

UNIT 3 EDUCATION AND CAREERS

What will I learn?

3.1 Reading

- Use pre-reading strategies to predict the content of a text from the title/ key words, by using prior knowledge, asking questions and using contextual clues
- Skim Text to have a general idea of the text
- Scan for facts and opinion
- Deduce the meaning of difficult words from context
- Differentiate between what is clearly stated and what is implied
- Make simple inferences using the context of the text
- Relate what is read to own feelings and experiences

3.2 Listening and Speaking

- Express emotions and wishes

3.3 Language Practice

- Make and convert affirmative, negative, and interrogative sentences
- Revise the rules for the use of *a*, *an* and *the*, wherever applicable in speech and in writing

3.4 Writing

- Compare various informal emails to note differences of conventions, vocabulary, style, and tone.
- Write an informal email to a friend/ class fellow asking/ requesting for something that you need.
- Write a compare and contrast essay of at least four paragraphs, on a given topic, showing comparison and contrast between things, events, situations, places, actions, ideas or problems.

3.5 Study Skills

- Analyse information and interpret situations in visual apparatus, such as bar/ line graphs, describing complex processes and procedures and relations, such as comparison and contrast, etc.

3.6 Fun

- Developing a newspaper based on information gathered through a questionnaire on unhealthy habits.

UNIT 3.1 READING COMPREHENSION

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 professions 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.

Now, read the text and find out what their dreams were and whether these were fulfilled.

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 him and asked, "What's the matter, son? You seem upset."

Note for Teachers: Ask the students to guess what the dreams of the brother and sister were; did they both have similar dreams or different ones? Were their dreams fulfilled?

After asking these questions, tell the students to read the text and find out.

UNIT 3.1 READING COMPREHENSION

“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 Sadori, 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 (S.A.W) 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.”

UNIT 3.1 READING COMPREHENSION

“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 Sarmad 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 Sadori, 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 both of them 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 Sadori, 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 Sadori. 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 children in the neighbourhood. 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.

UNIT 3.1 READING COMPREHENSION

Twelve Years Later

“Uncle Noor Ali, 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 building that portrayed 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 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.

UNIT 3.1 READING COMPREHENSION

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. We can ask Allah Bachayo, to take you to the city in his horse cart.	
5. You people have done so much for me, I think now it's my turn to return the favour.	
6. Can I really go and study in the city?	
7. Jameel can go but Sara should stay here and help her mother.	
8. Ok, son, I will follow your advice.	
9. No, there are no more patients.	
10. Come on, let's have lunch.	

UNIT 3.1 READING COMPREHENSION

Vocabulary

Exercise 3

Work in pairs. Read the text and underline the bold words given in the following exercise in your text books. 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. Write the meanings in the given blanks.

1. The word **shabby** means _____.
2. The word **collapsed** means _____.
3. The word **reluctantly** means _____.
4. The word **preoccupied** means _____.
5. The word **obligatory** means _____.
6. The word **siblings** means _____.
7. The word **realize** means _____.
8. The word **weathered** means _____.
9. The word **impressive** means _____.
10. The word **backdrop** means _____.
11. The word **hosted** means _____.
12. The word **borne** means _____.

Exercise 4

Fill the blanks in the following exercise with the words given in bold in Exercise 3. You can use each word only once. Compare your answers with your partner after you have completed. The first blank has been filled as an example.

The old woman **reluctantly** got up from her bed. She had _____ many difficulties but now her _____ hands could not lift heavy things. She got up and looked out of the window. As she looked, a smile came to her lips when she saw the big, _____, beautiful lawn, with plants and creepers, and mango trees serving as a _____.

She _____ on her bed once again and became _____ with her thoughts. She thought of her _____, old house, her five _____ and how they always used to offer their _____ prayers. She also recalled how her

Note for Teachers: Make sure that the students understand that they have to use all the words given in bold in Exercise 3 to complete Exercise 4.

