

Based on National Curriculum of Pakistan 2022-23.

Textbook of English

Grade

12

National Curriculum Council

Ministry of Federal Education and Professional Training



National Book Foundation

as

**Federal Textbook Board
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A Textbook of English for Grade 12
based on National Curriculum of Pakistan (NCP) 2022-23

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Preface

Text Book of Grade 12: An Introduction to the structure and purpose.

This book is second book of the group of four textbooks (IX-XII) developed on a similar pattern and in accordance with National Curriculum of Pakistan IX-XII (NCP) 2022. This book is aimed to provide students of elementary grades a range of activities to help them achieve students learning objectives of their appropriate age/grade. The book provides the students with a range of fiction and non-fiction texts which are acquired from both authentic sources as well as exclusively produced for this age group of Pakistan students. The selection/development of contents of books has been purposely carried out in the context of multilingual communities where English is treated as second or third language.

This unique arrangement of textual materials provide a platform where students can improve their reading, writing, speaking and listening skills. Themes of the selected texts are selected in accordance with list of themes provided across the wide range of genre indicated in NCP. The ethical concepts embedded in the texts will engage students to think and relate with real concerns of their lives and reflect upon their own personality development towards becoming a responsible citizen. This book is designed to provide a wide range of readings with a variety of local, national and international contexts which will enable students to learn about their identity and connection to the world. The variety of activities will help them to make these connections and to think critically.

This book is structured in a way to provide in-depth knowledge and exposure to different types/genres of literary texts. Units are grouped together in a section with a specific theme like narratives, poetry or drama. Each section has set of activities towards the end to engage the students in high order thinking skills, critical evaluation, differentiate and extended activities all set in the backdrop of contextual needs. Each unit begins with a pre-reading activity and have while reading activities to keep students engaged in the reading and help them in comprehension of the text. Each unit has a range of questions based on different stages of understanding and comprehension and students will have to answer questions based on reading for detail to reading for inferences and ideas. Use of dictionary and pronunciation is taught through direct and indirect usages of dictionary sources.

There is strong focus of writing activities and for that, a range of writing assignments are introduced which demand outcomes both as independent writers as well as in pairs/group work. The variety of writing assignments has been designed to expose students with different types of texts like informational texts, expository text and imaginative work of writing. Activities like role-plays, debates, one-minute speech, drama and poetry recitals are introduced to provide students with the opportunities of listening and speaking English. These activities are designed with special focus on listening and speaking for different audiences and different situations. The purpose of these activities is to provide backdrop to develop effective communication skills in English. The difficulty level of all activities is varied to cater for learning needs of students from multilingual backgrounds and multiple local/national context.

The targets of all planned activities can be achieved fully with an active support of teacher. Evidently all such activities shall require diligent effort of teacher to guide the students in appropriate manner as well as to provide them with continuous support. Activities requiring searching for additional information through library and/or online sources shall also need special assistance from teacher. This active support from the teacher shall help students to fully benefit from this purposely designed text book of English to acquire better English language skills.

Dr. Kamran Jahangir
Managing Director

Objective Analysis of the Textbook

The textbook comprises 16 chapters and is analyzed in the light of checklist based on Curriculum 2016. The provided parameters, desired learning objectives are addressed. The textbook fulfills and qualifies standards established by the curriculum to enable learners to use English language for social and academic purposes.

Unit 1

Lingkuan Gorge: It gives a lesson to live peacefully and understand other's viewpoint. Responsibility towards one's job is of prime importance. The unit provides a guideline to live a congenial, peaceful, and caring life with full co-operation for those around us.

Unit 2

Population Explosion in Pakistan: Discussion on a sensitive issue is coherently explained, which will give awareness to students. They will understand how over-population affects the progress of a country. It would enable students to focus on spreading the literacy programmes/suggestions across.

Unit 3

The Income-Tax Man: Students will get an idea how to focus on the choice of a profession. Income tax generates revenue for a country and students will get a fairly good idea of the income tax related issues. The extended discussion between the two characters would reveal how responsible people perform their duties. They can have a debate in the class to discuss the importance of tax collection.

