

# English for Academic Purposes

Student's handbook

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# English for Academic Purposes

Student Materials





## Module Map: English for Academic Purposes

	Unit 1	Unit 2	Unit 3
<b>Title</b>	<b>Introducing ourselves</b>	<b>Describing places/things/subjects</b>	<b>Obtaining and Giving information</b>
<b>Learning outcomes</b>	<p>Have learned to introduce themselves and others appropriately</p> <p>Have developed their speaking confidence</p> <p>Have carried out a number of collaborative activities</p> <p>Have learned to ask and answer focused questions</p> <p>Have learned to make use of personal pronouns</p>	<p>Be able to work collaboratively</p> <p>Be able to give descriptions</p> <p>Be able to view critically and give opinions</p> <p>Have read, predicted and summarized texts</p> <p>Have related general to the specific</p> <p>Have related their experience to the text</p> <p>Expressed agreement and/or disagreement</p>	<p>Be able:</p> <p>To obtain and give information</p> <p>To listen and comprehend English</p> <p>To follow instructions</p> <p>To comprehend reading material and draw inferences</p> <p>To be able to take notes</p> <p>To write a summary</p>
<b>By the end of the unit students will:</b>			
<b>Topic</b>	<p>Introductions</p> <p>Star signs</p> <p>Famous personalities</p>	<p>Profile of a country or place</p>	<p>Facts about Information Technology</p>
<b>Texts</b>	<p>Star Signs</p> <p>The Pride of Pakistan</p>	<p>Neelum Valley: A gem to treasure</p>	<p>Information Technology</p>
<b>Skills</b>	<p>Speaking, Listening, Reading and Writing</p>	<p>Active Reading strategies; SQ3R at initial stages; Note making; Summarising;</p> <p>Text organisation (at initial stages); Speaking</p>	<p>Speaking, Listening, Reading and Writing</p> <p>Note making</p> <p>Summarising</p>
<b>Text types</b>	<p>Descriptive</p> <p>Biographical</p>	<p>Factual</p>	<p>Factual</p>

Language Functions	Description	Description	Asking questions and giving answers
Grammar	Use of present simple; present progressive; present perfect; past simple; WH-questions; personal pronouns	General to Specific Use of present simple; Adjectives, adverbs and pronouns	Use of Adverbs Present simple
Vocabulary	For describing own and others' achievements	Started to build vocabulary of description	Begin to understand difficult words in context
Critical thinking	Thinking critically to determine what changes need to be brought about in the country Reflecting on own learning	Make comparisons and distinctions between reality and ideal. Reflect on own learning	Thinking critically on a contemporary issue 'Role of Technology in the Arab Spring'
Assessment	Diagnostic		



Title	Unit 4 Recounting Past Events	Unit 5 Gender discrimination in the work place in Pakistan	Unit 6 Will climate change lead to conflict or cooperation?
<b>Learning Outcomes</b>  By the end of the unit students will	<b>have:</b>  Developed a range of reading skills for getting a general impression of a text and for reading closely  Begun to develop vocabulary building techniques (working out meaning from context)  Listened to a personal recount  Revised using past form of verbs  Interviewed a partner about their life  Written a recount  Revised using time connectors to organize a recount	<b>have developed:</b>  The ability to express opinion  An understanding of the difference between facts and opinions  A deep understanding of a text by using a reading strategy and by focusing on both the meaning and the form  Knowledge about reporting verbs and their usage  A deeper understanding of text organization through paragraph writing  Knowledge of the functions of modals with their appropriate usage  Talking about facts and opinions	<b>have:</b>  Developed their confidence by taking part in short discussions  Used the SQ3R reading method  considered a social issue (climate change and its consequences)  Developed the use of modal verbs  made some notes on a text  Expressed opinions about a social issue  developed the use of certainty verbs  Summarised some of the reading text  Written a discussion about whether climate change will lead to conflict or cooperation  Climate change: conflict or cooperation
<b>Topic</b>	Past Events		
<b>Texts</b>	A painful memory Success	Gender discrimination in the work place in Pakistan	Will climate change lead to conflict or cooperation?  States facing extreme risks from climate change