UNIT 3.1 READING COMPREHENSION

mother always _____ meetings for the village women to teach them various skills. She thought about how she always dreamed of owning a big house with a big garden. Thinking of those times and the life she had now, she thanked God for making it possible for her to _____ her dreams.

Exercise 5

Write short answers to the following questions in your notebook.

1. What was Jameel's father doing when he came home?
2. Where did the family have dinner?
3. Where did Jameel and Sara go to study?
4. Where did they build the hospital?
5. How many children did Sara have?
6. Which vehicle did they travel in?

Post Reading

Exercise 6

Answer the following questions

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

UNIT 3.1 READING COMPREHENSION

Exercise 7

Think of what you want to become when you grow up. Develop a plan for realizing your dream by answering the following questions.

1. Why do you want to become this?
2. What will you have to do to realize your dream?
3. What are some of the factors that can help you in achieving your aim?
4. What are some of the problems that might come in your way?
5. How will you overcome those problems?

After you have answered these questions in your notebook, work with your partner and share your future plans with each other.

Note for Teachers: After the students have discussed with each other, ask some of them to come up and share their future plans with the class. Ask them to first show the pictures that they have drawn about themselves and ask the class to guess. They can then share the rest of the information.

UNIT 3.2 LISTENING AND SPEAKING

Focus: *Expressing emotions and wishes*

Often, emotions and wishes are 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	Student B
Assalamo Alaikum, <i>Student B</i> . We missed you yesterday at the party. I wish you had been able to come. It was a nice party.	Wa Alaikum Assalam, <i>Student A</i> . I am sorry. Wish you a very happy birthday.
Yes, you really missed it.	Yes, I know the party was good. Everyone enjoyed it. I wish I had come.
When are you going to Islamabad?	I know, but I had some urgent work.
Wish you a safe journey.	I am going tomorrow evening. Thank you.

Note for Teachers: Explain to the students that the word 'wish' is used to express (a) a desire for something that is not possible (b) a greeting or goodwill (c) regret. Use the examples given above to explain each of the usage. You may ask the students to give other examples and / or you may use some of your own.

UNIT 3.2 LISTENING AND SPEAKING

Exercise 2

Work in groups of four. Take a piece of paper. Cut it into 16 pieces. Write the numbers 1, 2, 3, and so on, till 16, on each piece. Fold these slips and put them on the table.

Now, this is what you do:

1. Take turns and pick one slip
2. Call out the number on the slip
3. Read the statement having the same number in the following section.
4. Express your wish in the given situation i.e impossible thing, wish, regret
5. Keep the used slip on one side
6. Other members of the group do the same, i.e. every student says 4 statements
7. If there is time, you can play this game all over again

Example: You pick a slip with number 5 written on it. Read statement 5, “It is Eid day today.” You can say, “Wish you a happy Eid” or any other similar statement. Using the words ‘wish’.

1. It's your friend's birthday today.
2. Your friend can't come to your brother's wedding.
3. You did not get good marks in your exams.
4. Your cousins are going to Gilgit for their holidays.
5. It is Eid day today.
6. Your teacher is upset because you did not study hard.
7. You cannot participate in the school sports' day events.
8. One of your classmates is celebrating Christmas.
9. You have an upset stomach because you ate sweets on which there were flies.
10. It is Independence Day today.
11. Your cousin has just got married.
12. You have malaria because you did not protect yourself from mosquitoes.
13. One of your close friends is going to Dubai.
14. Your brother or sister is going for a job interview.
15. Your neighbours are celebrating Diwali.
16. There is no electricity and you cannot watch an interesting cricket match.

Note for Teachers: Divide the students in groups of four. Tell the students to do Exercise 2 by following the given instructions. Walk around and make sure that the students are doing the exercise as per the given instructions

UNIT 3.3 LANGUAGE PRACTICE

Types of Sentences

In English we have different types of sentences. Each type is used for a specific purpose. Below are two sentence types and the purpose for which each type is used.

- 1. Declarative Sentences** are sentences that are generally called statements. They can be affirmative or negative.