Unit 4

Rubaiyat of Omar Khayam (poem): Attentive listening skills would improve and help students in communication in daily life. The pleasure of reading a poem can best be derived by reading it. The belief in determination and disbelief in immortality portrays the true meaning of life. It would certainly show a way to the readers to have full faith in what they decide to do. Glossary will certainly add up to their vocabulary enabling them to write better English. Summary writing skills would help in understanding the main points of any narration.

Unit 5

The Blanket: The respect of human relationships holds top priority in families. The grandson's love and wisdom plays an important role in the twist in the story. There's a lesson that we must respect and facilitate our elders in their old age. A sense of hope and renewed appreciation for the special moments we share with our loved ones is a lesson.

Unit 6

Stay Hungry---Stay Foolish: Comprehension, eloquence, articulation and oration are exemplary in this unit, which will help students to improve their skills and focus on their objectives. The efforts, determination, perseverance and never giving up are the guideline for the readers. Students will learn the value of taking risks and viewing failures as an opportunity to learn and grow.

Unit 7

Tobacco and your Health: This unit defines that smoking is injurious to health. It increases the risk of heart disease besides the highly recognized role of cigarette smoking to cause cancer. It implicates many other chronic diseases like bronchitis and pulmonary malfunction. Students would understand to take care of one's health and never get into the habit of smoking.

Unit 8

The Sea (poem): The poet's imagination and perception describes to remain calm. If the sea can calm itself, why can't we. The ocean is beautiful, mysterious and the central image. It symbolizes a great journey and can easily be related with human life and likely to change the perception.

Unit 9

First Year at Harrow: The author's experience as a student is of great interest and lays stress on the importance of hard work while studying. He emphasizes that all students should prioritize to learn English to avoid all difficulties in the affairs of our daily life. This knowledge proved extremely useful for him to earn his livelihood and pursue a promising career.

Unit 10

There's A New Planet in Sight: The lesson opens up the knowledge of new vistas concerning space. Students' enthusiasm to have knowledge about space will get a direction. Latest science discoveries about planets and ozone will compel students to search and gain more knowledge about the subject.

Unit 11

Harvest Hymn (poem): Farmers damage the environment through overuse of chemicals. It's a lamentation on modern man's exploitation of nature for selfish gains. The land becomes polluted and infertile. Students will understand that natural resources should not be depleted for the fulfilment of personal desires. Students will be able to relate it with their daily lives.

Unit 12

Kaghan Valley: The readers will be familiarized with the picturesque valley, surrounded by majestic mountains, fascinating terrain with forests, rivers and glaciers. It would enhance the students' interest to see these beautiful areas of Pakistan, and observe how people live in those areas. They would know how to plan these trips and do the preparations. Students can give suggestions to improve tourism in Pakistan, which can be very profitable.

Unit 13

After Twenty Years: Honesty towards duty, truthfulness, abiding law and valuing sincere friendship are masterfully highlighted in the unit. Fulfilling his promise, Jimmy came to the decided place after twenty years, but his loyalty has changed. He is now more loyal to his job as a police officer. His friendship with Bob is secondary. Students will be able to configure if it was right to be loyal to his duty. The writer has left the decision to readers.

Unit 14

The Solitary Reaper: The poem is about the power of human imagination to transform common, everyday events into representations of a large reality. The poet does not understand the language of the girl singing, but he was much fascinated by the music. It was an ecstatic environment. The girl was happily 'cutting and binding' the yield. It gives a lesson to perform one's work happily and that creates happiness for the listeners too.

Unit 15

The Pearl (Novel): The Pearl is a novel that demonstrates the evils of greed and ambition. It reflects Steinbeck's keen interest in socio-economic issues. The novel is a rich narrative that explores themes of greed and the struggle against adversity. Students will comprehend that the narrative serves as a critique of inequality. There is a lesson that one should take care of one's desires in a positive way.