Skill	Reading, Speaking, Listening and Writing to recount past events	SQ3R	Speaking, Reading and Writing
Text type	Recount	Summarization	Discussion
Language functions	Recounting	Text organization	Expressing opinion; agreement and disagreement; justification
Grammar	Past tense	Reporting	Modal verbs
Vocabulary	Time connectors	Point of view, Exposition, Discussion	Expressing opinion; agreement and disagreement; justification
Critical thinking	Strategies for understanding difficult words in context	Expressing opinion; agreement and disagreement; justification	Modal verbs
Assessment	Reflect on learning	Reporting verbs, Modal verbs	Climate change
		Gender	Reflect on learning
		Reflect on learning	Writing for portfolio
		Writing for portfolio	Writing for portfolio

Title	Unit 7 The Silly Wise Owl: East meets West	Unit 8 Literature or Science: Impact on society	Unit 9 Education in Pakistan
<p>Learning Outcomes</p> <p>By the end of the unit students will</p>	<p>Have:</p> <p>Made meaningful predictions about the text and shared the predictions through oral discussion</p> <p>Scanned the text to locate specific information</p> <p>Expanded vocabulary through word-attack skills</p> <p>Developed knowledge of text organization</p> <p>Developed knowledge of the connectors used for showing contrast</p> <p>Located and shared of information</p> <p>Summarized a text</p>	<p>Have:</p> <p>Read and discussed challenging texts</p> <p>Developed confidence in speaking and reading</p> <p>Carried out vocabulary building activities</p> <p>Thought critically about the benefits of literature in society</p> <p>Thought critically about the benefits of science in society</p> <p>Written a discussion text</p> <p>Developed confidence in presenting own point of view</p>	<p>Have:</p> <p>Listened and responded to a story about the importance of education and imagined themselves in the same situation as that of the protagonist.</p> <p>Made meaningful predictions about the text and shared them through oral discussion</p> <p>Scanned the text to locate specific information.</p> <p>Thought about the positive and negative connotations of different words</p> <p>Thought critically about the content of the text and shared their opinion</p> <p>Identified and used real and unreal conditionals in context</p> <p>Used persuasive language</p> <p>Written a coherent paragraph based on an imagined situation</p>
Topic	Cultural differences	Social benefits of Literature and Science	Education
Texts	The Silly Wise Owl	Enriching Knowledge Science and Society	Pakistan's Education Emergency: Failing its future



Skills	Speaking, reading and writing Paragraph division Summarization	Reading, Writing and Speaking	Listening, speaking, reading, writing Problem solving Sharing and justifying opinions
Text types	Paragraph writing based on contrast Compare and contrast	Newspaper discussion Cause and Effect	Opinionated, argumentative Speculation Imagination Argumentation Real and unreal conditionals
Language Functions	Comparison and contrast		
Grammar	Connectors (contrastive devices)	Cause and effect Comparative adjectives	
Vocebulary	Word-attack skills; use of context cues		
Critical thinking	Reflection on learning	Reflection on learning	Reflection on learning
Assessment		Mid module diagnostic	

Title	Unit 10 Report Writing	Unit 11 Argument	Unit 12 Presentation Skills
<b>Learning Outcomes</b>  By the end of the unit students will	<b>Have:</b> Analysed the design of a report text Related the design to the purpose of the research Analysed data Used data as a basis for writing a report	<b>Have:</b> Mapped the argument in an example essay Focused on paragraph organisation and topic sentences Considered Discussion and Exposition arguments Written an outline for an argument essay Written a first draft, focusing on paragraph organisation and topic sentences Evaluated own and others' essays using a checklist Revised their own argument essay (Depending on timing: Reinforced knowledge of paragraph organisation, thesis statements, and topic sentences. Completed grammar and punctuation reinforcement activities)	<b>Have:</b> Practised planning and organising an effective presentation Presented and peer-assessed Learned to master the skill of dealing with the questions Gained enough confidence to present in front of an audience
<b>Texts</b>	The Heritage of Pakistani art English language in higher education in Pakistan	The debate about the semester system Issues and themes emerging through an analysis of English in higher education	Essential Steps for Preparing Presentations Effectively
<b>Skills</b>	Speaking, listening, reading and writing Report Writing	Speaking, Reading and Writing Essay writing	Supplementary Information Speaking and Listening
<b>Text types</b>	Report Reporting	Essay Argument	Oral presentation Presenting effectively
<b>Language Functions</b>			

Grammar		Paragraph and sentence structure	Past, present, future tenses WH questions Personal pronouns Cohesive/referencing devices
Vocabulary	History of art English language and higher education Analysing data on an important issue	Semester system Plurilinguism Critique of educational practices	
Critical thinking			
Assessment	Writing for portfolio	Writing for portfolio	Peer-assessed checklist



## Unit 0 Pre-English for Academic Purposes Module

### Diagnostic assessment

**In this first week you will do three assessment activities to give you and your teacher some insight into your use of English for studying at university. You will do three assessment activities:**

1. A reading assessment
2. A speaking assessment
3. A writing assessment

#### **1. Reading assessment**

Your teacher will give you a gap fill reading activity in your first session.

