the group sitting next to them and get feedback from them.

Exercise 05:

Read the poem carefully in groups of two or three and answer the following questions in written form.

1. How does Kipling suggest one should deal with both success and failure?
2. Why does the poet consider "Triumph and Disaster" as "impostors"? Justify with some reasons.
3. Which quality described in the poem do you find most challenging to uphold in your own life, and why?
4. What is the significance of maintaining one's integrity while interacting with both "crowds" and "kings"?
5. Why does the poet place emphasis on patience, truthfulness, and self-discipline in achieving personal growth?

Exercise 06:

Read the poem carefully and write a detailed critical appreciation of the poem.

Exercise 07:

After you have read and understood the poem in detail, explain the following lines with reference to the context in written form.

Lines No	Lines
1-8	If you can keep your head.....talk too wise.
9-16	If you can dream with worn-out tools.
17-24	If you can make one heap says to them: 'Hold on!
25-32	If you can talk with crowds be a Man, my son!



Note for Teacher: Guide students to use their creativity, critical thinking, innovative approaches, personal observation and experience, literary understanding and interpretative skills while developing the presentation on any given topics.

THE AGE OF INFANCY

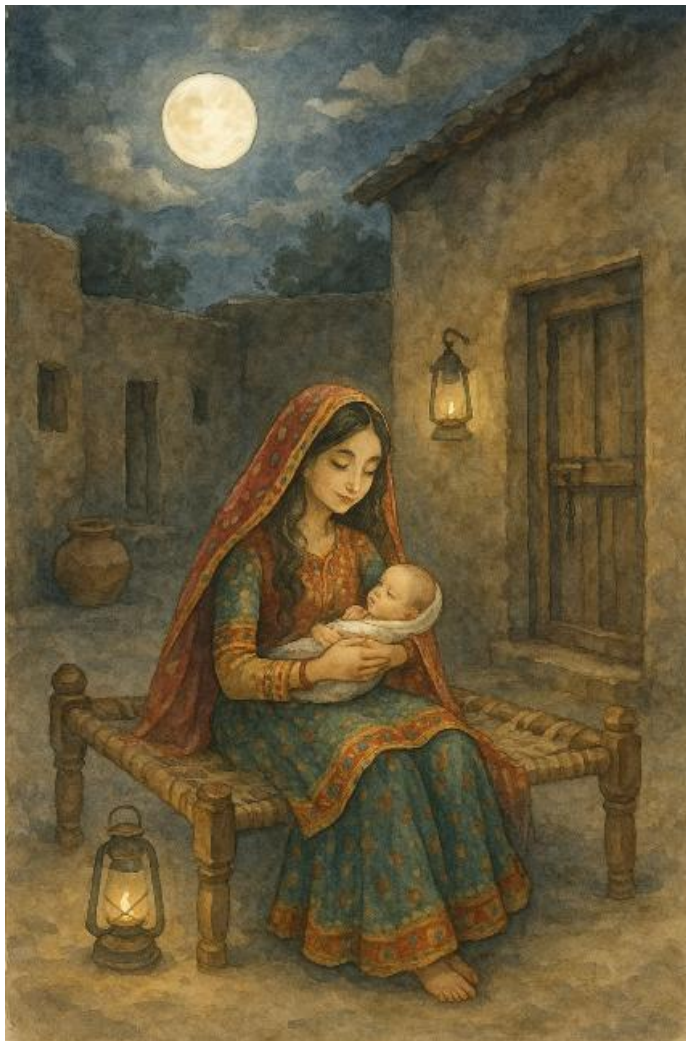
Dr. Allama Muhammad Iqbal

Pre-Reading:

Exercise 01:

Discuss the following statements.

1. Paradise lies under the feet of your mother.
2. Look at the following picture and predict what is the poem about?



Poem

The earth and sky were unknown worlds to me,
Only the expanse of mother's bosom was a world to me.

Every movement was a symbol of life's pleasure to me,
My own speech was like a meaningless word to me.

During infancy's pain if somebody made me cry,
The noise of the door chain would comfort me.

Oh! How I stared at the moon for long hours,
Staring at its silent journey among broken clouds.

I would ask repeatedly about its mountains and plains,
And how surprised would I be at that prudent lie.

My eye was devoted to seeing, my lip was prone to speak.
My heart was no less than inquisitiveness personified.

Exercise 02:

Read the poem carefully and choose the correct option.

1. The first two lines convey the poet's acknowledgement of ____.
A) lack of awareness of the vast world
B) mother's lap as its entire world
C) sense of complex emotions
D) the world as blessing in disguise
2. Which of the following statements contains the use of metaphor?
A) Mother's bosom was a world to me.
B) Speech was like a meaningless word to me.
C) Door chain would comfort me.
D) Stared at the moon for long hours.



Note for Teacher: Encourage students to read the poem aloud with intonation and appropriate gestures. Provide a word cloud with words from the poem as "mother," "cry," "sky," "moon," "bosom," "life," "pain," "clouds," "mountains."

3. The phrase “meaningless word to me” in line no. 4 expresses that an infant’s_____.
 - A) voices without purpose;
 - B) sounds with complexity
 - C) words without any logical interpretation;
 - D) words without any emotions;
4. The lines 5-6 point out that a crying child gets_____.
 - A) easily comforted with any sound
 - B) only comforted with door chain sound
 - C) hardly comforted with any sound
 - D) annoyed with the door chain sound
5. The words ‘the moon’ and ‘silent journey among broken clouds’ metaphorically points out_____.
 - A) mother, mother’s struggle in life
 - B) life, and life’s ups and downs
 - C) peace, tranquillity in life
 - D) they are not metaphors
6. The phrase “that prudent lie” in line no. 10 refers to_____.
 - A) the silent journey of the moon
 - B) the answers he got were wrong
 - C) the answers on mountains and plains
 - D) the answers he got in the school
7. What theme is primarily explored in the poem "Age of Infancy"?
 - A) The complexities of adulthood
 - B) The innocence of childhood
 - C) The relationship between nature and humans
 - D) The speaker’s fear of growing up
8. The poem reflects the contrast between infancy and adulthood by/through emphasizing the child’s_____.
 - A) strong knowledge of the world
 - B) simplicity, curiosity, and reliance on sensory experiences
 - C) deep understanding of abstract concepts
 - D) communication of mature ideas and emotions

Exercise 03:

Deduce the contextual meaning of the following words and use them in your sentences.

S.No	Word	Contextual Meaning	Sentence
1.	infancy		
2.	bosom		
3.	expanse		
4.	meaningless		
5.	plains		
6.	prudent		
7.	devoted		
8.	prone		
9.	inquisitiveness		
10.	personified		

Exercise 04:

Read the poem carefully in groups of two or three and answer the following questions in written form.

1. How does Dr. Allama Muhammad Iqbal depict the theme of innocence and simplicity in the poem "Age of Infancy"?
2. What role does curiosity play in the poem, and how does it shape the speaker's experience of the world?
3. How does the poem evoke feelings of nostalgia for infancy?
4. What can be inferred about the speaker's understanding of the world during infancy from the line "The earth and sky were unknown worlds to me"?



Note for Teacher: Guide students to understand the poem using literal and figurative approaches. Also ensure that students appreciate the poem critically in the class in groups of three.

5. How does the metaphor “My heart was no less than inquisitiveness personified” shape the reader’s understanding of the speaker’s emotional state? Elaborate.

Exercise 05:

Work in groups of two or three. Read the poem carefully and write the figurative meaning of the words used in the poem.

Words	Figurative Meaning
moon	life or mother
broken clouds	
door chain	
silent journey	
prudent lie	
inquisitiveness personified	

Exercise 06:

Work in groups. Write the detailed critical appreciation of the poem.

Exercise 07:

Work in groups and explain the following lines of the poem with proper reference to the context. Ensure that your response mentions the words from the poem as per need.

Lines No	Lines
1-2	The earth and sky..... a world to me.
3-4	Every movement..... a world to me.
5-6	During infancy's.....comfort me.



Note for Teacher: Ensure that students use their personal understanding, observation, experience, and critical appreciation while answering the questions.

5-6	During infancy's.....comfort me.
7-8	Oh! How I stared.....broken clouds.
9-10	I would ask.....that prudent lie.
11-12	My eye was..... inquisitiveness personified.



Note for Teacher: Ensure that students understand the literal and figurative approaches used in the poem. Guide them to note down the literal and figurative meaning of words used in the poem.

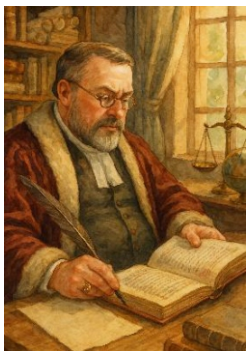
THE SEVEN AGES OF MAN By William Shakespeare

Pre-Reading:

Exercise 01:

Look at the picture. Discuss in pairs.

1. How does life change with age?
2. Predict what will your read in the poem.



Note for Teacher: Ask students to discuss and predict what does the picture about human life.

Poem

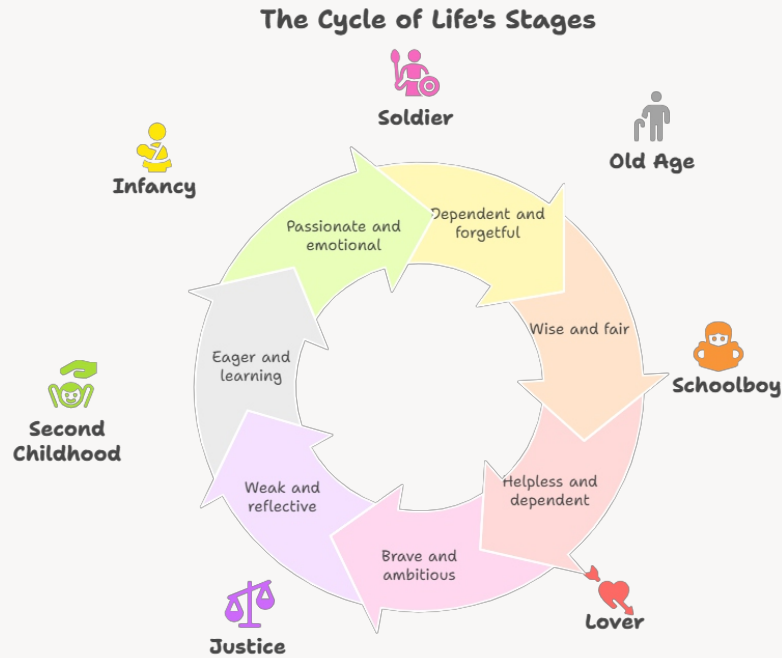
All the world's a stage, And all the men and women merely players: They have their exits and their entrances; And one man in his time plays many parts, His acts being seven ages. At first the infant,	5
Mewling and puking in the nurse's arms. And then the whining schoolboy, with his satchel, And shining morning face, creeping like snail, Unwilling to school. And then the lover, Sighing like furnace, with a woeful ballad	10
Made to his mistress' eyebrow. Then a soldier, Full of strange oaths, and bearded like the pard, Jealous in honour, sudden and quick in quarrel, Seeking the bubble reputation Even in the cannon's mouth. And then the justice,	15
In fair round belly with good capon lined, With eyes severe and beard of formal cut, Full of wise saws and modern instances; And so he plays his part. The sixth age shifts Into the lean and slippered pantaloons,	20
With spectacles on nose and pouch on side, His youthful hose well saved, a world too wide For his shrunk shank; and his big manly voice, Turning again toward childish treble, pipes And whistles in his sound. Last scene of all,	25
That ends this strange eventful history, Is second childishness, and mere oblivion, Sans teeth, sans eyes, sans taste, sans everything.	28



Note for Teacher: Encourage students to recite the poem loudly. Also help students to understand how the poem is imbued with various literary devices that touch the human soul in an aesthetic way.

Exercise 02:

Draw the line to match stages of life with their respective characteristics.



Exercise 03:

Deduce the contextual meaning of the following words from the poem.

Words	Contextual Meaning
mewling	
puking	
satchel	
pard	
capon	
saws	
slipperd pantaloen	
shrunk shank	
treble	
sans	

Exercise 04:

Read the poem carefully and choose the correct option.

1. The phrase “seeking the bubble reputation” suggests that__.
A. reputation is easy to achieve.
B. reputation is fragile and temporary.
C. reputation lasts forever.
D. reputation is deceptive.
2. The poem depicts a schoolboy's attitude towards school as he__.
A. is excited to go to school.
B. eagerly runs to school.
C. drags himself unwillingly to school.
D. proudly carries his books to school.
3. In the stage of "the justice," the man is physically described as__.
A. bearded like a pard
B. with spectacles on his nose
C. full of strange oaths
D. with a fair round belly
4. Which of the following best describes the tone of the poem?
A. Celebratory and joyful
B. Bitter and accusatory
C. Reflective and philosophical
D. Angry and rebellious
5. Shakespeare’s main purpose in dividing human life into seven distinct stage in *The Seven Ages of Man* is to show that_____.
A. each person’s life is entirely unique.



Note for Teacher: Ask students to read the poem carefully and write the contextual meaning of the words. Students can use the dictionary to find out the meaning as well.

- B. human life progresses through predictable stages
 - C. people are free from societal roles
 - D. the unpredictability of life events
6. The poem depicts a schoolboy's attitude towards school as he_____.
- A. is excited to go to school.
 - B. eagerly runs to school.
 - C. drags himself unwillingly to school.
 - D. proudly carries his books to school.
7. In the stage of 'the justice', the man is physically described as_____.
- A. beared like a pard
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8. which of the following best describes the tone of the poem?
- A. Celebratory and joyful
 - B. Bitter and accusatory
 - C. Reflective and philosophical
 - D. Angry and rebellious

Exercise 05:

Read the poem carefully in groups of two or three and answer the following questions in written form.

1. What do the 'entrances' and the 'exits' represent in the poem "Seven stages of life"?
2. How does a man play the sixth role on the stage of life in the poem *The Seven Ages of Man*?
3. How does Shakespeare's metaphor of the world as a stage reflect the transient nature of human life?

4. What is the first stage of life mentioned in the poem, and how is it described?
5. What is the meaning of "the bubble reputation" in the context of the soldier's life?
6. How would you divide the life of a modern human being in seven different ages?

Exercise 06:

Read the poem carefully and write the critical appreciation of the poem.

Exercise 07:

Explain with reference to the context the following lines.

Lines #	Lines
1-5	All the world's a stage,.....At first the infant
6-10	Mewling and puking with a woeful ballad
11-15	Made to his mistress' eyebrow.....And then the justice,
16-20	Into the leantoward childish treble, pipes
21-25	And whistles in his sound.....taste, sans everything.

Exercise 08:

Enact the poem through role-play on the poem. Each player/actor would play a single role out of *Seven Ages of Man*.



Note for Teacher: Divide the class into groups of seven, assigning each member a stage of life: baby, schoolboy, lover, soldier, and elderly person. Ask them to create and practice dialogues for their roles, focusing on tone, body language, and how behavior changes with age. Once prepared, have each group perform in front of the class. After all performances, discuss how these roles represent different life stages and how students felt while acting them out

YOU START DYING SLOWLY

By Pablo Neruda

Pre-Reading:

Exercise 01:

Think, discuss, and respond on following questions:

1. What actions or habits make people live the life to the fullest?
2. Name the habits or routines you think that make people feel stuck or uninspired.
3. Look at the picture and predict what it tells us about.