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| 2 | POPULATION EXPLOSION IN PAKISTAN | Entrepreneurship | Magazine article |
| 3 | THE INCOME-TAX MAN Mark Twain (1835-1910) | Literature & Poetry Soft Skills | Industrial Revolution Moral stories |
| 4 | Rubaiyat of Omar Khayam Edward Fitzgerald (1809-1883) | Literature & Poetry | Spiritualism (Rubaiyat) |
| 5 | THE BLANKET Floyd Dell (1887-1969) | Literature & Poetry | Human Relationships |
| 6 | STAY HUNGRY - STAY FOOLISH (Excerpts from.....) | Soft Skills | Decision making |
| 7 | TOBACCO AND YOUR HEALTH (A Report) | Drug Education | Prevention of drugs |
| 8 | THE SEA James Reeves | Nature and natural resources | Poetry/ literature |
| 9 | First Year At Harrow Sir Winston S. Churchill | Soft Skills Literature & Poetry | Autobiography short stories |
| 10 | THERE'S A NEW PLANET IN SIGHT Catherine Clark Fox (1917-2008) | Innovation and Creativity | Innovation & creativity in science |
| 11 | HARVEST HYMN John Betjeman (1906-1984) | Nature and natural resources | Environment Matters |
| 12 | THE KAGHAN VALLEY Tahir Jahangir | Travel and Tourism | Travel writing/ travel log |
| 13 | AFTER TWENTY YEARS O' Henry (1862-1910) | Literature & Poetry | Human Relationships |
| 14 | The Solitary Reaper William Wordsworth (1770-1850) | Nature and natural resources | Connecting People and Nature, Poetry/ literature |
| 15 | The Pearl John Steinbeck (Novel) | SDG-Millennium Development Goals, Literature & Poetry | Peace, justice, freedom for all and strong institutions, Human Relationships/small plays |

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Pre-Reading

- a) What would make a person an ideal choice to communicate with?
- b) How does responsibility sharing contribute to peaceful living?

Reading

The snow, already half a foot deep, obliterated the line between earth and sky, behind a hazy white curtain. I had been following the path of the future railway for forty kilometers. Although I could hear the roar of machinery further back in the hills, I had seen neither work sites nor workers.

Entering Lingquan Gorge, my irritation increased. Even in clear weather, the sun never shone on this gorge, it didn't matter where you looked up along the twisting course-----the most you could see of the sky was a patch, no bigger than the palm of your hand. Now it was dusk, and the swirling snowflakes and the gale made every step a struggle.

Construction in the gorge was going on feverishly. Everywhere people were at work. Generators, cement-mixers and air compressors shook the ground. Hundreds of light bulbs gleamed dim and yellow. Electric wires, criss-crossing like a spider web were scarcely visible, but I could see the overhead cables and their pulley cars, sliding back and forth, loaded with materials.

Hungry and cold, I tripped and fell, scraping my hands. Enough! I'd find some place under a cliff and rest a few hours. If I reached the materials depot tomorrow morning by ten O'clock, that still wouldn't be too late. Stumbling around in the dark like this, I was liable to fall into some deep ravine, and that would be the end of this Materials Development Chief, I'd have to be put on the 'Used up' list!

While-reading

What indicates that the cave was undoubtedly occupied by the workers?

I noticed a path leading to a cave in the cliffside. A door curtain, hanging in the way, showed that the cave was undoubtedly occupied by workers. Grasping branches along the steep path, I hauled myself up to the door and entered.

Strange! Seated on a small stool in the doorway was a little boy, seven or eight years old, elbows on his knees, supporting his face in his hands, his cheeks were red with cold. He had been peering at the opposite cliffside through a rent in the curtain. He glanced at me briefly as I came in, then went back to his observation.

The cave was large, but quite warm. It had a stove and cooking utensils. On the walls above a bed, was a colored New Year picture of 'Chubby Children Pulling the Turnip'. All the walls had been prepared with old newspapers, now blackened by smoke of the stove.