#### **2. Speaking assessment**

After your first session you will be asked to take home and complete a questionnaire about your use of English. This questionnaire can be found on the next page. The questionnaire is to help you think about using and learning English at university. It will also give your teacher some understanding of how confident you are about using English at university.

You should bring the completed questionnaire to the second session. At the second session there will be a class discussion about using and learning English in school and university.

#### **3. Writing assessment**

In the third session you will be asked to do a short piece of writing on a topic that the teacher will give you.

## English Language in Higher Education in Pakistan

### Pre-EAP Module Questionnaire for Students

#### DEMOGRAPHIC DATA

Q 1. Gender	Q 2. Age
<input type="checkbox"/> Female	<input type="checkbox"/> 17-20
<input type="checkbox"/> Male	<input type="checkbox"/> 21-24
	<input type="checkbox"/> 25+

#### EDUCATION BACKGROUND

Q 3. Which system of education did you study through?  <input type="checkbox"/> O/A level <input type="checkbox"/> SSC/Intermediate	Q 5. Which subject are you majoring in? <hr/>
Q 4. What was the medium of instruction in your secondary school?  <input type="checkbox"/> English <input type="checkbox"/> Urdu <input type="checkbox"/> Other (Please specify): <hr/>	

#### ENGLISH LANGUAGE SKILLS

Please rate yourself on your ability to do the following tasks in English:

	Excellent	Good	Fair	Poor
Q 6. Search for new information using library resources in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 6. Search for new information using the internet in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 7. Write a brief report in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 8. Write an essay in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 9. Make an oral presentation to your class in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 10. Take part in an academic discussion in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 11. Read prescribed text books in English with comprehension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 12. Read other academic texts in English with comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 13. Listen to an academic lecture in English with comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 14. Take notes in English from an academic lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 15. Write a formal letter in English (e.g. for a job application)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Excellent	Good	Fair	Poor
Q 16.	Take part in an interview in English (e.g. a job interview)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

From your previous experience, please estimate how much you would use English when you carry out these tasks. Tick the final box if you don't know.

		Mainly in English (>90%)	Usually in English (51-90%)	Sometimes in English (11-50%)	Not often in English (0-10%)	I don't know
Q 17.	Search for new information using library resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 18.	Write a brief report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 19.	Write a brief report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 20.	Make an oral presentation to your class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 21.	Take part in an academic discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 22.	Read prescribed text books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 23.	Read other academic texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 24.	Listen to an academic lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 25.	Take notes from an academic lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 26.	Write a formal letter (e.g. for a job application)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 27.	Take part in an interview (e.g. a job interview)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are there any other important tasks that you will do at university (e.g. lab work, seminars)? If so, please write these tasks in the spaces below, and tick a box to show how much English you think you will use for each one.

		Mainly in English (>90%)	Usually in English (51-90%)	Sometimes in English (11-50%)	Not often in English (0-10%)
Q 28.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 29.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Mainly in English (>90%)	Usually in English (51-90%)	Sometimes in English (11-50%)	Not often in English (0-10%)
Q 30.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3.10.7. RESOURCES

Q 31. Which resources do you think you will regularly use in studying your major? (more than one response is possible)	
<input type="checkbox"/> Textbooks	<input type="checkbox"/> Handouts/Worksheets prepared by the teacher
<input type="checkbox"/> Notes given by teacher	<input type="checkbox"/> Notes from senior students
<input type="checkbox"/> Guide books	<input type="checkbox"/> Other (Please specify) _____

Q 32. Which technology resources do you think you will use in studying your major?  
(more than one response is possible)

