



ZIAUDDIN UNIVERSITY

EXAMINATION BOARD

English IX Teacher Resource



Contents

Competency 1: Reading and Thinking Skills	5
TEACHING TIPS.....	5
TEXT TYPES	7
RESOURCES FOR TEACHERS	8
Sample Reading Unit 1	10
Exercise 1	13
Exercise 2.....	13
Exercise 3.....	13
Exercise 4.....	13
Exercise 5.....	14
Exercise 6.....	15
Exercise 7.....	16
Exercise 8.....	17
Exercise 9.....	17
Sample Reading Lesson 2:	18
The Role of Women in the Pakistan Movement and in Recent Times	19
Exercise 1	24
Exercise 2.....	24
Exercise 3.....	24
Exercise 4.....	25
Exercise 5.....	25
Exercise 6.....	26
Exercise 7.....	27
Exercise 8.....	28
Exercise 9.....	28
Sample Reading Unit 3:	29
Health Problems Caused by Mosquitoes.....	30
Malaria	30
Causes	30
Signs and symptoms	30

Dengue	30
Causes	30
Signs and symptoms	31
Chikungunya	31
Causes	31
Signs and symptoms	31
Exercise 1	33
Exercise 2	33
Exercise 3	33
Exercise 4	33
Exercise 5	34
Exercise 6	35
Exercise 7	35
Exercise 8	36
Sample Reading Unit 4:	37
Chasing Dreams	38
DIGITAL RESOURCES FOR TEACHERS	44
Competency 2: Writing Skills	44
TEACHING TIPS	46
RESOURCES FOR TEACHERS	48
Text Types and their Features	50
SAMPLE WRITING LESSON 1	61
Exercise 1	61
Exercise 2	62
Exercise 3	62
SAMPLE WRITING LESSON 2	63
SAMPLE WRITING LESSON 3	65
SAMPLE WRITING LESSON 4	69
Exercise 1	69
DIGITAL RESOURCES FOR TEACHERS	72
TEACHING TIPS	72

Rubric for Oral Presentation.....	76
SAMPLE SPEAKING LESSON 1	77
Exercise 1	77
Step: A	77
Step: B.....	77
Step: C.....	77
SAMPLE SPEAKING LESSON 2	77
SAMPLE SPEAKING LESSON 3	78
Exercise 1	78
Exercise 2.....	79
SAMPLE LISTENING LESSON 1.....	79
Listening	79
Pre-listening:	79
While Listening:.....	79
Exercise 1	79
RESOURCES FOR STUDENTS	85
Language for giving Presentations	103
Introduction.....	103
DIGITAL RESOURCES FOR TEACHERS.....	117
Competency 4: Formal and Lexical Aspects of Language	117
Direct & Indirect Speech.....	122
Example:	126
When I went to her today, she looked at me with her radiant smile.....	126
Identify complex sentences in the text that have the conjunction ‘when’. Note the punctuation and write five complex sentences of your own using ‘when’.....	126
Choose any four subordinating conjunctions from the table above and write 4 more complex sentences.	126
<i>DIRECT SPEECH</i>	128
<i>INDIRECT SPEECH</i>	128
PRESENT TENSE.....	128
PRESENT SIMPLE changes into PAST SIMPLE.....	128

PRESENT CONTINUOUS changes into PAST CONTINUOUS	128
PRESENT PERFECT changes into PAST PERFECT	128
PRESENT PERFECT CONTINUOUS changes into PAST PERFECT CONTINUOUS ...	128
PAST TENSE	128
PAST SIMPLE changes into PAST PERFECT	128
PAST CONTINUOUS changes into PAST PERFECT CONTINUOUS.....	129
PAST PERFECT changes into PAST PERFECT (tense does not change).....	129
FUTURE TENSE.....	129
FUTURE SIMPLE TENSE- WILL changes into WOULD.....	129
FUTURE CONTINUOUS TENSE- WILL BE changes into WOULD BE.....	129
FUTURE PERFECT TENSE- WILL HAVE changes into WOULD HAVE.....	129
<i>For Questions:</i>	129

Competency 1: Reading and Thinking Skills

Standard: *Students will search for, discover, and understand a variety of text types, both fiction and non-fiction, through tasks and activities that require multiple reading and thinking strategies for comprehension, seeking information, relating read texts to real life situations, fluency, and enjoyment.*
Students will develop ethical and social attributes and values relevant in a multicultural, civilized society.

Benchmarks

S.No.	Benchmarks
1.1	Recognize patterns of text organization, and functions of various devices used within a paragraph in a text.
1.2	Analyse complex processes, procedures, events, issues, and various viewpoints, to apply reading comprehension and critical thinking strategies for in-depth study of the text.
1.3	Analyse and categorize information from a visual cue or a graphic organizer so as to show complex processes, procedures, comparisons, contrasts, and cause and effect relationships.
1.4	Analyse short stories, poems and essays; make connections between literary texts and their own lives.

For details of the SLOs refer to the syllabus document.

TEACHING TIPS

Reading being a receptive (input) skill provides opportunities for language acquisition. Through exposure to a variety of texts, i.e. narrative, descriptive, process, classification, illustrative, persuasive and analytic, teachers can enhance the overall language competency of students.

A basic reading lesson comprises of three stages.

1. Pre-reading:

The purpose of this stage is to prepare learners for the language they would be exposed to in the text at hand.

At this stage of the reading lesson, possible activities can be brainstorming, asking survey question, general questions pertaining to the text and those based on previous knowledge to enable students to activate their mental schemas.

For example:

The teacher gets the students to predict the content of a text by using previewing strategies e.g. by looking at:

- the title and illustrations of the text or
- the title and some words from the text

After the oral discussion the teacher gets students to read / skim through the text to check if their predictions were correct or not.

The new words that are important for comprehension and cannot be guessed from the context should also be introduced at this stage along with correct pronunciation.

Varied reading activities like SQ3R (Survey, Question, Read, Recall and Review) should be used to enhance skills. Prediction is also useful at this stage.

2. While Reading:

This is the main stage where scanning, guessing the meaning from the context, true/false, MCQs, answering questions and most of the sub-skills are practiced.

The teacher may:

- devise literal and inferential questions to develop the understanding of the text.
- ask for guessing the meanings of new words with the help of prefixes, suffixes and contextual clues.
- can provide the students with cloze passage (every n word deleted) and get them to predict the missing word/s.
- C-test may be prepared from the text for students to complete.
- jigsaw reading, a cooperative learning strategy, enables learners to practise reading, speaking and summarizing skills at the same time.

While practicing the sub-skills of reading teacher should take every opportunity to introduce the text genre, the language, tone, register, style & vocabulary being used. The organization pattern of the text and the use of transitional devices for cohesion and coherence must be deliberated.

Teacher should introduce a variety of graphic organizers and get the students to analyse and decide what the pattern of organization of the text is and what graphic organizer can best represent the text.

3. Post-Reading:

At this stage of the reading lesson, students can be involved in paraphrasing, summary writing, writing a critical analysis of the text. They may also write compare and contrast texts around two texts written on the same issue or two different character sketches. Learners may also write a personal response connecting the text to their own life experiences. Meaningful connections not only broaden students' world view but also enhances

For extending learners' comprehension beyond the text, they must be assigned topics/projects to exercise the sub-skill of 'searching and selecting'. This helps them to access different print and visual resources to gather and select information for their assignments.

Carefully select a variety of short stories, poems, and essays etc. which allow students to relate the content to their own daily life experiences and are appropriate to make meaningful connections.

Learners should be enabled to analyse the generic stages or elements of various texts.

As the learners get involved in intensive and extensive reading, they must be enabled to make connection of three types with the text; namely: 'text to text, text to self and text to world' [Keene and Zimmerman, 1997].

TEXT TYPES

Texts are organized in a variety of different ways. Learners should be exposed to different texts i.e. narrative, descriptive, process, classification, illustrative, persuasive and analytic. With each kind of text they must be told to analyse the tone, theme, register and the organizational pattern. With each text that is read in class the teacher must design exercises around the text structure to enhance the input. This will help learners understand the structure and use it when they write a certain kind of text.

For example, the teacher can ask learners to identify the main idea of the text. In order to increase their skills in identifying the main idea, the students can be asked to:

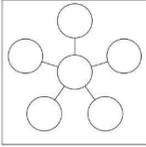
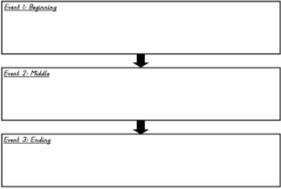
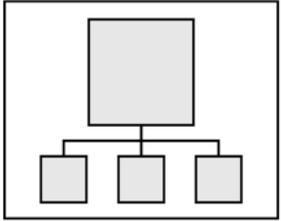
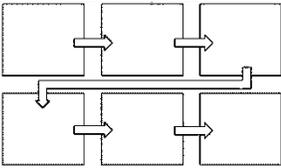
- give headings to different paragraphs,
- underline the topic sentence with one colour and the supporting details with a different colour,
- supply missing topic sentences to different paragraphs etc.
- identify the type of text by looking at the relationship between topic sentences and supporting details.
- identify the main ideas of a specific paragraph in the text and supporting details and make suitable graphic organizers.
- use different graphic organizers to identify and discuss supporting details of the text.
- a list of transition words may also be given to identify the type of text

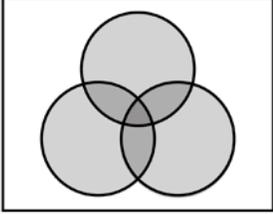
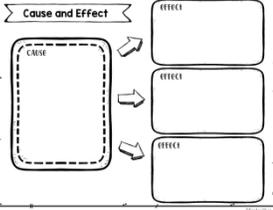
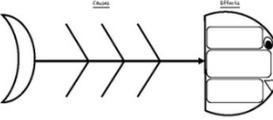
Exposure to a variety of text with suitable tasks, allows to develop the language needed for a variety of purposes. It will help them appreciate and understand that different types of contexts require a variety of vocabulary and structures, and style and expression for effective delivery. Hence, such exposure and understanding will provide them the needed support in the production of language.

RESOURCES FOR TEACHERS

The following table illustrates some of the text types, the range of purpose or intentions, the examples of writing of each text type and related graphic organisers that a reader might use. However, the text types, purposes and examples given below are by no means exhaustive; the purpose of listing them here is to set the mental-ball rolling.

The teachers must share this resource with students when they introduce a particular kind of text.

S. No.	Text Types	Purpose	Examples	Possible Graphic Organisers
1.	Descriptive	To describe a person, object, place	Articles in magazines/ newspapers/ on the internet Brochures	 Spider Web
2.	Narrative	To entertain, imagine, enlighten, share experiences	Stories Play scripts Anecdotes Autobiographies Media accounts of incidents	 Flow Chart
3.	Expository	To provide information or explanation	Informative articles Reports Reviews	 Tree Chart
4.	Process	To explain steps in an orderly manner for carrying out/doing/making something	Recipes Manuals	 Flow Chart

5.	Compare and Contrast	To show the similarities and differences	Articles showing advantages/disadvantages, harms/benefits Advertisements showing the above	 <p>Venn Diagram</p>
6.	Cause and Effect	To show how actions affect consequences	Articles showing the impact of certain things Medical articles	  <p>ISHIKAWA Fishbone Diagram</p>
7.	Interpersonal and Transactional Communication	To communicate and share ideas, feelings, information	Dialogues Formal and informal notes, e-mails, letters Forms	

A List of Transitional Words and Phrases

This resource is for the teachers. It can be used with any one kind of text and suitable transition words used in the text. Learners may be asked to identify the transition words used in the text they are reading.

Illustration	Thus, for example, for instance, namely, to illustrate, in other words, in particular, specifically, such as.
Contrast	On the contrary, contrarily, notwithstanding, but, however, nevertheless, in spite of, in contrast, yet, on the one hand, on the other hand, rather, or, nor, conversely, at the same time, while this may be true.
Addition	And, in addition to, furthermore, moreover, besides, than, too, also, both-and, another, equally important, first, second, etc., again, further, last, finally, not only-but also, as well as, in the second place, next, likewise, similarly, in fact, as a result, consequently, in the same way, for example, for instance, however, thus, therefore, otherwise.

<i>Time</i>	After, afterward, before, then, once, next, last, at last, at length, first, second, etc., at first, formerly, rarely, usually, another, finally, soon, meanwhile, at the same time, for a minute, hour, day, etc., during the morning, day, week, etc., most important, later, ordinarily, to begin with, afterwards, generally, in order to, subsequently, previously, in the meantime, immediately, eventually, concurrently, simultaneously.
<i>Space</i>	At the left, at the right, in the center, on the side, along the edge, on top, below, beneath, under, around, above, over, straight ahead, at the top, at the bottom, surrounding, opposite, at the rear, at the front, in front of, beside, behind, next to, nearby, in the distance, beyond, in the forefront, in the foreground, within sight, out of sight, across, under, nearer, adjacent, in the background.
<i>Concession</i>	Although, at any rate, at least, still, though, even though, granted that, while it may be true, in spite of, of course.
<i>Similarities or Comparison</i>	Similarly, likewise, analogous to, in the same way,
<i>Emphasis</i>	Above all, indeed, truly, of course, certainly, surely, in fact, really, in truth, again, besides, also, furthermore, in addition.
<i>Details</i>	Specifically, especially, in particular, to explain, to list, to enumerate, in detail, namely, including.
<i>Examples</i>	For example, for instance, to illustrate, thus, in other words, as an illustration, in particular.
<i>Consequence</i>	So that, with the result that, thus, consequently, hence, accordingly, for this reason, therefore, so, because, since, due to, as a result, in other words, then.
<i>Summary</i>	Therefore, finally, consequently, thus, in short, in conclusion, in brief, as a result, accordingly.
<i>Suggestion</i>	For this purpose, to this end, with this in mind, with this purpose in mind, therefore.

Sample Reading Unit 1

READING COMPREHENSION

Pre-Reading

The title of the text is: The Last Sermon of the Holy Prophet (Peace be upon him). Now answer the following questions:

- i. How would you define a good human being?
- ii. What does Islam teach us about being a good Muslim?
- iii. Do you think that the Muslims of Pakistan are following all the teachings of Islam?
- iv. In your opinion, in what way are they following/ not following the teachings of Islam?

Reading Text

The Last Sermon of the Holy Prophet (peace be upon him)

Our Holy Prophet, Hazrat Muhammad (peace be upon him), is the last of the prophets. He was born in 571 AD (570 AD according to some historians) at Makkah. He belonged to the noble family of Quraish. The Quraish used to worship idols and did not believe in one God. Hazrat Muhammad (peace be upon him), asked the Quraish not to worship their false gods. He told them that he was the Prophet of God and asked them to accept Islam and to worship the One and only true God. Most of them refused to accept Islam. They thought that he was against their gods and their ancestors. They opposed this new faith and their bitter opposition to Islam became so fierce that the Prophet (peace be upon him) had to ask the believers to migrate to Medina. In 622 AD the Prophet (peace be upon him) himself, accompanied by his faithful friend, Hazrat Abu Bakr, migrated to Medina. This event is known in history as the "Hijra".

In Medina, the prophet (peace be upon him) founded an Islamic Society, based on three principles: all power belongs to God, Muhammad (peace be upon him) is His Prophet, and all Muslims are brothers to one another. He raised women from the status of chattels and granted them many legal rights. For the first time in history, he promoted universal human brotherhood and made it a principle of common law. The Holy Quran was his key source of support and guidance in all this work.

Hazrat Muhammad (Peace be upon him) always cared for the poor and needy, the widows, the orphans, the slaves and the powerless people. In all things he was a practical person.

Hazrat Muhammad (Peace be upon him) would be acceptable to the Europe of tomorrow as he is beginning to be acceptable to the Europe of today.

Hazrat Muhammad (Peace be upon him) is on the top of the list of the world's most influential persons and he

Prophet Muhammad (Peace Be upon Him) was the

In the 10th year of Hijra, the Prophet (peace be upon him), together with his followers, went to perform Hajj at Makkah. On this historic occasion, he addressed a very large gathering of Muslims on Mount Arafat. This address proved to be his last sermon. In this sermon, he once again repeated, the message of Islam. He said:

“There is no God except Allah. He is the only God. None shares His authority and power. He fulfilled His promise and helped His Prophet against the forces of evil.”

“O people! Listen to me carefully. We may not have the opportunity to meet again in such an assembly after today”. He quoted a verse from the Holy Quran and said, “Allah says ‘O mankind! We created you from a male and female and made you into tribes and nations so as to be known one from the other’. And in the eyes of Allah, the most righteous is the most honourable among you. In the light of this verse no Arab is superior to a non-Arab. Nor is a white man in any way better than a black man. Only the goodness of a person makes him superior to others. The whole of humanity is the offspring of Adam, and Adam was created from dust. I, therefore, crush under my feet all the false claims to greatness and superiority founded on blood or wealth.”

He further said, “O people! A Muslim is another Muslim’s brother and all Muslims are brothers among themselves.”

Finally he said, “I have given you the message of Allah. I am leaving among you a thing, which will guide you. If you act according to it, you will never go wrong. This is the Holy Book of Allah.”

Although the Prophet (peace be upon him) is no more with us physically, we have the Holy Quran to give us guidance. We should read it daily and try to understand what it teaches. If we make a habit of acting according to its teachings, we will very soon achieve our former greatness in the world.

Quotes adapted from: What non-Muslim scholars have said about Prophet Muhammad (peace be upon him):

http://gainpeace.com/index.php?option=com_content&view=article&id=63:what-non-muslim-scholars-said-about-prophet-muhammed-peace-be-upon-him&catid=41&Itemid=105

While Reading

Exercise 1

Read the text and tick (✓) the main message of the Last Sermon, as given in the text, from the options given below.

- i. Qualities of a good human being
- ii. Policy of humanity
- iii. All human beings are equal
- iv. Universal brotherhood

Vocabulary

Exercise 2

Work in pairs, find the following words in the text and underline them. Try and guess what the words mean by reading some of the text before the words and after them. Once you have guessed the meaning of all the words, check their meanings from the glossary given at the end of the book.

ancestors	bitter	fierce	migrate	chattels	legal
promoted	sermon	opportunity	assembly		righteous
honourable	offspring	superiority	founded		

Exercise 3

Work individually, choose any five words from the list above and use them in your own sentences. Write these sentences in your notebook.

Once you have finished writing, exchange your copy with your partner, read each other's sentences and give feedback.

Exercise 4

Read the text and answer the following questions by circling the right answer.

1. How did the Quraish treat the Holy Prophet (Peace be upon him)?
 - a. They favored him
 - b. They opposed him
 - c. They loved him
 - d. They criticized him
2. When did the Holy Prophet (Peace be upon him) migrate to Medina?
 - a. In 620 A.D.

- b. In 621 A.D.
 - c. In 622 A.D.
 - d. In 623 A.D.
3. Where did the Holy Prophet (Peace be upon him) establish an Islamic Society?
 - a. In Makkah.
 - b. In Medina.
 - c. In Hudebia.
 - d. In Arafat.
 4. Where did the Holy Prophet (Peace be upon him) deliver his last sermon?
 - a. At the Cave of Hira.
 - b. At Mount Arafat.
 - c. At Jabal-e- Rehmat.
 - d. At Hudebia.
 5. When did the Holy Prophet (Peace be upon him) perform his last Hajj?
 - a. In the 06th Year of Hijra.
 - b. In the 08th Year of Hijra.
 - c. In the 10th Year of Hijra.
 - d. In the 12th Year of Hijra.

Exercise 5

Read the text and find out whether the statements are wrong or right. Write R in the given blanks if they are right and W if they are wrong. One has been done as an example.

S.No.	Statements	Right	Wrong
1.	The Holy Prophet (Peace be upon Him) loved humanity.	T	
2.	The Quraish did not accept Islam easily.		
3.	The Holy Prophet migrated to Medina in 630 A.D.		
4.	The Holy Prophet established an Islamic society based on five principles.		
5.	Women were given many legal rights.		
6.	An Arab is superior to a non-Arab.		