"Why isn't anybody home?" I asked, shaking the snow from my coat and hat.

The little boy turned his head. His eyes flashed. "Aren't I anybody, uncle?" He rose and walked towards me, his hands behind his back, his chest extended, as if to say: Not only am I somebody, I'm a very grown-up somebody!

I cupped his round little face in my hands. "You're pretty sharp, young imp!"

He pushed my hands aside. Doubling up his fists, he cocked his head to one side and demanded: "Who are you calling me imp? I have a name!" Pointing at the baby girl asleep on the bed, he informed me: "Her name is Pao-cheng, mine is Cheng-yu."

No doubt about it, these kids were like thousands of others I had met, born and raised on construction sites. The workers liked to name their children after the projects where they were born. Cheng-yu probably had first seen the light of day, on the railway project between Chengtu and Chungking, also known as Yu. His baby sister Pao-cheng, very likely had been born right here at the future Paoki-Chengtuo railway.

I sat by the stove, smoking and rubbing the drying mud from my hands.

Cheng-yu crawled on to my lap and looked into my eyes, "Is it going to snow tomorrow, uncle?"

I pressed his little icy red nose. "As soon as we get our telephone line connected up with heaven, I'll ask for you."

Angrily, he leaped down and stood a meter away, scowling at me. "Quit your kidding! You've got a newspaper in your pocket. Why don't you look at the weather report?"

He resumed his seat in the doorway, clamped his elbows on his knees, rested his face in his hands, and peered out through the rent in the curtain. When I asked him where the kettle was, he ignored me. I certainly was sorry I had offended my small host.

"Why do you want to know about the snow, Cheng-yu?" I asked him. "Is it because you can't go out and play when it's snowing?"

He didn't even bother to look at me. "Papa says if it's still snowing tomorrow, we'll have to quit work."

"What does your pa do?"

"He opens up mountains!" The child replied proudly.

"Where?"

While-reading

"He opens up mountains!" The child replied proudly. What does this reply mean?

Cheng-yu pointed with pursed lips at the work site opposite.

I looked. All I could see was a searchlight beam, shining through the drifting snowflakes straight up into the heavens. In its light I could vaguely discern a few dozen men, who seemed posted to the side of the towering cliff, drilling holes for dynamic charges. The holes were like the steps of a ladder to the sky.

"How can you tell which one is your father at this distance?" I asked.

"I can't see him plainly, but pa says he can see me. He says all he has to do is turn around. I often sit here so that he can see me."

Ah! So that was it.

The icy snow melted from my boots. My numbed legs, thawing out, ached painfully. I stamped to help the circulation.

Cheng-yu waived his hand warningly. I understood. He was afraid I'd wake his baby sister.

"You really take good care of your sister," I commended.

"Mama says my job is to look after her. When mama comes home, I can knock off."

"So you are on the job every day?" I hugged him. "What does mama do?"

He pointed to the road below the cave.

I could see a person, standing by a telephone poll, beside the road. Covered with snow, she looked like a white stone image. Apparently, she was directing traffic. The road, not very wide, had been blasted through the rock. Ordinarily, carts, mules, donkeys, people-----no doubt steamed in both directions along the road, twenty-four hours a day. Someone had to keep the traffic.

Today, because of the heavy snow, there weren't many people or vehicles on the road. She could have very well spent the day at home. But there she stood and there she would remain, three months, five months or three years, if need be. Perhaps, from time to time, she raised her head to gaze up at her child, or at her husband who was scaling the cliffs, between the mountains and the sky. When he paused to swipe the sweat from his brow, could he see the determined figure of his wife, or the tiny image of his little boy? Even though in this tough, snowy, windy night, his wife and children couldn't see one another clearly, I was sure they could feel a mutual loving encouragement, and sense that each was looking forward to the moment of family reunion.

While-reading

Why was the mother raising her head from time to time?

I glanced at Cheng-yu. The child had placed his hands in his sleeves, and pulled his neck into his collar. He kept dozing off.