Poem

You start dying slowly
if you do not travel,
if you do not read,
If you do not listen to the sounds of life,
If you do not appreciate yourself.

You start dying slowly
When you kill your self-esteem;
When you do not let others help you.

You start dying slowly
If you become a slave of your habits,
Walking everyday on the same paths...
If you do not change your routine,
If you do not wear different colours
Or you do not speak to those you don't know.

You start dying slowly
If you avoid to feel passion
And their turbulent emotions;
Those which make your eyes glisten
And your heart beat fast.

You start dying slowly
If you do not change your life
when you are not satisfied with your job,
or with your love,
If you do not risk what is safe for the uncertain,
If you do not go after a dream,
If you do not allow yourself,
At least once in your lifetime,
To run away from sensible advice...

Exercise 02:

Read the poem carefully and choose the correct option.

1. The poet implies by repeating the phrase "You start dying slowly" that...
 - A. death is a gradual physical process.
 - B. emotional and spiritual stagnation leads to living death
 - C. everyone will die eventually
 - D. life is short, so enjoy it



Note for Teacher: Ask students to read the poem and discuss in pairs. Help them understand the broader perspective of the poem.

2. According to poet, one of the following actions causes a person to "die slowly_____".
 - A. traveling frequently
 - B. avoiding routine activities
 - C. failing to change habits
 - D. seeking advice from others
3. What is the poet's view on passion, as described in the poem?
 - A. Passion should be avoided
 - B. Passion is unnecessary for a fulfilling life
 - C. Passion, though turbulent, is essential to feeling alive
 - D. Passion leads to heartbreak and regret
4. What might Neruda mean by "becoming a slave of your habits"?
 - A. Being overly disciplined in life
 - B. Following routines without question
 - C. Living freely and exploring new ideas
 - D. Working hard to achieve goals
5. What message does Neruda convey about self-esteem in the poem?
 - A. Self-esteem is unimportant in living a full life
 - B. Strong self-esteem leads to personal stagnation
 - C. Low self-esteem can contribute to emotional decay
 - D. Self-esteem only affects relationships, not personal growth
6. The poet's list of things to avoid is meant to:
 - A. Judge people who do them
 - B. Encourage conformity
 - C. Inspire awareness and conscious living
 - D. Provide a literal checklist

7. Which line best supports the idea of emotional courage?
- A. "When you kill your self-esteem"
 - B. "If you avoid to feel passion"
 - C. "If you become a slave of your habits"
 - D. "When you do not let others help you"

Exercise 03:

Read the poem carefully in groups of two or three and answer the following questions in written form.

- 1. Why does the poet emphasize the importance of change, such as wearing different colors or speaking to people you don't know?
- 2. What kind of emotions or experiences does the poet value, based on the line "If you avoid to feel passion and their turbulent emotions"?
- 3. What is the significance of breaking routines according to the poet? Explain.
- 4. In your own life, how could following the poem's advice lead to a more fulfilling experience? Give an example.
- 5. How does Neruda's poem serve as both a warning and an encouragement? Which element is stronger, in your view?

Exercise 04:

Compare and contrast the following diagrams and discuss in groups in the class.



Exercise 05:

Write down the effects of following actions/causes on your personality, behaviour and thinking.

S. No.	Cause	Action	Effect
01	If you	Travel	
	If you don't		
02	If you	Read	
	If you don't		
03	If you	Play	
	If you don't		
04	If you	use mobile phone	
	If you don't		
05	If you	make friends	
	If you don't		
06	If you	change my bad habits	
	If you don't		

Exercise 06:

The poem contains use of many figurative devices. Read it carefully and write down the words/phrases/sentences used as figurative devices. One example has been done for you.

S.No.	Figurative Devices	Example	Explanation
1.	Metaphor	You start <i>dying</i> slowly.	Dying for losing enthusiasm, passion, and growth is used.



Note for Teacher: Divide the class into pairs and ask them to note down their habits which make them feel 'living fully' and habits which make them feel 'living slowly'. Also ask them to discuss how to get rid of negative habits from their lives to bring positive change.

You Start Dying Slowly By Pablo Neruda

Section-B: Poetry

2.	Anaphora		
3.	Alliteration		
4.	Paradox		
5.	Personification		

Exercise 07:

Read the poem carefully and write the critical appreciation of the poem.

Exercise 08:

Read the poem carefully and explain the following with reference to the context of the poem.

Lines#	Lines
1-5	You start dying slowly.....appreciate yourself.
6-8	You start dying slowly.....let others help you.
9-14	You start dying slowly.....those you don't know.
15-19	You start dying slowly.....And your heartbeat fast.
20-26	You start dying slowly.....away from sensible advice.



Note for Teacher: Ask students to explain the lines or stanzas of poem with reference to the context. Encourage them to use their critical thinking, personal experience and observation, and relevant examples from their surrounding.

ULYSSES

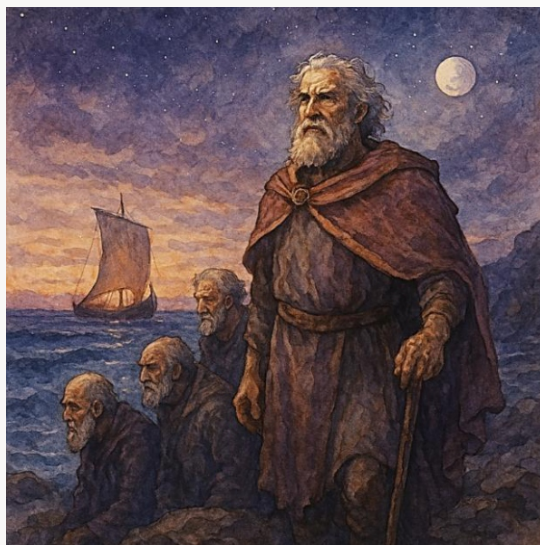
By Alfred Lord Tennyson

Pre-Reading:

Exercise 01:

Discuss the following questions in pairs.

1. Look at the picture and discuss with the person sitting next to you. Explain what do you see in the picture?
2. Imagine you are someone who loves challenges, adventures, exploring new places, meeting people, and learning new things. But now, because of age, responsibilities, or circumstances, you're unable to do those things anymore. How would that make you feel? What thoughts or actions might help you reconnect with your passion for adventure and purpose?



Brief Introduction: Ulysses (known as Odysseus in Greek and Roman mythology), a hero of Greek mythology, is the king of Ithaca and a renowned hero of the Trojan War in Homer's *Odyssey*. After the fall of Troy, his journey of ten years is central to Homer's epic of *Odyssey*. Ulysses/Odysseus faces numerous trials on his way back



Note for Teacher: Divide the class in pairs and ask them to discuss the above questions in detail. After both have discussed, ask them to note down their points on a page and call each pair to share in front of the class

home, including encounters with mythical creatures like the Cyclops, the Sirens, and the sorceress Circe. His journey symbolizes not only physical travel but also a quest for wisdom and self-discovery. Ultimately, Ulysses/Odysseus returns to Ithaca, reclaims his throne, and reunites with his loyal wife, Penelope. He addresses his faithful companions to urge them to man his ship one last time. He speaks---

Poem

My mariners,
Souls that have toil'd, and wrought, and thought with me—
That ever with a frolic welcome took
The thunder and the sunshine, and opposed
Free hearts, free foreheads—you and I are old;
Old age hath yet his honour and his toil;
Death closes all: but something ere the end,
Some work of noble note, may yet be done,
Not unbecoming men that strove with Gods. 8

The lights begin to twinkle from the rocks:
The long day wanes: the slow moon climbs: the deep
Moans round with many voices. Come, my friends,
'T is not too late to seek a newer world.
Push off, and sitting well in order smite
The sounding furrows; for my purpose holds
To sail beyond the sunset, and the baths
Of all the western stars, until I die. 16

It may be that the gulfs will wash us down:
It may be we shall touch the Happy Isles,
And see the great Achilles, whom we knew.
Tho' much is taken, much abides; and tho'
We are not now that strength which in old days
Moved earth and heaven, that which we are, we are;
One equal temper of heroic hearts,
Made weak by time and fate, but strong in will
To strive, to seek, to find, and not to yield. 25

Exercise 02:

Read the poem carefully and choose the correct option.

1. What does Ulysses imply about the nature of aging in his speech to the mariners?
 - A. Old age is a sign of weakness.
 - B. Old age grants wisdom and should be revered.
 - C. Aging doesn't diminish the desire for noble pursuits.
 - D. Aging means the end of adventure and productivity.
2. How does Ulysses' tone throughout the passage reflect his attitude towards fate?
 - A. Defeated but calm
 - B. Fearful and anxious
 - C. Hopeful and determined
 - D. Content and reflective
3. Ulysses is also known as_____ in Greek Mythology.
 - A. Pantheon
 - B. Mr. Peterson
 - C. Orpheus
 - D. Odysseus
4. What does Ulysses suggest about the mariners when he says, "You and I are old"?
 - A. They have grown wiser with time.
 - B. Their time of adventure has passed.
 - C. They should rest instead of seeking new goals.
 - D. Their age does not prevent them from taking on new challenges.
5. What does the imagery of "the long day wanes" and "the slow moon climbs" suggest?
 - A. The approaching end of life
 - B. The beginning of a new day
 - C. The promise of endless time
 - D. Their age does not prevent them from taking challenges

Section-B: Poetry

- ### Exercise 03:

S.No	Word	Contextual Meaning	Sentence
1.	wrought		
2.	toil		
3.	frolic		
4.	ere		
5.	strove		

Exercise 04:

- ‘Moans round with many voices.’ **Personification**

Exercise 05:



Note for Teacher: Ask students to read the poem in detail and attempt the MCQs by opting the correction answer. Ensure that students use the techniques of Skimming and Scanning while attempting the MCQs.

1. How does Ulysses' reflection on death ("Death closes all") shape his perspective on life and action?
2. How does Ulysses motivate his companion to sail once again and why?
3. What themes related to perseverance and the human spirit emerge in Ulysses' speech?
4. What does Ulysses' words " 'T is not too late to seek a newer world" mean?
5. What does "Happy Isle" symbolize in the poem?

Exercise 06:

Write a critical appreciation of the poem on the following points

- a. Nature of the poem
- b. Thematic interpretation of the poem
- c. Message of the poem
- d. Central idea of the poem

Exercise 07:

Read the poem carefully and explain the following lines with reference to the context.

Lines No	Lines
1-8	My mariners,..... men that strove with Gods.
9-16	The lights begin to twinkle.....until I die.
17-24	It may be that the gulfs and not to yield.



Note for Teacher: Ask students to solve the above cross word puzzle in pairs and tell each other the meaning of words they find and encircle.

STOP ALL CLOCKS

By W H Auden

Pre-Reading:

Exercise 01:

Think, discuss in pair, and answer the following questions.

1. What symbolical meanings can you give to these simple images? Share with the class.
2. What do you think the title of the poem 'stop all the clocks' mean?



Clock



Dove



Compass



Starry Night

Poem

Stop all the clocks, cut off the telephone,
Prevent the dog from barking with a juicy bone,
Silence the pianos and with muffled drum
Bring out the coffin, let the mourners come. 4

Let aeroplanes circle moaning overhead
Scribbling on the sky the message He Is Dead;
Put crepe bows round the white necks of the public doves,
Let the traffic policemen wear black cotton gloves. 8

He was my North, my South, my East and West,
My working week and my Sunday rest,
My noon, my midnight, my talk, my song;
I thought that love would last for ever: I was wrong. 12

The stars are not wanted now: put out every one;
Pack up the moon and dismantle the sun;
Pour away the ocean and sweep up the wood,
For nothing now can ever come to any good.

16

Exercise 02:

Read the poem carefully and choose the correct option.

1. By "Stop all the clocks" the poem means_____.
 - A. to pause time to remember the deceased.
 - B. to stop all noise for silence.
 - C. irrelevance of time after its loss.
 - D. all of the above.
2. In the line, "I thought that love would last for ever: I was wrong", the poet_____.
 - A. believes love is eternal.
 - B. feels disillusioned by death's power to end love.
 - C. doubts their feelings for the deceased.
 - D. feels that time erases all emotions.
3. The poet mentions actions such as "Pack up the moon and dismantle the sun" to_____.
 - A. express frustration with the natural world.
 - B. depict the insignificance of the cosmos after death.
 - C. show a desire to control nature.
 - D. advocate for environmental change.



Note for Teacher: Ask students to read the poem carefully and discuss the language, figurative devices, tone, and themes of the poem in detail. After they have discussed, ask each pair to present their ideas in front of the class.

4. The primary message of the poem is that _____.
 - A. death is a natural part of life.
 - B. the loss of a loved one overshadows everything else.
 - C. love is fleeting and temporary.
 - D. mourning should involve dramatic rituals.
5. What is the overall tone of the poem?
 - A. Joyful
 - B. Hopeful
 - C. Grieving and despairing
 - D. Excited
6. What theme is most prominent in this poem?
 - A. Adventure
 - B. Love and irreparable loss
 - C. Nature and seasons
 - D. Family traditions
7. Why does the speaker want to “silence the pianos”?
 - A. They dislike music
 - B. Pianos are too loud
 - C. It feels inappropriate to play during grief
 - D. The pianos are broken
8. Which of the following best describes the poet’s message?
 - A. Celebrate life after death
 - B. Grief makes the world feel empty and meaningless
 - C. Time heals all wounds
 - D. Love can be easily replaced

Exercise 03:

Write the meaning of the following words and use them in your own sentences.

S.No	Word	Meaning
1.	prevent	

Stop All Clocks
By W H Auden

Section-B: Poetry

2.	muffled	
3.	overhead	
4.	mourner	
5.	moaning	
6.	scribbling	
7.	crepe	
8.	dismantle	
9.	pour	
10.	sweep	

Exercise 04:

Read the poem carefully in groups of two or three and answer the following questions in written form.

1. Why do you think the speaker wants to stop the clocks and silence everything at the beginning of the poem?
2. How does the poet use ordinary objects (clocks, aeroplanes, telephones, doves) to emphasize the depth of the speaker's sorrow? Analyse.
3. How does the poet convey the idea that life has lost all meaning for the speaker after the loss?
4. What effect does the use of hyperbole (exaggeration) in phrases like "Pack up the moon and dismantle the sun." have on the poem's emotional intensity?
5. How do you relate the emotions of loss or grief in poem with those in human life? Elaborate.
6. Why is silence emphasized so strongly in the poem? What role does it play in the theme of mourning?

Exercise 05:

Match the figurative devices with the verses they are used in. one is done for you.

Stop All Clocks
By W H Auden

Section-B: Poetry

Figurative Device	Lines from Poem
Hyperbole (Exaggeration)	He was my North, my South, my East and West
Personification	Stop all the clocks, cut off the telephone
Symbolism	Let aeroplanes circle moaning overhead
Metaphor	Pack up the moon and dismantle the sun

Exercise 06:

Write the detailed critical appreciation of the poem.

Exercise 07:

Explain with reference to the context the following lines.