- |   |   |
|---|---|
| <input type="checkbox"/> Tape recorder          | <input type="checkbox"/> CD player        |
| <input type="checkbox"/> Television             | <input type="checkbox"/> DVD              |
| <input type="checkbox"/> Language lab           | <input type="checkbox"/> Science lab      |
| <input type="checkbox"/> Computer               | <input type="checkbox"/> Computer printer |
| <input type="checkbox"/> Internet connection    | <input type="checkbox"/> E-mail           |
| <input type="checkbox"/> Video conferencing     | <input type="checkbox"/> Smartphone       |
| <input type="checkbox"/> Other (Please specify) |   |

### ROLE OF ENGLISH IN WORK AND STUDY

Please indicate how far you agree or disagree with the following statements about the role of English:

	Agree strongly	Agree	Disagree	Disagree strongly
Q 33. It is essential that a university graduate can communicate in English about their academic subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 34. In my future working life, I expect to use English very frequently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 35. I am not sure if my English is already good enough for my academic study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 36. In my major, I expect the lecturers will help us by using very clear English that is easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 37. I will be too busy with my major to spend time on English language classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q 38.	I would like to have more English classes to improve the language skills I need for academic study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 39.	I think exams at university would be fairer if we could write answers in our own language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 40.	To get a good job, I need to be fluent in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 41.	In my future working life, I will need English to communicate with westerners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 42.	With fellow students, I expect I will prefer to discuss my major in our own language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 43.	I would learn better if I could study my major through the medium of Urdu.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 44.	I think that trying to express my ideas in English will make me very slow at writing assignments in my major.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 45.	In my major, I expect the lecturers will help us by explaining the main points in our own language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 46.	My English is good enough for me to get a good job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 47.	In my major, I expect the lecturers will help us by providing handouts/study notes in our own language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 48.	In my future working life, I will need English to communicate with people from Asia/the Middle East.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 49.	I think my English skills will improve a lot when I study at university.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 50.	In my major, I expect I will often need to speak English in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q 51.	What do you think the university could do that would help you study your major more effectively through the medium of English?				

Unit 1 Introduce yourself Session 1

Activity 1: Introduce yourself



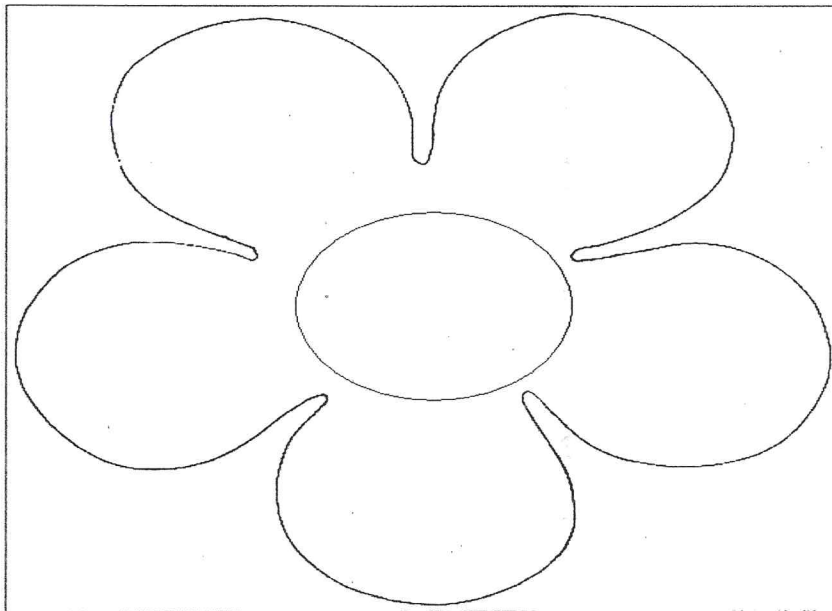
Work in pairs and draw a flower with five petals

In the centre write your name and its meaning.

In the petals write

1. your star sign and date of birth
2. your major subjects
3. one hobby
4. one good habit, one bad habit
5. languages you can speak

Then introduce yourself to the person sitting beside you, telling all the information written in the flower.



## Activity 2: Introducing others



In the *Star Sign* text, look for the information about the Star of your partner.