7.	The Holy Prophet (Peace be upon him) addressed such a large gathering of Muslims for the last time at Arafat.		
8.	Islam has different laws for the black and for the white.		
9.	All human beings are children of Adam and Adam was created from dust.		
10.	Muslims achieved greatness in the past..		

Post Reading

Exercise 6

The following statements are based on what different non Muslim scholars have said about or Prophet Muhammad (peace be upon him). Read the quotes and find out which scholar has said these things about him. Write the name of the scholar in the blank. The first one has been done as an example.

After you hav completed, discuss your answers with your partner.

1. He ruled the Arabs without any support. Rev Bosworth Smith
2. The future people of Europe will accept him. _____
3. He is the most successful man in history. _____
4. He did everything in a practical manner. _____
5. He spoke very sweetly. _____
6. He always cared for those who were weak and needy. _____
7. He protected his people. _____
8. At present, the people of Europe are beginning to accept him. _____
9. He was the right person for ruling the Arabs. _____
10. He is the world's most influential person. _____

Exercise 7

The following table has some facts about the Last Sermon of the Holy Prophet (peace be upon him) and some key messages. The first part of the sentence is given in column A and the second part is given in column B, in a jumbled order. Match the part in column A with the correct part in column B and write the answer in the Answer column. The first one has been done as an example.

S.No.	Column A	Column B	Answer
1.	He told the people that Allah considered only those people as honourable	a) to what he was about to say.	1 f
2.	He told the gathering that all Muslims were tied to each other	b) that were based on blood and wealth.	
3.	The only thing that made one person better than the other	c) to address such a large gathering again.	
4.	He then said that all human beings were Adam's children	d) and if they follow it they will always remain on the right path.	
5.	The Prophet (peace be upon him) addressed a large gathering of Muslims	e) nor was any white person better than a black one.	
6.	Therefore, he rejected all claims to superiority	f) who led a righteous life.	
7.	He, therefore, asked the people to pay careful attention	g) in the bond of brotherhood.	
8.	He finally said that he was leaving the Holy Quran for their guidance	h) when he went to perform Hajj in the 10 th year of Hijra.	
9.	He told the people that he may not be able	i) and Adam was made from dust.	
10.	He further said that no Arab was better than a non Arab	j) was the goodness with which they led their lives.	

Exercise 8

After you have completed Exercise 5, compare your answers with your partner. Make any corrections that are needed.

Next, work in pairs, read the text and put the sentences in the order that they appear in the text; for example, sentence number 5 will be the first sentence. After you have decided on the order of the sentences, write them in the correct order in the form of a paragraph, in your notebooks.

Exercise 9

Work in groups of three, and orally discuss the following questions.

After you have discussed all the questions, write the answers in your notebook.

1. How did Islam support women?
2. Why do the non-Muslim scholars have a high regard for the Holy Prophet (Peace Be upon Him)?
3. What teachings, as described, in the Last Sermon of the Holy Prophet (Peace Be upon Him), should we practice in our daily life?
4. How can we apply these teachings to strengthen our society?
5. Write any five bad practices that we have adopted which are against the teachings of the last sermon of the Holy Prophet (Peace be upon him).

Sample Reading Lesson 2:

Pre- Reading

Work in pairs and answer the following questions.

Look at the title and answer the following questions:

1. What do you think the lesson will be about?
2. Can you think of names of some famous women of the past in Pakistan?
3. Can you think of some names of women who have recently achieved fame in Pakistan?
4. Read the names of the women given in the table below and tick the smiling face column if you have heard of them or the sad face if you don't know about them.

Famous Women of Pakistan

Fatima Jinnah

Lady Sughra Hidayatullah

Lady Nusrat Haroon

Anita Ghulam Ali

Samina Baig

Bilquis Edhi

Begum Jahan Ara Shahnawaz

Ra'ana Liaquat Ali Khan

Bi Aman

Rosheen Khan

Reading Text

The Role of Women in the Pakistan Movement and in Recent Times

Sana sat silently on the last bench of her classroom, reflecting on the possibilities of gathering information about the famous women of Pakistan for her social studies assignment. Aliya sat with her, noticing a confused expression on her face. She asked, “Sana, what are you worried about?”

“Aliya, I don’t have a computer! How will I gather the information?” Sana replied. “Don’t worry! All of us will sit together during the recess and divide the task amongst ourselves. You can bring the information from the school library”.

“Yes! I can do that!” Sana nodded excitedly. Aliya smiled.

During the recess, the members of Sana’s group took their lunch boxes and sat under the tall, shady, neem tree, which was their favourite spot. The group leader, Aliya, started off like an expert planner.

“Do you remember our science teacher taught us a problem-solving tool, called IDEAL?”

Sameer and Ahmad recalled, “Oh yes we do.”

Sana inquired, “Which tool?”

Aliya drew it on the mud with a stick, “This one Sana.”

“But this one was for science!”

“So what?” said Ahmed.

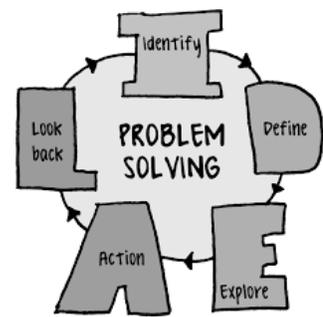
Sameer explained, “Sana, it’s a tool for solving all kinds of problems and for planning too.”

Aliya continued, “First of all, we identify what the problem is. Then, we define what exactly we want to do to solve the problem. Next, we try and find out as much as we can about how to solve it. After that, we take the best possible action to try and solve it. Finally, we look back to see whether the problem has been solved or not.”

“So,” said Hania, “Our problem is doing the assignment for which we need to find information from different sources.”

“Exactly,” said Aliya. “We also need to decide who will do what and then prepare and give our presentation.”

Next, Aliya told everyone to brainstorm and make a list of the women that they would like to work on. Everyone took out a sheet of paper and worked together. After a lot of discussion, they finalized six names.



Sana said, “I will bring information on Fatima Jinnah from the library books.”

Sameer said, “My elder brother, Waqar bhai, has a laptop so I can bring information from the internet.”

Aliya suddenly realized that Razia was sitting quietly and had not shared her opinions with the group.

Aliya asked her, “Razia what about you, which source can you access?”

Razia replied shyly, “My father sells newspapers. I will ask him to bring old and new newspapers for this assignment.”



“That would be great!” everyone exclaimed simultaneously.

“I will use my uncle’s smart phone to gather the required information,” said Ahmad.

“What is a smart phone? How will you search information on a phone?” asked Sana.



“It’s a mobile phone that has a touch screen instead of a keyboard for performing different tasks and we can use internet on it also,” explained Ahmad with actions.

Aliya informed that her mother had a big collection of magazines – she would use them for this assignment.



Hania said that she too would get information from some journals and books.

Finally, they divided the list of the famous women amongst themselves and agreed to meet again with the information on the following Monday.

In the next meeting, they shared their material and rehearsed their presentations.

On the project day, they had a marvellous presentation because the group members had done their jobs very well.



Below is the information that they had gathered through the various media sources.

Famous Pakistani Women

Mohtarma Fatima Jinnah (1893-1969)

She was Quaid-e-Azam Mohammad Ali Jinnah's younger sister. She helped him in the struggle for the establishment of Pakistan. She left dentistry to live with her brother and support him. Her support continued for about 28 years, including the last nineteen, tiring years of his life. Through her, the Muslim women of the subcontinent were able to interview Mohammad Ali Jinnah and seek his guidance. The grateful nation gave her the title of Madr-e-Millat which means 'Mother

Source: Library Books

Presenter: Sana

Begum Ra'ana Liaquat Ali Khan (1905-1990)

She worked as an honorary secretary and typist to her husband, Liaquat Ali Khan, because at that time the Muslim League could not afford the salary of a secretary. She arranged meetings of the Muslim League women with the wife and daughter of the Viceroy so that they could explain issues and problems related to Muslim women. She also organized the Muslim voluntary service and, later, the women's National Guards, consisting of three battalions with 2400 girls, in which, she herself held the rank

Source: Internet (laptop)

Presenter: Sameer

Begum Jahan Ara Shahnawaz (1896-1979)

She represented the Muslim women at the three Round Table Conferences held in London. She was the first woman to make a speech in London's Guild Hall. She also travelled widely and explained to the people of other countries, why the Muslims in India wanted a separate state.



of the Nation'.



of a Brigadier.



Source: Newspapers

Presenter: Razia

Dr. Shams Abbasi (1924-2011)

She was the former director of the Bureau of Curriculum, Sindh, and the Education Department. She became the principal of the Zubaida Government College for Women in Hyderabad, which was the only women's college at that time. She also authored 22 books in English. Her contribution towards the education of girls in the remote areas of Sindh is remarkable. She established a school too.



Source: Magazines

Presenter: Hania

Anita Ghulam Ali (1934-2014)

She was one of the most famous teachers of Pakistan. She served twice as the Sindh Minister of Education, in addition to being the Minister of Culture, Science, Technology, Youth and Sports.

She was a popular newscaster of the English news. Many articles and books were also written by her. Above all, she received the Pride of Performance and Sitara-e-Imtiaz for her life time contribution to Education. She passed away in 2014.



Source: Internet Smart Phone

Presenter: Ahmad

Bilquis Bano Edhi (1947)

She is a philanthropist who is also trained as a professional nurse. She is the widow of Abdul Sattar Edhi who was a renowned social worker. She now heads the Edhi foundation which provides nationwide support and care to the public, such as shelter homes and ambulance services.



She has received Hilal-e-Imtiaz from the government of Pakistan in recognition of her tireless efforts for the betterment of the society. She has also been named the mother of Pakistan.

Source: Magazines

Presenter: Aliya

After the presentations the teacher invited everyone to comment on the presentations. Sadia stood up and commented that the information about these women inspired her to dream big and work for the nation. The teacher appreciated the effort the students had put in and asked a few students to share their future dreams with the class.

Maryam happily informed her friends that she wanted to be an educationist like Anita Ghulam Ali, Dr. Shams, and her grandmother, who was also an educationist. She expressed her wish to work for the improvement of female education. Upon hearing Maryam's dream her friend Hira raised her hand and asked the teacher if she could also talk about her plans. The teacher nodded. Hira began telling her class fellows that she wanted to be a philanthropist like Bilquis Edhi. Moreover, she shared that she wanted to protect girls from all troubles. Daniyal added that, like Abdul Sattar Edhi, he would like to help all human beings in trouble/

The teacher was very happy to see the enthusiasm of the future leaders of the country.

Note for teachers: Explain the importance of National Guards. National guards are a reserved paramilitary force to safeguard the nation.

While Reading

Exercise 1

- i. How many students were there in Sana's group? Name them.
- ii. How many famous women of Pakistan are mentioned in the text? Write their names in the order of appearance in the text.
- iii. How many students shared their dreams at the end of the presentations? Write down their names.

Vocabulary

Exercise 2

Work in pairs, find the following words in the text and underline them. Try and guess what the words mean by reading some of the text before and after the words. Once you have guessed the meaning of all the words, check their meanings from the glossary given at the end of the book.

reflecting opinions access simultaneously rehearsed
contribution philanthropist renowned recognition
tireless inspired enthusiasm

utensils hospitality cunning (add in glossary)

Exercise 3

Work individually, choose any five words from the list above and use them in your own sentences. Write these sentences in your notebook.

Once you have finished writing, exchange your copy with your partner, read each other's sentences and give feedback.

Exercise 4

Do you remember what each letter stands for in the IDEAL problem solving tool and what it means? Read the text and complete the following statements. Write all the five complete statements in your notebook. The first one has been done as an example.

I stands for *Identify*. Here we *identify the problem*.

D stands for _____. Here we _____.

E stands for _____. Here we _____.

A stands for _____. Here we _____.

L stands for _____. Here we _____.

Exercise 5

Read the text and tick the correct answer.

- a) Which of the following sources of information were not used by the students in the text?
- Laptop and internet
 - Newspapers and magazines
 - Books and smart phone
 - Radio and television (TV)
- b) Madr-e-Millat means:
- Leader of Asia
 - Leader of the nation
 - Mother of the nation
 - Pride of the nation
- c) The first woman who represented the Muslim women in three round table conferences in London was:
- Begum Jahan Ara Shahnawaz
 - Bilquis Edhi
 - Geti Ara Bashir
 - Ra'ana Liaquat Ali Khan

d) Bilquis Edhi was awarded:

- i. Hilal-e-Imtiaz
- ii. Nishan-e-Haider
- iii. Sitara-e-Imtiaz
- iv. Sitara-e-Jura'at

e) Professor Anita Ghulam Ali was appointed twice as a minister of:

- i. Culture
- ii. Education
- iii. Science and Technology
- iv. Youth and Sports

Post Reading

Exercise 6

Read the initial part of the text and write short answers to the following questions in your notebook.

- i. What was the topic of the assignment?
- ii. Which subject was the assignment related to?
- iii. Who taught the students the problem solving tool called 'IDEAL'?
- iv. Who was the group leader?
- v. Whose brother had a laptop?
- vi. Who had a collection of magazines?
- vii. Who opted to search for information on Ra'ana Liaquat Ali?
- viii. Which media resource did Ahmad use?
- ix. Why was it easy for Razia to gather information from the newspapers?
- x. What do you think about the relationship and working of Aliya's group?

Exercise 7

Rearrange the names of the personalities in a chronological order (chronological order means arranging events in the order of time).

Name	Year of birth	Year of death	Chronological order by year of birth	Chronological order by year of death
Dr. Shams Abbasi	1924	2011	4	4
Fatima Jinnah				
Bilquis Bano Edhi				
Anita Ghulam Ali				
Begum Jahan Ara Shahnawaz				
Ra'ana Liaquat Ali Khan				

Exercise 8

Work in pairs and orally complete the following statements by giving reasons. After you have discussed all the statements, write the complete sentences in your notebook. The first one has been done as an example.

- i. Sana was worried because she did not have a computer for gathering information.
- ii. Aliya suggested that they use that IDEAL tool because _____.
- iii. The Muslim women benefitted from Fatima Jinnah's support because _____.
- iv. Begum Rana Liaquat Ali worked as a secretary because _____.
- v. Begum Jahan Ara could explain Muslims' point of view to people in many countries because _____.
- vi. Dr. Shams Abbasi is remembered by many because _____.
- vii. Professor Anita Ghulam Ali was awarded the Pride of Performance and Sitara-e-Imtiaz because _____.
- viii. Bilquis Edhi has received the Hilal-e-Imtiaz award because _____.
- ix. Maryam said that she wanted to be an educationist because _____.
- x. Daniyal said that he wanted to be like Abdul Sattar Edhi because _____.

Exercise 9

What are your aims and aspirations about your future? Which area of community development are you interested in and why? Write in your notebook.

Sample Reading Unit 3:

Pre Reading

Work in groups of three and write down at least five health related problems that people in your area face. Also, list down what steps should the people take to protect themselves from some of these problems.

Write these in your notebook in the format given below.

HEALTH PROBLEMS

Problem 1

Steps for protection:

Reading Text

Health Problems Caused by Mosquitoes

Malaria, dengue, and chikungunya, all three diseases are spread by mosquitoes. The symptoms of all these diseases are so similar that it can be quite difficult to identify them for sure without laboratory testing. But it is important to find out what the exact disease is for it to be properly treated. Let us try and understand something about the causes, signs and symptoms, similarities and differences, and the prevention of these diseases.

Malaria

Causes

Malaria is caused by plasmodium, a single-celled parasite, often transmitted by infected mosquitoes. It is injected into a person's circulatory system through the saliva of the mosquito.

The parasite infects the red blood cells until they burst. Then, the newly developed plasmodium from the burst red blood cells spreads and infects more red blood cells throughout the body, thus killing all the cells. This can lead to severe liver infection. Sometimes the infected red blood cells become "stickier" than usual and clot easily, which can lead to stoppage of blood flow to the brain causing cerebral malaria.

Signs and symptoms

Malaria is recognised through high fever. The temperature may reach as high as 40 °C (104 °F). Fever is often accompanied by chills, and may also include sweating. Patients may also suffer from constipation, kidney dysfunction and disorientation.

Dengue

Causes

There are four types of dengue viruses, all of which are spread by mosquitoes. An infected mosquito spreads the virus through its saliva when it bites. Dengue can also be transmitted from one human to another. For example, infected blood used in a blood transfusion can cause dengue. Even organ donation and mother to child transmission can lead to it.

Once the virus enters the body it circulates around the body, attacking white blood cells and other antibodies, thus affecting the immune system. The virus further replicates within the cell until the cell bursts and dies. The death of the white blood cells results in leakage of other fluids from the cells, leading to low protein, fluid in the lungs and in the stomach area, low blood pressure, shock, and eventually death.

Signs and symptoms

High fever is followed by severe body pain. Pain behind the eyes and decreased urine output is also common. Dengue-related eye pain often increases with bright light. Patients may also feel respiratory difficulties and intense headache. As the fever decreases, skin rashes may start to appear.

Another symptom is excessive bleeding, as the virus attacks the capillaries, the smallest blood vessels in the body. When the capillaries burst, blood escapes to outside the blood stream. In severe cases, bleeding is common in the nose and gums. The loss of blood can lead to decreased blood pressure, and eventually lead to internal bleeding, shock, and death.

Chikungunya

Causes

This virus is also transmitted through mosquitoes. These mosquitoes live and breed near stagnant or polluted water and infect humans with their bite. Although the disease is not contagious, it can spread from an infected person to others if the mosquito feeds on the infected person first and then bites other people.

The chikungunya virus infects the muscle cells of the body. It stays there and reproduces until the cell dies. It then finds a new host cell to infect.

Signs and symptoms

Chikungunya usually attacks the muscles, joints, skin, connective tissues, and even the central nervous system. It is usually accompanied by fever and skin rash. The skin rashes are almost identical to the dengue rashes. The patients may also suffer from headache, nausea and vomiting. Because the virus destroys cells in the muscles and joints, patients experience muscle weakness and joint pain, which can be severe. Partial loss of taste is also reported by many chikungunya patients.

The disease is rarely fatal and the virus remains in the system for 5-7 days. Once one recovers from this infection one is immune to it for the rest of one's life.

Similarities and Differences in the Signs and Symptoms of the Three Diseases

The chikungunya virus is transmitted by the same mosquitoes that spread the dengue virus. Both chikungunya and dengue have almost identical symptoms and disease processes; so much so that one can be mistaken for the other. Both display joint pain; however, joint pain and inflammation caused by chikungunya are more intense and pronounced. On the other hand, low platelet count, high bleeding risk, and pain behind the eyes are the main symptoms of dengue.

The main symptoms of malaria are chills/shivering, followed by fever/sweating. These symptoms usually occur every two days.

Prevention

Since there are no vaccines or medical ways to prevent these diseases, here are a few useful suggestions for protecting oneself from these diseases:

- ❖ Take extra precaution from dawn to dusk
- ❖ Wear clothes that will keep you fully covered
- ❖ Use net coverings
- ❖ Live in hygienic surroundings
- ❖ Ensure that there is no stagnant water, whether clean or dirty, in your locality, not even in uncovered buckets, pots, cans or other things
- ❖ Apply mosquito repellent lotion
- ❖ Take precautions while travelling
- ❖ Seek medical help as soon as possible

All these diseases, that is, malaria, dengue and chikungunya affect a person's health. They affect the quality of one's work because it takes some time to recover from the weakness caused by them. Since they are all preventable and curable, it is important that we take all possible steps to protect ourselves and our family from these diseases. Moreover, we should seek immediate medical help if we observe symptoms of these diseases because the earlier they are treated the quicker is the recovery.

While Reading

Exercise 1

Tick the right answer. The text is about

- a) The life cycle of a mosquito
- b) Different kinds of dangerous mosquitoes
- c) Diseases caused by mosquitoes
- d) Use of pesticides for mosquito control

Exercise 2

Circle the diseases mentioned in the text

Vocabulary

Exercise 3

Read the text. Find the following words and underline them.

Next, work with a partner and try to guess their meanings from the context. After you have discussed the meanings of all these words, check your answers from the glossary given at the end of this book.

parasite transmitted saliva clot chills constipation
dysfunction disorientation transfusion antibodies immune
respiratory stagnant contagious identical nausea fatal
identical display inflammation intense pronounced

Exercise 4

Work in pairs and see how many of these words you can use in your own sentences. You should use at least one word from each section.