No.	Verses
1-4	Stop all the clocks,let the mourners come.
5-8	Let aeroplanes circle....wear black cotton gloves.
9-12	He was my North....I was wrong.
13-16	The stars are not wanted now...now can ever come to any good.



Note for Teacher: Ask students to describe the lines in context of the poem and discuss in pair as well.

**SELECTED VERSES FROM
SUR SASUI (HUSSAINI)
Shah Abdul Latif Bhittai**

Pre-Reading:

Exercise 01:

Discuss the following questions in pairs.

1. What is quest in life? Can you give an example of a personal or spiritual quest?
2. What qualities do you think are most important in someone who is searching for something difficult but noble?

Background of Sur Sasui

Sasui was a beautiful girl who grew in the house of a washerman in the city of Bhambhore. News of her beauty spread, reaching Prince Punhoon, son of the ruler of Kech Makran. Disguising himself as a merchant, he travelled to Bhambhore, met Sasui, and the two fell in love and married. Prince Punhoon even worked as washerman to be with Sasui.

Punhoon's family was angered by his marriage to a washerman's daughter and his refusal to return home. His brothers visited Bhambhore, pretended hospitality, and one night abducted him while he was unconscious. When Sasui woke up and discovered his absence, she set off alone on a perilous journey through mountains to find him. But in the arduous journey she lost her life to protect her honour.

When Punhoon regained consciousness he also went in search of Sasui. On the way he learned of Sasui's tragic fate, and died of grief beside her grave. He was buried there, and the two lovers were united in death, beyond the reach of separation.

In the poetry of Shah Abdul Latif Bhittai, the complete folktale of Sasui and Punhu is not recounted; instead, he focuses on a pivotal moment—when Sasui leaves Bhambhore and ventures into the

mountains in search of her beloved. There, she endures immense hardships and faces countless trials. Shah Abdul Latif Bhittai elevates this episode into a profound metaphor for the human soul's quest for the Ultimate Reality—God.

In these selection of Verses from Shah Jo Risalo, the aspect spiritual journey is described when all comforts are willingly forsaken, every hardship is borne with patience, and unwavering commitment is essential. Even a moment of negligence or distraction can lead the seeker astray, distancing them from the divine goal. Through Sasui's tireless pursuit, Shah Abdul Latif Bhittai illustrates the depth of devotion and the inner strength required to reach spiritual truth.



To know more about Sasui, Punhoo and Kech, scan this QR Code.



Note for Teacher: Predict the message of the poem by looking at the picture given above. Tell what does picture convey and what message does it provide?

Poem

Burn as long as you live, choice there is none, Whether it be hot or cold place to rest in none.	Section II, Verse I
Whether hot or cold, march on, there is no time to rest, Lest darkness fails, you fail to find beloveds tracks.	Section II, Verse II
“Oh mother! Hot is the ground beneath my feet, Fire of love within me burns” burning in double flames, she yarns.	Section II, Verse III
If I ever forget my love, if his memory is ever erased from my heart, Then the desert blast may bring my end like desert lark’s	Section II, Verse IV
Tears from my eyes fall like drops of rain, What I consider love was in truth fire’s flames.	Section II, Verse V

Translation by Professor Amina Khamisani

Exercise 02:

After reading the poetry, match poetic phrase from Column A with its figurative meaning from Column B.

Column A	Column B
1. Burn as long as you live	a. Real love is not comfort but intense and consuming
2. No place to rest	b. Signs or guidance toward the divine or beloved
3. March on	c. Deep sorrow and emotional suffering
4. Darkness fails	d. Spiritual loss or missing the truth

5. Beloved's tracks	e. Overwhelming sorrow or purification of the soul
6. Fire of love within me burns	f. The journey to spiritual truth has no ease or shortcuts
7. Desert blast may bring my end	g. External and internal suffering during spiritual struggle
8. Tears fall like drops of rain	h. Intense inner longing or spiritual passion
9. Love was in truth fire's flames	i. Keep striving in the path of love or devotion
10. Hot is the ground beneath my feet	j. Separation from beloved leads to ruin

Exercise 03:

Read the poem carefully and choose the correct option.

- In the Verse II, "no place to rest" represents _____.
A. a lack of physical shelters
B. the absence of sleep
C. continuous struggle in the path of love or devotion
D. a call to travel at night
- The poetic device used in "Tears from my eyes fall like drops of rain" in Verse V _____.
A. metaphor
B. simile
C. hyperbole
D. irony
- In the Verse IV about the desert blast, the poet implies:
A. She enjoys desert life
B. The desert wind will guide her
C. Forgetting the beloved could lead to destruction
D. Desert winds bring blessings

4. Which theme is most central in these Verses?
 - A. Political rebellion
 - B. Romantic union
 - C. Spiritual devotion and perseverance
 - D. Historical stories

5. In Verse II, when the poet says "march on, there is no time to rest," the quality he emphasizes is _____.
 - A. anger
 - B. persistence
 - C. confusion
 - D. arrogance

6. Why does Shah Abdul Latif use fire and heat imagery repeatedly?
 - A. To describe summer weather
 - B. To symbolize burning love and inner spiritual longing
 - C. To warn travelers of physical danger
 - D. To promote patience

7. What spiritual lesson can we learn from Sasui's unwavering journey?
 - A. Give up when things are difficult
 - B. Real devotion means staying within comfort
 - C. True seekers embrace suffering for a higher goal
 - D. The beloved should come to the seeker

8. Forgetting the beloved is equated with death in the Verse V because _____.
 - A. it's physically dangerous
 - B. memory loss leads to confusion
 - C. spiritual disconnection is seen as soul-death
 - D. the beloved would be angry

Exercise 04:

Read the poem carefully in groups of two or three and answer the following questions in written form.

1. How does the poet describe the physical and emotional pain of Verse III?
2. What spiritual lesson can be drawn from the poet's portrayal of constant struggle and longing?
3. How is Sasui's physical journey through the desert symbolic of an inner or spiritual journey?
4. How does Shah Abdul Latif Bhittai use natural elements like fire, rain, and desert to reflect emotional and spiritual states?
5. What lesson does the poet convey about commitment to one's goal even in the face of suffering?
6. How would you compare Sasui's quest to modern-day struggles for truth, meaning, or self-discovery? Can you relate to her in any way?
7. What is the unifying theme of all the verses of this selection?

Exercise 05:

Write the detailed critical appreciation of the selected verses from Shah Jo Risalo.

Exercise 06:

Explain with reference to the context the following lines.

Verse No.	Lines
I	Burn as long as to rest in none.
II	Whether hot or cold..... find beloveds tracks.
III	“Oh mother! Hot is the ground she yarns.
IV	If I ever forget desert lark's
V	Tears from my eyes fire's flames.

BIOGRAPHY OF AUTHORS/POETS

SHAH ABDUL LATIF BHITTAI (1689–1752)



Shah Abdul Latif Bhittai was born in 1689 in the village of Hala Haveli, near Bhit Shah in Sindh. He was a gifted scholar who mastered Arabic, Persian, and Sindhi, and studied Islamic teachings in depth. As a poet, scholar, and mystic, Shah Latif wandered across deserts and mountains, seeking spiritual truth and inner enlightenment. He drew inspiration from folk tales, Sufi teachings, and his surroundings, using them as metaphors for the soul's journey toward the Divine.

His poetic masterpiece, *Shah Jo Risalo*, is a timeless collection of Sindhi verses that explore themes of love, devotion, sacrifice, and spiritual awakening. Through symbolic tales of legendary lovers like Sasui-Punhoon and Marvi, Shah Latif expressed the yearning of the human soul for union with God. His poetry, deeply rooted in Sufi mysticism, continues to inspire people across cultures and generations. Shah Abdul Latif Bhittai passed away in 1752, and his mausoleum in Bhit Shah remains a center of spiritual and cultural reverence, drawing pilgrims and admirers of his message of love, tolerance, and divine truth.

Dr. MARTIN LUTHER KING Jr.(1929- 1968)



Dr. Martin Luther King Jr. was born in 1929 in Atlanta, Georgia, USA. He was a Baptist minister and a powerful leader in the American Civil Rights Movement. He played a key role in landmark events like the Montgomery Bus Boycott (1955–56) and the

Birmingham Campaign (1963), which brought national attention to the struggle for African American rights. His efforts led to the passing of major civil rights legislation, including the Civil Rights Act of 1964.

One of his most famous moments came on August 28, 1963, during the March on Washington, where he delivered his historic "*I Have a Dream*" speech. In it, he envisioned a future where people would be judged not by the color of their skin, but by the content of their character. His speech became a symbol of hope and equality around the world. King was awarded the Nobel Peace Prize in 1964. He was assassinated in 1968, but his legacy of nonviolence, justice, and human dignity continues to inspire generations.

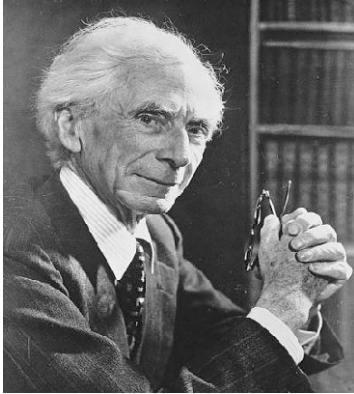
OSCAR WILDE (1854-1900)



Oscar Wilde was born in 1854 in Dublin, Ireland, and became one of the most celebrated writers and playwrights of the late 19th century. Known for his sharp wit, flamboyant style, and brilliant command of language, Wilde made significant contributions to literature through his plays, essays, and fiction. His most famous works include the novel *The Picture of Dorian Gray* and plays such as *The Importance of Being Earnest* and *An Ideal Husband*.

Among his well-known short stories is *The Devoted Friend*, a moral tale that critiques selfishness disguised as friendship. In this story, Wilde uses irony and satire to explore the themes of exploitation and hypocrisy, showing how true friendship requires sincerity and sacrifice. He died in 1900 in Paris, France, but his works have since earned enduring acclaim and are widely read and performed around the world.

BERTRAND RUSSELL (1872-1970)



Bertrand Russell was born in 1872 in Trellech, Wales, and became one of the most influential philosophers, logicians, and writers of the 20th century. A brilliant thinker, he made groundbreaking contributions to mathematics, logic, philosophy, and social criticism. Russell co-authored the monumental work "Principia Mathematica" with Alfred North Whitehead, which laid the foundations for modern logic and analytic philosophy. For his extensive writings on humanitarian ideals and freedom of thought, he was awarded the Nobel Prize in Literature in 1950.

One of his most famous and accessible works is *The Conquest of Happiness* (1930), in which Russell explores the causes of unhappiness in modern life and offers practical advice on how to achieve a more joyful and meaningful existence. He passed away in 1970, leaving behind a legacy of intellectual brilliance and moral courage that continues to inspire scholars and thinkers worldwide.

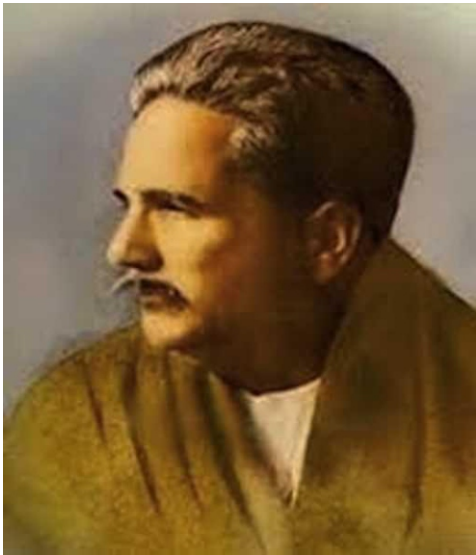
JAMES GROVES THURBER (1894-1961)



James Grover Thurber was born in 1894 in Columbus, Ohio, USA, and became one of America's most beloved humorists, writers, and cartoonists. Known for his sharp wit and imaginative storytelling, Thurber contributed extensively to *The New Yorker* magazine, where his humorous essays, short stories, and quirky drawings gained wide popularity. Despite losing most of his eyesight at a young age, he produced a rich

body of work that includes collections like *My Life and Hard Times*, *The Secret Life of Walter Mitty*, and *Fables for Our Time*. His blend of gentle satire and absurdity captured the quirks of everyday life and human nature.

One of his most famous humorous essays, *The Day the Dam Broke*, is a comical retelling of a mass panic in his hometown when people mistakenly believed that a dam had collapsed. Through exaggerated characters and chaotic scenes, Thurber hilariously portrays how fear spreads irrationally through a crowd. The story is a fine example of his ability to turn simple incidents into unforgettable literary pieces. James Thurber passed away in 1961, but his legacy lives on through his unique voice and timeless humor, which continue to delight readers of all ages.

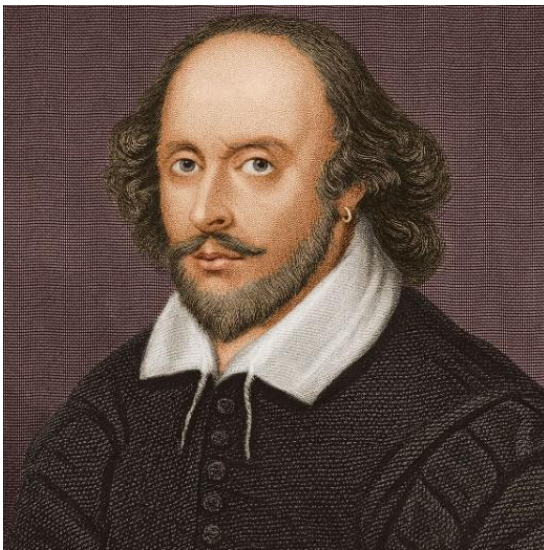
Dr. ALLAMA MUHAMMAD IQBAL (1877-1938)

Allama Muhammad Iqbal was born in 1877 in Sialkot, in present-day Pakistan. He was a renowned philosopher, poet, and politician, widely regarded as the spiritual father of Pakistan. Iqbal was educated in Lahore, Cambridge, and Munich, where he studied philosophy and law. His poetry, written in Persian and Urdu, blended deep philosophical thought with spiritual and national awakening. His major poetic works include *Bang-e-Dra*, *Asrar-e-Khudi*, *Rumuz-e-Bekhudi*, and *Payam-e-Mashriq*. Iqbal's poetry called for self-realization, unity among Muslims, and resistance against colonial rule.

Beyond literature, Iqbal played a significant political role in inspiring the idea of a separate homeland for Muslims in the

Indian subcontinent. In his famous 1930 Allahabad Address, he proposed the concept of an independent Muslim state, which later influenced the creation of Pakistan. Allama Iqbal passed away in 1938, but his vision and legacy remain deeply rooted in Pakistan's identity, earning him the title "*Mufakkir-e-Pakistan*" (The Thinker of Pakistan) and "*Shair-e-Mashriq*" (Poet of the East).

WILLIAM SHAKESPEARE (1564-1616)



William Shakespeare was born in 1564 in Stratford-upon-Avon, England, and is widely regarded as the greatest playwright and poet in the English language. He wrote 38 plays, 154 sonnets, and numerous narrative poems that have had a lasting impact on literature and theatre. His works explore

universal themes such as love, power, jealousy, betrayal, and the human condition. Some of his most famous plays include *Hamlet*, *Romeo and Juliet*, *Macbeth*, *Othello*, and *King Lear*. Shakespeare's influence extends beyond literature into modern culture, language, and philosophy.