Introduce your partner to the rest of the class. For example you can begin like this

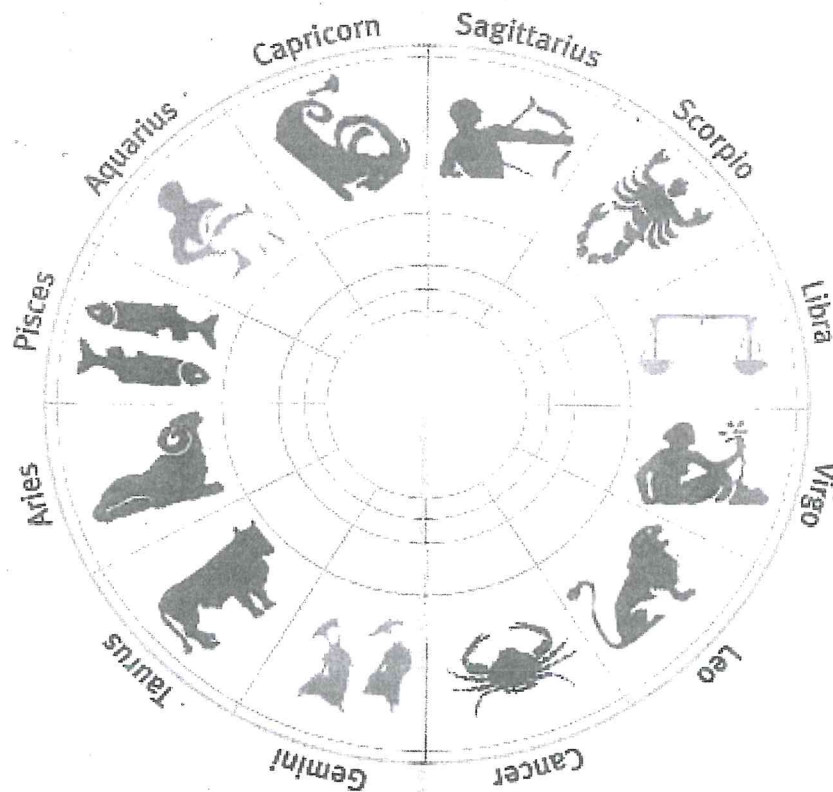
*'The star sign of my partner is Gemini.*

*Her/his stone is Aquamarine and symbol is Twins.*

*Her/his secret desire is to be ahead of the crowd...'*

### Reading Text 1: Star Signs

There are twelve Star Signs and each star sign has a different meaning. One's horoscope is made up of the star signs and their attributes.



**AQUARIUS (January 20 - February 18)**

Your element: Air

Your ruling planet: Uranus

Symbol: The Water Bearer

Your stone: Amethyst

Aim in Life: To understand life's mysteries  
Aquarian's Secret desire: To be unique and original

**PISCES (February 19 - March 20)**

Your element: Water

Your ruling planet: Neptune

Symbol: The Fish

Your stone: Bloodstone

Aim in Life: To avoid feeling alone and instead feel connected to others and the world at large  
Pisces Secret desire: To live their dreams and turn fantasies into realities.

**ARIES (March 21 - April 19)**

Your element: Fire

Your ruling planet: Mars

Symbol: The Ram

Your stone: Ruby

Aim in Life: The thrill of the moment  
Aries Secret desire: To lead the way for others.

**TAURUS (April 20 - May 20)**

Your element: Earth

Your ruling planet: Venus

Symbol: The Bull

Your stone: Emerald

Aim in Life: Emotional and financial security  
Taurus Secret Desire: To have a secure, happy and wealthy life/marriage

**GEMINI (May 21 - June 20)**

Your element: Air

Your ruling planet: Mercury

Symbol: The Twins

Your stone: Aquamarine

Aim in Life: To explore a little bit of everything.  
Gemini's Secret Desire: To be ahead of the crowd

**CANCER (June 21 - July 22)**

Your element: Water

Your ruling planet: The Moon

Symbol: The Crab

Your stone: Moonstone

Aim in Life: Constant support and understanding  
Cancer's Secret Desire: To feel safe (emotionally, romantically, spiritually, and financially)



**LEO (July 23 - August 22)**

Your element: Fire

Your ruling planet: The Sun

Symbol: The Lion

Your stone: Peridot

Aim in Life: To lead the way  
Leo's Secret Desire: To be a star

**VIRGO (August 23 - September 22)**

Your element: Earth

Your ruling planet: Mercury

Symbol: The Virgin

Your stone: Sapphire

Aim in Life: To do the right thing  
Virgo's Secret Desire: To love and be loved in return

**LIBRA (September 23 - October 22)**

Your element: Air

Your ruling planet: Venus

Symbol: The Scales

Your stone: Opals

Aim in Life: To be consistent  
Libra's Secret Desire: To live an easy, uncomplicated life.

