

**What will I learn?****7.1 Reading Comprehension**

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

**7.2 Writing**

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

**7.3 Oral Communication**

- Self-evaluate the effectiveness of own presentation with respect to the following aspects:
  - delivery of the main points.
  - sufficient factual information to support the main points.
  - interaction with the audience.

**7.4 Grammar**

- Construct simple, compound and complex sentences incorporating all previously learnt grammatical aspects for effective writing (essays, assignments, letters).

## 7.1 READING COMPREHENSION

## Pre-reading

1. Why do you attend school, college or institution?
2. Why is it essential to receive an education?
3. How can you shortly describe an illiterate?
4. Do you know why he/ she did not receive an education?
5. What are the issues that may prevent a child from receiving an education?
6. Guess which text you are going to read?

## Reading Text

**Background:** This is a narrative by Booker T. Washington about his struggle to get an education. In this narrative, Booker uses a number of literary devices to bring out his message in a clear manner. In this narration, he identifies the challenges he had to face in order to save enough money to travel to Virginia.

**Struggle for an Education**  
**(By Booker T. Washington)**

One day, while at work in the coal-mine, I happened to overhear two miners talking about a great school for coloured people somewhere in Virginia. This was the first time that I had ever heard anything about any kind of school or college that was more pretentious than the little coloured school in our town. I heard one telling the other that not only was the school established for the members of my race, but the opportunities were provided by which poor - but worthy students - could work out all or a part of the cost of board, and at the same time be taught some trade or industry. I resolved at once to go to that school, although I had no idea where it was, or how many miles away, or how I was going to reach it. I remembered only that I was on fire constantly with one ambition, and that was to go to Hampton. While at work here, I heard of a vacant position in the household of General Lewis Ruffner, the owner of the salt-furnace and coal-mine. Mother

**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.

applied to her for the vacant position. I was hired at a salary of \$5 per month. I soon began to learn that first of all, she wanted everything kept clean about her, that she wanted things done promptly and systematically, and that at the bottom of everything she wanted absolute honesty and frankness. Nothing must be slipshod and every door, every fence, must be kept in repair. The lessons that I learned in the home of Mrs. Ruffner were as valuable to me as any education I have ever gotten anywhere since. In the fall of 1872, I determined to make an effort to go. The small amount of money that I had earned had been consumed by my stepfather and the remainder of the family, with the exception of a very few dollars, and so I had very little with which to buy clothes and pay my travelling expenses. Finally the great day came, and I started for Hampton.

The distance from Malden to Hampton is about five hundred miles. I had not been away from home many hours before it became painfully clear that I did not have enough money to pay my fare to Hampton. By walking, begging rides both in wagons and in cars; in some way after a number of days, I reached the city of Richmond, Virginia, about eighty-two miles from Hampton. When I reached there, tired, hungry and dirty, it was late in the night. I had never been in a large city, and this rather added to my misery. When I reached Richmond I was completely out of money. I had not a single acquaintance in the place, and being unused to city ways, I did not know where to go. Just about the time when I reached extreme physical exhaustion, I came upon a portion of a street where the broad sidewalk was considerably elevated. I waited for a few minutes till I was sure that no passers-by could see me, and then crept under the sidewalk and lay for the night upon the ground, with my satchel of clothing for a pillow.

Nearly all night, I could hear the tramp of feet over my head. The next morning I noticed that I was near a large ship. I went at once to the vessel and asked the captain to permit me to help unload the vessel in order to get money for food. The captain, a white man, who seemed to be kind-hearted, consented. I worked long enough to earn money for my breakfast, and it seems to me, as I remember it now, to have been