One of his well-known poetic passages is *The Seven Ages of Man*, found in his play *As You Like It*. In this monologue, Shakespeare describes life as a stage where every person plays multiple roles, passing through seven stages—from infancy to old age. This powerful reflection on the cycle of life showcases his deep

understanding of human nature. William Shakespeare died in 1616, but his legacy lives on through his timeless works, which continue to be studied, performed, and celebrated around the world.

W. H. AUDEN (1907-1973)

Auden was born in 1907 in England. He received his early education in England. Auden's early interest in science and engineering earned him a scholarship to Oxford University; however, his interest in poetry led him to switch his field of study to English. He became a renowned British-American poet known for his profound exploration of love, loss, politics, and human emotion in his poetry. *All Clocks Stop* (*Funeral Blues*) was written in the

late 1930s along with several more volumes of poetry, including *City without Walls* and *Many Other Poems*. *All Clocks Stop* or *Funeral Blues* is one of his most famous and emotionally resonant works. Originally it was written as a satirical piece for a play, Auden later revised it into a powerful elegy mourning the death of a loved one. The poem captures the intensity of personal grief and the desire for the world to acknowledge that loss. Its direct language, strong imagery, and emotional depth make it a timeless expression of sorrow and mourning. *Funeral Blues* reflects Auden's ability to convey universal emotions with lyrical precision, showing his mastery in blending the personal with the poetic. He died while on a trip to Vienna in 1973. He is buried in Poet's Corner of Westminster Abbey.

RUDYARD KIPLING (1865-1936)



Rudyard Kipling was born in Bombay, India, in December of 1865. As a boy, he took pleasure in the work of Ralph Waldo Emerson and Wilkie Collins. He was around eleven years old when he first started writing. Kipling's best-known work, *The Jungle Book*, was published in the late 1890s and he became the first English-language writer to win the Nobel Prize in Literature in 1907.

His poem "If—", written in 1895 and published in 1910, is one of his most celebrated works. It offers timeless advice on resilience, self-discipline, and moral integrity, outlining the qualities of ideal manhood. The poem reflects Kipling's belief in personal strength and perseverance during adversity. Through "If—", Kipling conveys his ideals of leadership and character, making the poem both a personal creed and a universal guide to maturity and dignity. After developing an ulcer and undergoing surgery, Kipling died less than a week later in 1936. His ashes were interred in Westminster Abbey in Poet's Corner. Since his writing has come under some scrutiny as readers' opinions of his colonial, sometimes overly masculine tone now seems much less tasteful.

ALFRED LORD TENNYSON (1809-1892)



Lord Alfred Tennyson was born in 1809 in Lincolnshire, England, and became one of the most celebrated poets of the Victorian era. He was appointed Poet Laureate of the United Kingdom in 1850, a position he held for over 40 years. Tennyson's poetry is known for its rich imagery, deep emotion, and exploration of themes such as heroism, loss, and the passage of time. His major works

include "*In Memoriam A.H.H.*," "*The Lady of Shalott*," "*The Charge of the Light Brigade*," and "*Maud*." His poetry captured the spirit of his age and resonated deeply with the public and royalty alike.

One of his most famous poems, "*Ulysses*," presents the voice of the legendary Greek hero as an old man, yearning for one last adventure. The poem reflects themes of courage, determination, and the desire to keep striving despite the limits of age and time. Lord Tennyson passed away in 1892, and was buried in Westminster Abbey's Poets' Corner, a mark of his lasting impact on English literature. His works continue to inspire readers with their lyrical beauty and timeless philosophical depth.

PABLO NERUDA (1904-1973)

Pablo Neruda, born in 1904 in Parral, Chile, was a renowned poet, diplomat, and politician, celebrated for his passionate and powerful poetry. He began writing at a young age and gained international fame for his deeply emotional and sensuous poems. Neruda's works span themes of love, nature, politics, and social justice, with collections such as "*Twenty Love Poems and a Song of Despair*," "*Canto General*," and "*The Captain's Verses*." In 1971, he was awarded the Nobel

Prize in Literature for his poetic brilliance and commitment to human dignity.

One of his most widely shared and reflective poems is "*You Start Dying Slowly*," a piece that encourages readers to live life with passion, courage, and creativity. The poem warns against the slow death that comes from fear, routine, and silence, urging individuals to take risks, speak out, and embrace life fully. Pablo Neruda died in 1973, shortly after the military coup in Chile. His legacy endures through his powerful verses that continue to inspire love, resistance, and the beauty of life.

SECTION-C: NOVEL

Great Expectations By Charles Dickens



Introduction:

A **novel** is a long, fictional narrative written in prose that explores characters, events, and themes through a structured plot. It allows for deep character development and detailed storytelling, often reflecting social, cultural, or psychological themes.

About the Novelist:

Charles Dickens (1812–1870) was one of the most famous and influential novelists of the 19th century. Born in Portsmouth, England, he experienced hardship in his early life, which deeply influenced his writing. When he was just twelve, his father was sent to prison for debt, and Dickens had to leave school to work in a factory. These difficult experiences gave him a strong sense of justice and compassion for the poor and vulnerable.

Many of his novels highlight the struggles of the poor, the injustices of society, and the importance of kindness, honesty, and moral strength. He used his writing to speak out against child labor, harsh school systems, and social inequality. His stories gave a voice to those who were often ignored in Victorian society.

Dickens had a remarkable gift for creating unforgettable characters and powerful stories. His novels were first published in serial form—chapter by chapter in newspapers—and read widely by people of all classes. Readers eagerly awaited each new installment. Among his most celebrated works are *Oliver Twist*, *David Copperfield*, *A Tale of Two Cities*, and *Great Expectations*.

Through humor, drama, and vivid storytelling, Dickens brought attention to social problems and helped shape modern English literature. His works continue to inspire readers around the world for their emotional depth, moral messages, and rich portrayals of Victorian life. His legacy lives on, not only in the popularity of his novels, but also in how they continue to encourage empathy, fairness, and reform.

Elements of a Novel

- Plot:** The sequence of events in the story, including exposition, rising action, climax, falling action, and resolution.
- Characters:** The individuals who drive the story, including protagonists, antagonists, and supporting characters.
- Setting:** The time and place where the events occur, influencing the mood and atmosphere.
- Theme:** The central idea or message the novel conveys, such as love, ambition, or social class.
- Point of View:** The perspective from which the story is told (first-person, third-person, omniscient, etc.).
- Conflict:** The struggle between opposing forces, either internal (within a character) or external (against another character, society, or nature).
- Style & Tone:** The author's unique way of writing, including language, sentence structure, and emotional feel.

Brief Introduction to *Great Expectations*

Great Expectations is a novel by Charles Dickens, first published in 1861. It follows the journey of Pip, an orphan raised by his strict sister and kind brother-in-law, Joe Gargery. Pip's life changes when he encounters an escaped convict, Magwitch, and later receives an unexpected fortune from a mysterious benefactor.

Believing his wealth comes from Miss Havisham, an eccentric woman who was abandoned on her wedding day, Pip aspires to become a gentleman to win the love of Estella, her beautiful but cold ward. However, Pip's expectations are shattered when he discovers the true source of his fortune and learns important lessons about love, loyalty, and self-worth.

The novel explores themes of social class, ambition, justice, and redemption, making it one of Dickens' most profound works.

CAPSULE SUMMARY

Great Expectations tells the story of Pip, a poor orphan raised by his harsh sister and kind brother-in-law, Joe, in rural England. One day, Pip helps a desperate escaped convict named Magwitch, an act of kindness that later changes his life. Pip is invited to the house of Miss Havisham, a wealthy, eccentric woman who raises her cold and beautiful ward, Estella, to break hearts as revenge against men. Pip falls in love with Estella and becomes ashamed of his humble background.

Feeling ashamed of his rough upbringing, Pip longs to become a gentleman worthy of Estella. Years later, a mysterious lawyer named Mr. Jaggers informs Pip that he has inherited a fortune from a secret benefactor and must move to London. Believing the fortune comes from Miss Havisham and that she intends him to marry Estella, Pip embraces his “great expectations” and begins a new life in the city.

In London, Pip befriends Herbert Pocket, who teaches him proper manners and social customs. However, Pip becomes increasingly proud and distant, forgetting the people who truly care for him—Joe and Biddy. His world turns upside down when his true benefactor is revealed to be Abel Magwitch, the convict he helped as a child. Magwitch made a fortune in Australia and returned to make Pip a gentleman out of gratitude.

This shocking discovery forces Pip to confront the truth about himself, Estella, and the hollow values of wealth and class. Disgusted by the source of his fortune, Pip tries to help Magwitch escape, but their plan fails, and Magwitch is captured and dies in prison. Around the same time, Miss Havisham dies in a tragic accident, and Estella enters a cruel and loveless marriage with Bentley Drummle.

In the end, Pip loses his wealth but regains his moral compass. He returns home, reconciles with Joe and Biddy—who are now married—and finds peace in their simple, honest life. Years later,

Pip meets Estella again at the ruins of Satis House. She, too, has changed. Their final meeting is calm, forgiving, and full of understanding. As they walk away from the past, Pip feels no shadow of another parting between them.

List of Characters

	Name of character	Brief Description
1.	Pip (Philip Pirrip)	The main character; a poor orphan boy who dreams of becoming a gentleman.
2.	Joe Gargery	Pip's kind and humble brother-in-law; a blacksmith who loves Pip like a son.
3.	Mrs. Joe Gargery	: Pip's harsh and overbearing sister who raises him "by hand."
4.	Biddy	A kind and sensible village girl who helps Pip learn and later marries Joe.
5.	Abel Magwitch (Provis)	A convict helped by Pip in childhood; later revealed as Pip's secret benefactor.
6.	Miss Havisham	A wealthy, eccentric woman jilted on her wedding day; raises Estella to break hearts.
7.	Estella	Miss Havisham's proud and beautiful adopted daughter; Pip loves her deeply.
8.	Mr. Jaggers	A powerful London lawyer who manages Pip's fortune and guardianship.
9.	Wemmick	Mr. Jaggers' clerk; professional at work but kind and supportive in private.
10.	Herbert Pocket	Pip's loyal friend and roommate in London; helps Pip adjust to gentlemanly life.
11.	Matthew Pocket	Herbert's father and Pip's tutor; one of Miss Havisham's honest relatives.

12.	Bentley Drummle	A rude and arrogant gentleman who marries Estella and treats her poorly.
13.	Compeyson	A deceitful criminal who betrayed Miss Havisham and framed Magwitch.
14.	Molly	Mr. Jaggers' mysterious housekeeper; later revealed as Estella's mother.
15.	Orlick	A bitter and jealous worker at Joe's forge; suspected of attacking Mrs. Joe.
16.	Uncle Pumblechook	Pip's pompous uncle-in-law who takes credit for Pip's success.
17.	Clara	Herbert's kind and supportive wife who shelters Magwitch during his escape attempt.
18.	Little Pip	The son of Joe and Biddy, named after Pip; symbolizes love and a fresh start.

PART ONE
A Boy from the Forge

My father's family name being Pirrip, and my given name Philip, my infant tongue could make of both names nothing longer or more explicit than Pip. So, I called myself Pip, and came to be called Pip. I know my family name from my father's tombstone and from what my sister, Mrs. Joe Gargery, told me. Sadly, I never met my parents or saw any pictures of them because photography didn't exist back then. Since my parents died when I was very young, my sister, Mrs. Joe Gargery, raised me. She was married to Joe Gargery, the village blacksmith. I lived with them in the marshes near the river, about 20 miles from the sea.

My earliest vivid and strong memory of understanding things happened on a chilly, damp afternoon as evening approached. That's when I realized for sure that this gloomy, weed-filled place was a churchyard—where my parents and brothers were buried. Beyond the churchyard were the empty, flat marshes, then the river, and far in the distance, the sea. I was just a small boy, frightened by it all, and I started to cry.

Suddenly, a terrible voice shouted, "Be quiet!" A rough-looking man jumped up from behind the graves. "Stay still, you little devil, or I'll cut your throat," he threatened.

The man wore old gray clothes, had an iron shackle on his leg, no hat, broken shoes, and a dirty cloth wrapped around his head. He was shivering from the cold and had trouble moving. He grabbed me by the chin.

"Oh! Don't cut my throat, sir!" I begged. "Pray don't do it, sir."

"What's your name?" he demanded.

"Pip, sir," I replied.

"Say it again!" he ordered, staring at me.

"Pip. Pip, sir," I repeated.

“Where do you live? Point out the place!”

I pointed to our village, a mile or more away. I tried not to cry. The man stared at me for a moment, then suddenly grabbed me, turned me upside down, and emptied my pockets. The only thing in them was a piece of bread.

He was so quick and strong that it felt like the whole church spun around, and for a moment, I saw the steeple below my feet. When everything felt normal again, I found myself sitting on a tall tombstone, shaking with fear, while he hungrily devoured the bread.

“Now,” said the man, “where are your mother and father?”

“Why, over there, sir!” I said, pointing to their gravestones.

“Then who do ye live with—that is if I let ye live?”

“My sister, sir—wife of Joe Gargery, the blacksmith.”

“Blacksmith, eh?” said he, looking at the iron on his leg. Then he took down my arms and tipped me back. “Get me a file,” he says. “And get me food, or I’ll have your heart and liver out! Bring them to me there tomorrow morning.” He pointed to a bank of earth in the distance. “Don’t say a word about me—or your heart and your liver shall be roasted and ate!”

“You might think I’m alone, but I’m not. There’s a young man hiding nearby, and compared to him, I’m like an angel. He’s listening to every word I say.”

“That young man has a way—a special, terrible way—of getting to a boy. Not just finding him, but reaching right into his heart and liver. There’s no use trying to hide from him. A boy might lock his door, curl up in bed, pull the blankets over his head, and believe he’s safe.



But that young man will creep in, slowly and silently, until he reaches him... and tears him open.

Right now, I'm the only thing stopping him from coming after you. And let me tell you, it's not easy holding him back. So, what do you say?" Terrified, I promised to bring him a file and whatever food I could find.

"Say 'May God strike me dead if I don't,'" he demanded.

I repeated his words, and he let me go.

"Now, remember what you promised," he said. "And don't forget about the other man."

"G-good night, sir," I stammered.

"Enough of that!" he snapped.

Still shaking, I watched as he hugged himself for warmth and limped toward the low church wall. As he moved through the weeds and brambles, he looked to me like he was trying to escape from the hands of the dead, reaching up from their graves to grab his ankle and pull him down. When he came to the low church wall, he got over it, like a man whose legs were numbed and stiff, and then turned round to look for me. When I saw him turning, I set my face towards home and ran as fast as I could. But after a moment, I glanced back and saw him walking toward the river again. He was still holding himself tightly with both arms and carefully stepping over the large stones scattered across the marshes. I looked around for the scary young man but didn't see him anywhere. Now feeling frightened again, I ran all the way home without stopping.

