

UNIT 6 GENDER EQUITY

What will I learn?

6.1 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 opinions
- Deduce the meaning of difficult words from context
- Identify viewpoints/ ideas and issues
- Make simple inferences using the context of the text
- Identify the following question types and to respond orally and in writing
 - Literal/ textual/ factual
- Explore viewpoints/ ideas
- Explore causes and consequences of a problem or an issue and propose solutions

6.2 Listening and Speaking

- Asking for and expressing preferences, by giving reasons

6.3 Language Practice

- Explore the use of synonyms with various meanings in simple sentences
- Revise the use of since and for

6.4 Writing

- Write a narrative essay of at least four paragraphs on a given topic, describing an event or incident, following the conventions of essay writing
- Use summary skills to write a summary of a simple passage

6.5 Study Skills

- Developing an article based on key points

6.6 Fun

- Taking social responsibility

UNIT 6.1 READING COMPREHENSION

Pre- Reading

Discuss the following questions with the students:

1. The title of the text is **The Role of Women in Pakistan's Creation and Development**. What do you think the lesson will be about?
2. Can you think of names of some famous women in Pakistan's history?
3. Can you think of some names of women who have recently achieved fame in Pakistan?
4. Read the names of the women given in the table below and tick the smiling face (☺) column if you have heard of them or the sad face (☹) column if you don't know about them.

No.	Famous Women of Pakistan	☺	☹
1.	Fatima Jinnah		
2.	Lady Sughra Hidayatullah		
3.	Lady Nusrat Haroon		
4.	Anita Ghulam Ali		
5.	Samina Baig		
6.	Bilquis Edhi		
7.	Begum Jahan Ara Shahnawaz		
8.	Begum Ra'ana Liaquat Ali Khan		
9.	Bi Amman		
10.	Rosheen Khan		

Reading Text

The Role of Women in Pakistan's Creation and Development

Sana was sitting silently on the last bench of her classroom. Aliya was sitting next to her, and noticed a confused expression on her face. She asked, "Sana, what are you worried about?"

Note for Teachers: The students should not be asked to open their books until the teacher has asked the initial three pre-reading questions. They should be asked to open the book for doing question 4 and then for reading silently.

UNIT 6.1 READING COMPREHENSION

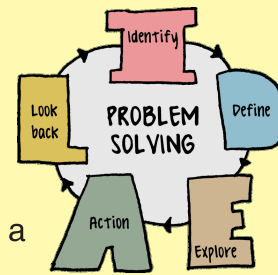
“Aliya, I don’t have a computer! How will I gather the information for our social studies assignment, ‘Important Women of Pakistan’?” Sana replied.

“Don’t worry! All of us will sit together during the recess and divide the task amongst ourselves. You can bring the information from the school library.”

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

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

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



Everyone replied, “Oh yes, we do. But it is used for science.”

Sameer said, “No, it’s a tool for solving all kinds of problems and for planning too.”

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

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

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

Next, Aliya told everyone to brainstorm and make a list of the women that they would like to work on. Everyone took out a sheet of paper and wrote many names. The list was very long. Finally, after a lot of discussion, they agreed on six names.



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



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

UNIT 6.1 READING COMPREHENSION

Aliya suddenly realized that Razia was sitting quietly and had not shared her opinions with the group. So she asked, "Razia what about you, which source can you access?"



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

"That would be great!" everyone exclaimed simultaneously.

"I will use my uncle's smart phone to gather the required information," said Ahmad.



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

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

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



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

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

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

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



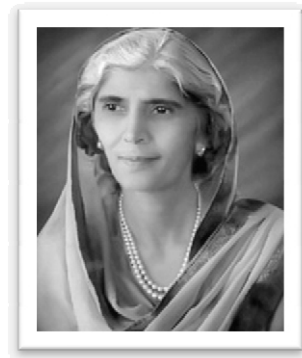
Below is the information that they had gathered through the various media sources.

