

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

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

1.2 Writing

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

1.3 Oral Communication

- Introduce self and the topic of presentation.

1.4 Grammar

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

1.1 READING COMPREHENSION

Pre-reading

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



Reading Text

Quaid on 11th August, 1947

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

Mr. President, Ladies and Gentlemen!

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

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

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

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

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

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

Do You Know?

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

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

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

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

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

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

While-reading

Exercise 1

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

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

Exercise 2

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

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

Exercise 3

Read the statements and encircle the correct option.

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

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

Post-reading

Exercise 4

Read the text and answer the following questions.

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

Exercise 5

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

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

Exercise 6

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

Note for teacher: Tell students that the text of the Quaid's speech has some statements of facts and some are of his own opinions which he expressed during speech. Moreover, explain to the students the difference between fact and opinion. Ask them to do the Exercise 5 in the light of these statements.

For Exercise 6, ask students to visit libraries, read reference books, discuss with historian or search out from internet, the missing points of speech and note down on the sheet of papers to tell and display before the class.

1.2 WRITING

Essay Writing

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

| | |
|---------------------|--|
| Introduction | <ul style="list-style-type: none"> • General statement on broad topic (Definition, situation, scenario) • Statement of central argument • Listing of main points to be covered |
| Body | <p>1. Paragraph</p> <ul style="list-style-type: none"> • Topic sentence • Explanation & evidence/supporting details • Concluding sentence (Optional) <p>2. Paragraph</p> <ul style="list-style-type: none"> • Topic sentence • Explanation & evidence/supporting details • Concluding sentence (Optional) <p>3. Paragraph</p> <ul style="list-style-type: none"> • Topic sentence • Explanation & evidence/supporting details • Concluding sentence (Optional) |
| Conclusion | <ul style="list-style-type: none"> • Restatement of the central argument • Summary of main points covered • Final statement |

Pre-writing (Clustering or mind-mapping)

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

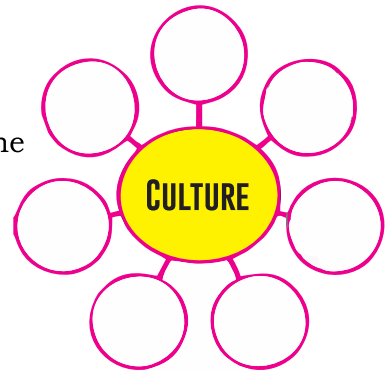
To begin to cluster, choose a word that is central to the assignment. For example, look at the diagram given below. Now, if the writer is writing about his / her daily life, s/he chooses the topic "Daily Life" and writes it in the middle of the sheet of paper. S/he keeps writing in clusters as given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



Exercise 1

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

- Social Media
- Culture



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

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

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

Conclusion

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

Exercise 2

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

Exercise 3

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

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

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

1.3 ORAL COMMUNICATION

Self-Introduction and the Topic of Presentation

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

Here are some of the useful introductory phrases.

Greetings

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

Phrases to introduce oneself

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

Phrases to introduce the topic

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

Exercise 1

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

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

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

1.4 GRAMMAR

Use of Colon (Advance Usage)

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

Uses

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

Example:

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

- **to introduce a quotation**

Example:

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

- **to introduce an explanation or definition**

Example:

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

Example:

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

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

Example:

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

Exercise 1



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

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

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

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

Transitive and Intransitive Verbs

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

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

Exercise 2

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

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

Exercise 3

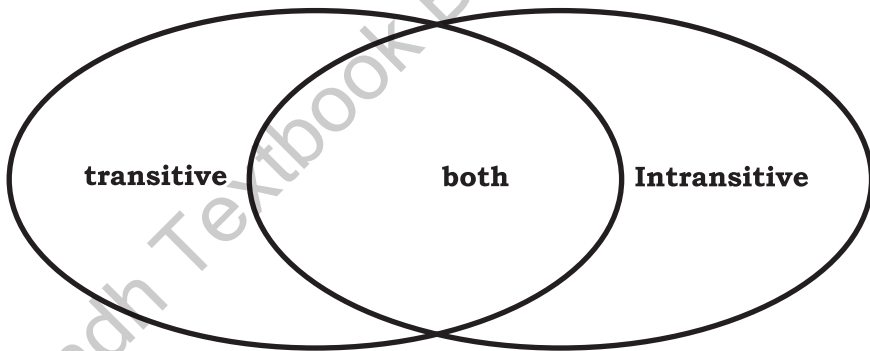
Work in pairs and make sentences of same transitive and intransitive verbs. After completing, compare your work with your partner. An example has been given below.

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

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

Exercise 4

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



Exercise 5

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

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

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