My sister, Mrs. Joe Gargery, was more than twenty years older than me. She was very proud of herself and had a great reputation with the neighbors because she had raised me "by hand." At first, I didn't understand what "by hand" meant, but since she had a strong and heavy hand and often used it to hit both me and her husband, Joe, I thought it meant she raised us by hitting us. I believed that both Joe and I were brought up "by hand."

My sister wasn't a pretty woman, and I always had this idea that she must have forced Joe to marry her somehow. Joe, on the other hand,

was a kind and gentle man. He had light, curly hair and blue eyes that sometimes looked like they had mixed with the white parts of his eyes. He was easygoing, good-natured, and sweet-tempered, but also a bit foolish. He was very strong, like the mythical Hercules, but he also had weaknesses, just like Hercules.

When I ran home from the churchyard, Joe's forge, which was joined to our house, was shut up, and Joe was sitting alone in the kitchen. Since we were both often victims of Mrs. Joe's temper, he warned me that she had been out looking for me many times and that she had a stick with her. Soon after, he saw her coming and told me to hide behind the door. I quickly did as he said.

When Mrs. Joe threw the door open, she found me hiding behind it. She immediately started hitting me with her stick. Finally, she threw me toward Joe, who was just happy to have me safe. He quickly put himself between her and me to protect me.

"Where have you been, you little troublemaker?" Mrs. Joe shouted, stomping her foot. "Tell me right now what you've been doing to make me so worried, or I'll drag you out of that corner even if you were 50 Pips and Joe was 500 Gargerys!"

"I was only at the churchyard," I said, crying and rubbing my eyes. "The churchyard!" my sister repeated. "If it weren't for me, you'd have been in the churchyard long ago, buried and gone!"

She turned away and started making tea. She buttered a loaf of bread, cut a thick slice, and then cut it into two halves. She gave one half to Joe and the other half to me. Even though I was hungry, I didn't eat my bread because I needed to save it for the scary man I had met on the marshes and his even scarier friend. When Joe wasn't looking, I hid the bread and butter in the leg of my trousers. Joe was surprised to see my bread disappear so quickly and thought I had swallowed it all in one bite. Mrs. Joe believed the same thing and insisted on giving me a big spoonful of a horrible medicine called "Tar Water," which she forced down my throat.

I felt guilty because I was planning to steal from Mrs. Joe, and I was so worried about keeping my bread hidden that it almost drove me crazy. Luckily, I managed to sneak away and hide the bread safely in my bedroom.

Later, I heard the sound of big guns being fired. I asked Joe what it meant, and he told me, “Another prisoner has escaped. There was a convict who escaped last night from the prison ships, and they fired the guns as a warning. Now it seems they’re warning about another one.”

I kept asking Joe questions about convicts and prison ships, which made Mrs. Joe lose her patience. She told me that people were put on those ships because they murdered, robbed, and lied—and that they always started by asking too many questions. This scared me because I had been asking a lot of questions, and I was planning to rob Mrs. Joe. I felt like I was already on my way to becoming a criminal. That night, I had a restless sleep filled with scary dreams. At dawn, I quietly went to the kitchen, which was full of food for Christmas. I stole some bread, a piece of hard cheese, some sugared fruits, a bone with some meat on it, and a piece of meat. I came out of the house, and ran toward the misty marshes. It was a freezing, misty morning, I struggled to find my way to the church yard through the thick fog, misjudging my path and having to retrace my steps along the river. Suddenly, I saw a man sitting in front of me. His back was turned, and his arms were folded. He was nodding forward, heavy with sleep. Thinking he would be more pleased if I surprised him with his breakfast, I approached softly and touched him on the shoulder. Instantly, he jumped up—but it wasn’t the man I had met before!

This man was also dressed in rough gray clothes and had an iron on his leg. He was shivering with cold, just like the other man, but his face was different. He swore at me, swung wildly at me, and then ran off into the mist. My heart leaped as I realized, “It’s the young man!” Soon after, I reached the gun placements, and there was the right man, waiting for me. He looked terribly cold, and his eyes were filled

with hunger. As soon as I emptied my pockets, he began devouring the food I had brought. He shoved bread, cheese, fruit, and the piece of meat. He ate like a starved animal, glancing around distrustfully and stopping often to listen for sounds in the mist.

Suddenly, he asked, "You're not a deceiving little devil, are you? You didn't bring anyone with you?"

"No, sir," I said. "No one."

"And you didn't tell anyone to follow you?"

"No, sir."

"Well," he said, "I believe you. You'd be a fierce young hound indeed if, at your age, you could help hunt down a wretched creature like me, hunted near to death as I am."

Something in his throat clicked, as if he had machinery inside him like a clock about to strike. He wiped his eyes with his ragged sleeve, and I felt a pang of pity for his misery. Watching him settle down to eat the piece of meat, I gathered the courage to say, "I'm glad you enjoy it."

"Did you speak?" he asked.

"I said I'm glad you enjoy it," I repeated.

"Thank you, my boy. I do."

I couldn't help but notice how much he ate like a dog—taking sharp, sudden bites and swallowing each mouthful too quickly, as if he feared someone might snatch the food away. He glanced around constantly, uneasy and distrustful, even as he ate.

After a silence, I ventured timidly, "I'm afraid you won't leave any for him."

"Leave any for who?" he asked, stopping mid-bite.

"The young man," I said. "The one you mentioned. The one hiding with you."

"Oh, him?" he said with a gruff laugh. "He don't want no food."

"But he looked like he did," I said.

The man stopped eating and stared at me with sharp suspicion.

"Looked? When?"

"Just now," I said. "Over there, where I found him nodding asleep. I thought it was you."

He grabbed me by the collar, his eyes wild, and I feared he might hurt me. "Dressed like me, you say? With a hat?"

"Yes," I said, trembling. "And—and with the same reason for needing a file. Didn't you hear the cannon last night?"

"So there was firing!" he muttered to himself.

"I'm surprised you didn't hear it," I said. "We heard it at home, and we're farther away."

He shook his head. "When a man's alone out here, cold and starving, he hears all sorts of things—guns firing, voices calling. He sees soldiers in red coats, closing in on him. But there's nothing there. Last night, I saw a hundred pursuing parties in my mind, and the mist shook with cannon fire even after dawn. But this man—" He seemed to remember I was there. "Did you notice anything about him?"

"He had a badly bruised face," I said, recalling it now.

"Not here?" he asked, striking his left cheek hard with his hand.

"Yes, there."

"Where is he?" he demanded, shoving the last of the food into his jacket. "Show me the way he went. I'll pull him down like a bloodhound. Curse this iron on my leg! Give me the file, boy."

I pointed in the direction the other man had gone, and he glanced that way for a moment. But then he was down on the wet grass, filing at his leg iron like a madman. He didn't seem to care about the pain in his leg, which was raw and bloody, or about me. I was terrified of him again and told him I had to go, but he didn't respond. The last I saw of him, his head was bent over his knee, and he was working furiously at the iron, muttering curses. The last I heard was the sound of the file, still rasping away as I disappeared into the mist.

I fully expected to find a policeman in the kitchen waiting to arrest me.. But not only was there no policeman, but no discovery had yet been made of the robbery. Mrs. Joe was busy getting ready for Christmas.

"And where have you been?" she demanded.

Joe quietly crossed two fingers and showed them to me—our secret signal that my sister was in a bad mood.

“I went down to the village to listen to the Christmas carols,” I lied. Mrs. Joe was busy cooking a grand dinner: meat and roasted stuffed birds. The Christmas pudding was boiling away. Clearly, no one had noticed the missing food or the file. Around half past one, the door opened, and Mr. Pumblechook, a wealthy grain merchant from the village, arrived to join us for dinner.

As we sat down to eat, Mr. Pumblechook fixed his gaze on me. “Be grateful, boy,” he said, “to those who raised you by hand.”

With that, my sister launched into a list of all the trouble I’d caused. Just when I thought I might survive the day, she stood up and announced, “You must try a nice piece of meat.”

As she went to fetch it, I bolted for the door, terrified. But I didn’t get far. Outside, I ran straight into a group of soldiers. They were armed with muskets, and one of them held a pair of handcuffs.

The sight of soldiers at our doorstep startled everyone. Mrs. Joe came back from the pantry and stared, completely forgetting about the missing meat.

“Excuse me,” one of the soldiers said, “but I need the blacksmith. These handcuffs are broken. Can you fix them?”

“Are you hunting convicts, sir?” asked Mr. Pumblechook.

“Two of them!” the soldier replied. “They’re out on the marshes. Has anyone here seen anything?”

Everyone except me said no. No one paid any attention to me.

Joe put on his leather apron and took the handcuffs to the forge. Soon, the sound of hammering filled the air.

When Joe finished, he grabbed his coat and said we should go with the soldiers to help with the search. Joe and I were told to stay at the back. I whispered to him, “I hope we don’t find them.”

Joe whispered back, “I’d give a shilling if they’ve escaped, Pip.”

I rode on Joe’s broad shoulders as we headed toward the marshes. I kept looking around, worried my convict might see me and think I’d betrayed him.

Suddenly, we stopped. Shouts echoed through the wind and rain. The soldiers rushed forward, and Joe followed. “We’ve got both of them!” a soldier shouted, pointing his gun into a ditch. “Give up, you two!” There was splashing, mud flying, and blows being struck. The soldiers dragged my convict and the other man out of the ditch. Both were bleeding, panting, and cursing at each other.

“He tried to kill me!” the other convict yelled.

“He’s lying!” my convict shot back. “He’s a born liar, and he’ll die a liar.”

“Enough of this!” a soldier barked. “Light those torches.”

Then my convict looked around and saw me. I shook my head, hoping he’d understand I hadn’t turned him in. He gave me a look I couldn’t decipher, but I knew I’d remember his face forever.

He only glanced at me that once. Turning to the soldiers, he said, “I want to say something. I stole some food from the blacksmith’s place over there.” He looked at Joe. “Are you the blacksmith? I’m sorry, but I ate your piece of meat.”

“God knows you’re welcome to it,” Joe said kindly. “We don’t know what you’ve done, but we wouldn’t want you to starve, poor fellow. Right, Pip?”

We followed the soldiers and their prisoners to the landing. The black prison ship loomed offshore like a dark, evil ark. The convicts were rowed out and taken aboard, disappearing into the ship. The torches were tossed into the water, hissing as they went out.

I never told anyone about my convict. I loved Joe too much to risk losing his trust. At first, I’d been afraid of doing wrong. Now, I was afraid to do what I knew was right.

As a child, I did odd jobs while preparing to work with Joe at the forge. In the evenings, I attended a village school where Biddy, an orphan like me, helped me learn the alphabet. One night, I proudly showed Joe a note I had written, and he jokingly asked me to teach him to read—though we had to keep it a secret from Mrs. Joe. That cold, dry night, Joe and I sat by the fire, waiting for Mrs. Joe and

Uncle Pumblechook who had gone to the market. Soon, we heard the sound of the mare's bells, and they burst into the warm house. "Now," Mrs. Joe declared, "if this boy isn't grateful tonight, he never will be! Miss Havisham wants him to go and play at her house. So he's going—and he'd better behave!" She glared at me.

I'd heard of Miss Havisham. Everyone had. She was a grim, wealthy old woman who lived in a dark, gloomy house and never came out.

"I wonder how she knows about our Pip!" Joe said, surprised.

"Who said she knows him?" my sister snapped. "Uncle Pumblechook rents his office from her. She asked if he knew a boy. And now Pip's fortune might be made by going to Miss Havisham's. He'll take Pip to town tonight and to her house in the morning."

With that, she pounced on me like an eagle. She scrubbed my head under water, soaped me down, and stuffed me into a stiff, uncomfortable suit. Then she handed me over to Uncle Pumblechook.

"Goodbye, Joe," I called sadly.

"Goodbye, Pip, old chap!"

I had never been away from Joe before, and between my emotions and the soap in my eyes, I couldn't see any stars from the carriage at first. But as we moved along, the stars slowly appeared one by one. Still, they didn't help me understand why I was being sent to Miss Havisham's or what I was supposed to do there.

The next morning at ten o'clock, Uncle Pumblechook took me in his carriage to Satis House, the residence of Miss Havisham. The house was enormous and had a somber, eerie atmosphere. Its old, dark brick walls were lined with rusty bars on the windows, and a tall iron gate at the front was locked. Uncle Pumblechook rang the bell, and we stood waiting.

A few moments later, a strikingly beautiful girl, dressed in fine clothes, walked across the paved courtyard toward us. She was very pretty but carried herself with an air of pride. She asked for my name and, after hearing it, led me inside while firmly stopping Uncle

Pumblechook from following. The girl, about my age but carrying herself with confidence beyond her years, guided me through the neglected courtyard and into the dark, shuttered house. Holding a single candle for light, she led me through dim hallways and up a grand staircase before leaving me alone at a door, taking the candle with her.

I was half afraid. I knocked hesitantly, and a quiet voice called, "Come in."

I pushed the door open and stepped inside, my eyes widening in astonishment.

The room was vast, filled with furniture, yet heavy curtains blocked out daylight, leaving only the glow of candlelight. I realized I was in a lady's dressing room. Seated at the dressing table was the strangest woman I had ever seen.

She wore an extravagant dress of satin and lace, all in white. A long wedding veil cascaded from her head, and to my shock, her hair was also white. Wedding flowers adorned her, and bright jewels sparkled on the dressing table before her. One of her shoes rested on the floor, the other atop the table. She leaned forward, supporting her face with her hand.

Around the room, large trunks overflowed with elegant silk and satin dresses, but they were faded and tattered. Everything that had once been white had turned yellow with age. The bride within the wedding gown had grown old and wrinkled. The dress hung loose upon a figure that was now skin and bone.

She moved slightly, fixing her piercing dark eyes on me.



“Who is it?” she asked.

“Pip, ma’am. Mr. Pumblechook’s boy. I’ve come to play.”

“Come closer. Let me see you,” she commanded.

I hesitated but stepped forward, avoiding her gaze. Then, my eyes caught sight of a watch on the dressing table, frozen at twenty minutes to nine. A clock in the room had stopped at the same time.

“Look at me,” Miss Havisham said. “Are you afraid to see a woman who has not glimpsed the sunlight since before you were born?”

She touched her heart and whispered, “Look here—my heart is broken. Broken. And I am so tired... But I thought I would like to see a child play. So, play, boy. Play!”

I stood frozen, unsure of what to do.

“Call Estella,” she instructed. “Go to the door and call her.”

Though nervous, I obeyed. Opening the door, I called her name several times before seeing the girl approach, a candle in hand.

Miss Havisham’s lips curled into a smile as Estella entered the room. She lifted a jewel and held it against the girl’s dark hair.

“One day, these jewels will be yours,” Miss Havisham murmured.

“Now, play cards with this boy.”

“This boy?” Estella said with disdain. “Look at his clothes—he’s just a common working boy!”

“Never mind,” Miss Havisham whispered. “You can break his heart, can’t you?”

So, I played cards with Estella. Each time I made a mistake, she laughed, which only made me blunder more.

“What rough hands this boy has!” she remarked as I held the cards.

“And look at his heavy boots!”

“Why don’t you respond, Pip?” Miss Havisham prompted. “She speaks cruelly of you—what do you think of her?”

I hesitated. “I don’t wish to say.”