For example:

- | | |
|------------------------|----------------------------|
| ○ I'm tired. | I'm not tired. |
| ○ Raheel is hungry. | Raheel isn't hungry. |
| ○ I have four pencils. | I don't have four pencils. |

- 2. Interrogative Sentences** are what we call question forms and are used to make enquires, to confirm information, and so on. They can be affirmative or negative.

For example

- | | |
|-------------------------------|---------------------------------------|
| ○ Are you hungry? | Aren't you hungry? |
| ○ Did you do your homework? | Didn't you do your homework? |
| ○ Have you washed the dishes? | Haven't you washed the dishes as yet? |

Exercise 1

Below is a list of sentences. Against each one write what type of sentence it is. For example: 'declarative affirmative' or 'interrogative negative' and so on. The first one has been done for you as an example:

1. Sabiha is shivering (declarative affirmative)
2. Are we going to the football field?
3. The stranger was not calling from the hospital.
4. Will you come to my house tomorrow to study?
5. I like to play cricket.
6. Isn't this your book?
7. Aren't you the girl who won the gold medal?
8. Juman doesn't like to play hockey.

UNIT 3.3 LANGUAGE PRACTICE

Exercise 2

Change all the affirmative sentences in exercise 1 into negative and all the negative ones into affirmative.

Exercise 3

Look at the following sentences. The key word in all of them is **apples**.

1. Apples are good for health. (declarative affirmative)
2. These apples are not good for health. (declarative negative)
3. Are these apples tasty? (interrogative affirmative)
4. Aren't these apples raw? (interrogative negative)

Step 1.

Work in groups of four. First, individually, think of a word (table, television, book, etc.). Write a declarative, affirmative sentence using this word. Write this sentence on a sheet of paper and underline the main word. When everyone in the group has written a sentence, pass the sheet to the student sitting on your right.

Step 2.

Look at the sentence you have received, look at the main noun and write a declarative negative sentence using that noun (as shown in the example above).

Step 3.

Once everyone has written, again pass the sheet to the student on the right, follow the same process: look at the key noun and write an interrogative affirmative sentence.

Step 4.

Continue the process, until all four members of the group have written the four types of sentences and you get your sheet back.

Step 5.

Edit the sentences for any spelling, grammar, or punctuation error and write them in your notebooks.

Repeat this two more times, using different key nouns, so that all of you have twelve sentences in your notebook.

Note for Teachers: Explain the different types of sentences mentioned above. Share some other examples with the students or ask them to share some other examples.

UNIT 3.3 LANGUAGE PRACTICE

Revision: Use of the Articles *a, an, the*

Exercise 4

Fill the following blanks with *a, an, the*, where necessary. Remember that *a/ an* are used with countable singular nouns and *the* is used in a number of places, for example: when referring to a particular thing, before superlative degrees, when using two comparative degrees together, before the names of rivers, seas, mountains, etc., before titles, nationalities, names of institutions, communities, and so on.

1. I know that _____ Indus is _____ longest river in _____ Pakistan.
2. In order to learn _____ language, we need two things; _____ good teacher and _____ will to work.
3. _____ capital of _____ Pakistan is _____ Islamabad.
4. Some people have _____ bicycles, some have _____ car, I have _____ both.
5. In many countries, children _____ go to _____ school at _____ age of five.
6. They are studying _____ geography, and in particular _____ geography of _____ United Arab Emirates.
7. Her friend loves eating _____ orange at breakfast time, _____ apple with her lunch, and _____ banana at dinner time.
8. My mother says _____ more you exercise, _____ better your health.
9. _____ Chinese are helping _____ Pakistanis to build _____ road from _____ Gwadar to _____ Chinese border.
10. _____ intelligent person always thinks before speaking, but many _____ people just say whatever comes to thier mind.

Exercise 5

Work with a partner and fill in the following blanks with the correct articles, where necessary. There are five extra blanks, where an article is not needed.