"You are liable to catch a chill. Better get into bed and go to sleep".

He looked at me dreamily for a moment, probably thinking that his parents had returned.

When he realized who I was, he shook his head violently. "No. I won't!"

"Why not?"

He rubbed his eyes with his fists. "Papa and mama say a man should never leave his post".

I hugged him tightly and pressed my cheek against his. Then I rose, buttoned my coat, pulled my hat down firmly, left the cave and walked down the path. Following the road that had been blasted through the rock, I pushed on, the words of the child echoing in my head: "A man should never leave his post". A job was waiting for me. I wanted to reach my destination without any further delay.

Post-reading

1. After reading the first two paragraphs what do you think are the feelings of the narrator?
2. What do you understand by the following descriptions in the unit?
 - a) Hazy white curtain
 - b) crisscrossing like a spider web
 - a) clamped his elbows on his knees
 - d) to vaguely discern
3. Are you impressed by the wisdom of the boy? Explain with examples.
4. Do you think the narrator learnt a lesson from the young boy's sense of responsibility?

Notes and comments

Tu Peng-Cheng, born in 1921 in the province of Shensi in China, worked as a war correspondent for the New Chinese News during the Chinese civil war in 1940's. He is acclaimed for his war novel, "Defend Yen-an" which was published in 1954. "In Peacetime" is another famous novel to his credit.

Theme

Sense of responsibility, as portrayed by the author is the main theme. A 7 or 8 years old boy is exemplary. No matter what the nature of one's duties or responsibilities may be, one should attend to those assiduously and faithfully.

Glossary

| Words | Meanings | Synonyms |
|----------------|--|-----------------|
| clamped | to put securely in place | to hold tightly |
| cocked | tilted | |
| criss-crossing | a network of lines | |
| discern | see, recognize, distinguish | |
| gale | strong wind | |
| hauled | pulled with effort or difficult | |
| imp | a child who misbehaves but not in a serious way | |
| pulley | a wheel on which a rope can pass to lift heavy objects | |
| pursed lips | brought together in little folds | |
| ravine | deep, narrow valley | |
| rent | split | |
| scaling | climbing a ladder, cliff, etc. | |
| scowling | looking in a bad temper or angry way | |
| scraping | rubbing against something sharp or rough | |
| swirling | moving quickly with a whirling motion | |

Comprehension

a. Answer the following questions.

1. Describe the narrator's job and the purpose of his journey.
2. Explain the reason which compelled the narrator to take rest for few hours.
3. What was Cheng-yu's reply when the narrator asked, "Why isn't anybody home?"
4. Describe the nature of the job of Cheng-yu's parents.
5. Give an account of Cheng-yu's responsibility in the absence of his parents.
6. What was Cheng-yu's reply to the narrator's advice to go to sleep?
7. How does the narrator act in the final paragraph? What is waiting for him?
8. What ideas were conveyed in the story about work?
9. Do you think it is an inspirational story? If so, support your answer with evidence.

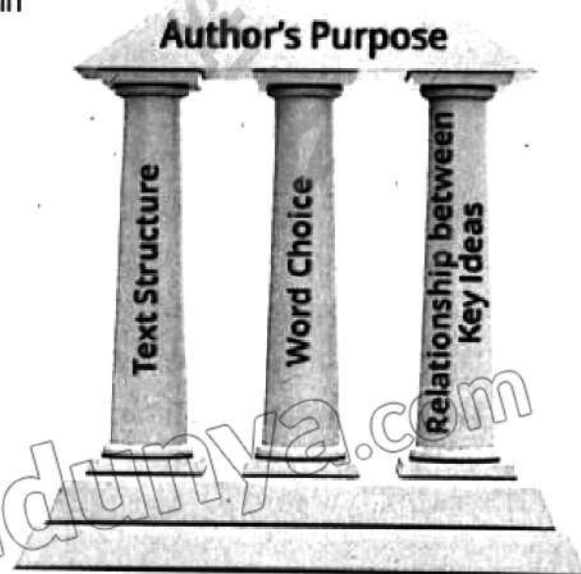
b. Choose the best option.