Post Reading

Exercise 5

Read the text and select the correct answer from the options given.

1. It is important to find out what the exact disease is so that
 - a. the patient can rest
 - b. we can tell everyone about it
 - c. it can be treated properly
 - d. the patient can decide what to do
2. The malaria parasite attacks the
 - a. white blood cells
 - b. brain
 - c. stomach
 - d. red blood cells
3. Once the dengue virus enters the system it affects the
 - a. immune system
 - b. digestive system
 - c. circulatory system
 - d. nervous system
4. In severe cases of dengue bleeding may occur in the
 - a. eyes and ears
 - b. brain
 - c. stomach and intestine
 - d. gums and nose
5. Chikungunya patients usually have fever with

- a. shivering
- b. rashes
- c. bleeding
- d. chills

Exercise 6

Read the text and complete the following table in your notebooks.

Disease	Source(s) of Transmission	Organs/ Cells Attacked	Symptoms

Exercise 7

Answer the following questions:

1. What are the most common illnesses due to mosquito bite?
2. Which specific part of the body becomes highly infected in Cerebral Malaria?
3. What can lead to severe liver infection when one has malaria?
4. How is the immune system affected through dengue?
5. How often can one get infected with chikungunya? Why?
6. Which two of the three diseases mentioned have similar symptoms? What are these?
7. Does one have fever and chills all the time when one has malaria?
8. How do these diseases affect our life?
9. How can we protect ourselves from these three diseases?
10. What should we do if we want to recover quickly from these diseases?

Exercise 8

You have heard on the news about the spread of malaria, dengue and chikungunya in the nearby villages. You talk to your classmates and all of you decide to launch a campaign in your area to create awareness about these diseases. What will you do?

Work in groups of three. Each group should develop a flow chart of one disease: malaria/ chikungunya/ dengue that will help you create awareness amongst your friends and neighbours about the diseases. Make sure that almost an equal number of groups work on each disease. You can follow the flow chart given below.

Sample Reading Unit 4:

Pre-reading

Think of five professions that you think are interesting and write them down in the table given below. Give reasons why you think they are interesting. These may not necessarily be the profession that you might choose to follow.



Interesting Professions	Why are they interesting?

Now, work in groups of three and tell each other which professions you think are interesting and why.

The title of the text is **Chasing Dreams**. A brother and a sister in the story had a dream of becoming something; guess what they wanted to become.

Reading Text

Chasing Dreams

Jameel entered the courtyard in front of the shabby mud house, walked lazily and collapsed on the charpoy in the middle of the yard, under the cool moonlit sky. Looking at Jameel, his father kept his cup of tea on the table and dragged his charpoy close to his and asked, "What's the matter, son? You seem upset."

"No, father. Everything is fine."

"You don't seem ok. Let's have dinner then we will talk about it."

Jameel's mother and Aunt Sadhoori, an old family friend, came out of the kitchen with a tray of food and a jug full of water. His sister, Sara, and brother, Khalid, picked the table and brought it close to their charpoy. Everybody sat around the table and started eating. Jameel did not move. His father asked him to get up and have dinner. Reluctantly, he got up and started eating. Everybody noticed that Jameel was upset. They cast sidelong looks at him while eating but did not say anything.

As soon as they had finished eating and the dishes had been taken away to the kitchen, his mother asked, "Has your result been announced, Jameel? What grade did you get?"

In a sad tone he informed everyone that he had achieved a good grade.

"So, why are you sad? Has Sara passed?" asked his father.

"Yes. In fact, Sara has got more marks than me."

"Why didn't you tell me before? I was so worried," Sara complained.

"Sorry, Sara, I was preoccupied with my own thoughts about the future. You see, you don't have to worry about your career the same way that I do."

"What do you mean?" Khalid interrupted.

"She is a girl. She doesn't have to worry about supporting her family. Only men have to worry about earning for their families," Jameel commented.

"Come on Jameel! We don't get education only for earning money. We do it for improving ourselves and both males and females need it equally. Our Prophet has said that seeking knowledge is obligatory for every male and female," Khalid explained.

Jameel felt ashamed, "Yes you are right. I agree with you."

"I still don't understand why you are so worried," commented father.

"Father, there is no college in our village or any other village around ours. The only college where I can go is 50 miles away, in the city. It seems impossible that I can

continue my studies although I had dreamed that I would become a doctor and open a hospital here for the villagers, as they cannot afford to go to the city hospital. Remember, how Uncle Sarmast died last year only because he could not be taken to the hospital on time?" Jameel said.

His mother quoted a Sindhi couplet which meant 'Where there is a will there is a way. Distances are to be covered.' She then said, "We can ask Allah Bachayo, to take you to the city in his horse cart."

Aunt Sadhoori, who had been listening to the whole conversation said, "I have a suggestion. You people have done so much for me, I think now it's my turn to return the favour. Jameel and Sara can easily come and live with me in the city and study in the college."

"Really! Can I really go and study in the city?" Sara exclaimed.

"Jameel can go but Sara should stay here and help her mother," said father.

Sara quickly wiped the tear that had rolled down her cheek. She didn't want her father to know her feelings. However, Khalid noticed her emotions and said, "Father, don't worry about the expenses. Let them both go."

"There is a big medical college as well in our city. Later, both of you can easily continue your studies there and fulfil your dreams," continued Aunt Sadhoori, addressing Jameel and Sara.

"Wow! I will also be a doctor and work at Jameel's hospital! Wonderful!"

In spite of his worries about managing finances for both of them, father smiled.

Soon, both of them went to the city with Aunt Sadhoori. Living in the city, attending college and then the medical college was not a bed of roses. Both siblings had to work extremely hard to pass all the exams in the first go. They could not afford to fail in any subject.

To meet the expenses, both of them gave tuitions to the neighbourhood children. Their parents never let them know the problems they faced during all this time. In the fourth year, father and Khalid had to sell a big piece of fertile land to pay their fee. The whole family bore the hardships because they wanted their children to realize their dreams and to work for the betterment of the villagers.

Twelve Years Later

“Uncle Noorali, you should not eat rice, potatoes and sugar,” Jameel advised his patient politely.

“Ok, son, I will follow your advice.” Jameel held the old man’s weathered hand and helped him walk outside the impressive hospital building, standing against the backdrop of lush green fields. For a moment he looked up at the embodiment of his dreams.

He asked Allah Dinno, ‘Are there any more patients?’

“No, there are no more patients,” replied Allah Dinno.

“Ok, then call Dr. Sara so that we can go to the neighbouring villages and examine the patients there.”

After visiting two nearby villages, Jameel dropped Sara at her house, where her two young children were waiting for her. Jameel was very happy because Sara had hosted a successful seminar for the village women and guided them to improve their personal and family health and hygiene. He then drove home in his small green jeep, satisfied with the day’s work.

“Come on, let’s have lunch,” said his wife, with a beaming smile.

“Lunch? You mean you people have not had lunch as yet?” he exclaimed.

“No, we were waiting for you,” said his parents, simultaneously.

“Ok, then let’s have lunch together.” Everyone washed their hands one by one and moved towards the dining table.

At night, Jameel lay on his charpoy in the middle of the yard, under the cool moonlit sky, and thought about the long journey of his life and all the hardships that he, his sister Sara, and their family had borne to fulfil their dreams. He felt truly grateful and blessed.

Author: Rahila Waqar

While Reading

Exercise 1

Read the text and write the answers to the following questions in your notebooks.

1. How many characters are there in the story?
2. Write their names.

Exercise 2

Read the text and find out who said the following words? Compare your answers with your partner.

Dialogue	Speaker
1. You don't seem ok. Let's have dinner then we will talk about it.	
2. Only men have to worry about earning for their families.	
3. We don't get education only for earning money.	
4. Can I really go and study in the city?	
5. Jameel can go but Sara should stay here and help her mother.	
6. We can ask Allah Bachayo, to take you to the city in his horse cart.	
7. You people have done so much for me, I think now it's my turn to return the favour.	
8. Ok, son, I will follow your advice.	
9. No, there are no more patients.	
10. Come on, let's have lunch.	

Vocabulary

Exercise 3

Work in pairs. Read the text and underline the following words. Discuss and guess their meanings. After you have guessed all the meanings, check out your answers from the glossary given at the end of the book.

shabby collapsed reluctantly preoccupied realize weathered
backdrop impressive embodiment hosted borne grateful
blessed

Exercise 4

Fill in the blanks with the words from the box.

dragged	collapsed	thumped	extremely
finance	ecstatic	shabby	weathered

The old woman pulled the heavy suitcase slowly towards the door. She _____ at the door with her _____ fist. She could hear her grandchildren shouting, 'Dadi has come!' She smiled and searched for the sweets she had bought from a _____ wooden stall at the corner of the street. She held them in her hand. The door opened and the _____ excited children jumped out hugging her from all sides, 'Assalamo Alaikum Dadi Jan!'

'Wa Alaikum Assalam my darlings.'

The eldest of them, Ahmed, took the bag from her and _____ it inside. Grandma _____ on the bed because she was extremely tired. All the siblings gathered around her and bombarded her with questions. She tried to answer their questions while distributing sweets. She felt _____ to have so much love from her grandchildren.

Exercise 5

Write short answers to the following questions in your notebook.

1. What type of house did Jameel have?
2. What was Jameel's father doing when he came home?
3. Where did the family have dinner?
4. Had Jameel and Sara passed the examination?
5. Where did Jameel and Sara go to study?
6. Where did they live?
7. Who was Khalid?
8. Where did they build the hospital?
9. How many children did Sara have?
10. Which vehicle did they travel in?

Exercise 6

State whether the statements given below are true or false. Correct the false statements.

1. Jameel dragged his charpoy near his father's table.
2. The family discussed Jameel's problem after dinner.
3. Aunt Sadhoorilived with her brother.
4. Sara failed in the examination.
5. Education is required only for earning money.
6. Jameel and Sara had the same dream.
7. There were three more patients that Sara had to see.
8. The hospital building was beautiful.

Post Reading

Exercise 7 Answer the following questions

1. Why do you think nobody spoke while eating dinner?
2. Why was Jameel upset?
3. According to Khalid, why do we seek education?
4. Why do you think Sara tried to hide her feelings from her father?
5. Both Sara and Jameel had to pass every test in the first go. Why was it so?
6. How did Sara and Jameel and their family manage the expenses for their studies?
7. How did life change for Jameel's family and the villagers?
8. How was Sara educating the village women?
9. What lessons do we get from the story?

DIGITAL RESOURCES FOR TEACHERS

Teach the Seven Strategies of Highly Effective Readers

<http://www.adlit.org/article/19844/>

<https://learnline.cdu.edu.au/studyskills/studyskills/reading.html>

<http://www.adlit.org/strategies/23336/>

Importance of Reading:

<https://www.nordangliaeducation.com/our-schools/al-khor/parent-resources/our-school-newsletter/primary/the-importance-of-reading>

<https://en.islcollective.com>

Competency 2: Writing Skills

Standard: *Students will produce, with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful, and shows an insight into the writing process.*

Students will develop ethical and social attributes and values relevant in a multicultural, civilized society.

2.1	Benchmark: Analyse their own composition using various techniques of effective text organization, which influence readers.
2.2	Benchmark: Write a variety of narrative, procedural, expository, argumentative, compare and contrast, and cause and effect essays, for different purposes and audiences.
2.3	Benchmark: Use summary skills to write a summary/précis of simple passages/poems.
2.4	Benchmark: Write a variety of interpersonal, intrapersonal, and transactional texts in informal and formal contexts.
2.5	Benchmark: Revise and edit their writing for appropriate organizational patterns as per the requirements of different text genres. Also edit for correct punctuation, grammar, spellings, and transitional devices.

TEACHING TIPS

For every type of text, teachers should provide samples to illustrate the key elements pertinent to the type of the text being used. For example in a story the key elements could be an introduction of a setting and characters, a plot consisting of a problem and a resolution/solution to the problem which usually has a chronological (time) order. Generally, a story would have an introduction, development and a conclusion. In an expository text such as a scientific text, there will be an introduction of the topic, supporting details such as causes and effects etc.

In essays, learners must write appropriate topic sentences for each paragraph using key words, vivid verbs, modifiers etc. They must write supporting details using example/s, illustration, definition, evidence, comparison, contrast, cause and effect, clarification, explanation etc.

Stages of a Writing lesson

A writing lesson should have three stages: 'Pre-writing, Drafting, Redrafting, and Editing' [Hedge, T, 2005]

Pre-writing

Before writing any composition, learners should use a suitable pre-writing strategy or tool (such as: webbing, listing, filling in a form or writing frame etc.) to generate and organise their thoughts.

Drafting & Redrafting

In the drafting stage, learners may work in groups or individually to write the first draft. After writing, peers assess each other's work using a suitable rubric.

Finally, the learners must redraft the second draft incorporating the suggestions of their peers.

Editing

In the end, they edit for mechanics i.e. grammar, spellings, punctuation etc.

After the editing stage the teacher assesses learners' work. The teacher must meet learners individually (conference) to give individual feedback on their work.

Learners must be taught the process of giving feedback. They must respect each other and must be taught how to disagree in agreeable ways. Students may be taught to give feedback using PCI: Praise, Confusion and Improvement. They write a line or two praising the good aspects of their peer's writing piece and a few lines explaining the confusions and why they thought it was confusing and finally a few lines suggesting required improvements.

Learners should be provided with sample letters to the editor complaining about social problems/issues to note the differences of conventions, vocabulary, style, tone and register.

They must practice the analysed features and conventions through controlled activities. The teacher may demonstrate/think aloud how a letter is written on the board with the help of ideas contributed by learners. Learners may then be given a writing frame to write a letter. After that, the learners should write independently.

Learners must be provided with opportunities to compare various informal emails to note differences of conventions, vocabulary, style, tone and register.

The above procedure may be used for emails as well.

- When one kind of text is introduced, learners should be exposed to a variety of samples of that text for the purpose of inputflood. They must be enabled to identify the elements and key grammatical features.
- Learners should be encouraged to compare classmates, subjects, games, books etc using appropriate expressions of comparison (connectors).
- Free writing, if used regularly as part of learners' daily routine, it not only enhances fluency but also helps in generating ideas for writing.

RESOURCES FOR TEACHERS

A Guide to Text Types:

https://www.thomastallisschool.com/uploads/2/2/8/7/2287089/guide_to_text_types_final-1.pdf

Rubrics

An Essay Rubric

Traits	4	3	2	1
Organisation	The introduction has a thesis statement that contains all the points presented in the body. The paragraphs are well written with attention grabbing topic sentences and excellent transitions that ensure seamless reading. The body's structure is excellently presented. The conclusion contains an articulate closing argument.	The essay's introduction has a good thesis statement that includes most of the points listed in the article. Body paragraphs are well written with good transitions that align sentence structure and solid topic sentences. The structure used is easily defined.	The introduction contains a lacklustre thesis statement. The conclusion is present with a substantial closing argument. Paragraphs have topic sentences, but the sentence structure does not ensure smooth reading with little to no transitions. The body is mostly written using one structure.	The introduction is unclear and ineffective. The conclusion or introduction is absent. Paragraphs do not have topic sentences nor any sentence structure. No clear structure used with point by point mixed with whole to whole.
Thesis	The thesis statement is very conclusive with a lot of information presented. The writer's opinion is eloquently presented and could not be any clearer.	There is a detailed thesis statement with a lot of background information. The opinion of the writer is clear and understandable.	Includes a vague thesis statement. Minimal information is presented, and there is some reference to the points to be submitted.	There is no information presented in the thesis. The thesis statement is non-existent. The writer's opinion cannot be understood.
Reasons and support	The points to support comparisons and contrasts are definitive with clear and relevant and specific examples presented.	The illustrations used to support the points are generic. The provided points, however, are clear and reasonable.	The points are compared and contrasted well enough. Examples are irrelevant and supporting information insubstantial.	The points only either contrast or compare but not both. Examples are not there, and neither is supporting information to reinforce the points

				presented.
Attention to audience	The reader is given priority by the writer. Points are well supported to give the audience as much clarity as possible. The author anticipates their expectations perfectly with vivid work to meet them.	The writer has a clear understanding of what the audience expect to gain from reading his essay. The presentation and support of his or her points, however, do not comprehensively deal with the argument.	The writer has a vague understanding of what readers expect from him or her. The points and their supporting information do help clarify the argument to some extent.	The author of the essay pays no mind to the readers with comparison and contrasts not clear or helpful at all to the audience.
Word choice	The writer uses appropriate vocabulary which shows a thorough understanding of the argument. The transitions smoothly move the reader from point to point clearly defining contrasts and comparisons.	The author's word choice is creative and understands the subject fairly well. Transitions are well used but lack variety which makes the essay monotonous.	The word choice is not very wide. They are appropriate but do not stand out. Some transitions are ill-applied making the relationship between points unclear.	The writer has a very limited vocabulary. Transitions are unclear or may not be there at all. There exists no relationship between points in the essay's body.
Delivery	Delivery is excellent with the writer using eloquent language which engages and hooks the reader to the essay from start to finish.	The author's language is fluent and despite some mishaps still manages to keep the audience interested and the points clear.	Delivery is below par with room for improvement. The audience cannot continuously follow the argument. The speech makes the readers have a difficult time remaining engaged with the subject.	Delivery is poor with a lot of breakages in speech. The reader can barely comprehend the subject let alone follow the argument.
Grammar mechanics and spelling	The author has no grammatical shortfalls whatsoever. The essay is extremely well written with immaculate spelling therein.	The one or two errors in grammar do not disrupt the audience's reading of the essay. The errors are very advanced, and the majority of readers would miss them.	The writer has three or four errors in grammar and spelling, but the essay is still quite understandable and has flowing speech.	The author has many grammatical and spelling errors that disrupt the reader's attention. More than four errors in an essay make it poor.

Rubric for Summary and Paraphrasing Writing

Excellent	Good	Below Average	Ineffective
Clear Main Idea	Clear Main Idea	Main idea is unclear-not specifically stated in the writing.	The main idea is not present.
All important details are included Has captured the literal and connotative (implied) meanings	Important details are included but some might be missing Has missed some implied meanings	Some critical information is missing Has missed the main message in the implied meanings	Contains only some details Has totally missed the implied meanings in the poem
Details are in logical order	Ideas are in logical order	Ideas are in random order and not logical	Ideas are not in a logical order
Demonstrates clear understanding of information in the text.	Demonstrates adequate understanding	Demonstrates basic understanding of information in text	Demonstrates little or no understanding
Is characterized by paraphrasing of the main idea and significant details in own words	Is characterized by paraphrasing of the main idea and significant details	Is characterized by the substantial copying of key phrases and minimal paraphrasing	Is characterized by the substantial copying of indiscriminately selected phrases or sentences.

Text Types and their Features

Readers of all ages must be aware of different text structures if they are to be successful readers and writers (Meyer, 2003). The structure or organization of the text is the arrangement of ideas and the relationships among the ideas (Armbruster, 2004). Readers who are unaware of the text structures are at a disadvantage because they do not approach reading with any type of reading plan (Meyer, Brandt, & Bluth, 1980). However, readers who are familiar with text structures expect the information to unfold in certain ways. In addition, they know how to write their own compositions following the organizational patterns or generic stages of the type of text they wish to write.

There are two basic types of texts: Fiction and Non-fiction. Both of these basic types have subtypes. For example fiction includes stories, novels, myths, etc. on the other hand non-fiction texts may include descriptive texts, instructions, argumentative texts etc.

Fiction – Narrative Text

Purpose: Entertain

The essential purpose of narrative is to tell a story for entertainment.

Generic Stages

The most common structure is:
an opening that establishes setting and introduces characters;
a complication and resulting events;
a resolution/ending.

Effective writers are not constrained by predictable narrative structure. Authors and storytellers often modify or adapt a generic structure, e.g. changing chronology by not telling the events in order (time shifts, flashbacks, backtracking). Children can add these less predictable narrative structures to their own writing repertoires.