UNIT 6.1 READING COMPREHENSION

Some Famous Pakistani Women

Mohtarma Fatima Jinnah (1893-1969)

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



Resource used for gathering information: Library Books

Presenter: Sana

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

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



Resource used for gathering information: Internet (laptop)

Presenter: Sameer

UNIT 6.1 READING COMPREHENSION

Begum Jahan Ara Shahnawaz (1896-1979)

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

Resource used for gathering information: Newspapers
Presenter: Razia



Professor Anita Ghulam Ali (1934-2014)

She was a popular newscaster of the English news and a well known teacher of her time. She also wrote several articles and books. She served twice as the Sindh Minister of Education, in addition to being the Minister of Culture, Science and Technology and Youth and Sports. Professor Anita Ghulam Ali was also the founding manager of the Sindh Education Foundation, Government of Sindh. Under her leadership, the Foundation played a remarkable role in promoting quality education and in bringing many out of school children to school, particularly in the rural areas of Sindh.

The government of Pakistan recognised her tremendous contribution to the cause of education. She was awarded the Pride of Performance and Sitara-e-Imtiaz for her life time contribution to Education.

Resource used for gathering information: Internet Smart Phone
Presenter: Ahmad



UNIT 6.1 READING COMPREHENSION

Bilquis Bano Edhi (1947)

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

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



Resource used for gathering information: Magazines, journals and books
Presenter: Aliya

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

Maryam shared that she wanted to be an educationist like Anita Ghulam Ali, and her grandmother, who was also an educationist. She expressed her wish to work for the improvement of female education. Next, Hira told her class fellows that she wanted to be a philanthropist like Bilquis Edhi and wanted to protect girls from all troubles. Daniyal added that, like Abdul Sattar Edhi, he would like to help all human beings in trouble.

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

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

UNIT 6.1 READING COMPREHENSION

While Reading

Exercise 1

Write the answers to the following questions in your notebook.

1. How many students were there in Sana's group? Write their names.
2. How many famous women of Pakistan are mentioned in the text? Write their names in the order of appearance in the text.
3. How many students shared their dreams at the end of the presentations? Write their names.

Vocabulary

Exercise 2

Work in pairs, find the following words in the text and underline them.

opinions	access	simultaneously	rehearsed
contribution	philanthropist	renowned	recognition
tireless	inspired	enthusiasm	

Now, try and guess the meanings of these words. Share your guesses with your partner. Check the meanings from the glossary given at the end of the book.

Exercise 3

Do the following exercise in your notebook. Fill the blanks using all the words given in exercise 2. You can use each word only once. The first one has been done as an example.

After you have finished, compare your answers with your partner.

1. My brother decided to become a soldier because he was inspired by my uncle's disciplined way of life.
2. There are many charitable institutions in Pakistan that are funded by _____.
3. The whole class _____ said 'Yes' when the teacher asked if they wanted to go for a picnic.
4. Every year, the government awards titles to people in _____ of their services in different fields.

UNIT 6.1 READING COMPREHENSION

5. My father always asks for our _____ before buying any new furniture or other household things.
6. Our principal praised all the students for their _____ to the flood relief fund.
7. Everyone clapped with _____ when the small children ran in the race.
8. Our group _____ many times before the finals of the folk song competition.
9. Pakistan was created through the _____ efforts of many Muslims working under the leadership of Quaid-e-Azam.
10. All the children in Pakistan should have _____ to quality education.
11. Allama Iqbal is a _____ poet of the sub-continent.

Exercise 4

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

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

D stands for _____. Here we _____.

E stands for _____. Here we _____.

A stands for _____. Here we _____.

L stands for _____. Here we _____.

Exercise 5

Read the text and tick the correct answer.

1. Which of the following sources of information were not used by the students?
 - a) Laptop and internet
 - b) Newspapers and magazines
 - c) Books and smart phone
 - d) Radio and television (TV)

UNIT 6.1 READING COMPREHENSION

2. Madr-e-Millat means:
 - a) Leader of Asia
 - b) Leader of the nation
 - c) Mother of the nation
 - d) Pride of the nation
3. The first woman who represented the Muslim women in three round table conferences in London was:
 - a) Begum Jahan Ara Shahnawaz
 - b) Bilquis Edhi
 - c) Fatima Jinnah
 - d) Begum Ra'ana Liaquat Ali Khan
4. Bilquis Edhi was awarded:
 - a) Hilal-e-Imtiaz
 - b) Nishan-e-Haider
 - c) Sitara-e-Imtiaz
 - d) Sitara-e-Jura'at
5. Professor Anita Ghulam Ali was appointed twice as a minister of:
 - a) Culture
 - b) Education
 - c) Science and Technology
 - d) Youth and Sports

Post Reading

Exercise 6

Work in pairs and find out two things or achievements about each of the following famous women. Once you have orally discussed, write the two things/ achievements of each of these women in your notebooks.