about the best breakfast that I have ever eaten. My work pleased the captain so well that he told me if I desired I could continue working for a small amount per day. This I was very glad to do. I continued to sleep under the same sidewalk that gave me shelter the first night I was in Richmond. Many years after that, the coloured citizens of Richmond very kindly tendered me a reception which was not far from the spot where had I slept the first night I spent in that city. I thanked the captain of the vessel for his kindness, and started again. Without any unusual occurrence I reached Hampton with a surplus of exactly fifty cents with which to begin my education. I presented myself before the head teacher for assignment to a class. Having been so long without proper food, a bath and change of clothing, I did not, of course, make a very favourable impression upon her. For some time she neither refused to admit me, nor did she decide in my favour and I continued to linger about her. After some hours had passed, the head teacher said to me: "The adjoining recitation-room needs sweeping. Take the broom and sweep it." I swept the recitation room three times, then I got a dusting cloth, and I dusted it four times. All the woodwork around the walls, every bench, table, and desk, I went over four times with my dusting cloth. Besides, every piece of furniture had been moved and every closet and corner in the room had been thoroughly cleaned. I had the feeling that in a large measure my future depended upon the impression I made upon the teacher in the cleaning of that room. When I was through I reported to the head teacher. She was a "Yankee" woman who knew just where to look for dirt. She went into the room and inspected the floor and closets; then she took her handkerchief and rubbed it on the woodwork about the walls and over the table and benches. When she was unable to find one bit of dirt on the floor or a particle of dust on any of the furniture, she quietly remarked, "I guess you will do to enter this institution. "I was one of the happiest-souls on earth. The sweeping of that room was my college examination. I have passed several examinations since then, but I have always felt that this was the best one I ever passed.

## While-reading

## Exercise 1

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

No.	Column A	Column B
1	pretentious	
2	furnace	
3	frankness	
4	slipshod	
5	exhaustion	
6	elevated	
7	satchel	
8	tramp	
9	linger	
10	Yankee	

## Exercise 2

Read the statements and encircle the correct options.

- \_\_\_\_\_ were discussing about school during work.
  - Coloured people
  - Miners
  - Brooker
  - Lewis
- The school was providing \_\_\_\_\_.
  - proper education
  - education and skills
  - physical training
  - costs
- \_\_\_\_\_ type of students were studying in the school of Virginia.
  - Poor
  - Wealthy
  - Workers
  - All types of students
- At \_\_\_\_\_ salary did the writer work at the house of General Lewis Ruffner.
  - one dollar per day
  - 5 dollar per month
  - fifty dollar per month
  - fifty cent per month

5. \_\_\_\_\_ city was eighty-two miles away from Hampton.
  - a) Maldon
  - b) Richmond
  - c) Washington
  - d) Virginia
6. The writer spent first night of travel of Hampton at \_\_\_\_\_.
  - a) large city
  - b) step-father's house
  - c) sidewalk near the port
  - d) in the school
7. Writer \_\_\_\_\_ to get money for breakfast.
  - a) swept the room
  - b) loaded the vessels
  - c) made the pillow
  - d) worked in industry
8. \_\_\_\_\_ helped the writer in getting reception.
  - a) Lewis
  - b) Step father
  - c) Captain
  - d) Head teacher
9. \_\_\_\_\_ was the Head teacher's impression of writer after cleaning the room.
  - a) Good
  - b) Bad
  - c) Lazy
  - d) Unusual
10. The writer accepted the cleaning of recitation room because he wanted to \_\_\_\_\_.
  - a) took it as challenge.
  - b) impress the Head.
  - c) get admission.
  - d) get proper food.

**Exercise 3**

Below are given some places where the boy went or worked. Work in pairs. Think of the main event that took place there and write them in the order given in the story. Share your work with your partner after you have completed.

Name of Place	Main event	Order in the story
Hampton		
General Lewis Ruffner's house		
Coal mine		
City of Richmond		
Malden		

**Exercise 4**

Work individually and match the statements of Column A with Column B and write the answers in Column C. After you have done, share your work with your class fellows.