Common Language Features

Stories may be augmented/supplemented/partly presented using images (such as illustrations) or interactive/multimedia elements (such as hypertext/ images/ video/ audio);
told/written in first or third person (I, we, she, it, they); told/written mostly in past tense (sometimes in present tense);
chronological (plot or content have a chronology of events that happened in a particular order);
main participants are characters with recognisable qualities, often stereotypical and contrasting (hero/villain);
connectives are widely used to move the narrative along and to affect the reader/listener:
to signal time (later that day, once);
to move the setting (meanwhile back at the cave, on the other side of the forest);
to surprise or create suspense (suddenly, without warning)
Direct quotes are sometimes used in which present tense may be used

An Example of a Narrative Text

The Value of Hard Work

Once there were two little mice. One of the mice was a very hard worker. Every morning she would go outside and fill her basket with beans and nuts. She would store them in her pantry, and then head out to find food for the day. If it was raining, she gathered food. If the sun was blazing, she gathered food. If she was feeling sick, she still gathered food. The cousin of the hard working littlemouse was the exact opposite. She stayed out late partying and slept half the day. When she woke up, she played video games and talked on the phone with her friends. While she relaxed, she snacked on her beans and nuts. Soon she ran out of food and realized she would not have anything to last her through the winter. The lazy mouse went to her hardworking cousin and

asked if she could have some of her food to get her through the winter. "Why don't you have any food," the hardworking mouse asked. "I've been too busy partying and playing video games," the lazy mouse said. "Well, I don't see why I should help you because of that," said the hardworking mouse. "You are going to have to face the consequences for your actions." "Can't you just help me out a little," pleaded the lazy mouse. "Here's a basket," said the hardworking mouse. "Winter is a few days away. Stop being lazy and gather some food for yourself." While the lazy mouse was out gathering food, she came across a grasshopper singing in the field. "Hey mouse," said the grasshopper. "Come and talk with me instead of wasting your time gathering food!" "I only have a few days to collect food," said the lazy mouse. "You should be gathering some too." "Oh please," said the grasshopper. "I have plenty of food right now. I'd rather have fun." The lazy mouse said goodbye to the grasshopper and continued to gather her own food. A few weeks later, the lazy mouse stepped out of her house to go visit some friends. On the way she came across the grasshopper looking weak and hungry. "Bet you wish you had gathered some food now," said the lazy mouse. Then she went on her way, glad her cousin had helped her before she made the same mistake.

http://softschools.com/language_arts/reading_comprehension/6th_grade_reading_comprehension/the_little_mice/reading.xml Accessed on 25 - 5 - 19

Non-fiction – Expository Text

Purpose: Inform

Expository text is a type of informational text that provides factual information about a topic using a clear, non-narrative organizational structure with a major topic and supporting information.

Generic Stages

These texts may have varied structures depending on the type of expository text.

The types may be:

Description: The author describes a topic.

Sequence: The author uses numerical or chronological order to list items or events.

Compare/contrast: The author compares and contrasts two or more similar events, topics, or objects.

Cause/effect: The author delineates one or more causes and then describes the ensuing effects.

Problem/solution: The author poses a problem or question and then gives the answer.' [Meyer, 1985]

Common Language Features

The following signal words may be used in each type of expository text.

Description:

For example, characteristic, for instance, such as, is like, including, to illustrate

Sequence:

First, second, third, later, next, before, then, finally, after, when, later, since, now, previously

Compare/ Contrast:

However, nevertheless, on the other hand, but, similarly, although, also, in contrast, different, alike, same as, either/or, in the same way, just like, just as, likewise, in comparison, where as, yet

Cause and Effect:

If-then, reasons why, as a result, therefore, because, consequently, since, so that, for, hence, due to, thus, this led to

Problem – Solution:

Problem is, dilemma is if – then. Because, so that, question/answer, puzzle is solved

An Example of a Descriptive Paragraph:

Sunset is the time of day when our sky meets the outer space solar winds. There are blue, pink, and purple swirls, spinning and twisting, like clouds of balloons caught in a whirlwind. The sun moves slowly to hide behind the line of horizon, while the moon races to take its place in prominence atop the night sky. People slow to a crawl, entranced, fully forgetting the deeds that must still be done. There is a coolness, a calmness, when the sun does set.

Language Features:

Simple present tense is used

Adjectives

Example of a Chronological expository text

On July 16, 1969, the Apollo 11 spacecraft launched from the Kennedy Space Center in Florida. Its mission was to go where no human being had gone before—the moon! The crew consisted of Neil Armstrong, Michael Collins, and Buzz Aldrin. The spacecraft landed on the moon in the Sea of Tranquility, a basaltic flood plain, on July 20, 1969. The moonwalk took place the following day. On July 21, 1969, at precisely 10:56 EDT, Commander Neil Armstrong emerged from the Lunar Module and took his famous first step onto the moon's surface. He declared, "That's one small step for man, one giant leap for mankind." It was a monumental moment in human history!

Non-fiction – Instructional/procedural texts

The main purpose is to teach how to do something. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructional/procedural texts include rules for games, recipes, instructions for making something and directions.

Generic Stages

Begins by defining the goal or desired outcome. (How to make a board game.)

List any material or equipment needed, in order.

Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal.

Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.)

Common Language Features

Use of imperative verbs (commands), e.g. **Cut** the

card ... **Paint** your design ...

Instructions may include negative commands. (Do not use any glue at this stage.)

Additional advice (It's a good idea to leave it overnight if you have time. If the mixture separates ...) or suggested alternatives (If you would like to make a bigger decoration, you could

either double the dimensions of the base or just draw bigger flowers.).

An example of a procedural text:

Recipe for Banana Cake

Stephanie Alexander and Ella Walsh

Ingredients:

125g butter, softened
1 1/2 cup castor sugar
2 eggs (60g), beaten
1 cup (approx. 2 large) ripe bananas, mashed
5 drops vanilla
250g plain flour
1 tsp bi-carb soda
1 tsp salt
1/2 tsp cinnamon
1/8 tsp allspice
1/2 cup milk
1 tsp lemon juice

Method:

1. Preheat oven to 180 degrees C. Butter and line a square cake tin.
2. Cream butter and sugar until light and fluffy.
3. Beat in eggs, bananas and vanilla.
4. Sift the dry ingredients together.
5. Mix together the milk and lemon juice.
6. Alternating, add the dry ingredients and the milk, beating between each addition
7. Bake in the oven for approximately 45 mins or until a skewer comes out clean.
8. Rest in the tin for 5 minutes before turning out onto a wire rack to cool.

Non-fiction – Argumentative/ Persuasion texts

An argumentative or persuasive text has two purposes. It is used to change people's points of view or persuade them to accept new points of view/persuade people to a particular action or new behaviour.

Generic Stages

An opening statement (thesis) that sums up the viewpoint being presented. (This Novel is the best novel ever written. School uniform is a good idea.)

Strategically organised information presents and then elaborates on the desired viewpoint. This can be two to three paragraph long. (Vote for me because I am experienced. I have been a school councilor three times and I have ...)

A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.)

Common Language Features

Written in simple present tense.

Often refers to generic rather than specific nouns (participants) (Vegetables are good for you. They ...).

Uses logical rather than temporal connectives (This proves that ... So it's clear ... Therefore ...).

Tends to move from general to specific when key points are being presented. (The hotel is comfortable. The beds are soft, the chairs are specially made to support your back and all rooms have thick carpet.)

Use of rhetorical questions. (Do you want to get left behind in the race to be fashionable? Want to be the most relaxed person in town? So what do you have to do to?)

Text is often combined with other media to emotively enhance an aspect of the argument, e.g. a photo of a secluded beach, the sound of birds in a forest glade or a picture of a cute kitten.

An Example of an Argumentative Essay

Many young people see going to school as a chore and only go because they absolutely have to, while some will even skip school because they see it as boring and unnecessary. However, going to school is incredibly important for your career, future education you may wish to pursue, and social and communication skills.

Teenagers are forever being told that they need a good education so that they can have the career they want, but many do not listen. However, it is important to remember that your schooling, no matter how long it may feel, lasts for just a few short years compared to the rest of your life ahead of you. Therefore, it is better to sacrifice a little bit of fun now so that you can find happiness in later life, as you will be happier if you can do a job that you enjoy and afford to do the things you want.

Integrally linked to your career is the fact that you will only be able to achieve a higher level of education later on if you work hard in school now. Although at the age of fourteen and fifteen many young people may not think they want to go to college or university, you don't know how this may change as you get older. And with unemployment among young people at its highest these days, you may find that you need a college degree to secure a good job because there is so much competition for so few jobs. Many people also decide that they want to study further when they get a bit older, because they want a career change as they are not happy, or just to prove to themselves and others that they can do it. Those that don't succeed in compulsory education will not have the opportunity to even start many courses because there will be plenty of better-qualified candidates that also want a place.

Finally, school is the place where you learn a great deal of very important life skills: from communicating and empathizing with people of different ages, to listening to instructions and following orders, and developing leadership skills. It is not a coincidence that there is a negative correlation between criminal offences and level of education, in all races, ages and genders all over the world, and one of the main reasons for this is that the lessons that are learnt in school are so much more than just academic. So, although most of us only consider our career when we think about what school may do for us, the life skills we learn are equally important.

<https://www.scholaradvisor.com/essay-examples/benefits-of-going-to-school/> accessed on 25 – 5

What is a Précis?

A precise is like a miniature portrait of the passage: it retains the absolute essential points accompanied with the mood and tone of the author of the passage. The one aspect one must be careful about is that one should not add one's subjective interpretation or comments to the précis and should try to retain the original author's voice and opinions. As far as the writing style is concerned, one must ensure that one write clear and effective sentences (no rambling) and one's diction is flawless. Ultimately, it the coherence of the views that you presented in the précis that matter, and this can be achieved by making sure that one is precise and to the point in one's approach. Unnecessarily long sentences or rambling thoughts are not required in précis writing, and one should make sure that one sifts from one point to another in a smooth matter. At the end of the day, the précis should make sense and be logical in its presentation.

While keeping the above in mind, you need to keep in mind what a precis is not. The following are some of things that should not be a part of or a reflection of the precis:

simply a summary of a passage.

Do's in a précis:

Start your précis by highlighting the main idea of the passage and you should create contextual environment where you can place the necessary points. Once the main idea is established in the précis, you can present the methods, points, facts etc. used by the author of the passage.

Compress and clarify a lengthy passage, article, or book, while retaining important concepts, key words, and important data.

Remove what is superfluous and retain the core essence of the work.

Always remember that mentions about history/writing about history should be advisably done in the past tense.

State the purpose of the research or piece of writing (why was it important to conduct this research or write on this topic?)

Don'ts in a précis:

Do not express your own opinion, wish, remark or criticism.

Do not insert any question in your précis. Its significance, if essential, may be expressed by a statement.

Do not use abbreviations or contractions.

Do not be jerky. This suggests that most probably, you have not understood the sense of the passage properly.

Writing a Précis of a given passage.

Sample Passage:

There is an enemy beneath our feet - an enemy more deadly for his complete impartiality. He recognizes no national boundaries, no political parties. Everyone in the world is threatened by him. The enemy is the earth itself. When an earthquake strikes, the world trembles. The power of a quake is greater than anything man himself can produce. But today scientists are directing a great deal of their effort into finding some way of combating earthquakes, and it is possible that at some time in the near future mankind will have discovered a means of protecting itself from earthquakes. An earthquake strikes without warning. When it does, its power is immense. If it strikes a modern city, the damage it causes is as great as if it has struck a primitive village. Gas mains burst, explosions are caused and fires are started. Underground railways are wrecked. Buildings collapse, bridges fall, dams burst, gaping crevices appear in busy streets. If the quake strikes at sea, huge tidal waves sweep inland. If it strikes in mountain regions, avalanches roar down into the valley. Consider the terrifying statistics from the past 1755: Lisbon, capital of Portugal - the city destroyed entirely and 450 killed. 1970: Peru: 50,000 killed. In 1968 an earthquake struck Alaska. As this is a relatively unpopulated part, only a few people were killed. But it is likely that this was one of the most powerful quakes ever to have hit the world. Geologists estimate that during the tremors, the whole of the

state moved over 80 feet farther west into the Pacific Ocean. Imagine the power of something that can move an entire subcontinent! This is the problem that the scientists face. They are dealing with forces so immense that man cannot hope to resist them. All that can be done is to try to pinpoint just where the earthquake will strike and work from there. At least some precautionary measures can then be taken to save lives and some of the property. (330 Words)

Based on the above paragraph, we arrive at the following theme sentences for the four paragraphs:

Earthquake - the deadly enemy of mankind.

Damage caused by an earthquake in general.

Damage caused by an earthquake-in particular,

What can the scientists do?

The above four theme sentences can be developed into the following outline:

Earthquake - the deadly enemy of mankind.

Earthquake strikes all without a distinction of national boundary or political affiliation.

The power of a quake is greater than that of a man-made weapon of destruction.

Scientists are trying to find out means to combat earthquakes; they will find some way to protect themselves from earthquakes.

Damage caused by an earthquake in general:

Strikes without warning.

Modern city when struck reduced to a primitive village.

Damage caused by an earthquake in particular.

Quake strikes plains, seas and mountains causing all round destruction.

In 1755, Lisbon destroyed, 450 killed.

In 1970, Peru struck, 50,000 killed.

What can the scientists do?

In 1968, Alaska hit, subcontinent moved 80 feet into the Pacific Ocean.

Scientists cannot resist the powerful earthquake.

They can predict the place of origin of the quake so that precaution can be taken to save man & property.

Based on the above outline, we can make the following rough draft:

Earthquake- The Great Destroyer

Earthquake is the deadly enemy of mankind. Earthquake strikes all without a distinction of nationality or political affiliation. The power of a quake is greater than that of any man-made weapon of destruction. An earthquake strikes mankind without a warning. A modern city when struck is reduced to a rubble. A quake strikes plains, seas and mountains causing all round destruction. The quake struck Lisbon in 1755 killing 450; Peru in 1970 killing 50,000; Alaska in 1968 moving it 80 feet into the Pacific Ocean. Scientists are trying to find out means to combat earthquakes and they are able to predict at least where the earthquake will hit so that precaution can be taken to save man and property from destruction. As the number of words in the rough draft is more than required we shall have to reduce it further without reducing the ideas.

The final draft would look as follows:

Earthquake - The Great Destroyer

Earthquake is the mankind's deadly enemy. Earthquake strikes all without a distinction of nationality or political affiliation. The power of a quake is greater than that of any man-made weapon of destruction. An earthquake strikes mankind without a warning. A modern city when struck is reduced -to a nibble. A quake strikes plains, seas and mountains causing all round destruction. The quake struck Lisbon in 1755 killing 450; Peru in 1970 killing 50,000; Alaska in 1968 moving it 80 feet into the Pacific Ocean. Scientists are trying to find out means to combat earthquakes, to predict the origin of the quake so that precaution can be taken to save man and property from destruction.(115 words)

Sample Précis 2

It is physically impossible for a well-educated intellectual or brave man to make money the chief object of his thoughts: Just as it is for him to make his dinner the principal object of them. All healthy people like their dinner, but dinner is not the main object of their lives. So all healthy minded people like making money, ought to like it. And enjoy the sensation of winning it; but the main object of their life is not money; it is something better than money. A good soldier, for instance mainly wished to do his fighting well. He is glad of his pay very properly so, and justly grumbles when you keep him ten years without it- still, his main notion of life is doctors. They like fees no doubt, ought to like them; yet if they are brave and well educated, the entire object of their lives is not the fees. They, on the whole, desire to cure the sick, and if they are good doctors, and the choice were fairly put to them, they would rather cure their patient, and lose the fee than kill him and get it. And so with all other brave and rightly trained men; their work is first, their fee second-very important no doubt but still second. But in every notion, as I said, there are vast numbers of people who are ill educated cowardly and more or less stupid. And with these people just as certainly the fee is first and the work second.

Title: – Work more important than Money.

Précis: – It is impossible for a well-educated intellectual or braves many to make money the chief object of his thought. It is true that money is very important. All healthy minded people like making money. They ought to like it and enjoy the sensation of winning it. Yet, their main object is not money, but doing their job well. Only with ill-educated, cowardly and foolish people, fee is more important than work. But with brave and rightly trained men, their work is first, their fee second.

SAMPLE WRITING LESSON 1

Writing a personal narrative (Include significant details and an incident used to portray personality)

Exercise 1

Individually, read the story given below.

Tanveer and Junaid were twin brothers. They both looked exactly alike but in personality they were quite different in nature. Junaid always thought carefully before doing anything while Tanveer did things without thinking. Their father thought of a plan to make Tanveer realize that he should think before doing things.

One day, he called the two brothers and told them that he had saved enough money to buy one of them a bicycle. Since he had money only for one bicycle he had decided to set up a competition. The one who would win the competition would get the bicycle. The competition was that both of them should set out right after the morning prayers and walk a distance – as much as each one could – and return by sunset. The one who would manage to complete the task would get the prize. Both the twins readily agreed.

Next morning, both the brothers set off. As usual, Tanveer sprinted off in order to cover a greater distance and win the prize. But Junaid held back and thought about what he should do before setting off.

Tanveer ran far ahead, to the end of the town and further, because he wanted the prize. Junaid, on the other hand, walked until midday and turned around to return home. When Tanveer felt that he had run far enough and Junaid would never be able to catch up with him, he turned around to return home. Unfortunately, because he had been running so fast, Tanveer was very tired, so the return was slower. When he finally returned home, long after sunset, he found that Junaid was already home.

Tanveer demanded his prize for running very far but his father pointed out that he hadn't returned within the time he was supposed to be back, therefore, the prize would be given to Junaid because he had completed the task according to instructions. .

After you have read the story, work in pairs and orally discuss the following questions:

Why was the twins' father worried?

What did he decide to do?

Who won the competition? Why did he win?

Who lost the competition? Why did he lose?

What lesson do you think Tanveer learnt?

Exercise 2

Imagine that you are Tanveer. You wanted to win but were not successful. What lesson did you learn? Write a narrative essay keeping the following points in mind:

Explain the reason for the competition

State what you did and why

Describe what your brother did

Explain who won the competition and why

Identify the mistakes you made

Express your regret and explain how you plan to change.

Writing an application

Exercise 3

One reason for writing applications is to make a request. You have written your personal experience as Tanveer in the exercise above. Write an application to the Principal of your school. Request him/her to help you submit the story for a story writing competition that is to be held in the district.

Note for Teachers: Remind the students about the rules of writing applications learnt in earlier classes.

SAMPLE WRITING LESSON 2

- Write an introductory paragraph with a clear central thought.
- Provide **key ideas** which prove, explain or support your central thought.
- Use a separate paragraph for each key idea.
- Write evidence (facts, quotations, etc.), examples (analogies, **anecdotes**, etc.), or different points of view (explaining an idea/opinion) to support each key idea.
- Use suitable **transitional devices** to connect ideas within and between paragraphs.
- Add a closing or summary paragraph or a general concluding statement.
- Use correct conventions of grammar and punctuation.

Remember



Write a cause and effect essay on ‘The Importance of Using Clean Drinking Water’.

For your essay, follow the steps given below.

Step 1: Pre-writing (*brainstorming*)

Brainstorm and fill the following table before writing.

Sources of clean drinking water	Sources of unclean drinking water
Why is drinking clean water important	How does not drinking clean water affect one’s life
Government’s responsibilities for providing clean drinking water	Citizens’ responsibilities for ensuring that they drink clean water

Step 2: While Writing

Make sure that your essay follows the following stages.

Introduction: Write an effective introductory paragraph. Give a brief background and context. State the problem or issue. Write a clear thesis statement. Try and get the readers' interest and attention

Body paragraphs: Based on your thesis statement, decide how many paragraphs you will have

Topic sentences and For each paragraph, write a focussed topic sentence

Supporting details: Make sure that everything you write in each paragraph is related to the topic sentence of that paragraph

Conclusion: Write your concluding paragraph. Begin with a signalling word or phrase (In the end, Finally). Restate the thesis statement in different words. Summarize the key points covered in the body paragraphs, give your idea/ suggestion/ recommendation/ viewpoint

Step 3: Edit

Edit your work. Check to see if

The paragraphs are properly organized

The introductory paragraph has a clear thesis statement

The body paragraphs have clear topic sentences

The details in the paragraphs are related to the topic sentences

The concluding paragraph has a signalling word or phrase, a summary of key points, and your concluding remark

There are no spelling, grammar, and punctuation errors

Step 4: Peer Review

After writing exchange your essay with your partner. Give feedback to each other.