“Whisper it to me,” she urged.

“I think she is very proud,” I admitted softly.

“Yes, and what else?”

“She is very pretty,” I added.

“And?”

“She is also very rude. And, please, I would like to go home now.”

“Finish your game first,” Miss Havisham instructed.

When Estella won the last round, she tossed the cards down with a contemptuous smile.

“Return in six days, Pip,” Miss Havisham told me as I rose to leave.

“Take him downstairs, Estella. Give him something to eat before he goes.”

I followed Estella down the dark corridors and staircases. As she opened the side door, the sudden brightness of the daylight overwhelmed me.

She left me waiting in the courtyard, then returned moments later with a plate of bread and meat. Without a word, she placed the food on the ground as if feeding a stray dog.

Tears welled in my eyes, but I turned away so she wouldn’t see me cry. Once she had gone, I let my tears fall freely and kicked the wall in frustration, my heavy boots—those she had mocked—striking against the stone.

Later, she returned with her keys, unlocked the gate, and looked at me with amusement.

“Why aren’t you crying?” she asked with a smirk.

“Because I don’t want to,” I replied.

“Yes, you do,” she countered. “Your eyes are red. You were crying just now.”

She laughed, pushed me outside, and locked the gate behind me.

I walked back to Uncle Pumblechook’s house, but he wasn’t home.

So, I began the long trek back to the forge on my own.

As I walked, my mind was filled with thoughts of the strange encounter. I thought about Estella—her scorn, her cruel words, and how she had made me ashamed of my clothes, my boots, and, most painfully, myself.

I wished I had never met her.

And yet, I couldn't stop thinking about how beautiful she was. When I got home, my sister bombarded me with questions about my visit to Miss Havisham. I didn't know how to explain the strange, decayed world of Satis House, so instead, I made up a story—one full of wealth, gold plates, and grand scenes that never happened. She and Uncle Pumblechook believed every word, marveling at my lies. But later, guilt gnawed at me. I found Joe in the forge and confessed everything. He wasn't angry, just disappointed. He told me that lies are never justified and lies wouldn't make me less "common" and that the only way to be truly uncommon was through honesty and goodness. His words struck something deep in me. That night, as I lay in bed, I realized Joe—simple, kind, and honest—was the best man I knew.

When I returned to Miss Havisham's house, Estella led me through a different part of the house. She suddenly stopped and asked if I thought she was pretty and insulting. When I hesitated, she slapped me, mocking me for not crying like before. Though I was hurt, I refused to show it.

Upstairs, Miss Havisham impatiently asked if I was ready to play, but when I hesitated, she suggested I work instead. She sent me to a dark, musty room where an old, cobweb-covered table stood. She revealed that this was her wedding feast, abandoned long ago, and that the table would one day hold her body when she died. She then asked me to walk her around the room.

Later, she made Estella and me play cards, constantly drawing my attention to Estella's beauty.

After a few games, a new day for my return was set. I was taken to the yard to be fed in the same dog-like manner as before. Left to wander, I happened to look in through a window and found myself exchanging looks with a pale young gentleman with light hair.

The young man quickly disappeared, only to reappear beside me. "Hello!" he said.

"Hello!" I replied.

“Who let you in?”

“Miss Estella.”

“Who gave you leave to prowl about?”

“Miss Estella.”

“Come and fight!” he declared.

I was too astonished to refuse. His confidence and determination left me no choice but to follow him to a secluded corner of the garden. Before we began, he brought out a bottle of water and a sponge soaked in vinegar. “Useful for both,” he said.

He removed his jacket, waistcoat, and even his shirt, preparing as if for a real battle. Though he looked weak with pimples on his face, his fierce preparations made me nervous. He was about my age but taller, with strong elbows and knees.

He squared up to me, scanning me like a boxer deciding where to strike. But before I could react, I landed a lucky punch. He fell on his back, his nose bleeding.

But to my surprise, he got up, smiling. “Well done!” he said, as if he had enjoyed it.

I helped him up, and instead of holding a grudge, he shook my hand. “You’ve won, fair and square.”

He then casually picked up his bottle and sponge and walked away as if nothing had happened. I stood there, confused but relieved, realizing I had just had my first real fight—and won.

When I got back into the courtyard, I found Estella waiting with the keys. There was a bright red shine to her face.

‘Come here!’ she said to me. ‘You may sit with me.’ I never mentioned of the pale young man or of our fight. I sat beside her. But I felt that the company was given to the rough common boy as a piece of money might have been, and that it was worth nothing.

“Does she not grow prettier?” Miss Havisham would often ask me. Then she would softly whisper to Estella, “Break their hearts. Break their hearts!”

From that day onwards, I visited Miss Havisham three times a week. I did not see the pale young gentleman again, but Estella was always there.

On every visit, I pushed Miss Havisham round and round those two rooms in a wheelchair. She did not walk with me again. Instead I pushed her in her chair. As I walked behind her, Miss Havisham questioned me. I told her I was going to be apprenticed to Joe, when I was old enough. I told her that I knew nothing, but wanted to know everything. I told her I wanted to be educated. I told her how I wanted to be a gentleman. Perhaps I hoped that Miss Havisham would pay for my education. But she never suggested it. Estella's behavior with me was always different. On some of my visits she was friendly. At other times she would tell me she hated me.

My mind grew very anxious on the subject of the pale young gentleman. The more I thought of the fight and recalled the pale young gentleman on his back, the more certain it appeared that something would be done. For some days I even kept close at home and looked out at the kitchen door with the greatest care before going outside for fear that a policeman should be looking for me. When the day came round for my return to the scene of the fight, my fears reached their height. But I had to go to Miss Havisham's and, after all, nothing was said about our fight, and no pale young gentleman was to be seen.

As we began to be more used to one another, Miss Havisham talked more to me, and asked me what I had learnt and what I was going to be. I told her I was going to be a blacksmith like Joe; and I spoke about knowing nothing and wanting to know everything, in the hope that she might offer some help towards that end. But she did not. Neither did she ever give me any money or anything but my daily dinner.

Estella was always around, letting me in and out, but she never truly spent time with me. Sometimes she tolerated me coldly, sometimes she was friendly, and other times she told me she hated me. Miss Havisham often asked me if Estella was becoming more beautiful,

and when I said yes, she seemed pleased. She would hold Estella close and whisper to her, urging her to break hearts without mercy. At home, my sister and Pumblechook constantly discussed my future, dragging me into their conversations. Pumblechook would pull me up by the collar, put me in front of the fire like I was on display, and lecture me about being grateful to them who had brought me up by hand. They made wild guesses about Miss Havisham's plans for me, which frustrated me so much that I wanted to cry or hit Pumblechook. Joe never joined in, but my sister was angry at him for not supporting the idea of me leaving the forge. And so, this went on for a long time.

Miss Havisham told me I was getting tall and soon asked if I was ready to start my apprenticeship with Joe. She arranged for Joe to come with me to sign the necessary papers.

Two days later, Joe and I visited Miss Havisham, though he awkwardly spoke to me instead of her, making me feel embarrassed—especially under Estella's judgmental gaze. Miss Havisham handed me twenty-five pounds as a reward for my visits, telling Joe to take it as Pip's earnings. As we left, she made it clear that my time with her was over.

Back at Uncle Pumblechook's, my sister was thrilled about the money, and we signed the apprenticeship papers that same day. She even arranged a celebration dinner, but I felt miserable. That night, I realized I no longer wanted to be a blacksmith—I wanted to be a gentleman. The next morning, I started work with Joe, but my greatest fear was that one day, Estella would see me dirty at the forge and mock me.

Orlick, a surly workman Joe employed, never liked me. When I became Joe's apprentice, he resented me even more, fearing I would replace him. One day, I asked Joe for a half-holiday to visit Miss Havisham, and Orlick, not wanting me to get special treatment, demanded one too. To keep the peace, Joe agreed.

When I reached Miss Havisham's house, I told her I was doing well as an apprentice, but she barely listened. Instead, she asked if I was looking for Estella. I had been, though I tried to hide it. She told me Estella had gone to a good school, far away, and was more admired than ever. Leaving the house, I felt more restless and unhappy with my life than before.

On my way home, I ran into Orlick. He muttered about the guns firing from the prison ships—some convicts had escaped. Just then, Mr. Pumblechook came running toward me with alarming news: convicts had broken into my home while Joe was out!

I raced home to find a crowd gathered in our kitchen. My sister lay unconscious on the floor, struck by a brutal blow. Nothing had been stolen, but beside her was a convict's leg iron—the same one I had seen my convict filing off in the marshes years ago. The thought that I might have provided the weapon was unbearable. Though the police searched, they never found the attacker.

My sister never fully recovered. Her speech was garbled, her memory faded, and her temper, once sharp, softened. We struggled to care for her until Biddy, a kind and sensible girl from our village, who once helped me learn the alphabet in the village school, came to live with us. She took charge of my sister's care, making life easier for Joe. Though she wasn't as beautiful as Estella, she had bright eyes, a sweet smile, and a warmth that made a difference in our home.

The years passed. Every year on my birthday, I visited Satis House. I never saw Estella, but I did not forget her. I longed to be educated like her. I wanted Estella to think well of me, to like me, to admire and respect me. How foolish I was!

It was summer. One Sunday afternoon, Biddy and I went for a walk on the marshes. Ships sailed slowly down the river toward the sea. I thought of Estella, far away in another country, and, as always, I dreamed about my future.

We sat by the river, watching the water flow.

"Biddy, I am going to tell you a secret," I said. "You must never speak of it to anyone."

Biddy looked at me in surprise and promised to tell no one.

"Biddy," I continued, "I hate being a blacksmith like Joe. I want to be a gentleman."

Biddy smiled and shook her head.

"Oh no, Pip," she said. "That wouldn't be right at all."

"But I have important reasons for wanting to be a gentleman," I told her.

"Don't you think you are happier as you are, Pip?" Biddy asked gently.

"Happy?" I repeated. "I can never be happy here, Biddy. Someone I admire and respect very much said I'm stupid and common. I must become a gentleman. I must."

"Who called you stupid and common?" Biddy asked. "That was neither true nor polite."

"A young lady I met at Miss Havisham's," I replied. "She is beautiful, and I love her very much. She is the reason I must become a gentleman."

"Do you want to be a gentleman to hurt her or to make her respect you?" Biddy asked quietly.

"I don't know."

"I think you should forget her," Biddy said. "She has been rude and cruel to you. She is not worth your respect."

"You may be right, Biddy," I admitted. "I believe you are. But I love her very, very much."

Tears filled my eyes. I threw myself to the ground in despair. Biddy gently touched my hair.

"Thank you for telling me this, Pip," she said. "I will always keep your secret."

I sat up.

"And I will always tell you everything, Biddy dear," I said.

"Yes, I'm sure you will, Pip," Biddy replied, smiling sadly.

But I had not told Biddy everything. I believed Miss Havisham had plans for me. I hoped she would give me money for my education, money to make me a gentleman. If I had money and education, Estella would love me as I loved her. I hoped Miss Havisham would make it possible for me to marry Estella.

Time passed, and I was now in my fourth year as Joe's apprentice. It was a Saturday night, and we were sitting in the Three Jolly Bargemen when a tall, well-dressed man entered. He had large, very clean white hands and heavy eyebrows that made him look stern. To my surprise, I recognized him. I had seen him years before at Miss Havisham's house. He had frightened me then, and he still did now. "I think there is a blacksmith here—name of Joe Gargery," the man said in a loud voice.

"That's me!" Joe answered, standing up.

"You have an apprentice known as Pip," the stranger continued. "Where is he?"

"Here!" I cried, standing beside Joe.

"I wish to speak to you both. I wish to speak to you privately, not here," the man said. "Perhaps I could go home with you."

We left the inn, walking back to the forge in silence. Once inside the sitting room, the man introduced himself. "My name is Jaggers. I am a lawyer in London, where I am well-known. I have some unusual business with young Pip here. I am speaking for someone else, you understand—a client who does not wish to be named. Is that clear?" Joe and I nodded.

"I have come to take your apprentice to London," Mr. Jaggers said to Joe. "You won't stop him from coming, I hope?"

"Stop him? Never!" Joe cried.

"Listen, then. I have this message for Pip. He has—great expectations!"

Joe and I looked at each other, too surprised to speak.

"Yes, great expectations," Mr. Jaggers repeated. "Pip will one day be rich, very rich. He is to change his way of life at once. He will no

longer be a blacksmith. He is to come with me to London, where he will be educated as a gentleman. He will be a man of property."

At last, my dream had come true. Miss Havisham—because Mr. Jaggers' client must be Miss Havisham—had plans for me after all. I would be rich, and Estella would love me!

"There are two conditions," Mr. Jaggers continued. "First, you will always be known as Pip. Secondly, the name of your benefactor is to be kept secret. One day, that person will speak to you face to face. Until then, you must not ask any questions. You must never try to find out this person's name. Do you understand? Speak out!"

"Yes, I understand," I answered. "My benefactor's name is to remain a secret."

"Good," Mr. Jaggers said. "Now, Pip, you will come into your property when you come of age—when you are twenty-one. Until then, I am your guardian. I have money to pay for your education and to allow you to live as a gentleman. You will have a private teacher. His name is Mr. Matthew Pocket, and you will stay at his house."

I gave a cry of surprise. Some of Miss Havisham's relations were called Pocket. Mr. Jaggers raised his eyebrows.

"Do you not want to live with Mr. Pocket? Have you any objection to this arrangement?" he asked sternly.

"No, no, none at all," I answered quickly.

"Good. Then I will arrange everything," Mr. Jaggers continued. "Mr. Pocket's son has rooms in London. I suggest you go there. Now, when can you come to London?"

I looked at Joe.

"At once, if Joe has no objection," I said.

"No objection, Pip old chap," Joe answered sadly.

"Then you will come in one week's time," Mr. Jaggers said, standing up. "You will need new clothes. Here is some money to pay for them—twenty guineas."

He counted out the money and placed it on the table.

“Well, Joe Gargery, you are saying nothing,” Mr. Jaggers said to Joe sternly. “I have money to give you too.”

“Money? What for?” Joe asked.

“For the loss of your apprentice,” Mr. Jaggers answered. “Mr. Pip has been your apprentice, and now you are losing him.”

Dear Joe placed his heavy hand gently on my shoulder. “Pip must go free,” Joe said. “Let him go free. Let him have his good fortune. No money can replace the dear child. We’ve always been the best of friends, Pip and me. Ever the best of friends...”

Joe could not say any more. He wiped away a tear. And so my whole life changed. How happy I was! But Biddy and Joe were sad and quiet. This upset me. Why they were not pleased at my good fortune? The next few days passed slowly for me. I bought new clothes, boots, and a hat. I decided to say goodbye to Miss Havisham before I left for London.

“How smart you look, Pip!” Miss Havisham said when she saw me. “You look like a gentleman. Why is this?”

“I have had good fortune since I last saw you, Miss Havisham,” I said with a smile. “I am so grateful, Miss Havisham, so grateful.”

“I know, I know. I have seen Mr. Jaggers, Pip,” Miss Havisham answered. “He tells me you have great expectations. You now have a rich benefactor, and you are leaving for London tomorrow.”

“Yes, Miss Havisham.”