In _____ poor zoo of Pakistan, _____ lion was very sad as he was given only one kg of meat _____ day. _____ lion thought he was _____ luckiest lion on earth when one day _____ manager of _____ Dubai Zoo visited _____ zoo

UNIT 3.3 LANGUAGE PRACTICE

where _____ lion was and requested _____ zoo management to shift _____ lion to _____ Dubai Zoo. _____ lion was very happy and started _____ thinking of having _____ air conditioned cage and _____ goat to eat every day.

On its first day after arrival, _____ lion was offered _____ big bag, sealed very nicely, for breakfast. _____ lion opened it quickly but was shocked to see that _____ bag contained _____ few bananas only. _____ lion thought that since he had recently come from Pakistan, may be _____ zoo management were worried about upsetting his _____ stomach so they had given him _____ bananas.

_____ next day _____ same thing happened. On _____ third day again when _____ same food bag of bananas was given to him _____ lion stopped _____ delivery boy and shouted at him, "Don't you know I am _____ lion, _____ king of _____ jungle? What's wrong with _____ management of this zoo? What _____ nonsense is this? Why are you delivering bananas to me?"

_____ delivery boy politely said, 'Sir, I know you are _____ king of _____ jungle. But... you have been brought here on _____ monkey's visa!!! '

_____ moral of _____ story is, better to be _____ lion in your own _____ country than _____ monkey elsewhere.

Note for Teachers: Repeat the rules for articles that the students have learnt in earlier classes. Some of these are given at the beginning of the exercise. Remind the students that the *the* is used when referring to something already mentioned earlier, and *an* is used between two nouns. Example: I was reading a good book. The book had good stories and the title of the book was interesting.

UNIT 3.4 WRITING

Informal Emails

Informal emails are written to family, friends and colleagues (people with whom we work). Emails are different from letters. They are usually brief and to the point. The language used in such emails is informal.

(1)

To: fareed.khan@gmail.com
Cc: sohail.ali@yahoo.com
Subject: sports day practice
Assalam-o-Alaikum. Please let me know whether you will be going to school next Saturday for the Sports Day practice. If you are going, we can plan to go together. Otherwise, I'll have to ask my brother to go with me. Iqbal.

(2)

To: adil88@ukmail.com
Cc:
Subject: maths homework
Dear Adil, I am having some difficulty in solving some of the maths problems that our teacher gave us as holiday homework. I know you are very good at maths so I need your help. We can work at my place or yours, whatever is convenient for you. Please let me know the date and time so that I can plan my other things accordingly. Regards Kapoor

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(3)

To: kapoor_sunil@hotmail.com
Cc:
Subject: maths homework
<p>Sunil, I would be happy to help you with your maths homework. But, I also need your help with my science project. You always have such brilliant ideas! So, what do you say, we meet at 4 o'clock on Saturday, at your place. Tell your mother that I am looking forward to having the lovely savouries she makes for us whenever we sit down to study.</p> <p>See you on Saturday. Bye.</p> <p>Adil</p>

(4)

To: shahidaji@gmail.com; rozina.ladak@yahoo.com; sita_kumari@gmail.com; diana77@hotmail.com; msfauzia@hotmail.com; chandalalmaal@gmail.com
Cc: saira_guddu@yahoo.com; mahnaz.munni@hotmail.com
Subject: wedding invitation
<p>This is to inform all of you that Saira's brother is getting married on Sunday, October 15, 2017, at 1:00 pm. Since she is very busy, she has asked me to invite all of you to the wedding. We can all meet at my house by 12 noon and then go to Saira's house together. Please let me know if you are planning to come or not, so that we do not wait for someone who is not coming.</p> <p>I hope everyone can come. We will have great fun and Saira will be happy!</p> <p>Nadia</p>

UNIT 3.4 WRITING

Exercise 1

Look at all the emails above and complete the following table in your notebook.