Re-write according to your partner's suggestions.

SAMPLE WRITING LESSON 3

Filling a simple form

Read the brochure below and complete the form

Celebrating Health Day in School

Attention Students!

We are having a Health Day celebration in school. It will be a fun-filled event for all students and their families.

Date: April 07, 2017

Time: 8:30 am – 2:00 pm

Venue: Our School

Activities: Health information talks, short films, medical check-up, eye test, blood grouping, dental check-up, weight and height measurement, and lots of information on health and hygiene.

Fill in the form below to register for this FREE Health Day celebration. You may invite your family and friends to this celebration.

Form

Health Day Celebration	Registration Form # _____
USE BLOCK LETTERS TO FILL THIS FORM	
Name: _____	s/o,d/o _____
Father's CNIC no: _____	
Address: _____	

Class: _____	Section _____
Roll # _____	
Age: _____	Gender: Male _____ Female _____
Activities that you are interested in: _____	

Number of people who will accompany you: _____	

Exercise 2

Writing a summary of a poem

Read the following poem.

This poem was written by a Scottish journalist, poet and song writer, Charles Mackay. He was born in 1814 and he died in 1889.

The Miller of the Dee

There dwelt a miller hale and bold,
Beside the river Dee;
He worked and sang from morn to night,
No lark more blithe than he,
And this the burden of his song

For ever used to be,
“I envy nobody, no, not I,
And nobody envies me!”
“Thou’rt wrong my friend!” said old King Hal,
“Thou’rt wrong as wrong can be;
For, could my heart be light as thine,
I’d gladly change with thee,
And tell me now what makes thee sing
With voice so loud and free,
While I am said, though I’m the king,
Beside the river Dee?”
The miller smiled and doffed his cap;
“I earn my bread,” quoth he,
“I love my wife, I love my friend,
I love my children three;
I owe no penny I cannot pay;
I thank the river Dee,
That turns the mill that grinds the corn
To feed my babes and me”.
“Good friend!” said Hal, and sighed awhile,
“Farewell, and happy be;
But say no more, if thou’dst say true,
That no man envies thee.
Thy mealy cap is worth my crown,
Thy mill my kndom’s fee;
Such men as thou are England’s boast,
O miller of the Dee”.

Work in pairs and write a summary of the poem given above. Follow the steps given below:

- 1.** Find out the meanings of unfamiliar words
- 2.** Look at the title of the poem to see what it is about
- 3.** Read each stanza slowly, at least a couple of times, and try to understand what it means
- 4.** Read the poem as a whole to get the main idea
- 5.** Now start writing the summary
- 6.** Begin by giving the title of the poem
- 7.** Then give the poet's name and brief information about the poet, if it is given
- 8.** After this, write the key message of the poem
- 9.** Finally, paraphrase each stanza and write in your own words

When you have discussed all the steps orally and then written the summary, exchange your work with another pair. Read each other's work and give critical feedback.

In the light of the summary that you read and the feedback you received from the other pair, make the necessary changes, edit your work for spelling, grammar and punctuation errors and rewrite the corrected summary in your notebooks.

SAMPLE WRITING LESSON 4

Exercise 1

Work in pairs and compare the sentences given in both the columns in the following table. Underline the differences you notice. Discuss these differences.

Formal

They have been playing all day.

He is very busy.

Many different lessons were planned for the class.

It is felt that the target is unrealistic.

The prefect I whom I talked to yesterday was very rude.

Informal

They've been playing all day.

He's very busy

I planned many different lessons for my class.

We feel that the target is unrealistic.

The prefect I talked to yesterday was very rude.

When do we use the formal/ informal language?

Formal Language

in situations that are serious
in situations where we are not very comfortable
where people we don't know well or are strangers, are involved
more commonly used in writing

Informal Language

mainly in situations that are relaxed
in situations where we feel most comfortable
where people we know quite well or those we are close to are involved
more common used in speaking

Exercise 2

Choose a profession from the list you made in the beginning of this chapter. Follow the given format and write a job application for it.

How to write a job application?

- Begin your application with the person's name and organization.
- Use formal language, brief informative sentences and short paragraphs.
- Check your spelling, grammar and punctuation carefully.
- Follow the format given below.

Name of recipient
Designation
Name of Institution
Name of city

Date: _____

Subject: Write the relevant subject of the application

Dear Sir/Madam,

First paragraph Mention how you came to know about the job position and why you want to apply for it

Second Paragraph Who are you, what have you done and why you think you are suitable for this position

Third paragraph Ask for due consideration of the application and request for a positive reply

Thanking You.

Yours sincerely,
Name of sender
Address of the sender

Editing

Editing adds quality to your work. Edit everything that you write before you send/ give it to anyone, even if it is a two-line email. Editing helps you look critically at your work and it makes you think of the rules of language that you have learnt. If you are not sure whether something is right or wrong, check it from someone who knows, or from the internet, or even from your books.

Exercise 1

One of the students wrote the following story and gave it to the teacher. The teacher underlined the parts where there were errors and returned it back to the student to correct it and then submit it again. Help the student in correcting the errors.

Work in pairs and read the story. It contains many types of errors, grammatical, punctuation, capitalization, spellings wrong words and so on. Correct all the underlined errors first orally and then rewrite the corrected story in your notebooks.

The Wise King

A rich man was on his death bed. He told her sons to dig the ground under his cot and share the buried wealth, after his death, when he die, the sons starts digging. one of them find a vessel full of jewels and parls, another a vessel full of gold and silver coins, the third one a vase full of bones, and the first a vessel full dust. The last two quarreled with the first three and said that the riches shuld be shared equally amongst them? the first two did not agree

Finally, all four decide to put their case before the king. The king listened to their storey and decided that the one who got the jewels should kept them and the one whose got the coins should also keep them. The other two brothers felt very said when the heard this.

Then the king looked at the other two daughters and said that the one who had the vessel full of bones was to be owner of the cattle left by her father, and the one with the vessel that has dust was to get all the land owned by the rich woman.

This decision by the minister was liked all the brothers. They amazed at the kings wisdom. They was all satisfied and hapy with the decision.

Exercise 2

The following story also has similar errors as the story in exercise 1. Now, first work individually, read the story, and try to find out the errors in this story. Underline the portion where the error is and write the correct form above it.

Once you have done this, work in groups of three, and share your work. Make the necessary changes in your book after you have discussed it amongst yourselves. Finally, write the corrected story in your notebooks.

The Four Seasons

There was a man who had four son. He wanted his sons to learnt not to judge things too quickly. So he send them each one of them, one by one, to go and look at pear tree that was a greet distance away.

The first son went in winter, the second on spring, the third in summer and youngest son in autumn. When they had all go and come back, he called them together to describe what they had see. The first son said that the tree was ugly, bent, and twisted the second son said no if was covered with green buds and full of promise. The three son disagreed; he said it was laden with blossoms that smelled so sweet and look so beautiful, it was most graceful thing he had ever seen. The last son disagreed all of them; he said it was dropping with ripe fruit, full of life and fulfillment.

The man then explained to his son that they were all right, because they had each seen but only one season in the trees life. He tell them that you cannot judge a tree, or a person, by only one season or on the basis of knowing about only one aspect of his life. So, don't let the pain of one season destroy the joy of all the rest. Dont judge life by one difficult season or people on the basis of one bad example.

DIGITAL RESOURCES FOR TEACHERS

1. How to Teach Summary Writing

https://docs.google.com/viewerng/viewer?url=http://www.worksheetlibrary.com/subjects/languagearts/writing/compareandcontrast/lawritingcomparecontrastparagraphseta46.pdf&hl=en_US

2. How to Scaffolding Summary Writing

<https://busyteacher.org/12282-scaffolding-summary-writing-how-to.html>

3. Persuasive Essay and Speech Topics

<https://www.ereadingworksheets.com/writing/persuasive-essay-topics/>

4. Narrative Essay Topics and Story Ideas

<https://www.ereadingworksheets.com/writing/narrative-essay-topics-and-story-ideas/>

TEACHING TIPS

General outline of a speaking lesson

Speaking lessons can follow the usual pattern of **preparation, presentation, practice, evaluation, and extension**. The teacher can use the *preparation* step to establish a context for the speaking task (where, when, why, and with whom it will occur) and to initiate awareness of the speaking skill to be targeted (asking for clarification, stressing key words, using reduced forms of words). In *presentation*, the teacher can provide learners with a preproduction model that furthers learner comprehension and helps them become more attentive observers of language use. *Practice* involves learners in reproducing the targeted structure, usually in a controlled or highly supported manner. *Evaluation* involves directing attention to the skill being examined and asking learners to monitor and assess their own progress. Finally, *extension* consists of activities that ask learners to use the strategy or skill in a different context or authentic communicative situation, or to integrate use of the new skill or strategy with previously acquired ones (Brown, 1994; Burns & Joyce, 1997; Carter & McCarthy, 1995).

Example of a speaking lesson:
Choosing appropriate topics for small talk

1. **Preparation.** Show the learners a picture of two people conversing in a familiar casual setting. (The setting will be determined by a prior needs assessment.) Ask them to brainstorm what the people might be discussing (i.e., what topics, vocabulary, typical phrases).

2. **Presentation.** Present several video clips of small talk in casual situations. Have learners complete a worksheet in which they describe or list the topics discussed, the context in which the speech is occurring, and any phrases that seem to typify small talk. Follow up with a discussion of the kinds of topics that are appropriate for small talk, the factors in the specific situations that affect topic selection (e.g., relationships of participants, physical setting), and typical phrases used in small talk. Chart this information.

3. **Practice.** Give learners specific information about the participants and the setting of a scenario where small talk will take place. In pairs, have them list topics that might be discussed by the participants and simple phrases they might use. Learners then engage in improvised dialogues based on these simple phrases.

4. **Evaluation.** Give pairs a teacher-prepared dialogue based on their scenario from 3. Ask them to compare their improvised dialogues with the prepared dialogue, analyzing the similarities, differences, and reasons for both.

5. **Extension.** Have learners go individually or in small groups into various contexts in the community (work, school, church, bus stop) and record the conversations they hear. Ask them to report their findings back to the class, and then have the class discuss these findings.

In-class speaking tasks

Although dialogues and conversations are the most obvious and most often used speaking activities in language classrooms, a teacher can select activities from a variety of tasks. Brown (1994) lists six possible task categories:

Imitative-

Drills in which the learner simply repeats a phrase or structure (e.g., "Excuse me." or "Can you help me?") for clarity and accuracy;

Intensive-

Drills or repetitions focusing on specific phonological or grammatical points, such as minimal pairs or repetition of a series of imperative sentences;

Responsive-

Short replies to teacher or learner questions or comments, such as a series of answers to yes/no questions;

Transactional-

Dialogues conducted for the purpose of information exchange, such as information-gathering interviews, role plays, or debates;

Interpersonal-

Dialogues to establish or maintain social relationships, such as personal interviews or casual conversation role plays; and

Extensive-

Extended monologues such as short speeches, oral reports, or oral summaries.

These tasks are not sequential. Each can be used independently or they can be integrated with one another, depending on learners' needs. For example, if learners are not using appropriate sentence intonations when participating in a *transactional* activity that focuses on the skill of politely interrupting to make a point, the teacher might decide to follow up with a brief *imitative* lesson targeting this feature.

When presenting tasks, teachers should tell learners about the language function to be produced in the task and the real context(s) in which it usually occurs. They should provide opportunities for interactive practice and build upon previous instruction as necessary (Burns & Joyce, 1997). Teachers should also be careful not to overload a speaking lesson with other new material such as numerous vocabulary or grammatical structures. This can distract learners from the primary speaking goals of the lesson.

http://www.cal.org/caela/esl_resources/digests/Speak.html

Steps to present new language through a dialogue.

- | | |
|---------|---|
| Step 1 | Establish the setting; |
| Step 2 | Establish a personal link with the situation; |
| Step 3 | Pre-teach selected items (optional); |
| Step 4 | Set a listening task; |
| Step 5 | Ask the students to listen; |
| Step 6 | Ask the students to read silently as they listen; |
| Step 7 | Ask the students to listen and repeat; |
| Step 8 | Explain any difficulties; |
| Step 9 | Ask the students to practice saying the dialogue; |
| Step 10 | Get the students to dramatize the dialogue |

(Donn Byrne, Teaching Oral English)

Learners must be taught formulaic expressions for different language functions. For example some of the useful phrases for negotiating can be:

For expressing agreement: completely/totally/wholeheartedly agree, that's a fair point/suggestion, you have a good point, I think we can both agree that . . ., I see no problem with . . .

For expressing disagreement: I'm not sure if I completely agree with you, I understand where you're coming from. However, . . ., I'm prepared to compromise, but . . ., the way I look at it . . ., the way I see things . . ., if you look at it from my point of view . . ., that's not exactly how I look at it., from my perspective . . ., I'd have to disagree with you there, I'm afraid that doesn't work for me.

For persuading: Why don't you meet me halfway, I'm confident we can come to an understanding, surely there is a solution that we will both be happy with, I'm convinced this is the best option for both of us/both parties.

Information gap activities must be designed through which students use the learnt functions of language in context.

Rubric for Oral Presentation

Put a (√) in the column when students demonstrate the skills	Student Name: Roll Number:	Student Name: Roll Number:	Student Name: Roll Number:
1. Introduction was short, clear and interesting			
2. Topic was clearly explained			
3. Used relevant information			
4. Used facts and examples to support claims			
5. Spoke clearly and distinctly			
6. Was confident throughout the presentation			
7. Maintained eye contact with the audience			
8. Used visual aids (charts, OHP, slides) effectively			
9. Handled questions and comments properly			

SAMPLE SPEAKING LESSON 1

Share information, ideas, and summarize the main points of the discussion

Exercise 1

Step: A

Work in groups of 4-5 and discuss one of the topics from the list given below, as assigned by the teacher. Two members of the group should note all the points discussed.

- i. Some unfair means that students use in exams
- ii. Reasons for using unfair means in exams
- iii. Impact of using unfair means in exams on students' performance.
- iv. Effect of using unfair means on the future of students

Step: B

Prepare a presentation that your group will make. Share all the ideas that the group discussed. Decide which member of the group will say what. Also decide the order in which all the members will speak.

Step: C

Collect all the data and prepare a talk for giving in the assembly to discourage use of unfair means during exams.

SAMPLE SPEAKING LESSON 2

Work in groups of six to eight members. Pick up a chit from the ones that the teacher shares with you.

Each group should then get sub divided into two equal sized groups. One sub group should brainstorm for points in favour of the topic and the other should brainstorm for points against the topic. You have 10 minutes for brainstorming.

Once you have completed, both the groups will have to come up in front of the class and have a debate.

1. The success of a nation only depends on its leaders
2. Developing good citizens is completely the responsibility of the school
3. All the subjects should be taught in the mother tongue
4. The government should focus more on promoting agriculture than industries
5. Schools should not give awards to students who perform well

SAMPLE SPEAKING LESSON 3

Expressing a "wish"

A wish is most commonly expressed by using the word 'wish'.

Wish is most commonly used to express a desire for something which is not possible.

Example: I wish you were here. (Unfortunately, you're not, and I miss you.)

Wish is also used in greetings and expressions of goodwill.

Example: We wish you a "Happy Eid."

Wish you a safe and pleasant journey.

Sometimes wish is used to express regret.

Example: I wish you had done the work. (You didn't do the work and I am annoyed because of that)

Exercise 1

Work in pairs and practise the following dialogue. First one student should take the role of Student A and the other of Student B. Then change roles and repeat the dialogue. Use your real names instead of saying Student A and Student B.

Student A

Assalamo Alaikum, *Student B*. We missed you yesterday at the party.

I wish you had been able to come. It was a nice party.

Yes, you really missed it.

When are you going to Islamabad?

Wish you a happy journey.

Student B

Wa Alaikum Assalam, *Student A*. Wish you a very happy birthday.

Yes, I know the party was good. Everyone enjoyed it. I wish I had come.

I know, but I had some urgent work.

I am going tomorrow evening.

Thank you.

Exercise 2

Again work in pairs and write a set of dialogues following the above dialogue pattern. Use different words and scenes but have at least one dialogue about each of these: an impossible thing, and expressing a greeting on an occasion, goodwill, and regret.

Edit your dialogue for formatting, grammar and spelling errors

After you have written the dialogue, practise it like you did the earlier dialogue. Some of you will be asked by the teacher to come up and role-play the dialogue in front of the class.

SAMPLE LISTENING LESSON 1

Listening

Pre-listening:

- i. What is meant by 'Tit for Tat'?
- ii. Look up the meaning of the following words in the glossary given at the end of the book.

utensils

hospitality

cunning

While Listening:

Exercise 1

1. Circle the characters of the story.

hare

tortoise

fox

dove

stork

2. What was the relationship between the characters?

relatives

friends

neighbours

siblings

3. Who served in the following utensils? Write the names of the characters in the space provided.





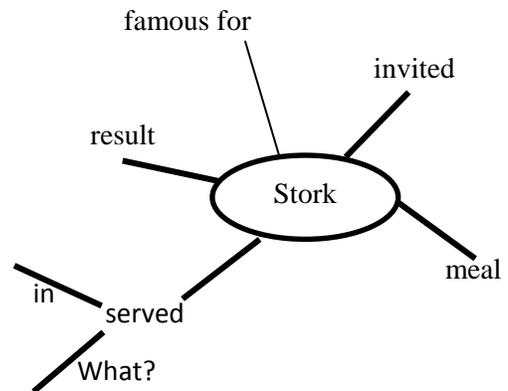
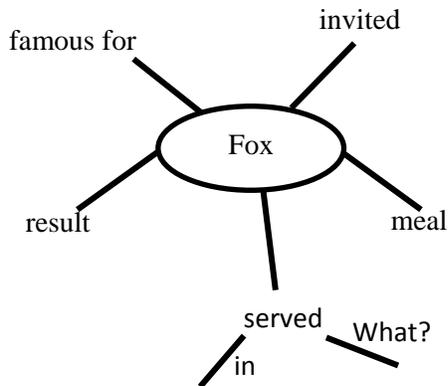
4. Tick the choices that the stork had according to the author.

- a) The stork could have invited other animals and served all of them in jugs.
- b) The stork could have served in a container suitable for the fox.
- c) The stork could have invited other animals too and served them all in containers suitable for each of them.
- d) The stork could have served in a bottle that had a broad base.

Post Listening

Exercise 3

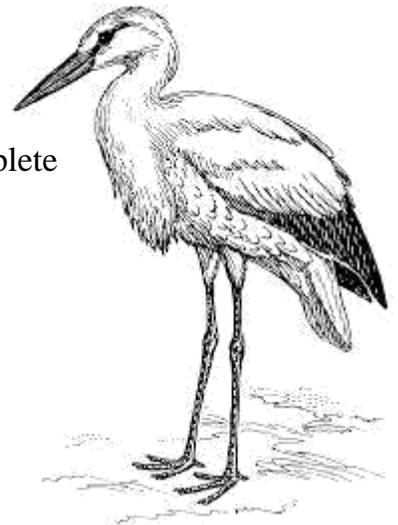
Work in pairs and complete the following two spider webs in your notebook. Fill in the required information.



Exercise 4

Work with a partner, discuss the following statements and orally complete them. After the discussion, write the answers in your notebook.

1. The stork followed the rule of _____.
2. God tells us to _____.
3. The key message of the article is _____.



Read the text again to allow students to check/ complete their answers.

Check the answers for the While Listening activities and then ask them to do the Post Listening activities.

Listening Text

Long ago, there was a stork and his friend fox. They lived in a jungle. The fox was famous for being cunning. The stork, on the other hand, was known for being kind and gentle.

One day the fox invited the stork for dinner and served him soup in a dish. The stork was unable to have the soup because the soup has thinly spread out in the dish so he could not manage to have it with his long beak..He had to return home hungry.