“Well, be good then, Pip, and do what Mr. Jaggers tells you. Goodbye, Pip. You must keep the name of Pip, you know.”

“Goodbye, Miss Havisham.”

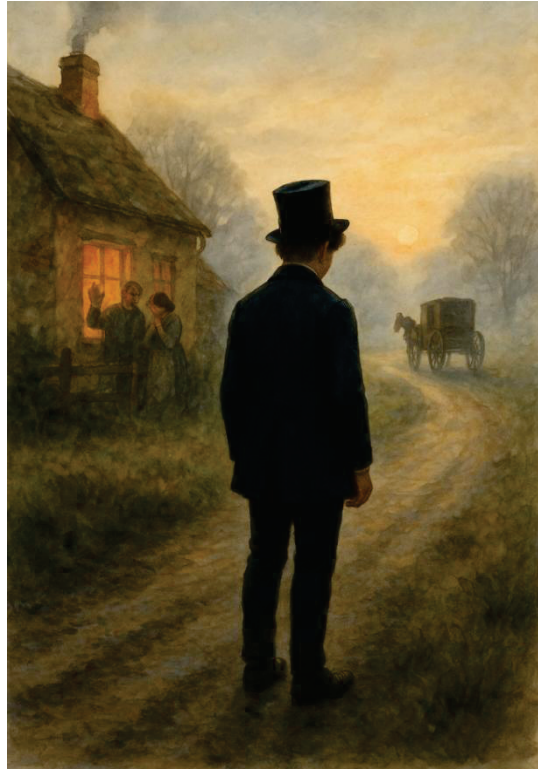
Miss Havisham smiled and held out her hand. I bowed and kissed it. On my last evening at the forge, Biddy cooked a special supper, and I wore my new clothes.

The London coach had to leave the town at six o’clock the next morning. I told Biddy and Joe that I wanted to walk to the town alone. Was I ashamed to be seen with them there? I’m afraid I was.

I said goodbye to Mrs. Joe, then to Biddy. Finally, I embraced Joe, the dearest and kindest friend I had ever known. The last I saw of them, dear old Joe was waving his arm above his head, and Biddy was wiping her eyes with her apron.

I walked a while. Then I stopped and, with one huge sob, broke into tears. I thought of going back and having a better parting. But I got on the coach instead. The mists had risen, and the day was clear. As the coach moved, I longed to turn back and steal one last glance—but I dared not. I feared that

seeing them again in that moment might shatter my resolve. Instead, I sat still, listening to the fading sound behind me, like the quiet thud of a closing door on the life I was leaving behind.



PART TWO
BECOMING A GENTLEMAN

After a six-hour journey, I arrived in London at midday, overwhelmed by its crowded, dirty streets. With Mr. Jaggers' office address in hand, I navigated the busy city until I found his door. Inside, I discovered a waiting crowd and learned from his clerk that Mr. Jaggers was in court.

When he finally arrived, he wasted no time. He instructed me to stay with Mr. Pocket at Barnard's Inn until Monday, after which I would meet his father, my tutor. He assured me of a generous allowance but warned that he would oversee my spending. His clerk, Wemmick, then escorted me to Barnard's Inn, which was disappointingly shabby.

At the top floor, I found Mr. Pocket's door .

"Mr. Pocket?" I inquired.

"Mr. Pip? He inquired too. "Please, come in."

He led me into two rather dusty rooms. As we looked at each other, recognition dawned. "Well, bless me! You're the boy from Miss Havisham's house!" he exclaimed.

"And you," I responded, "are the pale young gentleman who once challenged me to a fight!"

We both burst into laughter. As we talked, he revealed a shocking truth—Estella was not Miss Havisham's daughter but had been adopted and raised to break men's hearts as part of Miss Havisham's revenge.

Herbert then told me Miss Havisham's tragic story. She had been deceived by a man she loved, who manipulated her into giving him large sums of money before abandoning her on her wedding day. From that moment, she stopped all the clocks and shut herself away, determined to make men suffer as she had. She had raised Estella to be the instrument of her vengeance.

Wanting to change the subject, Herbert invited me to dinner at his father's house, offering to help refine my manners. When I asked

about his profession, he admitted he hadn't started yet but was exploring opportunities. Despite his modest living conditions, his optimism and ambition were admirable. I found myself liking him, and we got along splendidly.

I moved to Herbert's father's house in Hammersmith to start my education as a gentleman. While Herbert taught me how to dress and behave properly, I helped him pay for his rooms with part of my allowance. I also met another student, Bentley Drummle, who came from a wealthy family but was rude, arrogant, and unpleasant.

One evening, Mr. Jaggers invited us to dinner at his house. During the meal, he shocked us by forcing his housekeeper, Molly, to show her powerful wrists, claiming that she was even more powerful than strong men. After the meal, I sat with Wemmick, and I asked about Molly if he knew something about her. I was curious about her because when I saw her I felt that those hands, hair and eyes were not unfamiliar to me. Wemmick recounted how, many years ago, Jaggers had defended Molly in a murder trial. She had been accused of killing a woman out of jealousy, but Jaggers had masterfully secured her acquittal. Wemmick also mentioned a curious detail: Molly had once had a child—a daughter—who disappeared after the trial. The pieces of the puzzle began to fall into place. Estella's adoption by Miss Havisham, her age, and her unknown origins all aligned with what I now knew of Molly's past. The realization hit me with stunning clarity. Molly—Jaggers's housemaid—was none other than Estella's mother. Though Jaggers never directly confirmed it, there was no doubt in my mind. I had uncovered the secret of Estella's parentage—a truth hidden beneath years of pain and manipulation. After that I became so focused on my new life that I stopped writing to Joe and Biddy'. I struggled to leave my past behind but felt uneasy when Joe visited. His discomfort and calling me "sir" upset me, though it was my fault. Before leaving, he delivered Miss Havisham's message—Estella had returned and wished to see me. I hurried to her, only to be treated coldly, which left me heartbroken. Back in

London, I confessed my love for Estella to Herbert, who warned me of the pain it could bring.

Soon, I received news of my sister's death, attended her funeral, and promised to visit Joe and Biddy, though Biddy doubted me. Jaggers then informed me of my debts and gave me a £500 annual allowance. I secretly used half to help Herbert start a business, which brought him joy. Meanwhile, Estella entertained Drummle, the man I despised, and admitted to manipulating others but not me. Yet, my heartbreak deepened when a final devastating event shattered my world completely.

At the age of 23, I still had no clue about the source of my newfound fortune. Herbert, my companion, had been called away on business, leaving me alone in our shared lodgings. The night was wild and stormy, with the wind howling fiercely, rattling the house and extinguishing the flames of the street lamps. As the clock struck eleven, I heard footsteps ascending the stairs.

"Is someone there?" I called out.

"Yes," came a voice from below.

"Which floor are you heading to?" I inquired.

"The top. I'm searching for Mr. Pip," the voice replied.

"That's me," I said, holding my lamp over the stair rail to illuminate the figure. A man's face came into view, weathered and framed by long, iron-gray hair. He was dressed in the rugged attire of a seaman and appeared to be around 60 years old. As he reached the top of the stairs, he extended both hands toward me.

He glanced around my room with a sense of satisfaction, as though he had some personal interest in what he saw. When he removed his hat, I noticed he was bald on top, with the iron-gray hair only growing on the sides of his head. His face was unfamiliar to me.

He pulled a handkerchief from his pocket and tied it around his head. In that moment, I recognized him! My mind flashed back to the churchyard where we had first met face to face.

He stretched out his hands, and though I was reluctant, I offered him mine.

“Noble Pip!” he exclaimed. “I have never forgotten your kindness.”

He then moved as if to embrace me.

“Wait,” I said, stopping him.

“You must understand—we can never be friends.”

I was taken aback to see tears welling up in his eyes. “I didn’t mean to sound harsh,” I added. “I wish you well.”

“I’ve been living a good life,”

the convict said. “I’ve been a sheep farmer far across the sea.” He glanced around my room once more. “May I be so bold,” he asked with a smile, “as to inquire how you’ve done so well since your days on the marshes?”

I explained that I had been chosen to inherit some property.

“Might I ask whose property?” he pressed. “I... I don’t know,” I admitted.

“Could I guess your annual income since you came of age?” he asked. “Could it be around 500 pounds?”

My heart pounded like a hammer. I stared at him, barely able to breathe.

“There must have been a guardian,” he continued, “until you reached adulthood. Would the first letter of that person’s name be ‘J’?”

The truth hit me like a bolt of lightning, filling me with disappointment and shame. I gasped for air as the room seemed to spin around me. He caught me and helped me to the sofa, then knelt on one knee before me.

“Yes, Pip, my dear boy,” he said. “I’m the one who made you a gentleman.



For a moment, my mind lost the ability to think. I felt as if I were dropping into a deep trench, the world around me frozen in silence. All my dreams, built on illusions, shattered like glass. There was no life, no warmth, no future in that moment—only the echo of a truth I had never imagined.

PART THREE

THE HEART'S AWAKENING

When I came to my senses, he was still sitting just as before, his eyes filled with hope and pride, and he was saying,

“It was me! I vowed that if I ever became wealthy, you would too. I endured a hard life so that you could live an easy one. I worked so that you wouldn't have to. I'm like a second father to you! Tell me—did you ever suspect it might be me, Pip?”

“Oh, no, no,” I replied. “Never!”

“Well, it was me,” he said. “No one else knew except for me and Mr. Jaggers!”

I wished he had never come. If only he had left me at the forge, where I belonged.

I was horrified to learn that my secret benefactor was the convict, Abel Magwitch, who had made his fortune in Australia but now faced death if caught in England. He sought shelter, and though I despised his tainted wealth, I felt responsible for him. That night, fear consumed me as I realized Miss Havisham had never intended me



for Estella, my expectations were based on false assumptions. At the same time, I felt deep regret for having distanced himself from Joe, his loyal and kind-hearted father figure, in pursuit of wealth and social status. The next morning, Magwitch revealed his alias, Provis, and his connection to Jaggers. When I confronted Jaggers, he confirmed that

Magwitch was indeed my benefactor. I resolved to help Magwitch escape England but knew it wouldn't be easy. Herbert soon discovered the truth, and under oath, swore to keep it secret. Together, we decided Magwitch must flee to Europe, and I had to go with him. Though my future was shattered, I needed to know the full story of Magwitch's past before helping him escape.

He stared at the fire for a moment and then began to speak.

'I don't know where I was born. I know nothing about myself but my name. The first thing I remember was stealing food to keep alive. In jail and out of jail, in jail and out. I was punished wherever I went. I had no education. I only learned to read and write a little. About twenty years ago, I met Compeyson, the man I fought on the marshes. He looked like a gentleman, but he was very wicked and very clever. He asked me to help him with his plans. And he made sure that, if anything went wrong, I would be blamed for it.

'Compeyson had a friend, a young man with a rich sister. The two men treated this woman very badly and stole her money.'

When Herbert heard this, he looked up quickly, but he said nothing. 'Later, the young man died,' Magwitch went on. 'Compeyson had more and more power over me. All the wicked things he planned were done by me. When we were caught, I was blamed for everything. I sold everything I had to pay the lawyer, Mr. Jaggers, to speak for me in court. But when Compeyson and I stood up in court, he was dressed like an honest gentleman, and I looked wicked and dishonest. So he was sent to prison for seven years. I was sent to prison for fourteen years. And we were both sent to the Hulks.

'One day, I had a fight with Compeyson and cut his face. I escaped from the Hulks onto the marshes. That's where you helped me, dear boy. When I found out that Compeyson had escaped too, I caught him and waited for the soldiers to come. So instead of escaping, I was transported to Australia for life.'

'And Compeyson?' I asked quietly. 'Where is he now?'

'I never heard of him again. He may be alive or dead. I don't know. But if he finds me here, it's death for me or him!'

The old convict said no more but smoked his pipe and stared at the fire. Herbert passed a piece of paper to me. On it, he had written these words:

Miss Havisham's brother was the young man. Compeyson was the man who was going to marry her. But he stole her money and left her on her wedding day.

I looked at Herbert but said nothing. I was trying to think.

If Compeyson was alive, he might find out that Magwitch had returned. Herbert was right. Magwitch was in danger in London. I had to take the old man away as soon as possible. We shared our plan with Wemmick, who promised to warn us if anyone started asking about Magwitch. Every time I stepped outside, I felt a shadow trailing me. Was Compeyson alive and in London? Had he seen Magwitch? Worse—did he know about me? The uncertainty gnawed at me, filling me with dread.

I was deeply upset. I could not continue accepting money from Magwitch.

"I must never accept another penny from him!" said I to Herbert," But I am drowning in debt and have no expectations now. I have no career and am good for nothing!"

"You could work with me!" Herbert offered. He had no idea that Magwitch's money had funded his business.

"The first priority is getting Magwitch out of England," Herbert said.

"But I doubt he will leave without you. You'll have to go with him."

We sat there silently for a while. Then I informed Herbert that he would have to take care of Magwitch for a time because I couldn't leave England without first seeing Estella and Miss Havisham.

I found Estella alone with Miss Havisham. "I've discovered the identity of my benefactor," I told Miss Havisham. "It's not a happy revelation, and it must remain my secret. Long ago, I mistakenly

believed it was you who supported me. You allowed me to think that. Was that kind?"

Miss Havisham struck the floor with her stick. "Foolish boy!" she exclaimed. "Who am I to be kind?"

"Miss Havisham, there are others you have harmed. You did a great injustice to Mr. Matthew Pocket and his son Herbert."

"What do you want for them?" she asked.

I explained that Herbert had become a dear friend and that I had secretly financed his business, but I couldn't continue supporting him for private reasons.

Then I turned to Estella. "You know I have loved you from the first moment I saw you. I once believed Miss Havisham meant for us to be together. I now know that's not true. Still, I must tell you that I love you."

Estella faced me. "I tried to warn you, but you wouldn't listen. Why not tell you the truth now? I am going to marry Bentley Drummle."

"Estella! Reject me if you must. But please don't marry Drummle. Choose someone better."

"I am going to marry him," she said more softly. "You will forget me in a week."

"Never! You are a part of me! God bless you. God forgive you!" I kissed her hand.

Later that night, at the Inn, I received a note from Miss Havisham requesting that I visit her again.

I found her in the room across the landing. "I want to prove to you that I'm not made of stone, Pip. I do have something human in my heart," she said. "Regarding Herbert Pocket, I will give him the money he needs, but you must keep it a secret."

"Thank you, Miss Havisham."

To my surprise, she dropped to her knees. "Oh, what have I done?" she cried. "My teachings stole Estella's heart and replaced it with ice!"

"I would have loved her anyway," I said softly.

“Please forgive me,” Miss Havisham begged. “Even if it takes years, when my broken heart is nothing but dust!”

There was little else to say. As I reached the gate, a sudden sense of dread overwhelmed me. I rushed back to ensure Miss Havisham’s safety. I saw her seated near the fire. Just as I turned to leave, flames erupted. Miss Havisham rushed at me, screaming, as fire engulfed her. I threw my coat over her to extinguish the flames. When help finally arrived, I realized my hands were burned.