**SCORPIO (October 23 - November 21)**

Your element: Water

Your ruling planet: Pluto

Symbol: The Scorpion

Your stone: Topaz

Aim in Life: To survive against all opposition  
Scorpio's Secret Desire: To triumph

**SAGITTARIUS (November 22 - December 21)**

Your element: Fire

Your ruling planet: Jupiter

Symbol: The Archer

Your stone: Turquoise

Aim in Life: To live the good life  
Sagittarian's Secret Desire: To make a difference world at large in the world

**CAPRICORN (December 22 - January 19)**

Your element: Earth

Your ruling planet: Saturn

Symbol: The Goat

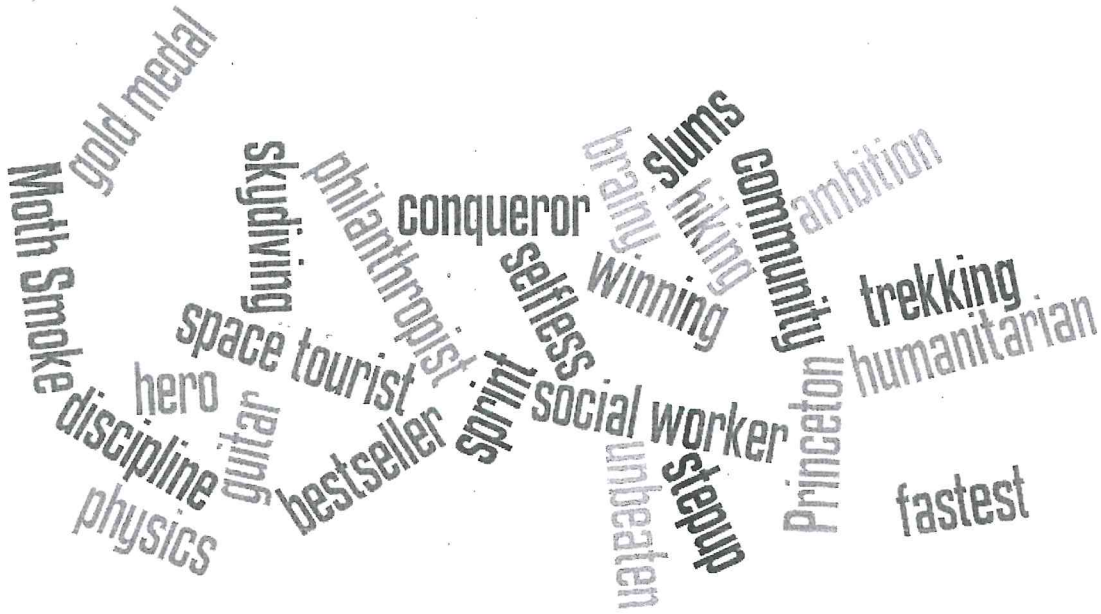
Your stone: Garnet

Aim in Life: To be proud of their achievements  
Capricorn Secret Desire: to be admired by the

Activity 2: Hunting



Read through *The Pride of Pakistan*.text quickly and find the words from the wordcloud to match with the personality.



Abdul Sattar Edhi	Namira Salim	Naseem Hameed	Ali Moeen Nawazish	Mohsin Hamid	Jahangir Khan

## Reading text 2: The Pride of Pakistan

### **Abdul Sattar Edhi: A Social Worker**

Born in 1928, Abdul Sattar Edhi is called Pakistan's Mother Teresa. He has been working selflessly for the sick and the destitute for more than 60 years.

A humanitarian and philanthropist, Edhi is the soul behind Edhi Foundation which is funded by donations from fellow citizens. The Edhi foundation runs the world's largest ambulance service; his more than 250 free Edhi Centers across the country take in orphans, the homeless, the mentally ill, unwanted newborns, drug addicts, the sick and the aged. Edhi's fleet of ambulances picks up victims of terrorist bombings, gang shootings, car accidents and natural disasters. The Edhi Foundation has run relief operations in other parts of the world too, like in Africa, the Middle East, Eastern Europe, the Caucasus region, and the US.