No	Column A	No	Column B	Column C
1	The writer first worked	A	she heard during the work	
2	The school where he first studied	B	and slept all night smoothly	
3	Mother applied for vacant position which	C	said recitation room need cleanliness	
4	First, Mr. Lewis Ruffner wanted things promptly	D	in coal mine as worker.	
5	No passer-by could be seen	E	refused to enter the institution	
6	When I appeared for assignment the Head teacher	F	was also teaching some trade or industry	
7	She neither admitted nor	G	before I could took it before	
8	I took best breakfast	H	at the bottom absolutely honesty and frankness	

**Post-reading****Exercise 5**

Below are some of the action statements of the story 'Struggle for Education'. Work in groups, write the cause or reason before each action statement. After completing, share your work with other groups.

No.	Action statement	Reason/cause
1	Coal miners were taking one of the school as great because _____	
2	The writer came out from anxiety to go Hampton because _____	
3	The writer had few clothes and expense because _____	

4	The Writer begged in wagons and cars because_____	
5	The writer spent night at the side walk because_____	
6	The Capitan desired for working continuously because_____	
7	The impression of boy to head teacher was not suitable because_____	
8	The Head teacher rubbed the woodwork because_____	
9	The boy took hard work in the vessels because_____	
10	The Head teacher guessed that the boy would enter the institution because _____	

**Exercise 6**

Read the text and answer the following questions.

1. Why was the boy inspired to go to Hampton?
2. What did he learn during work?
3. What happened to the money he had earned at Mrs. Ruffner's house?
4. What did he do in Richmond in order to reach to Hampton city?
5. Why did the boy thank the captain of the ship?
6. Why did the writer not make a favourable impression on the head teacher?
7. What did he have to go through in order to get admission at the Hampton Institute?
8. Write down the central theme of the above read text in your own Sentences?

**Exercise 7**

Work individually. Write a short journey of your education to reach your institution in your own words and read out before the class the next day.

**Exercise 8**

Your school/ college is going to organize a speech competition on the topic 'To empower women with education is to empower the Nation' to commemorate world-woman-education day. Work individually and prepare a speech on the above topic and deliver before the class.



## 7.2 WRITING

## Formal email

You have already learnt about email writing in your previous classes. Now, let us learn about writing a formal email. Read the given sample of formal email and notice following points.

- i. Both, you and the person to whom you send an email have respective email addresses.
- ii. At the top of an email window, there are sections: To, cc, bcc, and subject.
- iii. Write email address of the person to whom you are writing an email in the column 'To'.
- iv. Write email address of the person to whom you wish to send a copy of that email in the column 'cc'.
- v. Write email address of the person to whom you wish to send a blind carbon copy of that email in the column 'bcc'.
- vi. The subject line is the first piece of information. It must be specific and concise.

## Tips for writing formal email

Section of Email	Some of the words that can be used in writing
<b>Salutation</b>	<ul style="list-style-type: none"> <li>• Dear Mr./Mrs./Ms.</li> <li>• Dear Sir/Madam (if you know the recipient).</li> </ul>
<b>Purpose of Writing</b>	<ol style="list-style-type: none"> <li>1) I am writing with regard to...</li> <li>2) I am writing in connection with...</li> <li>3) I am writing in reference to...</li> <li>4) I am writing to let you know...               <ul style="list-style-type: none"> <li>• I am writing in response to...</li> <li>• I am writing in reply to...</li> <li>• I am writing to thank you for... (if you need to thank the recipient)</li> </ul> </li> </ol>
<b>Body</b>	This section explains the message of the email. The text should be divided into short paragraphs.
<b>Closing &amp; Signature</b>	The most common ways to end a formal email are: <ul style="list-style-type: none"> <li>• Respectfully,</li> <li>• Yours sincerely,</li> <li>• Yours faithfully,</li> </ul> X.Y.Z (Your Name) Regards

**Exercise 1**

Work in pairs and analyse the following sample formal email. Identify the sections of email and the formal tone used in the email. After completing, share your work with your partner for feedback.