- i- Construction in the gorge was going on _____.
a- feverishly b- childishly c- slowly d- patiently
- ii- I noticed a path leading to a _____ in the Cliffside.
a- city b- home c- cave d- village
- iii- "As soon as we get our _____ line connected up with heaven, I'll ask for you."
a- straight b- telephone c- clear d- weak

c. Author's choices concerning how to structure specific parts of a text

Authors wield a lot of power in how they structure their writing. Their choices about specific parts of a text can affect the reader in many ways

- **Beginning (Hook, Setting the Scene):** An author can grab your attention from the first sentence with a gripping scene, a thought-provoking question, or even a mysterious character. This opening sets the tone for the entire story and creates your initial impression of the world and characters.
- **Point of View and Narrative Voice:** The author's decision on who tells the story (first-person, third-person, etc.) and the voice they use (serious,



funny, etc.) heavily shapes how you perceive the events and characters.

- **Plot Structure (Linear, Flashbacks, Foreshadowing):** The order in which events unfold can create suspense, surprise, or a sense of mystery. Authors may use flashbacks to reveal a character's past or foreshadow future events to keep you guessing.
- **Pacing (Fast-Paced, Slow Burn):** The speed at which the story progresses can create a sense of urgency, calmness, or build tension.
- **Ending (Resolution, Cliffhanger):** The way a story concludes can leave you feeling satisfied, shocked, or wanting more. An author's choice of ending can significantly impact the overall meaning of the work.

Activity : Read the above story carefully and answer the following questions.

Text Title: _____

Author: _____

- **Beginning (Hook, Setting the Scene):**
 1. How does the author grab your attention at the beginning? (e.g., Action scene, question, character introduction).
 2. What is the initial impression you get of the world and characters based on the opening?
- **Point of View and Narrative Voice:**
 1. Who is telling the story (e.g., first-person, third-person)?
 2. How does the voice used by the narrator (serious, funny, etc.) affect your perception of the events and characters?
- **Plot Structure (Linear, Flashbacks, Foreshadowing):**
 1. Is the story told in a linear fashion (from beginning to end) or does it use flashbacks or flash-forwards?
 2. Are there any hints or clues (foreshadowing) suggesting future events? If so, what are they?
 3. How does the order in which events unfold affect the suspense, surprise, or overall mystery of the story?
- **Pacing (Fast-Paced, Slow Burn):**
 1. Would you describe the pacing of the story as fast-paced or slow burning? Provide examples from the text to support your answer.
 2. How does the pacing affect the mood or tension of the story?
- **Ending (Resolution, Cliffhanger):**
 1. Does the story have a clear resolution or is it left open-ended?
 2. How does the ending make you feel (satisfied, shocked, wanting more)?
 3. How does the author's choice of ending impact the overall meaning of the work?

Vocabulary

1. The reader's curiosity remains aroused till the end. Is it because of the:
 - a) Effective substance
 - b) Interesting dialogues
 - c) Strong character of the little boy
 - d) Good beginning
 - e) Well-knit end

7 Elements of Story Writing

1. **Plot:** Build a sequence of events that is straightforward but also able to surprise the reader with twists.
 2. **Characters:** Create complex and relatable character types and traits.
 3. **Setting:** Tell the reader where and when your story is taking place.
 4. **Conflict:** Decide where the interests of the protagonist and antagonist will collide.
 5. **Theme:** Sprinkle your story's "big idea" or underlying message about life into the details.
 6. **Point of view:** Pick who is telling your story.
 7. **Tone:** Establish a general feeling for the story with vivid word choice.
- All these are the necessary parts to make a story forceful, interesting and knowledgeable

Activity: Evaluate the particular elements of this story that how the setting shapes the characters or plot.

Oral Communication

Respond to questions on a range of communicative purposes

Discuss in groups:

- What challenges are faced by families in Pakistan to raise their children?
- Have you ever heard or seen a family like the one above?
- Compare the social status of this family with any family that you know.