Email No.	Sent by	Sent to	Cc to	Subject

After you have completed, work with your partner. Read the above informal emails. Note the differences of conventions, vocabulary, style, and tone. Discuss the following aspects:

- Do all the emails begin in the same manner?
- Do all of them end in the same manner?
- How is the style of these emails different from a letter to a friend?
- Is the language use and vocabulary same or different? How?
- Did you notice what is written in the subject line?

Exercise 2

Work individually and write an informal email to a friend/ class fellow asking/ requesting for something that you need. Follow the format given in the emails above.

Once you have completed, edit your work for correct spellings, grammar, and punctuation. Also check to see that it is an informal email and not a letter.

Note for Teachers: After the students have done Exercise 1 and discussed the format of emails, in pairs, ask the students all the five questions given at the end of Exercise 1. Ask one question at a time and let the students respond. Make sure that all the students have understood the difference between an email and a letter to a friend. Also emphasise the importance of having short and to the point subject lines.

UNIT 3.4 WRITING

Next, exchange your email with your partner. Read each other's work and give useful feedback. Make changes in your email after you receive feedback, if needed.

Exercise 3

Read the following compare and contrast essay. Notice how the introductory, body and concluding paragraphs are written. Underline the words that show similarity and those that show the differences. Once you have done this, discuss with your partner how a compare and contrast essay is written.

Autumn versus Spring

There are four seasons in a year: spring, summer, autumn and winter. But when it comes to culture and practices, one often sees two seasons receiving more attention than the others. These two seasons are spring and autumn. In many parts of the world, the arrival of these two seasons is celebrated in various ways. However, there are obvious differences between the two seasons.

Spring is the time of the year when the weather is considered as absolutely perfect, because the air is still cool, yet, it is pleasantly cool, a coolness that allows one to enjoy the weather, without getting cramped due to the cold or exhausted due to the heat. The spring season is also associated with rebirth. This is the time of the year when winter comes to an end and activity begins in plant, animal and human life. One can see new leaves on plants and colourful buds on trees that slowly change to green. Animals that sleep or slow down their activities in winter, start becoming more active, searching for food and preparing for an active summer life. Humans also become more active, with some getting the land ready for growing crops, and others doing work that has to be done before the heat of summer drains their

UNIT 3.4 WRITING

energy. Along with work, many people also find time to enjoy the lovely spring weather.

Autumn, on the other hand, gives the signal that summer is over. It is the time of the year when preparation for the winter starts. The leaves of the plants start changing colours once again, but this time they change into different shades of yellow, brown and red, and begin to fall off. The trees, instead of getting fully covered, as in spring, start shedding leaves and, ultimately, become barren, with a few leaves or none left at all. The animals start hoarding their food in preparation for the winter. The people have to work faster to get home quicker, as the days get shorter and night falls very quickly. Those working in the fields get busy reaping their crops and selling or storing their crops. In some parts of the world, people gather around fires and have fun.

All in all, spring gives the signal that winter has ended, and autumn gives the signal that summer is over. With spring comes the message of a new beginning, with green plants and trees. With autumn come the falling green, red and brown leaves and barren trees. Spring is a call for action, and autumn announces more resting time, with longer winter nights about to come.

Exercise 4

Work with a partner and write a compare and contrast essay on any one of the following topics:

- Summer and Winter
- Pet and wild animals
- City and village life
- Good neighbours and bad neighbours

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Here are some basic steps to follow:

- a. Brainstorm for ideas
- b. Select the similar and contrasting points that you want to discuss in the essay
- c. Write an introductory paragraph stating some general facts and a clear thesis statement at the end of the paragraph. The thesis statement should contain all the key ideas that are to be covered.
- d. Use a separate paragraph for each topic area.
- e. Write a clear topic sentence for each key idea.
- f. Incorporate similar and contrasting facts and ideas and the impact of these.
- g. Add a closing or summary paragraph with a signalling closing word or phrase (to sum up, in the end, etc.), synthesis of the central idea, synthesis of each supporting idea, and a general concluding statement giving an idea, suggestion, recommendation, etc.
- h. Use correct conventions of grammar and punctuation.
- i. Use appropriate vocabulary
- j. Edit your work to see that you have covered points c – h, given above