In his biography, Edhi gives sole credit to his mother for setting him on a humanitarian path. She always urged him to give half his pocket money to someone poor every day and chided him if he didn't.

### **Namira Salim: Space-Traveller**

Namira Salim was born in 1975 in Karachi. She is the first Pakistani to travel into space after she was shortlisted among 100 space tourists by the world's first commercial space liner Virgin Galactic in 2007 out of 44,000 candidates. Namira also became the first Asian to Skydive Everest as part of the "First Everest Skydive 2008." Not only did she dive from an altitude above Mount Everest, 29,480 feet, she also made history as the first jumper ever to skydive from the roof of the world.

Namira is also the first Pakistani to trek to both the North and South Poles. She hoisted the national flags of Pakistan, the UAE, Monaco, the EU and a universal peace flag at the North Pole on April 21, 2007 and at the South Pole on January 10, 2008.

### **Naseem Hameed: Fastest Woman in South Asia**

Naseem Hameed was born in 1988 and became the fastest woman in South Asia when she won a gold medal in the 100-metre event of the 11th South Asian Federation (SAF) Games in 2010. The 22-year old clocked 11.81 seconds in the 100-metre sprint to win the gold medal. This was a big honour for Pakistan as it happened to be the first time for any Pakistani woman to win the event in the last 26-year history of the region. Naseem lives with her family in a 40-yard single room house located in the slums of Karachi. Her father Hameed is a labourer who hardly earns Rs 9000 per month.

She has been chosen as one of the ambassadors for sports by the President of Pakistan.

### **Ali Moeen Nawazish: The Brain**

Ali Moeen Nawazish was born in Rawalpindi, Pakistan, and lived most of his life there. He is notable for passing 23 A-levels, a world record. He got 21 As, a B, and a C. The A Level subjects he took were Physics, Chemistry, Biology, Maths, Computer Studies, Marine Sciences, Applied ICT, Thinking Skills, Urdu Literature, General Paper, Geography, Applied Geography, General Further Mathematics, Human Biology, Further Mathematics, Sociology, Psychology, General Studies, English language, Travel and Tourism, Urdu Language; Business Studies, and Critical Thinking. He was awarded the Pride of Performance award, which is one of the highest honors in Pakistan. Nawazish was congratulated personally by the Prime Minister of Pakistan.



Nawazish has founded Step Up Pakistan, an organization that aims towards giving professional advice to the students, train teachers, improve education in the backward areas, improve the country's curriculum and education system, and carry out other humanitarian efforts.

Among his many hobbies, some are playing the guitar, cricket and table tennis.

### **Mohsin Hamid: Bestselling Author**

Mohsin Hamid, the bestselling, award-winning writer was born in 1971 in Lahore. He graduated from Princeton University and from Harvard Law School, USA. He is the author of two novels: *The Reluctant Fundamentalist* (2007) and *Moth Smoke* (2000). His fiction has been translated into 30 languages.

His first novel, *Moth Smoke*, became an international bestseller and a PEN/Hemingway Award finalist and won the Betty Trask Award. His second novel, *The Reluctant Fundamentalist*, was shortlisted for the Man Booker Prize and Commonwealth Writers Prize, and won the Anisfield-Wolf Book Award and Asian American Literary Award, among other honours.

Hamid has contributed essays and short stories to publications such as the Guardian, the New York Times, the Washington Post, the Financial Times, Dawn, the New York Review of Books, Granta, and the Paris Review

### **Jahangir Khan: The Legend of Squash**

Jahangir Khan, 'The Conqueror' took the world by storm in 1980s with his record of winning 555 consecutive matches. He dominated international squash for a decade during the 1980s and 1990s. Khan was born in Karachi on December 10, 1963. *Time Magazine* has named Jahangir as one of Asia's Heroes in the last 60 years

He won the World Amateur Championships at the age of 15 and the World Open Championships at the age of 17 which was the youngest ever. He remained unbeaten for 5 years and 8 months; winning 555 matches consecutively; this was not only the longest winning streak in squash history, but also one of the longest unbeaten runs by any athlete in top-level professional sports. Khan became the British Open Champion 10 times in a row (1982-1993); and World Open Champion 6 times – for which he is listed in the *Guinness Book of World Records*.