Inference

1. How can struggle and persistence pave the way to prosperity?
2. Responsibility towards duty can save people from embarrassment. Do you agree?

Vocabulary and Grammar

Tenses

Since your school section, you have been learning and practicing all types of tenses. There is a chart given below. Revise all the tenses and their formation

Tenses and their Formulas

| Tense | Structure | Example |
|-----------------------------------|---------------------------------------|---|
| Present Simple | Subject + base verb | She reads books. |
| Present Continuous | Subject + am/are/is + verb-ing | They are studying. |
| Present Perfect | Subject + has/have + past participle | I have finished my work. |
| Present Perfect Continuous | Subject + has/have + been + verb-ing | He has been working all day. |
| Past Simple | Subject + past verb | She went to the store. |
| Past Continuous | Subject + was/were + verb-ing | I was reading when you called. |
| Past Perfect | Subject + had + past participle | They had left before I arrived. |
| Past Perfect Continuous | Subject + had + been + verb-ing | He had been waiting for an hour. |
| Future Simple | Subject + will + base verb | I will go tomorrow. |
| Future Continuous | Subject + will be + verb-ing | She will be studying at 8 PM. |
| Future Perfect | Subject + will have + past participle | I will have finished by then. |
| Future Perfect Continuous | Subject + will have been + verb-ing | By next year, we will have been working here. |

Activity: Give two examples of each tense accordingly for further progress.

Gerunds, infinitives and participles

Gerunds

are verbals ending in "-ing" that function as nouns.

Example: He enjoys reading mystery novels before bed.

In this sentence, "reading mystery novels before bed" is a gerund phrase functioning as the direct object of the verb "enjoys".

Ending in "-ing" that function as nouns.

Participles

are verbals that function as adjectives and can end in "-ing" (present participles) or "-ed" (past participles).

Example: The dog, barking loudly, alerted us to the intruder.

In this sentence, "barking loudly" is a participial clause modifying the noun "dog".

Infinitives

are verbals that are formed using the base form of a verb with the word "to" before it. It can function as nouns, adjectives, or adverbs

Example: I went to the store to buy some groceries.

In this sentence, "to buy some groceries" is an infinitive phrase that functions as the purpose of the action expressed by the main verb "went".

Activity:

a) Underline the gerunds in each sentence.

1. Raising the funds proved to be a difficult task.
2. Ahmad hoped to obtain a job by learning the welding trade.
3. The Khan family loves cooking for relatives.
4. I am able to earn money by working in the campus library.

b) Underline the infinitives in each sentence.

1. Zain goes to his grandmother's house to eat homemade sweets.
2. The purpose of the class was to teach children how to swim.
3. The hostess asked Jamil to refill the custard bowl.
4. To clean the house seemed like an impossible task.
5. Doris was asked to host the function.

c) Complete the following sentences using the past or past participle form of the verb given in the brackets.

1. They were badly in the battle. (beat)
2. Recently the prices of essential commodities have up. (go)
3. He us good-bye. (bid)
4. I him up last night. (ring)
5. I will carefully my duty. (do)

d) Aspect of time (correctly used in speech and writing)

TENSE VERSUS ASPECT

Tense indicates the location of an action or an event in time.

Aspect indicates how an action, state or an event is related to the flow of time.

There are two tenses in English: past and present.

There are four aspects in English: simple, progressive, perfect and progressive perfect.

Tense is a major grammatical category.

Aspect is a sub-category of tense.

Activity: For each sentence, identify the verb tense (past, present, future) and the time period it refers to (specific point in time, ongoing, habitual).