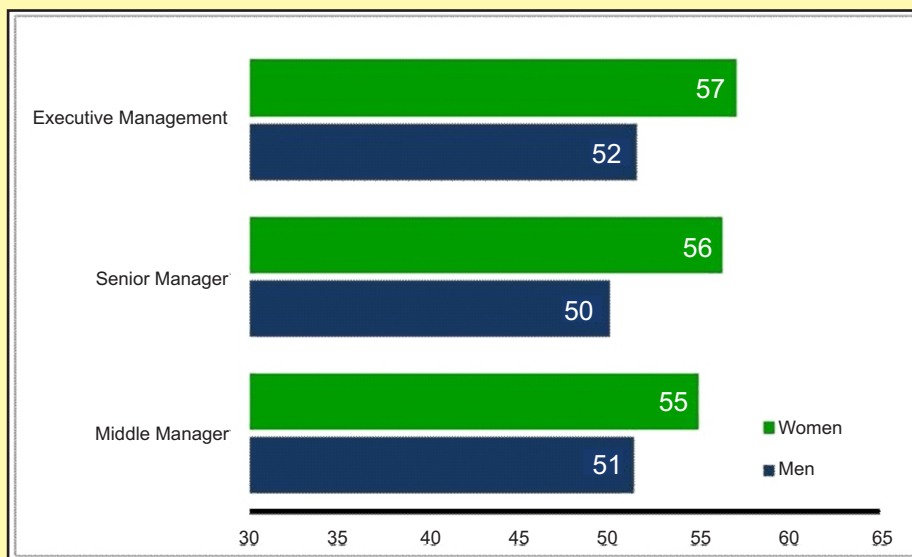
Exercise 5

Work individually, and write a compare and contrast essay on any remaining topics from the four given in the exercise 4. Follow all the steps described above. Once you and your partner have completed your essay exchange your work with each other. Read each other's work and provide critical feedback on the points c – j, given above.

UNIT 3.5 STUDY SKILLS

Note: For acquiring additional language skills. Not to be formally assessed.
Analysing information given in a bar/ line graph

Men versus Women in Management Positions



Note: The line above shows figures for women and the below show figures about men.

Exercise 1

Look at the graph above and supply the following information. Compare your answers with your partner.

1. The percentage of women in the Senior Manager position is _____.
2. The percentage of women in the Middle Manager position is _____.
3. The percentage of men in the Executive Management position is _____.
4. The percentage of men in the Senior Manager position is _____.
5. The percentage of women in the Executive Management position is _____.
6. The percentage of men in the Middle Manager position is _____.

Note for Teachers: Explain to the class how information in graphs is read and interpreted. You may discuss one or two sentences from exercise 1 and 2 to explain how this is done.

UNIT 3.5 STUDY SKILLS

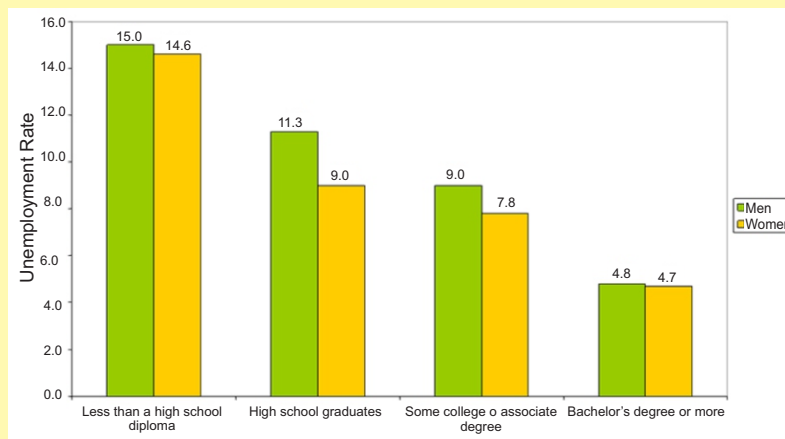
Exercise 2

Look at the graph above and answer the following questions in your notebook. Discuss your answers with your partner.