To: <u>principal@abc.edu.pk</u>
CC: <u>inchargestudentsaffairs@abc.edu.pk</u>
BCC: <u>classteacher.gradeXI@abc.edu.pk</u>
Subject: Request for calling the meeting of teachers.
Dear Madam, I'm writing this email requesting you to call the teachers' meeting. As the final exams are to be held the next month, the students will certainly need the support and help of their teachers. In this regard, teachers may provide a review plan for the revision of courses so that students may perform well in the exams. Such review plan will require your approval. Therefore, it is humbly requested that a meeting of teachers may be called upon to review the plan of teaching and learning process keeping in view the ensuing exams of HSC-I. I hope you will manage a time slot from your busy schedule to make it convenient on your part.
Yours Sincerely, X.Y.Z, Grade-XI.

**Exercise 2**

Now, work individually and write a formal email to anyone of the following. Follow the steps mentioned above. After you have written, exchange your email with your partner.

You can take help from the table given above to select the words you need.

1. The principal of school/ college asking him/her to grant permission for an educational visit to University of Sindh, Jamshoro.
2. A news channel to produce some motivational TV programmes on education.

**Note for teacher:** While students are doing their work, walk around to ensure that they have understood what needs to be done and that they are following all the steps. At the end, you may ask some students to read out their emails to the whole class.

## 7.3 ORAL COMMUNICATION

**Effective Presentation**

People are required to make a presentation at one time or another. The ability to deliver effective presentation is a core skill that can be developed by following aspects of an effective delivery of presentation.

<b>Aspect</b>	<ul style="list-style-type: none"> <li>• Stressing main points</li> <li>• Repeating the main points</li> <li>• Using gestures</li> </ul>
<b>Delivery</b>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Main idea</li> <li>• Supporting detail (facts, evidences, statistics, etc.)</li> <li>• Conclusion</li> </ul>
<b>Interaction with audience</b>	<ul style="list-style-type: none"> <li>• Knowing your audience</li> <li>• Maintain eye contact</li> <li>• Keeping pace</li> <li>• Polite tone</li> <li>• Transition of ideas</li> </ul>

**Exercise 1**

Now, work in pairs and prepare a presentation on anyone of the following topics. Remember to follow aspects of an effective delivery of presentation given in the table.

1. Importance of Education in our Society
2. Struggles of Famous Personalities in Acquiring Education

**Note for teacher:** Explain each aspect of effective presentation in the class. You may also add more aspects if you wish. Next, ask students that evaluate your presentations in terms of above aspects while rehearsing for presentation.

## 7.4 GRAMMAR

**Types of Sentence by Structure**

Sentences are of three kinds according to their structure. Look at the following table to learn about types of sentences by structure.

	Simple Sentences	Compound sentences	Complex sentences
<b>Definition</b>	It contains a Subject and a Verb, and it expresses a complete thought.	A compound sentence consists of two main clauses of equal importance, joined together with a conjunction.	A complex sentence consists of one dependent clause and one or more independent clauses.
<b>Examples</b>	<ul style="list-style-type: none"> <li>The boys went to the park.</li> <li>We like mangoes.</li> </ul>	<ul style="list-style-type: none"> <li>The boys went to the park but they did not go to the zoo.</li> <li>We like mangoes and we like rice.</li> </ul>	<ul style="list-style-type: none"> <li>Because the boys went to the park, they did not go to the park.</li> <li>The boys did not go to the park because they went to the park.</li> </ul>

**Note for teacher:** Tell students that predicate is a part of the sentences which begins with the verb. The verbs in the predicate parts are finite verbs as they show a tense. Give them basic knowledge regarding clause that:

1. independent clause (IC) can stand on its own and be a simple sentence.
2. dependent clause (DC) is also a sentence but it cannot stand on its own.
3. subordinate clause (SC) modifies an independent clause.