Next week, the stork invited the fox for dinner and served fish in a narrow vase. The fox could not reach the fish at the bottom of the narrow vase and had to return home hungry.

This is called tit for tat. He did to the fox what the fox had done to him.

The question is: was this the best the stork could have done? Should the stork have behaved in the same manner as the fox? Couldn't he have behaved in a different manner?

The stork had many choices. He could have served the fox in a utensil that was suitable for him and could have set an example of true hospitality. Better still, he could have invited some other animals as well and could have served each one of them their favourite food in the utensils that would suit them.

The same is true for us human beings. We should also not follow 'tit for tat' with our friends and family. Our relationships will become better if we stop following the tit for tat rule. God tells us to replace the bad with the good. We must follow this rule. Let us promise that even if someone does something bad to us we will be good to them. This will make the world a better place.

Author: Rahila Waqar

SAMPLE LISTENING LESSON 2

What is an anecdote?

Exercise 1

In what order was the kitchen cleaned?

- The cabinets were emptied
- The crockery was put back in the cabinets
- The crockery was wiped
- The floor was polished with wax
- The Floor was scrubbed
- The oven was cleaned

Exercise 2

Sequence the events as they occurred in the story.

- boiled the potatoes
- kneaded the dough
- lighted the stove
- mashed potatoes got spilled
- mashed the potatoes
- mixed the mashed potatoes with spices
- placed the griddle on the burning stove
- the *Aloo-paratha* turned into an unforgettable kitchen-disaster
- the bowl broke to smithereens
- the dough also fell to the floor
- the narrator slipped
- They decided to make *Aloo-paratha*.

Speaking:

Has any interesting home-disaster ever happened to you or anyone else in your family? Work in pairs and make a web to compose your thoughts. Now sit in groups and share your home-disaster stories.

Writing:

Write any one of the anecdotes shared in your groups.

Fun Time:

A flow chart is a type of visual diagram that shows a sequence of events, or order of thinking. Choose another anecdote from those shared in your group and make a flow chart for it. Beside each box of the flow-chart draw related illustrations.

Listening Text:

I remember it like it was yesterday. Even though, 25 years have passed by. Mom and I had decided it was time to get a serious cleaning done in the kitchen. We scrubbed the kitchen floors on our hands and knees, and then followed it up with a hand applied wax. Then we tackled the oven. Not a self-cleaning oven, rather, an old-fashioned gas oven which needed to be sprayed, scraped and scrubbed. In the end, we took out all the crockery from the cabinets. Wiped it all with a towel and kept it back in the cabinets. This took the better part of the whole day. We then decided that, as a reward for all of our efforts and toil, we would make *aloo-paratha* with coriander and yoghurt dip. So we sifted, mixed, pressed, reshaped, punched and turned flour in a big dish. In the end, Mother made it into a nice big ball and placed it in a fresh glass bowl. Next, we boiled the potatoes, mashed them with a spoon and mixed them up with chilli powder, salt, chopped green chillies and onions. With all the preparations done, mother lit our pristinely scrubbed stove which sat on our shiny, freshly waxed floor and placed the griddle on it for preheating. Then it happened.

My bare feet slipped, just at the precise moment when I was taking the bowl of mashed ingredients towards the counter. The ingredients flew up in the air, out of the bowl and scattered all over the freshly waxed floor. Meanwhile, in the effort to save myself from falling, I tried to hold on to the counter. My right arm hit the bowl of dough. It slid across to the edge and down onto the floor. The glass bowl broke to smithereens. Its glittering pieces adorned the dough and everything else on the floor. What a heart break! There was a pool of mush and mayhem all over the kitchen. We sat in the mess and laughed until we cried. Even though it was, by all counts, a complete kitchen disaster, it remains one of my mother's and my favourite memories of being together in the kitchen.

SAMPLE LESSON 3

LISTENING & SPEAKING (Oral Communication)

Asking and answering questions of a social nature and sharing information and ideas.

Exercise 1

Work in groups of six. Study the following questions.

1. What are some of the harmful substances that people use?
2. How does the use of these harmful substances affect physical health?
3. How does their use affect social relationships?
4. How does their use affect family life?
5. How does the use of these substances affect one's morals?

Now, each member of the group should ask all the other group members one question each and note down their answers by just noting down the question number.

Here are some key words/ phrases that you can use while asking questions. Use the actual names of the students instead of the names used here.

Shahina, **what do you think**, what are some of the harmful substances that people use?

Farah, **in your opinion**, how does the use of these harmful substances affect physical health?

Gulnar, **according to you**, how does their use affect social relationships?

Tahira, **what do you say**, how does their use affect family life?

Mahjabeen, **can you tell me**, how does the use of these substances affect one's morals?

Exercise 2

After all the students in your group have asked all the questions, select one answer for each one of the questions that you would like to share with the class. Decide who will go and present each answer on behalf of the group. Five students, one from each group, will be selected for asking the questions.

RESOURCES FOR STUDENTS

Exercise 1

1. *Daily Schedule*

2. *Pre-Listening Exercise*

What is your daily schedule? What time do you wake up and go to work or school? What do you do when you get home? What time do you go to bed?

3. *Listening Exercise*

A. Listen to the recording and answer the questions.

4. *What time does the man get up?*

- a. at 5:00 a.m.
- b. at 7:00 a.m.
- c. at 6:00 a.m.

5. *What time does he get to work?*

- a. at 9:00 a.m.**
- b. at 8:00 a.m.**
- c. at 7:00 a.m.**

6. *What does he do with his family around 6:30 p.m.?*

- a. They eat dinner.**
- b. They read books together.**
- c. They play games.

7. *What do the man and his wife do after the kids go to bed?*

- a. They clean the house.
- b. They watch TV.
- c. They listen to music.

8. *What is one thing the man does NOT say about his wife?*

- a. She helps the kids with their homework.
- b. She goes shopping for food.
- c. She has to take their children to school.

9. *Post-Listening Exercise*

Now, discuss your own typical schedule for a weekday and a weekend. What activities do you usually do with family and friends?

10. *Online Investigation*

Search online for at least two mobile apps or daily planners that you can use on a mobile phone. How much are they? What are their features?

11. *Listening Transcript*

Listen to the recording and read along with the conversation. Review the key vocabulary and the sample sentences.

Woman: So, what's your usual day like? You always seem so busy.

Man: Well, I usually get up around 5:00 a.m. and work on the computer until 6:00 a.m.

Woman: Why do you get up so early?

Man: Well, I have to leave home at twenty to seven (6:40 a.m.) so I can **catch** a bus at 7:00 o'clock. It takes me about twenty minutes to walk to the bus stop from my house.

Woman: And what time do you get to work?

Man: Uh, my bus takes about an hour to get there, but it stops right in front of my office.

Woman: That's nice. And what time do you **get off work**?

Man: Uh, around 5:00 o'clock. Then, we eat **dinner** around 6:30, and my wife and I read and play with the **kids** until 8:00 or so.

Woman: So, when do you work on your website? You said one time that you create it at home?

Man: Well, my wife and I often watch TV or talk until 10:00 o'clock. She then often reads

while I work on my site, and I sometimes **stay up** until the early hours of the morning, but I try to finish everything by one or two.

Woman: And then you get up at 5:00 a.m.?

Man: Well, yeah, but it's important to live a balanced life. I enjoy what I do, but you have to **set aside** time for the family and yourself.

Woman: I agree.

Man: But I think my wife has the **toughest** job. She spends her whole day **taking care of** our family . . . taking the kids to school, working in the garden, buying **groceries**, taking the kids to piano lessons . . . [Wow!] It's a full-time job, but she enjoys what she does.

Woman: Well, it sounds like you're a busy, but lucky man.

Man: I think so too.

12. Vocabulary and Sample Sentences

catch (*verb*): to get on
- I have to catch a bus in front of the bus station.

get off work (*verb*): finish work
- She seldom gets off work before 6:00 p.m.

dinner (*noun*): sometimes supper
- We seldom eat dinner after 8:00 p.m.

stay up (*verb*): not go to bed
- I almost never stay up past midnight.

set aside (*verb*): reserve, allow, or give a certain amount to
- You have to set aside enough time to study for your classes.

toughest (*adjective*): most difficult, hardest
- The toughest part about being a parent is setting aside time for both work, family, and self.

take care of (*verb*): watch, look after
- You should take care of yourself so you don't get sick.

groceries (*noun*): food and other items at a supermarket
- Mom is going to pick up some groceries from the store for dinner.

<https://www.esl-lab.com/easy/daily-schedule/>

Exercise 2

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On One Condition

Task 1: Listening for the main ideas.



1. What does the daughter want to do?

2. Why does she want to do it?

Task 2: Listening for details. Answer the questions below.

1. How does the dad misunderstand the daughter?

2. What concern does the dad have?

3. What does the daughter say about the dad's concern?

4. On what condition does the dad give his permission?

On One Condition

Erin: Dad, _____ I talk to you for a _____?

Dad: Sure, _____. What's on your _____?

Erin: Well, I've been _____. I really need a new phone; my screen is _____.

Dad: I'm sorry Erin I can't _____ to buy you a new phone _____ six months.

Erin: No, no. That's not what I _____.

Dad: Oh, okay. Well, what do you want _____?

Erin: I want to get a _____ job and _____ the money to buy a new phone myself. Would that be all _____?

Dad: I'll have to think _____ it. You have a lot _____ on right now with school and _____ theater. I'm worried about your _____.

Erin: Don't _____ dad. I know I can _____ it. Dad: All right. I'll _____ it on one _____: you can have a part-time job as _____ as your grades don't start to _____.

On One Condition

Erin: Dad, can I talk to you for a minute?

Dad: Sure, anytime. What's on your mind?

Erin: Well, I've been thinking. I really need a new phone; my screen is cracked.

Dad: I'm sorry Erin I can't afford to buy you a new phone every six months.

Erin: No, no. That's not what I want.

Dad: Oh, okay. Well, what do you want then?

Erin: I want to get a part-time job and save the money to buy a new phone myself. Would that be all right?

Dad: I'll have to think about it. You have a lot going on right now with school and musical theater. I'm worried about your grades.

Erin: Don't worry dad. I know I can handle it. Dad: All right. I'll allow it on one condition: you can have a part-time job as long as your grades don't start to slip.

https://bogglesworldesl.com/Listening_Intermediate/ononecondition.html

Dialogue: Weather Forecast

Task 1: Listening for the main idea.

What did you hear?

What season do you think this is?

Task 2: Listening for details. Fill in the table.

The Weekend Weather Forecast

	Saturday	Sunday
Morning		
Afternoon		
Evening		
Overnight		

Weather Forecast

Good morning! This is Chris Gunn with your weekend weather _____. The weather _____ for Saturday is mostly sunny and cold with daytime _____ of -2. _____ we are expecting _____ skies with a low of -8. The cold sunshine will _____ on Sunday morning but will begin to _____ up by late afternoon. In the evening, there will be a 90% _____ of rain with snow at higher _____. Overnight the rain will turn to snow. The _____ is for 30 cm of snow by Monday morning.

Weather Forecast

Good morning! This is Chris Gunn with your weekend weather report. The weather forecast for Saturday is mostly sunny and cold with daytime highs of -2 degrees. Overnight we are expecting clear skies with a low of -8. The cold sunshine will continue on Sunday morning but will begin to warm up by late afternoon. In the evening there will be a 90% chance of rain with snow at higher elevations. Overnight the rain will turn to snow. The forecast is for 30 cm of snow by Monday morning.

Exercise 4

Renting Apartments

Level:	Topic:	Speakers:	Length:
easy	Renting Apartments	man - woman	00:49

Pre-Listening Exercise

People often look for cheap apartments or condominiums to rent when going off to college. Other students choose to stay with a homestay family, but this isn't always possible. Therefore, what are three things you look for in selecting a place to live? Put them in order of importance to you and discuss them with a partner.

Listening Exercise

A. Listen to the recording and answer the questions.

What is the main topic of the conversation?

- a. the cost of rent near universities
- b. the problems with living in an apartment
- c. a search for a new apartment

Why doesn't Ann like her current apartment?

The neighborhood is noisy.

It's far from campus.

It's too expensive.

How much money does Ann want to pay for rent?

a little more than \$200

no more than \$200

around \$200

Ann wants to rent an apartment that _____.

is in a good neighborhood

already has furniture

is close to campus

To help Ann, Roger is going to _____.

call his friend

check out an apartment

look online for rentals

Vocabulary Practice

Do the vocabulary quizzes using the words from the conversation for more practice:

[Mixed-Up Sentence](#) | [Gap-fill Exercise](#) | [Multiple-Choice Questions](#) | [Sentence and Vocabulary Matching](#)

Post-Listening Exercise

Talk about the type of apartment Ann is trying to find. Discuss the ideal living situation for students going to a college or university in your country and abroad. Compare living in an apartment, house, and dormitory. What are the advantages and disadvantages of each in terms of privacy, price, space, and location? Discuss your opinions on the topic with a partner.

Online Investigation

As an international student, deciding on a place to study is only the first step to living overseas. The next step is finding a place to live, but which is better: living on campus in a dormitory or off campus in an apartment? Use the Internet to compare these two possible living arrangements in a city of your choice. Use the ideas in the Post-Listening section to help guide your ideas.

Listening Exercise

Listen to the conversation on renting apartments and read along with the conversation. Review the Key Vocabulary and the sample sentences.

Roger: Hello?

Ann: Hello Roger? This is Ann.

Roger: Oh hi, Ann. How have you been? And how's your new apartment **working out**?

Ann: Well, that's what I'm calling about. You see, I've decided to look for a new place.

Roger: Oh, what's the problem with your place now? I thought you liked the apartment.

Ann: Oh, I do, but it's a little far from campus, and the **commute** is just killing me. Do you think you could help? I thought you might know more about the housing situation near the school.

Roger: Okay, what's your budget like? I mean how much do you want to spend on rent?

Ann: Uh, somewhere under \$200 a month, including **utilities**, if I could. Oh, and I'd prefer to rent a **furnished** apartment.

Roger: Hmm. And anything else?

Ann: Yeah, I need a parking space.

Roger: Well, I know there's an apartment complex around the corner that seems to have a few **vacancies**. I'll drop by there on my way to class today.

Ann: Hey, thanks a lot.

Roger: No problem.

Vocabulary and Sample Sentences

work out (*phrasal verb*): going well

- My new job schedule has really worked out for me.

commute (*verb*; also a noun): to travel between home and work or school

- VERB: I have to commute two hours each day to get to work.

- NOUN: How long is your commute to work every day?

utilities (*noun*): public services including water, gas, and electricity

- How much do you pay for utilities each month?

furnished (*adjective*): containing furniture, for example, a sofa, tables, and washing machine

- I decided to rent a furnished apartment so I wouldn't have to buy so many things.

vacancies (*noun*): rooms not being used or rented

- Do you have any vacancies starting next month?

<https://www.esl-lab.com/easy/apartments-for-rent/>

Exercise 5

School Life

Level:	Topic:	Speakers:	Length:
easy	school life	man - woman	01:25

Pre-Listening Exercise

Whether you are trying to get an online MBA or just going to a local college, there are a number of things you have to consider including location, cost, and the reputation of school. What factor is most important to you?

Listening Exercise

A. Listen to the recording and answer the questions.

What does the man want to do after he graduates?

He wants to work at a hotel.

He wants to become a teacher.

He hopes to go on to graduate school.

What is the woman's major?

French

history

computer science

How does the woman pay for college?

She received a scholarship.

She has a part-time job.

Her parents are paying for it

Where does the man work part-time?

at a bakery

at a restaurant

in a library

What thing did the man NOT say about his job?

The pay is okay.

He works long hours.

His co-workers are friendly.

Vocabulary Practice

Do the vocabulary quizzes using the words from the conversation for more practice:

[Mixed-Up Sentence](#)

[Multiple-Choice Questions](#)

[Sentence and Vocabulary Matching](#)

[Gap-fill Exercise](#)

Post-Listening Exercise

Interview another student about the topics below and report your findings to the class:

online education programs and graduate schools

entrance requirements and exams

- classroom environment
- teacher-student relationship
- student housing
- part-time employment
- club activities

Online Investigation

Finding the right school for you can be a long process. What advertising techniques do colleges and universities use to get the attention of students? What things are important to you when you choose a school?

Compare the Web sites of two schools that interest you. Think about the classes, the cost of tuition, the experience of the teaching staff, and finally the learning/cultural opportunities in the local community where you want to study.

<https://www.esl-lab.com/easy/college-life/>

Listening Exercise

Listen to the recording and read along with the conversation. Review the key vocabulary and the sample sentences.

Maria: Oh, hi Dave. Long time, no see!

Dave: Hi Maria. I was in the neighborhood, so I thought I'd drop by.

Maria: Come on in. [Thanks.] Take a seat. Would you like anything to drink? I have Sprite or orange juice.

Dave: Sprite would be fine. Uh, so, how have you been?

Maria: Oh, not bad. And you?

Dave: Oh, I'm doing okay, but school has been really **hectic** these days, and I haven't had time to relax.

Maria: By the way, what's your **major** anyway?

Dave: Hotel management.

Maria: Well, what do you want to do once you graduate?

Dave: Uh... I haven't decided for sure, but I think I'd like to work for a hotel or travel agency in this area. How about you?

Maria: Well, when I first started college, I wanted to major in French, but I realized I might have a hard time finding a job using the language, so I changed majors to computer science. [*Oh*]. With the right skills, **landing a job** in the computer industry shouldn't be as difficult.

Dave: So, do you have a part-time job to support yourself through school?

Maria: Well, fortunately for me, I received a four-year academic scholarship [*Wow*] that pays for all of my tuition and books.

Dave: Wow. That's great.

Maria: Yeah. How about you? Are you **working your way through school**?

Dave: Yeah. I work three times a week at a restaurant near campus.

Maria: Oh. What do you do there?

Dave: I'm a cook.

Maria: How do you like your job?

Dave: It's okay. The other workers are friendly, and the pay isn't bad.

Vocabulary and Sample Sentences

- **hectic** (*adjective*): very busy
- Life is always very hectic when you're trying to work and go to school at the same time.
- **major** (*noun or verb*): course of study
- I'm thinking about majoring in computer science next year. (verb)
- What is your major? (noun)
- **land (a job)** (*verb*): to secure, win, or get a job
- It is becoming increasingly difficult to land a job in the field of language teaching.

- **work (your way) through (school)** (*verb*): think through, in this case, work while going to school to support yourself
 - Since my parents had no money, I had no choice but to work myself through school
 - Sometimes we just have to work through many new experiences before we understand the language and culture

Exercise 6

Phones

Level:	Topic:	Speakers:	Length:
intermediate	Phones	young man and woman	01:23

Pre-Listening Exercise

In today's world, is a smartphone a necessity for people of all ages, or is it just a luxury item? Why or why not? How do people who grew up without mobile phones feel about this?

Idioms

"**phone someone**" = call someone
 "Why don't you phone him and see if he's coming to the party?"

"**call it a day**" = finish work and leave your workplace
 "Let's call it a day. We can finish this project tomorrow."

Listening Exercise

A. Listen to the recording and answer the questions.

The young man needs a new phone because ____.

his parents took his last one

someone stole his last one

his phone is an older model

How many phones does the young man already have?

two

three

four

According to the conversation, what are the young man's parents like?

friendly

generous

kind

What do his parents want their son to do to get a phone

take out money from his bank account

ask his brother if he can use an old phone

find a job and work to earn money

What is the BEST word to describe the young man's personality?

mean

talkative

self-centered

Vocabulary Practice

Do the vocabulary quizzes with the words from the conversation for more practice:

[Mixed-Up Sentence](#) | [Sentence and Vocabulary Matching](#)

Post-Listening Exercise

Many teachers have concerns about students' use of cell phones at school and in the classroom. Think of three reasons for and against this issue and explain your ideas from your own experience.

Online Investigation

Write one of your teachers an email about one of the topics or questions below. Then, summarize the teacher's response and compare his or her answer to your own opinion.