The doctor ordered Miss Havisham to bed. She lay half-conscious, her speech wandering. “What have I done?” she kept crying. There was nothing more I could do. Before leaving, I kissed her forehead and whispered, “I forgive you.”

When I returned to the inn, a note awaited me. It contained three words in Wemmick’s handwriting: *Don’t go home.*

I returned to London and went straight to Wemmick’s house. He informed me that my chambers had been watched by a suspicious-looking stranger. Wemmick, ever thoughtful, had been considering my predicament. “I understand,” he said, “that Herbert’s friend Clara lives near the river. If someone wished to board a boat quickly, staying there would be ideal.”

Magwitch was soon settled comfortably in Clara’s riverside home. Herbert and I devised a plan to row him out to a foreign steamship when the time was right. I intended to board the ship with him, and together we would sail out of the country.

As the days passed, my burns healed slowly, but I was soon well enough to dine with Mr. Jaggers. During the meal, he revealed that Miss Havisham had kept her promise. She had written a cheque to Herbert’s account, enabling him to open his own firm in the East. This was the only positive outcome since I had first learned of my great expectations.

Jaggers’ housekeeper, Molly, served our meal. As I observed her closely, I noticed her eyes—they were Estella’s eyes. I became certain that Molly was Estella’s mother. Later, I shared this belief with

Wemmick, who confirmed that Molly had once been arrested for murder. Jaggers had defended her, and though it was rumored she had killed her child in a fit of anger, it had never been proven.

When Herbert changed my bandages, we discussed Magwitch's escape. Herbert revealed that Magwitch had shared more of his life story. He had a jealous wife who had been tried for murder, defended by Jaggers. Magwitch and his wife had a daughter, but in a jealous rage, the woman had allegedly killed the child. Herbert paused, then added, "Magwitch said you reminded him of the little girl he had lost. She would have been about your age."

"Herbert," I said, "the man we're hiding by the river is Estella's father!"

Our plan was set. Herbert, Startop, and I would row Magwitch to the steamship, with me steering.

On a cold March day, we rowed out on the Thames. Magwitch, dressed in a dark cloak and carrying a black bag, joined us. "Dear boy!" he said, taking his seat. "Well done." He seemed calm, the least nervous of us all.

As we rowed, the steamship's smoke appeared on the horizon. But just then, a four-oared galley shot out from the bank. A man shouted, "You have a convict! His name is Abel Magwitch, also called Provis. I'm here to arrest him!"

The galley pulled alongside us. Magwitch reached out and pulled down the hood of the cloaked man in the other boat—it was Compeyson, the other convict from long ago. A struggle ensued, and both men fell into the water. The steamer's paddles churned the river, and our boat capsized.

I was pulled into the galley, where Herbert and Startop were already safe. Magwitch was soon found, injured and struggling in the water. He was hauled aboard and chained. Compeyson was nowhere to be seen.

Magwitch was badly hurt, his chest injured and his head deeply cut. He whispered to me, "I think Compeyson's gone to the bottom of the

river, dear boy. I had him in my arms, but he fought free, and the paddles hit him.”

Magwitch was taken to the infirmary, too ill for prison. I stayed by his side, my distaste for him melting away. I saw only a grateful man who had meant to be my benefactor. In truth, he was a better man than I had been to Joe.

As the days passed, Magwitch grew weaker. One day, as I sat by his bed, he whispered, “Dear boy, God bless you. You never left me, even in danger. This has been the best part of my life.”

I held his hand tightly. “Magwitch, I have something to tell you. You had a child once, whom you loved and lost. She lived and found rich friends. She is a lady now, very beautiful, and I love her.”

With the last of his strength, Magwitch raised my hand to his lips, smiled, and closed his eyes—forever.

One chilly December evening, I made my way back to the old forge. I pushed the kitchen door open softly and peeked inside. There was Joe, sitting in his usual spot by the fire, and next to him, on a little stool, sat a young boy.

“We named him Pip, after you,” Joe said with a warm smile. “We hoped he’d grow up to be like you, and I reckon he has!”

“I’m glad to hear that, Joe,” I replied, feeling a swell of pride.

“Dear Pip,” said Biddy, “are you sure you’re not still holding onto feelings for Estella? I can’t imagine you’ve forgotten her.”

“My dear Biddy,” I replied, “I haven’t forgotten anything about my past. But that dream, like so many others, is gone now.”

I knew Estella’s marriage to Bentley Drummle had been unhappy. He had died, and though I suspected she might have remarried, I didn’t know for sure. After supper, I felt a pull to visit the place where Estella and I had first met so many years ago. I walked slowly from the forge, and by the time I reached the tall iron gates of Satis House, the evening had grown dark. The house itself had been torn down, and the garden was now a wild, overgrown tangle. Only the gates and the garden wall remained, standing like silent sentinels.

I wandered into the garden, the evening mist swirling around me. The moon and a few stars glimmered faintly above. As I walked, I noticed a figure moving through the shadows. As I drew closer, she turned and spoke my name.

"Estella," I said quietly, my voice steady despite the rush of emotions.

"I'm surprised you recognized me," she replied. "My life hasn't been kind, Pip. It's changed me."

She was still beautiful, but there was a new softness in her eyes, a sadness that hadn't been there before.

She looked around the garden, her expression wistful. "It's strange being here again. I've changed, Pip. I hope I'm a better person now. You were always kind to me, even when

I didn't deserve it. Be kind to me now, too. Let's part as friends."

"We are friends," I said firmly. We went out of the ruined place; and, as the morning mists had risen long ago when I first left the forge, so the evening mists were rising now, and in all the broad expanse of tranquil light they showed to me, I saw no shadow of another parting from her.



The Story Ends Here



Note for Teacher: Ask students to read the story in pairs or groups and discuss with each other what do they observe in the story about the characters, actions/attributes of characters, setting, plot and background. Ask them to note down the main details about different characters on their note book as well.

Exercise 01:

Write down the contextual meaning of words.

Words	Contextual Meaning
astonishment	
reluctance	
contemptuous	
apprehension	
disdain	
conspirator	
expectation	
apprenticeship	
melancholy	
miserable	
desperation	
misfortune	
incomprehensible	
reputation	
insatiable	

Exercise 02:

Choose the correct answers from the given options.

- Where does Pip meet the convict?
 - In the village
 - In the marshes
 - In the forge
 - In the church
- What does the convict demand from Pip?
 - Money and clothes
 - Food and a file
 - A horse and a map
 - A knife and a blanket



Note for Teacher: Ask students to skim the words through the text and write their contextual meaning.

3. What does Pip hide in his trousers?
 - a) A piece of bread
 - b) A piece of meat
 - c) A piece of metal
 - d) A piece of cloth
4. What do the guns firing in the distance signify?
 - a) A celebration for victory
 - b) A warning about escaped convicts
 - c) A military exercise
 - d) A hunting party
5. What is Pip's reaction to the convict's threats?
 - a) He laughs at the convict
 - b) He refuses to help
 - c) He promises to bring a file and food
 - d) He runs away without speaking
6. What does Pip notice about the second convict's face?
 - a) It is badly bruised
 - b) It is covered in dirt
 - c) It is scarred
 - d) It is pale and clean
7. Where does Pip first meet Miss Havisham?
 - a) In the village
 - b) At Satis House
 - c) In the marshes
 - d) At the blacksmith's forge
8. How does Estella treat Pip during their first meeting?
 - a) Kindly
 - b) With disdain
 - c) Admiringly
 - d) fearfully
9. What does Pip feel after leaving Satis House?
 - a) Happy and excited
 - b) Ashamed of his common background
 - c) Angry at Estella
 - d) Indifferent

10. What does Pip lie about to his family regarding his visit to Miss Havisham's house?
 - a) His encounter with the convict
 - b) His visit to Miss Havisham
 - c) He made up a story
 - d) His fight with pale young gentleman
11. Who does Pip confess the truth to?
 - a) Mr. Joe
 - b) Mrs. Joe
 - c) Estella
 - d) Pumblechook
12. What does Joe advise Pip about lying?
 - a) Lies are never justified
 - b) Lies would not make him less common
 - c) Lies are harmless
 - d) Lies are fun
13. Who does Pip fight at Miss Havisham's house?
 - a) Estella
 - b) Pale young gentleman
 - c) Joe Gargery
 - d) Pumblechook
14. What does the pale young gentleman do after the fight?
 - a) He apologizes to Pip
 - b) He shakes Pip's hand
 - c) He challenges Pip to another fight
 - d) He runs away
15. How does Pip feel about becoming a blacksmith?
 - a) Excited
 - b) Dissatisfied
 - c) Indifferent
 - d) Proud
16. Who informed Pip that convicts had broken into his home?
 - a) Orlick
 - b) Mr. Pumblechook
 - c) Joe
 - d) Biddy
17. Who informs Pip about his "great expectations"?
 - a) Joe
 - b) Miss Havisham
 - c) Mr. Jaggers
 - d) Mr. Pumblechook

18. What does Pip expect to become?
- a) A blacksmith
 - b) A gentleman
 - c) A sailor
 - d) A farmer
19. Where is Pip supposed to go to become a gentleman?
- a) London
 - b) Satis House
 - c) The village
 - d) The marshes
20. How does Joe react to Pip's news?
- a) He is angry
 - b) He is sad but supportive
 - c) He is indifferent
 - d) He is excited
21. Who becomes Pip's roommate in London?
- a) Joe
 - b) Herbert Pocket
 - c) Bentley Drummle
 - d) Mr. Jaggers
22. Who told Pip the tragic story of Miss Havisham?
- a) Mr. Jaggers
 - b) Herbert
 - c) Biddy
 - d) Orlick
23. What does Herbert teach Pip?
- a) How to behave like a gentleman
 - b) How to fight
 - c) How to read and write
 - d) How to cook
24. What do Pip and Herbert plan to do for Magwitch?
- a) Help him escape England
 - b) Find him a job
 - c) Take him to Miss Havisham
 - d) Turn him in to the police

25. What happens to Miss Havisham in last?
- a) She is burned in a fire
 - b) She dies of old age
 - c) She leaves Satis House
 - d) She marries Compeyson
26. What lesson does Joe Gargery teach Pip throughout the novel?
- a) That being a gentleman is about character, not money
 - b) That success is only measured by wealth
 - c) That revenge is necessary for respect
 - d) That intelligence is more important than kindness
27. What does Estella reveal to Pip?
- a) She is marrying Bentley Drummle
 - b) She loves Pip
 - c) She is leaving England
 - d) She is Miss Havisham's daughter
28. Who helps Pip with the escape plan?
- a) Joe
 - b) Herbert and Startop
 - c) Mr. Jaggers
 - d) Miss Havisham
29. What happens during the escape attempt?
- a) Magwitch is captured
 - b) Magwitch escapes successfully
 - c) Pip is arrested
 - d) Compeyson helps Magwitch
30. What does Great Expectations ultimately suggest about social class?
- a) Wealth defines a person's worth
 - b) Social mobility is impossible
 - c) Kindness and integrity matter more than class status
 - d) Only education can change a person's class

Exercise 03:

Work in pairs. Skim through the text. First, write the name of respective characters in column 'B' who said the following dialogues given in column 'A' and write the context of those dialogues in column 'C'.

Column A (Dialogue)	Column B (Character)	Column C (Context)
"I want to be a gentleman."	Pip	Pip expresses his deep desire to rise above his social class.
"Ever the best of friends, Pip!"		
"If it weren't for me, you'd have been in the churchyard long ago!"		
"Break their hearts, my pride and hope!"		
"You must know, Pip, I have no heart."		
"You brought me up by hand, but I was made by a gentleman."		
"Take nothing on appearances. There's no better rule."		
"I hope we can be good friends."		
"Don't be so proud, Pip. It's not good for you."		

Exercise 04:

Answer the following questions in context with the story.

1. Does Pip feel nervous or excited about accompanying the soldiers on the convict search?
2. What surprising confession does Pip's convict make to the soldiers, and why do you think he did it?
3. How does Estella treat Pip when they first meet, and in what ways does this encounter influence his self-image?
4. What is unusual about Miss Havisham's appearance and lifestyle, and how do these reflect her past?
5. Does Pip tell the truth about his visit to Miss Havisham's house? Does Pip reveal the truth to someone later?
6. What happens when Pip meets the pale young gentleman, and what is unusual about the outcome?
7. Is Pip happy about becoming a blacksmith after visiting Miss Havisham's house?
8. What role does Miss Havisham play in Pip's apprenticeship, and how does this impact his expectations for the future?
9. How does Pip's relationship with Joe and Biddy begin to change as he becomes more focused on his new life in London?
10. Who unexpectedly visits Pip in London, and what shocking revelation does this person share?
11. Does Pip feel proud or ashamed when he learns that Magwitch is his benefactor?
12. How does Pip's relationship with Estella evolve by the end of the novel, and what lesson does he learn from their journey?
13. How does Pip's character evolve from childhood to adulthood, and what key experiences shape his transformation?
14. What does Joe Gargery represent in the story, and how does his relationship with Pip highlight themes of integrity and unconditional love?



Note for Teacher: Ask students to answer the questions in details in pairs in relation with the story they have read. The answers should reflect comprehension, critical understanding and analysis.

Exercise 05:

Work in pairs and arrange the scrambled events in the order of their occurrence in the novel by giving them numbers. After completing, exchange with the person sitting next to you.

No.	Events Occurred in the Novel	Sequence
1.	Pip, an orphan raised by his strict sister and kind Joe, helps an escaped convict, Magwitch, without knowing his true identity.	
2.	Years later, Pip meets Estella, now changed, and they part as friends—or possibly more.	
3.	Miss Havisham, filled with regret, dies in a fire at Satis House.	
4.	Mr. Jaggers informs Pip of a mysterious benefactor, leading him to believe Miss Havisham is shaping him for Estella.	
5.	In London, Pip befriends Herbert Pocket, spends recklessly, and neglects Joe and Biddy.	
6.	Magwitch returns, revealing himself as Pip's true benefactor, shocking Pip and changing his perspective.	
7.	Pip's expectations are shattered when he learns the truth about his benefactor, Magwitch, and his life begins to change.	
8.	Pip becomes Joe's apprentice but feels ashamed of his humble background.	

9.	Pip and Herbert try to help Magwitch escape, but he is captured and dies in prison.	
10.	He visits Miss Havisham, meets Estella, and dreams of becoming a gentleman to win her love.	

Exercise 06:

Work in pairs and write the short notes on the following.

1. Pip's Transformation from Childhood to Adulthood.
2. The Theme of Revenge and Its Consequences.
3. The Meaning of True Gentility in the Novel.
4. The Role of Social Class in Pip's Journey.

Exercise 07:

Work in pairs. Define the following elements of the novel in the light of *Great Expectations*.

1. Plot
2. Character
3. Dialogue
4. Setting
5. Message



Note for Teacher: Encourage students to define the elements of the novel in context of *the Great Expectations* by Charles Dickens. Ensure that students apply different reading and writing strategies while defining the elements of novel in detail.

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تو نشانِ عزمِ عالی شان ارضِ پاکستان
مرکزِ یقین شاد باد
پاک سر زمین کا نظام قوتِ اخوتِ عوام
قومِ ملک، سلطنتِ پائندہ تا بندہ باد
شاد باد منزلِ مراد
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