## Exercise 1

Work in pairs and identify the types of following sentences by structure. After completing, share your work with your partner.

No.	Sentence	Type
1	I had a beautiful plant by my window but it died since I forgot to water it regularly.	
2	With lightning speed, the pilot turned the plane and saved the passengers.	
3	My favourite novel, which I have read many a times, depicts an epic battle between good and evil.	
4	To Sameer, nothing in the world could compare to the delicious bread that his grandmother prepared for him.	
5	I'll be waiting for you in the lobby so, please, come down when you're ready.	
6	The student finished his test well before the end of the exam; nonetheless, he was exhausted and didn't feel like editing his work.	
7	I read the book that you gifted me.	

## Exercise 2

Work in pairs and convert following sentences into compound sentences. After you have completed, share your work with your partner.

No.	Sentences	Compound
1	He could not win a scholarship due to his carelessness.	
2	Feeling satisfied with his work, the Principal offered a permanent job.	
3	The sun having risen, the fog disappeared.	
4	You must run very fast to win the race.	
5	She lost the match. She claims for the win.	

**Note for teacher:** Assist students to revise phrases and clauses and their types. Next, walk around the class while the students are doing exercises. Encourage them to ask you if they have not understood what to do.

**Exercise 3**

Work individually and convert following sentences into complex sentences. After you have completed, share your work with your class fellows.

No.	Sentences	Complex
1	He rested in a chair near the wall.	
2	This industry is not likely to flourish, it will be closed.	
3	Going through the book, he came upon a fine story.	
4	Entrust me with the work and it will be done efficiently.	
5	It is my opinion. The room needs to be painted.	

**Exercise 4**

You have learnt about various types of sentence structure. Work individually. Read the following paragraph and identify the sentence structure.

My philosophy of education is derived from my personal experiences. I have been an educator for 4 years, and I have learned a lot from more experienced teachers in my district. I also work mainly with students from a low socioeconomic background; my background was quite different. I will discuss how all of these elements, along with scholarly texts, have impacted my educational philosophy.

**Exercise 5**

The following paragraph has a number of complex sentences. Read the paragraph and add a subordinating conjunction or a relative pronoun to connect the clauses. Read the words given in the box at the bottom of paragraph before you start. You could cross them off as you use them. An example has been done for you.

**Example:**

Ramez, **who** was nearly dry, looked out to sea. **Where** the waves splashed around the lighthouse, he saw a small boat, **which** was bobbing up and down in the water.

Ramez was nearly dry, looked out to sea. \_\_\_\_\_ the waves splashed around the lighthouse, he saw a small boat, \_\_\_\_\_ was bobbing up and down in the water. Someone had left it there \_\_\_\_\_ he went for a swim. Ramez felt worried, \_\_\_\_\_ he nudged Junaid, \_\_\_\_\_ back was turned. 'I haven't seen anyone get into that boat \_\_\_\_\_ we got here,' he said to Junaid. 'Do you think \_\_\_\_\_ someone is in trouble?' 'Look!' Junaid pointed to the rocks \_\_\_\_\_ a man was splashing in the water and waving. '\_\_\_\_\_ I'm mistaken, he needs help!' \_\_\_\_\_ they had seen someone in danger, the boys knew what to do. Junaid rang the coastguards, \_\_\_\_\_ he knew they would send help. Ramez ran down to the rocks and threw a rubber ring to the man in the water. \_\_\_\_\_ the man couldn't get out of the sea, the rubber ring would help him stay afloat. The boys watched \_\_\_\_\_ the coastguard helicopter flew in to help. Junaid smiled with relief. '\_\_\_\_\_ you go Ramez, you always find an adventure!'

after, although, as, but, because, even, how, if, now, once, since, so, than, unless, where, when, whenever, where, wherever, while, that, which, who, whose, where, when

**Note for teacher:** Assist students to revise subordinating conjunctions.