1. At what age is it appropriate for a child to have his or her own phone?
2. How important is it for parents to track their children's phone calls, text messages, or Internet use on the phone?
3. Should children pay at least a part of their phone bill, and if so, how much?
4. Which method is better to ask someone out on a date: sending a text message or calling the person?
5. Which method is better to end a relationship: sending a text message or calling the person?
6. Is it illegal to text and drive in your city or region? If so, what is the penalty?
7. If a student cheats on a test by taking pictures of it and sending them to a friend, how do you handle the situation?

Listening Exercise

Listen to the recording on smartphones and read along with the conversation. Review the key vocabulary and the sample sentences.

Woman: Hey. Uh, you look really unhappy. What's going on?

Young Man: Ah, you don't want to know.

Woman: Okay, see ya.

Young Man: Wait, wait, wait! Why are you **walking away**?

Woman: Well, you said I didn't want to know.

Young Man: No, wait. You see my parents really don't love me.

Woman: What do you mean? When I met them last week, they seemed really **caring**.

Young Man: Uh, you don't understand! You see. I want a new smart phone . . . I mean, I need one, and my parents won't buy me it!

Woman: Uh, excuse me, but uh, don't you already have a iPhone?

Young Man: Man, yeah, but it's three months old, and it has a small scratch on it.

Woman: Where? Let me see. [*Look!*] I don't see a scratch.

Young Man: Look, look right here!. [*THAT?*] [*Do*] you see it?

Woman: It's just a **speck of dust**.

Young Man: Anyway. And my other phone . . .

Woman: What? You have two phones?

Young Man: That's **beside the point**.

Woman: So, so, did your parents give you a reason for not buying you a new phone?

Young Man: Not a good one. Only something about being **self-reliant** and not being so **entitled**, or something like that. And now they want me to work . . . on the neighbor's farm to pay for it. [*Good idea!*] It's not fair.

Woman: Hey, I think I know the problem. [*What?*] Take a look in the mirror. You'll see both the problem and the solution.

Young Man: Uh! You're no help.

- **walk** **away** (*verb*): leave
- The store owner wouldn't drop the price on the old model of iPhone, so I just walked away.
- **caring** (*adjective*): kind
- My sister is so caring that she let me borrow her new phone when mine broke.
- **speck of dust** (*noun*): a very, very small piece of dirt
- Be sure to clean off any specks of dust off your camera lens before you take pictures. Otherwise, they won't turn out well.
- **beside the point**: not important or relevant
- I know my phone is six years old, and the camera is broken on it. That's beside the point. It still works, so I don't need to buy a new one.
- **self-reliant** (*adjective*): having the ability to take care of oneself, independent
- Joseph is very self-reliant. He never asks his parents for financial help because he wants to take care of things on his own.
- **entitled** (*adjective*): having the feeling that you deserve something, sometimes without even working for it
- My younger brother feels so entitled. He wants my parents to buy him a new computer, but he isn't willing to pay for part of it. He thinks it's their job to do everything for him.

<https://www.esl-lab.com/intermediate/smart-phones/>

Exercise 7

May I See Your Passport Please

Task 1: Listening for the main ideas.



1. Who are they?

2. Where are they?

Task 2: Listening for details. Fill out the table.

1. Who is she travelling with?

2. What is the purpose of her visit?

3. What will she do while she's in Canada?

(a) _____

(b) _____

4. What is her occupation?

5. Is she bringing anything into Canada that she needs to tell the customs agent about?

May I See Your Passport Please

Customs Agent: _____ to Canada. _____ I see you _____ please?

Traveller: _____ you are.

Customs Agent: Thank you. Are you traveling _____?

Traveller: Yes, I am.

Customs Agent: What is the _____ of your visit to Canada?

Traveller: I'm _____ family.

Customs Agent: _____ are you visiting?

Traveller: I'm going to see my _____ and my _____.

Customs Agent: And where do they _____?

Traveller: They live in _____.

Customs Agent: How _____ will you be _____ in Canada?

Traveller: _____ about six weeks.

Customs Agent: Will you be spending the _____ time in Vancouver?

Traveller: No, I am _____ to tour the Rockies for three weeks.

Customs Agent: And what is your _____?

Traveller: I'm a _____ student.

Customs Agent: Do you have _____ to _____?

Traveller: _____.

Customs Agent: All right then. _____ your _____ in Canada.

May I See Your Passport Please

Customs Agent: Welcome to Canada. May I see your passport please?

Traveller: Here you are.

Customs Agent: Thank you. Are you traveling alone?

Traveller: Yes, I am.

Customs Agent: What is the purpose of your visit to Canada?

Traveller: I'm visiting family.

Customs Agent: Who are you visiting?

Traveller: I'm going to see my aunt and my cousins.

Customs Agent: And where do they live?

Traveller: They live in Vancouver.

Customs Agent: How long will you be staying in Canada?

Traveller: For about six weeks.

Customs Agent: Will you be spending the whole time in Vancouver?

Traveller: No, I am planning to tour the Rockies for three weeks.

Customs Agent: And what is your occupation?

Traveller: I'm a university student.

Customs Agent: Do you have anything to declare?

Traveller: Nothing.

Customs Agent: All right then. Enjoy your stay in Canada.

https://bogglesworldesl.com/Listening_Intermediate/mayiseeyourpassportplease.html

Language for giving Presentations

I. Presentations: opening

Introduction

In this module, we'll be looking at some useful words and phrases for giving presentations. We have units on the main stages of presentations and a unit with tips on delivering effective presentations. Let's start with opening presentations.

Think Imagine that you are starting a presentation. What phrases might you use?

Ladies and gentlemen, thank you very much
for coming along here today

The purpose of today's presentation is to discuss how we can...

I've invited you here today to have a look at my findings

Now let me begin by...

Secondly...

...and finally...

I'd be very happy to invite you

to ask questions at the end of the session

At the end I'd be very happy to answer any of your questions

Listen Now let's hear two ways of opening presentations. As you listen, see if you can hear some of the phrases above.

Check understanding Check your understanding by reading the scripts below:

Clip

1

"Ladies and gentlemen, thank you very much for coming along here today. I hope my presentation isn't going to take too long and that you will find it interesting. **The purpose of today's presentation is to discuss how we can** improve internal communications within our company.

Now let me begin by explaining that I'd like to talk about the business case for better communication;

secondly, I want to cover different styles and methods; **and finally** I would like to finish off by talking about some of the basics we need to have in place to deliver good quality, consistent communications across the company. **I'd be very happy to invite you to ask questions at the end of the session** and I'm sure there'll be plenty of time for us to discuss some of the points that have been raised."

Clip

2

"Good afternoon, ladies and gentlemen. Thank you for finding the time to come and join me for this presentation this afternoon. My name is Tim Mason, I'm a retail consultant, and many of you will have seen me shadowing you in your jobs and looking through the accounts and so on in the company over the last week. **I've invited you here today to have a look at my findings.** First, I'd like to have a look at the performance of the company, the sales of the company over the last three years; then I'd like to have a look at our market share in the womens wear market and look at our competitors; and thirdly, I'd like to suggest some improvements in our range of women.

II. Presentations: body

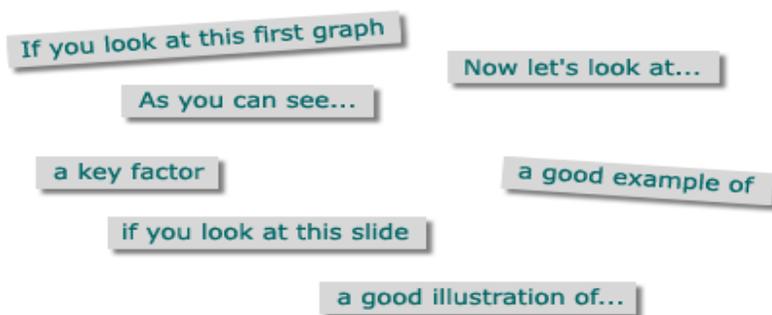
Introduction

After you have greeted your guests, you will begin to go through the main body of your presentation. It's very useful to have some visual aids - some slides, pictures or graphs that help explain what you are saying. Sometimes they can also help to keep your audience interested in your presentation!

Think

Imagine you are giving a presentation and using some visual aids. What phrases might you use to draw your audience's attention to these slides?

After you've thought of five, [click here for some more ideas](#).



Listen Now listen to two examples of people giving presentations. As you listen, see if you can hear some of the phrases above.

Check understanding Check your understanding by reading the scripts below:

Clip

1

"**If you have a look at this first graph**, you can see that our sales topped 50 million the year before last.

Then last year sales dropped to 40 million, with a slight recovery at the end of the financial year. However, this year sales have continued to drop to an all time low of 30 million. **Now let's look at** our market share. **As you can see**, we have 25% of the market share, 10% down on last year."

Clip

2

"**A good example of** how important internal communications are is shown by some findings from research that we have recently undertaken. Good communications is a very **key factor** in staff motivation. **If you look at this slide**, you will see how important it is to get the basics in place. You need to identify your communication requirement, agree your objectives and success criteria, identify your target audiences, define the content of your message and determine the style of delivery. **A good illustration of the communication process** is when all those basics fall into place naturally

Presentations: questions

Introduction

At the end of your presentation, you may wish to open the floor to questions – to ask if anyone has any questions about your presentation.

Think

Imagine it is the end of your presentation and you are asking if there are any questions. What phrases might you use or hear?

After you've thought of a few, [look at some more ideas](#).

If you have any questions I would
be happy to answer them now

Are there any questions about any of that?

Can I just ask...?

Yes, a very good question

Can you explain to me...?

Listen Now listen to someone asking if there are any questions. As you listen, try to hear some of the phrases above.

Check understanding Check your understanding by reading the script below:

Tim: Ladies and gentlemen, **if you have any questions, I'd be happy to answer them now.**

Carrie: Yeah, **can I just ask**, graph number 3, that last one you showed us, **can you explain to me** where you're intending to find the extra income to increase the designer range in the maternity wear?

Tim:

Yes, a very good question.

I've looked at the office wear range and it's quite heavy on material, holiday wear tends to be much lighter, much smaller amounts of material involved and I ...

Work with a partner and choose a topic for your presentation, plan and deliver it using the learned language.

Warm up

T will elicit the students the characteristics of a good presentation.

T will show the videos on good and bad presentations.

Bad presentations:
<http://www.youtube.com/watch?v=UGZyG0Jchjo&feature=PlayList&p=A047831975662928&index=3>

<http://www.youtube.com/watch?v=2vS6sjc1lQ0&feature=PlayList&p=A047831975662928&index=0>

Public speaking:

<http://www.youtube.com/watch?v=s1H5m0S-sdQ>

Students' Presentation

Students will be asked to choose a topic of their interest and prepare a presentation on it. They will be given a week to plan for the presentations.

Students' presentations will be assessed.

SPEAKING

How to express your opinion

Expressing opinion

I think...

As far as I'm concerned,

To my mind,...

According to me,...

As I see it, ...

It seems to me that...

In my point of view / my opinion,....

From my point of view...

I am of the opinion that...

I take the view that. ..

My personal view is that...

In my experience...

As far as I understand / can see/see it,...

Agreeing or disagreeing

Agreeing with an opinion:

I agree with this opinion.
I completely agree with this view.
This is absolutely right.
I couldn't / can't agree more.

Partial agreement:

I agree with this point of view, but...
This idea is right, but...
I agree with you, but...

Disagreeing with an opinion:

I'm afraid. I can't agree with you.
I disagree with you.
I don't agree with you.
I'm not sure I agree with you
I think you're wrong

Activity: Discussion

Controversial Topics

What is your opinion about each controversial topic? And write 3 supporting points for your opinion. Discuss your opinion in your group.

DNA testing

Pro / Con

Why?

1. *can help catch criminals*
2. *can help predict illness*
3. *can help understand personality traits*

Changing your name

Pro / Con

Why?

1. _____
2. _____
3. _____

Gun ownership

Pro / Con

Why?

1. _____
2. _____
3. _____

Government surveillance

Pro / Con

Why?

1. _____
2. _____
3. _____

Globalization

Pro / Con

Why?

1. _____
2. _____
3. _____

https://eslflow.com/wp-content/uploads/2017/10/Controversial_topics_worksheet_red.pdf

Complaining - Talking about Complaints

What are complaints?

Complaints are expressions of "displeasure or annoyance" in response to an action that is seen by the speaker as unfavorable. Suppose you want to complain about the pizza you have just ordered because it's too salty, what are the expressions needed to express and respond to complaints?

Complaining:

Here are expressions you can use when complaining:

I have a complaint to make. ...

Sorry to bother you but...

I'm sorry to say this but...

I'm afraid I've got a complaint about...

I'm afraid there is a slight problem with...

Excuse me but there is a problem about...

I want to complain about...

I'm angry about...



Examples:

I have a complaint to make.	Your pizza is just too salty.
I'm sorry to say this but	your food is inedible.
1. I'm afraid I've got a complaint about your child.He's too noisy . 2. I'm afraid there is a slight problem with the service in this hotel. 3.Excuse me but you are standing on my foot. 4. I want to complain about the noise you are making. 5. I'm angry about the way you treat me.	

Responding to complaints

Positive response to complaints:

I'm so sorry, but this will never occur / happen again.

I'm sorry, we promise never to make the same mistake again.

I'm really sorry; we'll do our utmost/best not to do the same mistake again.

Negative response to complaints:

Sorry there is nothing we can do about it.

I'm afraid, there isn't much we can do about it.

We are sorry but the food is just alright.

Things to remember about complaints:

When expressing a complaint in English, it helps to be polite. Although "**I'm angry about your pizza. It's too salty**" is one possible way of expressing a complaint, it is considered too rude and you'd better use more polite expressions if you want to get what you want!

Work with a partner decide on the situation and practice making the complaints

Talking about ability

How to express ability

To express that someone has the power or skill to do something, *can* and *be able* are used.

Examples:

I can't help you. I am busy.

I'm unable to help you.

When I was young I was able to earn my living pretty well; I could work hard. Now I can't. I'm too old.

I can stand on my head for five minutes.

Can you speak Arabic?

Yes, I can.

Expressing ability

In the present:

Express ability in the present as follows:

I can speak good English.

I can't stand on my head.

In the past

Express ability in the past as follows

I was unable to visit him.

I couldn't eat at all when I was ill.

In the future

Express ability in the future as follows

I will be able to buy a house when I get a good job.

The teacher can assist you after class if you have any questions.

Things to remember:

Can is always followed by an infinitive without "to."

Examples:

I can ride my bike and I can drive a car, but I can't drive a lorry.

- *Can* in the past is *was able* or *could*
Examples:
When I was young I was able to earn my living pretty well. Now I can't; I'm too old.
I couldn't hear what he was saying.
- *Can* in the future is *will be able*.
Example:
When I finish my studies, I will be able to find a job.



Asking for and giving permission:

When you ask for permission to use something that belongs to someone else you have to do your best to be polite. It is desirable to use the word "**please**."

Asking for Permission:

- **Can** I go out, please?
- **May** I open the window, please?
- Please, **can** I have a look at your photo album?
- Please, **may** I taste that hot spicy couscous dish?
- **Do you mind if** I smoke?
- **Would you mind if** I asked you something?
- **Is it okay if** I sit here?
- **Would it be all right if** I borrowed your mobile Phone?

Giving Permission:

Yes, please do.

Sure, go ahead.

Sure.

No problem.



Please feel free.

Refusing to give permission:

No, please don't.

I'm sorry, but that's not possible.

I'm afraid, but you can't.

Dialogue:

Liza, eight years old, is asking her mother for permission to use the computer...

Liza:	Please mum, can I use the computer?
Her mother:	No, dear you can't. It's time to go to bed.
Liza:	May I read a story before I sleep?
Her mother:	Sure! But try to sleep early.
Liza:	Thanks a lot mummy.

Making and responding to suggestions

Suggestions

The following English phrases and expressions are all used to make suggestions and give advice to people.

Making suggestions:

- Let's revise our lessons.
- What about going to the cinema tonight?
- How about playing cards?
- Why don't we do our homework?
- Couldn't we invite your grandmother to our party?
- Shall we have a walk along the river?
- What would you say to a cup of coffee?
- Don't you think it is a good idea to watch TV?
- Does it matter if we use your car?

Accepting suggestions:

Ok. Yes, let's.

Yes, I'd like to.



Yes, I'd love to.

What a good idea!

Why not?

Yes, with pleasure.

Yes, I feel like taking a walk.

That sounds like a good idea.

Refusing suggestions:

No, let's not.

No, I'd rather not.

I don't feel like it.

I dislike going for a walk.

What an awful / bad idea!

Things to remember about suggestions:

1. The verb "suggest" can be followed by either:

- **should + verb** = I suggest (that) we **should go** to the theater.
- **a verb (in the subjunctive form)**= I suggest (that) **we go** to the movies.

2. "That" is optional:

- "I suggest **that** we should visit Paris."
- "I suggest we should visit Paris."

Dialogue:

Two friends talking about where to go this evening:

Alice: You know Alan, *why don't we go to the cinema to watch Titanic?* **Alan:** *No, let's not.* We've seen the film many times before. *What about going to the library?* We have to finish our school project! **Alice:** That sounds like a good idea. But when we finish *let's go to the café.* **Alan:** Yes, I'd love to.

Making and responding to a request

It's important to be polite when you ask for something.

You can make a request by using:

- can you ...?
- could you ...?
- will you ...?
- would you mind ...?

Here are some examples of how to make a request..

Can you	open the door for me, please?
Will you	
Could you possibly	
would you mind	opening the door for me ?

Making Request:

Can you show me your photo album, please?

Will you lend me your book, please?

Could you possibly show me the way to the post office, please?

Would you help me with this exercise, please?

Would you mind lending me your pen, please?

Responding to request:

Sure here you are.

Okey.

No, I'm sorry I need it

I'm afraid I can't.

Things to remember about making a request:

1. "Would you mind..." is followed by a gerund (verb+ing)
Example: "Would you mind **lending** me your book? "



2. The response to the following request:

A: "Would you mind giving me your book? "

is either

- "No, I don't mind." (which is a **positive response** to the request. It means that I accept to lend you my book)
- or "Yes." (which is a **negative response** to the request. It means that I don't want to lend you my book.)

3. **Could** is more polite than **can**.

Giving and asking for reasons, making suggestions, agreeing and disagreeing, if- clauses

Desert Island

You are stranded on a desert on island in the Pacific. All you have is the swim –suit and sandals you are wearing. There is food and water on the island but nothing else. Choose the eight most useful items from the following list and rank them in order of usefulness.

A box of matches	A magnifying glass
An axe	A bottle of juice
An atlas	Some metal knitting-needles
A nylon tent	A transistor radio with batteries
A knife and fork	Ointment for cuts and burns
A saucepan	A camera and five rolls of film
A blanket	20 meters nylon rope
A watch	A pencil and paper
A towel	

Step 1: Work individually to select 8 most useful items from the list with justifications as to why selection has been done.

Step 2: Once the individual selection is done, share your list with the group members and argue on the differences and come to a consensus.