1. Fatima Jinnah
2. Begum Ra`ana Liaquat Ali Khan
3. Begum Jahan Ara Shahnawaz
4. Professor Anita Ghulam Ali
5. Bilquis Edhi

UNIT 6.1 READING COMPREHENSION

Exercise 7

Read the text and fill in the following table. First fill in the years of birth and death and then put the chronological order (chronological order means the order in which things happened). Finally, write their main contribution. After you have completed, discuss your answers with your partner.

Name	Year of birth	Year of death	Chronological order by year of birth	Chronological order by year of death	Main Contribution for Pakistan
Fatima Jinnah					
Bilquis Bano Edhi					
Anita Ghulam					
Begum Jahan Ali Ara Shahnawaz					
Ra'ana Liaquat Ali Khan					

UNIT 6.1 READING COMPREHENSION

Exercise 8

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

1. Sana was worried because she did not have a computer for gathering information.
2. Aliya suggested that they use the IDEAL tool because _____.
3. The Muslim women benefitted from Fatima Jinnah's support because _____.
4. Begum Rana Liaquat Ali worked as a secretary because _____.
5. Begum Jahan Ara could explain Muslims' point of view to people in many countries because _____.
6. Professor Anita Ghulam Ali was awarded the Pride of Performance and Sitara-e-Imtiaz because _____.
7. Bilquis Edhi has received the Hilal-e-Imtiaz award because _____.
8. Maryam said that she wanted to be an educationist because _____.
9. Daniyal said that he wanted to be like Abdul Sattar Edhi because _____.

UNIT 6.1 READING COMPREHENSION

Exercise 9

Work in groups of three. Think of one thing that you can do during the summer vacations that will help people or improve things in the area where you live. Use the IDEAL tool to help you identify the problem and find the solution.

Identify – what is the problem that you want to address

Define – what do you want to do

Explore – find details about the problem

Action – what steps will you take to address the problem

Look back – how will you check to see that you have done your task

Next, decide

- Who will do what
- What are some of the things that you will need
- By what time will you do the different things
- When will you complete the task

Each group will then come and share their plans with the rest of the class.

Note for Teacher: Divide the class into groups of three. Tell them to think of doing something small, something that they can manage to do. They should be reminded of following all the steps in the IDEAL tool. Also emphasise the importance of organised work and timely completion, as mentioned in the bullets in the exercise.

After the students have completed, ask each group to come up and share their plan with the rest of the class.

UNIT 6.2 LISTENING AND SPEAKING

Focus: Asking for and expressing preferences, by giving reasons.

Exercise 1

Work in groups of four. Each one of you can take on the role of one character.

Role play scene

It's time to go on study leave. You and your friends are discussing how to plan your studies in a way that you can revise all the subjects effectively and efficiently and be well prepared for the exams. You all want independent study time and also some group study time. Discuss your schedule. Remember to disagree politely. You may use your own names.

For example:

Tariq: I don't understand why you want to study so early in the morning. I find it very hard to do so.

Saira: One reason is that I'm quite used to waking up early for school as it is. So, I want to continue the same routine during the study holidays. What do you think, Adnan?

Adnan: Yes, that's the time the mind is fresh after a good night's sleep. What about you, Zohair?

Zohair: Well, I

Continue with the above dialogue by expressing your preference of time and place, and the subject that you would like to revise first, by giving reasons. Use a variety of sentences.