1. I woke up early this morning. (Tense: _____, Time: _____)
2. We usually go to the park on weekends. (Tense: _____, Time: _____)
3. She will be traveling to Europe next summer. (Tense: _____, Time: _____)
4. The train leaves every hour on the scheduled time. (Tense: _____, Time: _____)
5. They were working on a project when I arrived. (Tense: _____, Time: _____)

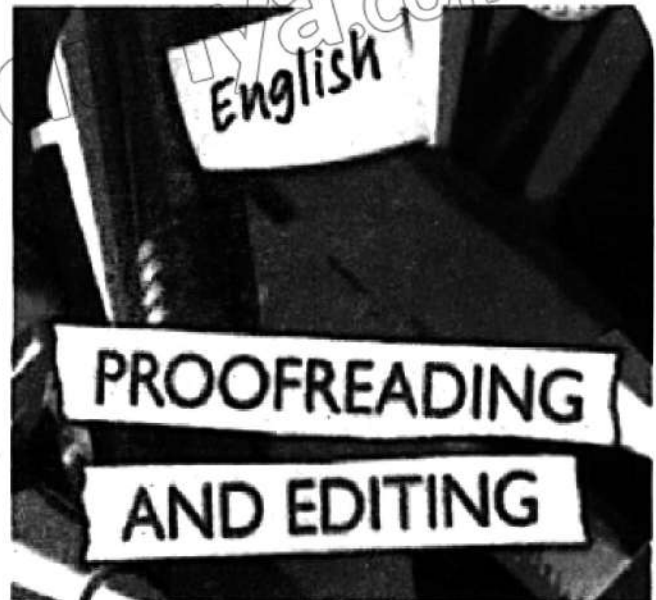
Writing

a) Editing and proofreading skills to a range of different texts and contexts

Editing and proofreading skills are essential for ensuring clear, accurate, and polished communication across a wide range of texts and contexts.

Editing:

- **Formal Writing:** Academic papers, business proposals, reports, and essays require meticulous editing to ensure proper grammar, punctuation, and adherence to style guides (e.g., APA, MLA, Chicago). An editor would check for clarity, flow, and logical structure.
- **Creative Writing:** Novels, poems, and short stories benefit from editing that focuses on enhancing the author's voice, strengthening sentence structure, and ensuring consistency in tone and character development.
- **Technical Writing:** Manuals, instructions, and user guides require editing for accuracy, technical correctness, and conciseness. The editor should ensure the information is easy to understand for the target audience.
- **Marketing and Advertising:** Editing marketing copy involves ensuring clear messaging, persuasive language, and adherence to brand voice and target audience.
- **Social Media and Web Content:** Editing for online content focuses on readability, keyword optimization, and error-free communication while maintaining the platform's specific style.



Proofreading:

Proofreading is the final step, focusing on catching surface-level errors after the editing process. This includes:

- **Grammar and Punctuation:** Misspelled words, incorrect verb tenses, punctuation mistakes, and subject-verb agreement issues.
- **Formatting:** Inconsistency in font size, spacing, margins, and adherence to style guides.
- **Factual Accuracy:** Checking dates, figures, and proper names for accuracy.

Teacher's Note

- Ask students to analyse how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- Help them to evaluate the particular elements of a story or drama (e.g., how the setting shapes the characters or plot).....

Activity:

Instructions:

1. Read the following passage carefully.
2. Identify any errors in grammar, punctuation, verb, spelling, or sentence structure and rewrite the paragraph.

Passage:

maria's cat fluffy were always getting into mischief one day he sneaked into the neighbors garden and dug up their vegetables maria had to apologise profusely and pay for the damages after that she decided to keep fluffy indoors more often to avoid any more problems

- b) Multiple paragraphs essays/stories; multi stanza poems or play script using mechanics of correct writing

The Mechanics of Writing

- Spelling, grammar, capitalization/punctuation and handwriting
- Best taught through direct instruction, practiced and used within the context of authentic writing experiences
- Often embedded in the Writing Workshop
- May be taught in isolated lessons
- Observe students' needs-what mechanics are weak and need more focus?
- Give students opportunities to use, apply and improve mechanics within their own writing



Activity:

Using all necessary types of tenses correctly and elements of story writing, write a story on handling issues and sharing responsibilities in our daily life.