Step 3: (Presentation) Present your list in front of the class with justification

DIGITAL RESOURCES FOR TEACHERS

Small Talk Lesson Plan

<https://www.thoughtco.com/small-talk-lesson-plan-1210313>

Listening Lab

<https://www.esl-lab.com/>

Listening comprehension

https://bogglesworldesl.com/Listening_Intermediate

Listening

https://www.myenglishpages.com/site_php_files/

Lesson plan to practice communicating with Past (Question and Answer forms)

<https://www.thoughtco.com/guilty-fun-classroom-conversation-game-1209068>

Communication skills activities

<https://www.trainingcoursematerial.com/free-games-activities/communication-skills-activities>

1. Speaking

<http://www.eslcafe.com/idea/index.cgi?Speaking:>

2. Speaking

<https://eslflow.com/speaking-and-communicative-icebreaker-activities.html>

3. Speaking

<https://www.fluentu.com/blog/educator-english/speaking-activities-for-esl-students/>

4. Role Play

<https://eslflow.com/role-play-speaking-activities-for-language-learners.html>

Competency 4: Formal and Lexical Aspects of Language

Standard: *Students will understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication; enhance vocabulary for effective communication; and understand and use grammatical functions and the principles of grammar, punctuation, and sentence structure for developing accuracy in their spoken and written communication.*

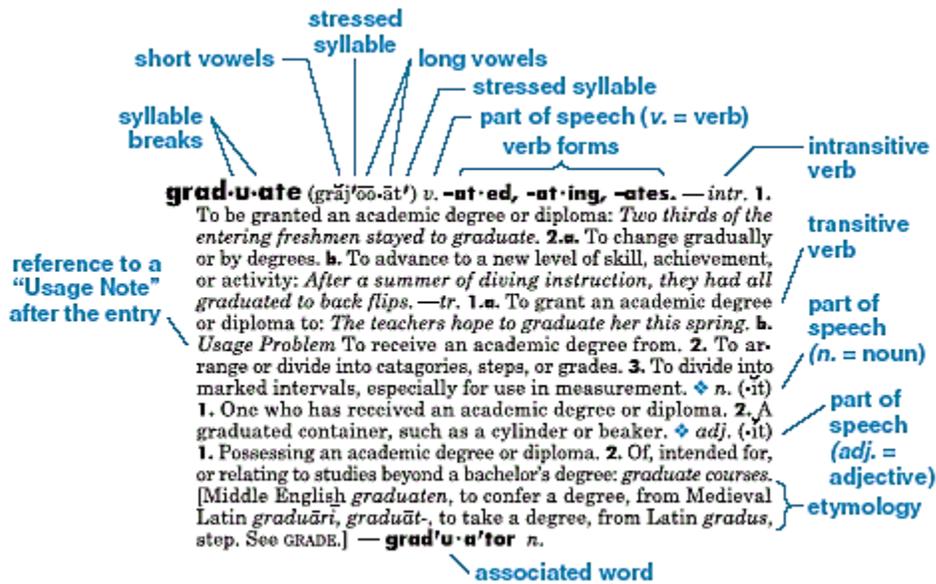
Students will develop ethical and social attributes and values relevant in a multicultural, civilized society.

Benchmarks

S. No.	Benchmarks
4.1	Pronounce (acceptably) new words, and use appropriate stress and intonation patterns in sustained speech to communicate effectively.
4.2	Use lexical items in context and with correct spellings. Use the dictionary to look for meanings of simple lexical items. Recognize and use root words and prefixes and suffixes to form and to understand new words. Recognize verbosity and factors related to translation.
4.3	Recognize grammatical functions and concepts of tenses and aspect, selected transitional devices, and modal verbs, and use them in their speech and writing.
4.4	Use appropriate capitalization and punctuation marks and rectify errors in capitalization and punctuation in writing.
4.5	Recognise, change, and use various types of sentence structures.

TEACHING TIPS

- Introduction of lexical items are an essential part of reading lessons. Knowing a lexical item requires learners to have a sound grip on its pronunciation, spelling,(multiple) meaning/s, parts of speech, etymology and usage and collocations. In addition to etymology learners may also be introduced to the root words and the derivatives. When dictionary skills are incorporated in regular reading lessons, learners develop a better understanding of the lexical items they are introduced to.



Learners must be encouraged to refer to dictionaries as and when required.

- Role plays should be used with reading texts to help learners practice intonation and stress. Moreover, learners may write their own dramas and present to enhance their intonation, stress and tone.

Online videos can be used to teach stress and intonation. Exposure to native speakers' accent through videos and audios are recommended.

- Grammar should be taught in the context of reading and listening (receptive skills). It should be assessed in writing and speaking (productive skills). For example: while reading a text rich in adjectives, the teacher must teach the royal order of adjectives, degrees of adjectives etc. Practice tasks must be given in context. Later, learners should be given a speaking or writing task where they have to use the learnt concept.
- Teachers must teach grammar inductively guided by the Communicative Approach to Language Teaching, as learners acquire grammar skills naturally through communicative tasks.

For example:

Learners may sit in pairs. Both participants are given similar pictures with some differences. They take turns to describe their picture one at a time and the listener spots the differences. This should lead to rich descriptions of scenes and characters.

In reading comprehension tasks, carefully chosen grammar items are eliminated and learners complete the passage by inserting suitable grammatical items (for example: prepositions, adverbs, verbs etc.)

INSERT: Learners should be given any (authentic) text and told to insert, words phrases or sentences in the text without compromising the message of the text. After the activity, learners may share their insertions for peers to comment on.

The most effective way of teaching grammar is the inductive approach. It is taught indirectly while teaching reading and writing. During writing lesson when learners provide feedback to peers they practice the editing skills along with feedback on content.

The relevant grammatical rules must be taught with appropriate text types. For example: It would be relevant to teach quotation marks and time expressions before story writing.

Punctuation can be taught during the reading lessons and should be assessed through writing. For example, unpunctuated text for various grammatical items may be given to students, and learners correct it collaboratively or independently.

Although, for the sake of explicit teaching, grammar items may be isolated but once they are introduced and practiced, learners must be encouraged to use them in context e.g. using passive voice in scientific texts or news items. Use quotation marks in stories.

A list of words with silent letters:

Here are the simple tips to remember the silent letters.

B is often silent after M (mb) and before T (bt): bomb, debt

C is silent after S (sc): muscle, scene

E is silent at the end of the words: name; hope

G is often silent before N (gn): gnarled, foreign

H is silent after W (wh): what, when

K is often silent before N (kn): knife, know

L is often silent before M, F, K, D, (lm, lf, lk, ld): calm, half, yolk, could

N is often silent after M (mn): autumn, column

P is silent in the suffix "psych": psychology

T is often silent after S (st), and at the end of the words of French origin: castle, ballet

U is silent before I (ui) and E (ue): guilty, guess

W is often silent before R (wr) and H (wh): wrong, what

Here is a list of words with silent letters

- **B:** bomb – climb – crumb – lamb – limb – comb – numb – plumb – thumb – tomb – womb – debt – doubt;
- **C:** ascent – fascinate – muscle – scene – scissors – crescent – descent – scenario – scent;
- **Ch:** yacht;
- **D:** handkerchief – handsome – Wednesday – sandwich;
- **G:** gnarled – gnash – gnat – gnaw – gnome – align – campaign – design – foreign – malign – reign – sign – assign;
- **H:** haute cuisine – heir – honour – hour – ghost – what – when – where – why – while – whether – white – rhythm;
- **K:** knack – knee – kneel – knife – knight – knit – knob – knot – know – knuckle;
- **L:** balm – calm – calf – half – yolk – palm – psalm – chalk – talk – walk – could – should – would – colonel – almond – salmon;
- **N:** autumn – column – condemn – damn – hymn – solemn;
- **P:** psalm – psephology – psychic – ptarmigan – pterodactyl – psychology – receipt – corps – coup;
- **S:** aisle – island – debris – Illinois
- **T:** bristle – fasten – listen – mortgage – soften – thistle – wrestle – castle – hustle – chestnut – ballet – buffet – chalet – crochet – valet – debut – beret;
- **U:** biscuit – build – circuit – disguise – guilty – league – rogue – vague – guess – guest – guide – guitar – antique – cheque;
- **W:** wrangle – wrap – wreath – wreck – wrench – wrestle – wriggle – wring – write – wrong – answer – sword – towards – two – whole – who – whom – whose;

Direct & Indirect Speech

Direct Speech: the message of the speaker is conveyed or reported in his own actual words without any change.

Indirect Speech: the message of the speaker is conveyed or reported in our own words.

Examples:

Direct: Rida said, "I am very busy now." Indirect: Rida said that she was very busy then.

1. All inverted commas or quotation marks are omitted and the sentence ends with a full stop.
2. Conjunction 'that' is added before the indirect statement.
3. The pronoun 'I' is changed to 'she'.
4. The verb 'am' is changed to 'was'. (Present Tense is changed to Past)
5. The adverb 'now' is changed to 'then'.

When the reporting or principal verb is in the Past Tense, all Present tenses of the direct are changed into the corresponding Past Tenses.

If the reporting verb is in the Present or Future Tense, the tenses of the Direct Speech do not change.

The Tense in Indirect Speech is NOT CHANGED if the words within the quotation marks talk of a universal truth or habitual action.

Simple Present Changes to Simple Past

Direct: "I am happy", she said. Indirect: She said that she was happy.

Present Continuous Changes to Past Continuous

Direct: "I am reading a book", he explained. Indirect: He explained that he was reading a book.

Present Perfect Changes to Past Perfect

Direct: She said, "He has finished his food". Indirect: She said that he had finished his food.

Present Perfect Changes to Past Perfect

Direct: "I have been to Gujarat", he told me. Indirect: He told me that he had been to Gujarat.

Simple Past Changes to Past Perfect

Direct: He said, "Ira arrived on Monday." Indirect: He said that Ira had arrived on Monday.

Past Continuous Changes to Past Perfect Continuous

Direct: "We were living in Germany", they told me.

Indirect: They told me that they had been living in Germany.

Future Changes to Present Conditional

Direct: He said, "I will be in Lahore tomorrow."

Indirect: He said that he would be in Lahore the next day.

Future Continuous Changes to Conditional Continuous

Direct: She said, "I'll be using the car next Friday."

Indirect: She said that she would be using the car next Friday.

CAN changes into COULD

Direct: He said, "I can swim."

Indirect: He said that he could swim.

MAY changes into MIGHT

Direct: He said, "I may buy a house."

Indirect: He said that he might buy a house.

MUST changes into HAD TO/WOULD HAVE TO

Direct: He said, "I must work hard."

Indirect: He said that he had to work hard.

Modals that DO NOT Change: Would, Could, Might, Should, Ought to.

Direct: He said, "I should face the challenge." Indirect: He said that he should face the challenge.

Reporting Verb like 'said/ said to' changes to asked, enquired or demanded

Direct: He said to me, "What are you doing?"

Indirect: He asked me what I was doing.

If sentence begins with auxiliary verb, the joining clause should be if or whether.

Direct: He said, "Will you come for the meeting?"

Indirect: He asked them whether they would come for the meeting.

If sentence begins with 'wh' questions then no conjunction is used as the "question-word" itself act as a connector.

Direct: "Where do you live?" asked the girl.

Indirect: The girl enquired where I lived.

Commands and Requests

Indirect Speech is introduced by some verbs like ordered, requested, advised and suggested. Forbid(s)/ forbade is used for the negative sentences. The imperative mood is changed into the Infinitive.

Direct: Rafique said to Ahmed, "Go away."

Indirect: Rafique ordered Ahmed to go away.

Direct: He said to her, "Please wait."

Indirect: He requested her to wait.

Exclamations and Wishes

Indirect Speech is introduced by some words like grief, sorrow, happiness, applaud. Exclamatory sentence changes into assertive sentence and Interjections are removed.

Direct: He said, "Alas! I am undone."

Indirect: He exclaimed sadly that he was broke.

The first person of the reported speech changes according to the subject of reporting speech.

Direct: She said, "I am in ninth class."

Indirect: She says that she was in ninth class.

The second person of reported speech changes according to the object of reporting speech.

Direct: He says to them, "You have completed your job."

Indirect: He tells them that they have completed their job.

The third person of the reported speech doesn't change.

Direct: He says, "She is in tenth class."

Indirect: He says that she is in tenth class.

Words expressing nearness in time or place in Direct Speech are generally changed into words expressing distance in Indirect Speech.

Now -- then

Here -- there

Ago -- before

Thus -- so

Today -- that day

Tomorrow -- the next day

This -- that

Yesterday -- the day before

These -- those

Hither-- thither

Come -- go

Hence -- thence

Next week/month -- following week/month

<https://learningpundits.com/module-view/27-direct-&-indirect-speech/1-english-grammar-tips---direct-&-indirect-speech/> Accessed on 7-1-2020

Royal Order of Adjectives

Determiner	Observation	Size	Age	Shape	Colour	Origin	Material	Qualifier	Noun
A	beautiful				red		velvety		shawl
A	shiny		new		black	Chinese			mobile
Her		short			brown		curly		hair
Four	strong					Sialkoti	wooden		bats
several	stout		young			Pakistani		cricket	players
various	embroidered				maroon	Sindhi			caps
Our	painted	Big		square		Hala		jewellery	boxes
Some	delicious						mutton		biryani

Example:

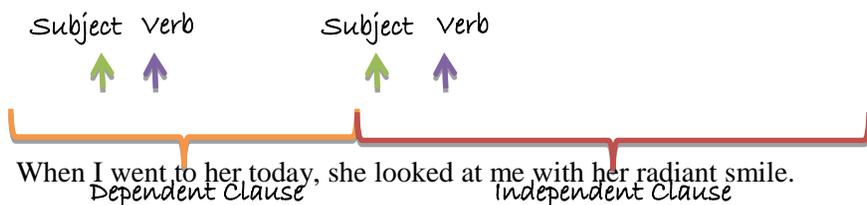


Table of Subordinating Conjunctions

Time	After, As, As soon as, Before, Once, Since, Until, When, While
Manner	As, As if, As though, Like
Cause and Effect	Although, Though, Whereas, While, Except, That
Condition	Because, In that, Now that, Since, So that
Condition	If, In case, Provided (that), Unless
Purpose	So that, In order that
Comparison	As...as, More than, Less than, Than

Identify complex sentences in the text that have the conjunction ‘*when*’. Note the punctuation and write five complex sentences of your own using ‘*when*’.

Choose any four subordinating conjunctions from the table above and write 4 more complex sentences.

REPORTED SPEECH

Direct Speech: Quoting the exact words of the speaker.

Ahmed said, “I am learning a new language”.

Indirect Speech: Reporting of what a speaker said without quoting his exact words.

Ahmed said that he was learning a new language.



RULES FOR CHANGING DIRECT SPEECH INTO INDIRECT SPEECH

Change of Adverbs:

Direct Speech	Indirect Speech
now	then
here	there
this	that
these	those
ago	before
thus	so
to-day	that day
to-night	that night
yesterday	the day before (or) the previous day
tomorrow	the next day (or) the following day
last week	the week before
next week	the week after

Change of Personal Pronouns:

Person	Nominate case		Objective case		Possessive case	
	Singular	Plural	Singular	Plural	Singular	Plural

First	I	We	Me	Us	My, mine	Our/ ours
Second	You	You	You	You	They	Your
Third	He/she /it	They	Him/her/ it	Them	His/her/ its	Their/ theirs

Change of Tenses:

<i>DIRECT SPEECH</i>		<i>INDIRECT SPEECH</i>	
PRESENT TENSE			
PRESENT SIMPLE changes into PAST SIMPLE			
She said, "She goes to school daily.		She said that she went to school daily.	
PRESENT CONTINUOUS changes into PAST CONTINUOUS			
They said, "We are enjoying the rainfall"		They said that they were enjoying the rainfall.	
PRESENT PERFECT changes into PAST PERFECT			
I said, "I have eaten the meal just now."		I said that I had eaten the meal just then.	
PRESENT PERFECT CONTINUOUS changes into PAST PERFECT CONTINUOUS			
He said, "I have been studying since morning."		He said that he had been studying since morning.	

PAST TENSE	
PAST SIMPLE changes into PAST PERFECT	
Raheel said, "I bought a car"	Raheel said that he had bought a car.

PAST CONTINUOUS changes into PAST PERFECT CONTINUOUS	
I said, "It was drizzling.	I said that it had been drizzling.
PAST PERFECT changes into PAST PERFECT (tense does not change)	
She said, "I had visited a doctor yesterday."	She said that she had visited a doctor the previous day.
FUTURE TENSE	
FUTURE SIMPLE TENSE- WILL changes into WOULD	
You said, "I will buy a computer"	You said that you would buy a computer.
FUTURE CONTINUOUS TENSE- WILL BE changes into WOULD BE	
We said, " We will be shifting to a new home tomorrow."	We said that we would be shifting to a new home the next day.
FUTURE PERFECT TENSE- WILL HAVE changes into WOULD HAVE	
They said, "We will have finished the work"	They said that they would have finished the work.
Note: The tense of reported speech may not change if reported speech is a universal truth though its reporting verb is in past tense.	
Examples:	
Direct speech: He said, "The death is the ultimate truth of life."	
Indirect Speech: He said that the death is the ultimate truth of life.	

For Questions:

When transforming the question into an indirect question:

- ✓ Remove the quotation marks and question mark in the interrogative sentence.
- ✓ Use the interrogative for the 'wh' questions or if / whether for yes/no questions.
- ✓ Don't use 'that'
- ✓ Change the reporting verb (say, said) into 'ask' or 'enquire' in its correct tense.

Type		Example
with interrogative	direct speech	She asked, "Why are you speaking loudly?"
	reported speech	She asked me why I was speaking loudly.
without interrogative	direct speech	He asked her, "Do you like the green colour?"
	reported speech	He asked her whether she liked the green colour .

For Imperatives:

- ✓ Remove the quotation marks in an Imperative sentence.
- ✓ Use 'to' if it is an affirmative sentence.
- ✓ Use 'not to' if the sentence begins without Don't.

Example: She said, "Sit down." - She ordered/told me to sit down.

They said to me, "Don't panic" - They told me not to panic. OR They forbade me to panic.

Exercise 1:

Complete the sentences in reported speech.

1. Andersen was screaming, "My kids are in the car!"

Andersen was screaming that _____

2. "There's no way," Willden thought.

Andersen said reverently that _____

3. Andersen shouted, "Flip this car."

Andersen shouted to _____

4. People asked Andersen, "Did you witness a miracle there?"

People asked Andersen if _____

Exercise 2:

Change the following sentences into indirect speech.

1. Andersen said reverently, "It was like the sight of angels."

2. They shouted, "Who else is in the car?"

3. "There's one more child." Andersen said.

4. Belnap thought, "I'm carrying a dead body out of this car."

5. "That was a huge moment of relief for me," said Andersen.

Exercise 3:

Conversion Chain

Instructions:

- i. Sit in a circle and have one person express an action in the present, past or future tense. For example, 'I visit my friend's house yesterday'.

- ii. The second student in the circle must then convert that sentence to reported speech. ‘S/he said that s/he had visited his/ her friend’s house the previous day’.
- iii. That second person will also make another statement, and the next person in the circle will change it to reported speech.
- iv. Continue until the first person converts the last students’ statement to reported speech.

Dictionary Skills

Task One

Here is a list of words that are spelt incorrectly. You must correct them using a dictionary to check if you have the spelling correct.

1. incecent 2. rilentles 3. 4. riphurbish 5. aukvard 6. excuesit 7. mieandring 8. dezastor

Task Two

Now you have corrected the words, in your book, write down the number of the page it is on in the dictionary and write down the dictionary definition of the word.

For example: - Growl is on page 45. It means to make a deep, rough sound.

Task Three

Put these lists into alphabetical order.

List One	List Two	List Three
fling butterfly digger trusted boxer flamingo	dimmer platinum bird differ myth gymnastics	bat dearth bear diver bloodhound drum

Task Four

Some words have very similar meanings. You can use a dictionary to discover how they differ. Look up these words that are similar in the dictionary, then write down what is slightly different about them.

1. hill mountain peak fell 2. street path road lane 3. fear fright terror horror

Task Five

A dictionary tells you what type of a word you have looked up. It tells you whether it is a noun, adjective, verb, adverb etc. Look up these words in the lists. Copy down the lists and write down what kind of words they are.

List One	List Two	List Three	List Four
lorry monkey hill	havoc long tall	quickly smoothly awkwardly	from under beside

bear	heavy	slowly	outside
mongoose	flat	backwards	embellish
refurbish	up	blemish	stampede
catastrophe	short	debris	smithereens

Task Six

Underline the silent letter in the following words. Take help from the dictionary if required.

beside, sign, complete, knowledge, debris, acquire, psychology, psalm, bridge, knight

DIGITAL RESOURCES FOR TEACHERS

Dictionary Skills:

<https://www.teachingenglish.org.uk/article/dictionary-skills-secondary-students> Accessed on 25 - 5 - 19 at 2:05 pm.

Voice

<https://www.youtube.com/watch?v=nRGLDD0BBdc>

<https://www.youtube.com/watch?v=ofsHKOch8B4>

Narration

<https://www.youtube.com/watch?v=OBHkvCmgqRE>

<https://www.youtube.com/watch?v=ZGdt9apUpqg>