Examples:

- I prefer studying after lunch – reason
- I like studying at night – reason
- I think we should then reason

Note for Teachers: Divide the students in groups of four. Ask them to develop the dialogue as they go along, based on the pattern given above. Walk around to ensure that the students are carrying out their conversation. After they have practised for a while, ask some of the groups to come up and roleplay their dialogues in front of the class.

UNIT 6.3 LANGUAGE PRACTICE

Synonyms

A synonym is a word or phrase that means almost or nearly the same as another word or phrase in the same language, for example **shut** is a synonym of **close**. Though, synonyms can sometimes replace each other but many times they cannot, depending on the context of their use.

Exercise 1

Do the following exercise in your notebook. Rewrite the sentences by replacing the synonym given in bold with an appropriate synonym from the four given options.

Share your answers with your partner, after both of you have completed your work.

1. He is a brilliant carpenter. He has made a doll house with **miniature** furniture for every room.
a) pretty b) tiny c) fresh d) tall
2. Mrs Amjad gave the class a **difficult** assignment for chemistry.
a) free b) easy c) caring d) hard
3. My grandmother is **old**. She is about 90 years old.
a) elderly b) crazy c) charming d) friendly
4. Our principal is very smart and **slim**.
a) tall b) thin c) charming d) strict
5. A **stable** government ensures that a nation will progress.
a) friendly b) steady c) strong d) outgoing
6. Farzana is always ready to **help** the people in her neighbourhood.
a) teach b) guide c) assist d) train
7. I feel **drowsy** after having rice for lunch.
a) lazy b) active c) happy d) sleepy
8. The house next door has been **vacant** for two years.
a) dirty b) empty c) robbed d) painted

Note for Teachers: Make sure that the students understand that while many words may seem correct, only one of these words is the correct synonym in the given context

UNIT 6.3 LANGUAGE PRACTICE

Exercise 2

Work with a partner and select the most appropriate synonym to complete the following sentences. Three synonyms are given in brackets at the end of each sentence but only one is appropriate in the given context. Remember to use the full stop at the end of the sentence.

- a) This cup of tea tastes like tea flavoured water. It is very _____ (weak, frail, fragile)
- b) If one wants to succeed in the exams, it is _____ to study regularly. (primary, important, significant)
- c) During the monsoon rains the water in the rivers becomes very _____ (disordered, violent, rough)
- d) The ruins of Moen-jo-Daro are _____ (old, past, aged)
- e) Pakistan is _____ in minerals. (rich, wealthy, affluent)
- f) My mother has to go to the NADRA office because her ID card is no longer _____ (valid, authorized, legitimate)
- g) The bangles her grandmother gave her are made of _____ gold (true, correct, real)
- h) The teacher asked the students to remain _____ as the class next door was doing a test. (still, quiet, noiseless)
- i) This perfume has a lovely _____ (odour, smell, fragrance)
- j) The entire staff in the office was full of _____ for the new manager (appreciation, admiration, praise)

Exercise 3

Four words in the following set of five words are synonyms; one word is different. Circle the word that you think is different. After completing the exercise, share your work with your partner.

- | | | | | |
|---------------|-----------|----------|-------------|---------------|
| a) friendly | agreeable | pleasant | decent | amicable |
| b) option | nice | choice | possibility | alternative |
| c) reasonable | rude | impolite | cheeky | disrespectful |
| d) severe | serious | harsh | stable | stern |
| e) huge | large | enormous | mammoth | many |
| f) rubbish | garbage | garden | trash | refuse |

UNIT 6.3 LANGUAGE PRACTICE

g)	polite	intelligent	smart	clever	bright
h)	position	vacancy	opening	clean	post
i)	mistake	correct	error	inaccuracy	slip
j)	disease	ailment	wound	illness	disorder

Exercise 4

Work with a partner, select any six groups in Exercise 3. Next, pick two synonyms from each of the selected group and use both these synonyms in your own sentences. Do this work on a piece of paper.

After you have completed, exchange your paper with another pair. Read each other's work and give useful feedback.

According to the feedback received, make changes, where necessary, and write the sentences in your notebooks.

Revision: Use of **since** and **for**

Since and **for** are two words that are used for similar, but not exactly the same, purposes.

Since gives the starting point of actions, events or states, continuing until the present. It refers to when things began. It can only be used with the perfect tenses.