1. In which position are there more men?
2. In which position are there more women?
3. How much difference in percentage is there between men and women at the Senior Manager level?
4. How much difference in percentage is there between men and women at the Executive Management level?
5. How much difference in percentage is there between men and women at the Middle Manager level?
6. At which position do we see the highest number of women?
7. At which position do we see the highest number of men?
8. At which position do we see the lowest number of women?
9. At which position do we see the lowest number of men?
10. What does the graph tell us about who is more capable, men or women?

Now, interpret information from the graph given below and do the exercises that follow.

Educational Levels & Employment Rates



Note: People with less than a high school diploma are less educated than those with a Bachelor's degree or more.

UNIT 3.5 STUDY SKILLS

Exercise 3

Look at the graph above and supply the following information. Compare your answers with your partner.

1. The percentage of unemployed women who are High School graduates is _____.
2. The percentage of unemployed women with a Bachelor's degree or more is _____.
3. The percentage of unemployed men with less than a high school diploma is _____.
4. The percentage of unemployed men who have some college or Associate degree is _____.
5. The percentage of unemployed women who have less than a high school diploma is _____.
6. The percentage of unemployed men who have a Bachelor's degree or more _____.
7. The percentage of unemployed women who have some college or Associate degree is _____.
8. The percentage of unemployed men who are High School graduates is _____.

Exercise 4

Look at the graph above and answer the following questions in your notebook. Discuss your answers with your partner.

1. With what level of education are there more unemployed men?
2. With what level of education are there more unemployed women?
3. With what level of education are there less unemployed men?
4. With what level of education are there less unemployed women?
5. How much difference in percentage is there between unemployed men and women at the High School graduates level?
6. How much difference in percentage is there between unemployed men and women at the less than a high school diploma level?
7. How much difference in percentage is there between unemployed men and women at the some college or Associate degree level?

UNIT 3.5 STUDY SKILLS

8. How much difference in percentage is there between unemployed men and women at the Bachelor's degree or more level?
9. At which level of education do we see the highest number of unemployed women?
10. At which level of education do we see the highest number of unemployed men?
11. At which level of education do we see the lowest number of unemployed women?
12. At which level of education do we see the lowest number of unemployed men?
13. What does the graph tell us about the connection between the education level and employment?

UNIT 3.6 FUN

Note: For having fun with language. Not to be formally assessed.
Creating a newspaper

Complete the questionnaire below. It is important for you to be honest when selecting the answers to give you a true picture of yourself and your health.

Read the questions and put a tick mark (√) in the appropriate column.

Sr. No.	Habit	Never	Sometimes	Always
1	Do you eat a diet that includes fruits and vegetables?			
2	Do you brush your teeth twice a day?			
3	Do you bathe regularly?			
4	Do you wash your hands with soap before eating and after using the toilet?			
5	Do you sleep 8 hours at night?			
6	Do you use a handkerchief or tissue while coughing or sneezing?			
7	Do you wash your eyes with cold water regularly?			
8	Do you cut and clean your nails regularly?			
9	Do you read while lying down?			
10	Do you exercise regularly?			

Work in groups of four. Select the questions from the questionnaire above for which most of you answered 'never' or 'sometimes'. You will have to prepare a newspaper in which you must share information about why these things should be given importance.

Think about the following:

1. Name of your newspaper
2. Articles, news items, stories that you will put in your newspaper
3. Advertisements related to your topic/ other advertisements
4. Pictures, quotes, jokes, etc. that you will use
5. Who will do what? Which group member will do what and by when?

Note for Teachers: Emphasise to the class that they need to be honest while answering the questions. Tell the students to discuss the details about their newspaper and decide who will do what and by when. Give the students a few days to prepare their newspaper. Tell the students that their newspapers will be put up for display in the classroom/ school.