Since + a point in time (in the past) until now.

- I've been waiting **since** 7 o'clock.
- I have known him **since** January.
- I *have been* here **since** 5 o'clock and I am getting tired.
- It has been three years **since** the last earthquake.

We use **For** when we measure the duration – when we say how long something lasts. We can use all verb tenses with **For**.

For + a period of time

- I have known her **for** a long time.
- I lived here **for** ten years and then moved to another place.
- They are exercising **for** three hours today.

UNIT 6.3 LANGUAGE PRACTICE

For vs. Since

Knowing when to use **FOR** and when to use **SINCE** is important.

FOR is used to mention a specific period (or duration) of time	SINCE is used to mention the starting point of a period of time (continues to now)
I have been a doctor for fifteen years. (duration = 15 years)	I have been a doctor since 1992. (starting point = 1992)

Exercise 5

Work with a partner and discuss which blanks in the following text will have **since** and which ones will have **for**. After discussing, write the complete paragraph in your notebooks.

My father is a remarkable man. He has been working _____ he was 15 years old. He has been working _____ he was at school. He used to work _____ four hours every day and on weekends. He has now worked in the same factory _____ 25 years. _____ he started working at the factory, he has been promoted many times. He was initially hired _____ a period of three months but he has been working there ever _____. He was hired as a peon with the responsibility of making tea and delivering parcels and documents as required. He started working _____ Rs 25/- a day.

Note for Teachers: Discuss the use of **for** and **since** with the class, using the examples given and/ or some other examples, before asking the students to do the exercises.

UNIT 6.3 LANGUAGE PRACTICE

If he fell ill or if he was absent he did not get paid _____ that day. But my father was a good and committed worker. He only took off _____ serious emergencies, like illness and death. In fact, there were periods when he didn't take a single holiday _____ many months at a time. He soon earned the respect of his co-workers and boss, and _____ then, he has risen higher and higher. He has now worked for the same factory _____ 25 years. He was offered retirement when he completed 25 years, but he said that he would like to work _____ a few more years. He hopes he will save enough to start a small manufacturing unit of his own, in a few years' time.

Exercise 6

Write a paragraph explaining what your three favourite hobbies or free time activities are/ were. Make sure you explain why you started, how long you have done them for, when did you start them, do you still do them, and why you like them so much. Remember to use **for** and **since** in your sentences.

Here is an example:

One thing I like doing during my free time is reading. I have been reading story books **since** I was ten years old. So, I have been reading story books **for** nearly six years now. Although I have been reading **since** I was ten years old, I think I will do it **for** many more years; in fact, I think I will do it **for** the rest of my life.

Another thing

Yet another thing that I did was

Note for Teachers: Explain to the students that when they write about their hobbies they should use the words **since** and **for** in their sentences, as done in the given example. They may also write about something that they have been doing, example, cooking, helping their parents, etc. he activities could be ones that they still do or that they did in the past, for a certain period of the time but do not do anymore.

UNIT 6.4 WRITING

Narrative Essay: (Further Practice)

As discussed in Unit 2.4, a narrative essay focuses on telling a story. It includes important details about the incident such as:

When and where the event/ incident took place

What happened, mention significant details

What is its significance at the personal, societal, country level

Exercise 1

Work in groups of three. Go back to Unit 2.4 and read the tips on writing a narrative account.

Next, imagine you are reporters for a newspaper. An important event has taken place in your area and you have to write a report and submit it for publication.

Each one of you should think of one important event / incident that you would like to report. Share your stories with each other. Select one of the stories for writing a report. Then, follow the steps given in Unit 2.4, Exercise 3, to write a narrative essay.

Note for Teachers: Divide the students into groups of three. Tell them that each one should think of a story for showing. They should all share their stories and then pick one of the stories for writing their narrative account.

UNIT 6.4 WRITING

Summary Writing: (Further Practice)

A summary gives brief information about a topic. Go to Unit 2.4 and read again the Do's and Don'ts of summary writing.

Exercise 2

Work in pairs. Read the following passage and underline the main ideas/ words in each paragraph; do not include any details. The first paragraph has been done as an example.

Helen Keller

How fortunate are those who are born into this world with two eyes to see all its beauty! But there are some unfortunate people who can neither see nor hear. They cannot see the lovely flowers blooming in the gardens or hear the birds singing sweet songs. But, worse is the fate of those who could see and hear once, and then no more. However, many of them are courageous and bold! They accept the challenge of their fate and try to live life cheerfully. One such brave and courageous person was Helen Keller.

Helen Keller was born in 1880 in a little town of the United States of America. Up to the age of two, she was quite a normal child; she could see and hear everything. In February 1882, little Helen fell seriously ill and became blind and deaf. Her parents were very sad, but they never gave up; they never lost hope.

When Helen was seven years old, her life changed completely. Her father heard about Miss Sullivan, a woman who had become blind at one time but she was one of those lucky few who regained their sight. This woman chose to thank God for His kindness by helping other blind people and bringing hope and happiness in their lives. Helen's father approached her and asked her to come and look after his blind child. Miss Sullivan agreed and started teaching Helen.

Note for Teachers: Discuss with the students what they know about summary writing. Then discuss, once again, the Do's and Don'ts given in the boxes in exercise 2.4. Also discuss the portions underlined in paragraph one and how they are used to write the initial part of the summary.

After this, divide the students into pairs. Also tell them which pairs will exchange their work with each other after writing the summary

UNIT 6.4 WRITING

One day the two of them went to the river bank Miss Sullivan took Helen's hand and dipped it in the water. Slowly she made her write "w-a-t-e-r" in the sand. She made Helen do the same thing several times and finally Helen could spell the word 'water'. Helen felt excited because she knew that at last there would be some light in her dark world. The work was very slow and difficult, but Miss Sullivan was very kind and patient. Little by little, she taught Helen about mountains and rivers and about history and geography. She even taught her how to count and do sums.

When Helen was eight, she was sent to school for blind children. Although Helen was blind and deaf, she could speak. But, she had forgotten how to speak. Her teacher was aware that often people who could not hear did not speak because we speak the words and language that we hear. So, she started helping her to regain her speech. She would put Helen's hand on her own lips and let her feel the movements of the lips at the time of speaking. Helen did many exercises of this kind and finally, at the age of ten, she was able to speak again. "What a joy!" she exclaimed.

By and by, she learnt to read books. These books were printed in a special language developed for blind persons, called "Braille". The words were written with raised points instead of being printed and she read them by touching them with her fingers. In this way, she was able to read as much as other people could. She passed all her examinations easily. She went to college, and then to the Harvard University. She graduated from the university without difficulty. In fact, she proved to be a better student than many others. Her teachers loved and admired her.

In 1956, Helen Keller visited Pakistan. She was seventy-six but still very active. She came to Pakistan to see how she could help other deaf and blind people. She addressed many gatherings and encouraged those with similar shortcomings. She also visited the school for the deaf, dumb and blind, in Karachi. Addressing the students, she said, "How wonderful it is to be with you my sons and daughters! Always be happy and cheerful. Never curse your fate. You can do everything in this world." She also praised the volunteers, who were working and teaching there with so much zeal and self-less dedication.

UNIT 6.4 WRITING

Exercise 3

Work in pairs. Use the underlined key words and write a summary of the above passage. Look at the Do's and Don'ts given in the boxes in Unit 2.4.

You may begin like this:

Most people are very lucky as they can see all things around them. But some people cannot see or hear. However, there are also those unfortunate ones who could once see and hear but are now blind and deaf. Some such people are brave and they take this as a challenge. One such person was Helen Keller.

After you have written the summary, exchange your work with another pair. Read each other's work and give feedback, stating what is good and what needs to be changed.

UNIT 6.5 STUDY SKILLS

Note: For acquiring additional language skills. Not to be formally assessed.

Writing an article based on points

Very often we note down points when listening to a speech or a lecture. Later on, we sometimes need to write down that information in the form of a report or an essay. The table below has information in point form.

No.	Item	K2	Nanga Parbat
1.	Location	Pakistan-China border, between Gilgit, in Gilgit-Baltistan (Pakistan) and the Tashkurgan Tajik Autonomous County of Xinjiang (China)	Northern Areas of Pakistan, between <u>Chilas</u> and <u>Astore</u> , in Diamer.
2.	Height	28,253 feet (8,612 meters)	8,126 meters (26,660 feet)
3.	Mountain Range	Karakoram	Himalayas
4.	World ranking	second-highest mountain in the world	ninth highest mountain in the world
5.	Ranking in Pakistan	highest	second highest
6.	Common name	“K2” given in 1852 by British surveyor T.G. Montgomerie, “K” for Karakoram Range and “2” for second highest peak. Later named Mount Godwin-Austen, after Haversham Godwin-Austen, a British surveyor and explorer	Nanga Parbat, literal meaning “Naked Mountain”

UNIT 6.5 STUDY SKILLS

7.	Other names	Local name <i>Chogori</i> , from Balti words <i>chhogori</i> , meaning "large mountain." Chinese name <i>Qogir</i> meaning "Great Mountain" Local name <i>Kechu</i>	Local name <i>Diemer</i> or <i>Deo Mir</i> , meaning "huge mountain"
8.	Nickname	"Savage Mountain" for its severe weather and high death rate.	"Killer Mountain" as 31 people died trying to climb it before its first ascent
9.	First attempt to reach the summit	1902, British climbers <u>Aleister Crowley</u> and <u>Oscar Eckenstein</u> , reached 18600 feet (5,670 metres)	1895, Albert F. Mummery and team reached almost 6,100 m (20,000 ft)
10	Date the summit was first reached	July 31, 1954	July 3, 1953
11.	First ascended by	Achille Compagnoni and Lino Lacedelli (Italy),	Austrian climber Hermann Buhl
12.	Pakistani climbers	August 9, 1977, Ashraf Aman, the first Pakistani reached K2 July 26, 2014, first team of Pakistani climbers reached K2	Not known

UNIT 6.5 STUDY SKILLS

13.	Best time for climbing	Usually climbed in June, July, or August. K2 has never been climbed in winter	Climbed in both summer and winter. First successful winter climb February 26, 2016, by Ali Sadpara, Alex Txikon, and Simone Moro
14.	Climbing records	Till 2014, over 335 climbers reached K2's summit, minimum 82 people died	Till 2012, at least 68 climbers died
15.	Death rate	27 percent	22.3%.

Exercise 1

Work in pairs. Read the information about K2 given in the table above. Write an essay about K2 by following these steps:

1. Discuss in how many paragraphs you can divide the given information. For example, one para can cover points 1-5, another, points 6-8, and so on.
2. Write an introductory paragraph; begin generally by writing about Pakistan, its physical features (mountains, lakes, deserts, rivers, sea, etc.), then about the high mountains in Northern Pakistan. The final sentence should state what will you write about K2.
3. Write a good topic sentence for each paragraph.
4. Write the supporting details for each topic sentence (3-5 sentences)
5. Write a concluding paragraph.
6. Edit your work for spelling, punctuation and grammar errors.
7. Exchange your essay with another pair and give each other good feedback.
8. Revise your essay after the feedback and write it in your notebooks.

Exercise 2

Work individually and write an essay on Nanga Parbat. Follow the steps above. After you have completed, exchange your work with your partner and give each other feedback.

When you receive feedback, revise your essay and write it in your notebook.

UNIT 6.6 FUN

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

Doing Something Different

Think of one thing that you would like to do when you grow up. Think of doing something different; something that people do not normally do.

State

- What you will do
- Why do you want to do it
- How you will do it

Then take a piece of paper and show what you will do, why you will do it, and how. You can write, draw or use pictures. Use colour pencils or other colours. Make your presentation bright and colourful.

After you have done it, share your dream with the rest of the class by showing them your paper presentation.

what		why
	how	

Note for Teachers: The purpose of the Fun section is to allow students learn English through fun and enjoyment. So, make sure that the students enjoy doing this activity. Encourage them to think outside the box; i.e. they should think of doing something that people normally don't do, for example, carving a scene on a stone, making a new toy for young children, inventing a time machine, etc.