'I was told I would never become world champion. I was the youngest, smallest, feeblest and sickest of the family. Neither the doctor nor my father believed there was any chance for me to become a good squash player' – says Jahangir Khan in his book, *Winning Squash*.

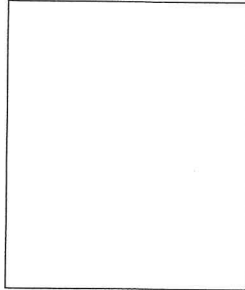
"*Hard work, discipline, commitment and ambition*" - is how Jahangir himself explains the reasons for his incredible success.

### Activity 3: Profile maker



In *The Pride of Pakistan* text you have read about different personalities. Now work in pairs and write a profile of your partner by filling in the form given below. In the picture box draw a portrait of your partner or paste their photograph, if they have brought one.

#### Profile



Name		Age	Date of birth
Male/Female	Religion		
Home town		Description of house	
Brother/Sisters			
		College/University	
Pets		Favourite subjects	
Hobbies (including sport)			
What you would like to be when you are older			
Other information			



## Unit 1 Introduce yourself Session 3

### Activity 1: Inspiration



Which personality inspired you most from the *Pride of Pakistan* text?

Why were you inspired by that particular personality?

If given a chance, would you like to follow in their footsteps?

Read through *The Pride of Pakistan* text once again and discuss with your partner and make your notes. Then share with the rest of the class.

### Activity 2: Agents of change



Imagine if you are given a chance to do something for your country. What five changes would you like to bring about in the country?

1.

2.

3.

4.

5.

### Critical reflection



Briefly think back on what you have learned in this unit and reflect upon the experience.

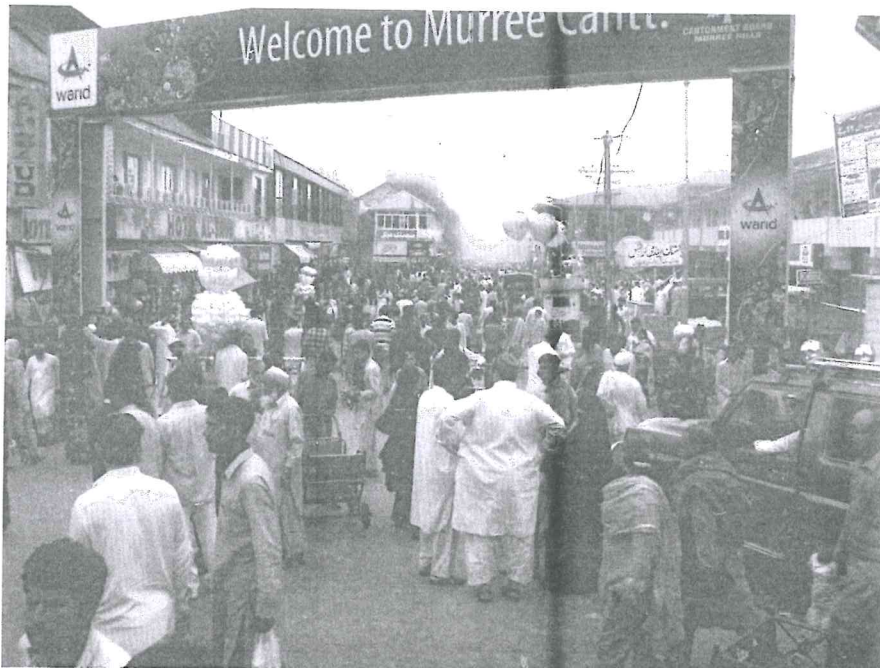
Unit 2 Describing places and things Session 1

Activity 1: Picture conversation



Look at picture 1 and picture 2 and answer the questions below.

Picture 1: A scene from Mall Road, Murree



© Akifa Imtiaz

Picture 2: A title given to Murree



© Akifa Imtiaz

1. Describe what you see in picture 1.
2. Picture 1 is the 'real' and picture 2 is the 'ideal', can you bring out the difference between the two?
3. Do you agree with what is being said in picture 2, i.e. Murree being a 'Queen of Mountains'? Give reasons to support your answer.

### Activity 2: Prediction



Look at the title, *Neelum Valley: A gem to treasure*, of the reading passage and predict what you think the text could be about.

### Activity 3: Organizing and predicting



- a) Work in pairs or small groups and read through the paragraph given to you quickly and summarize it. Give a title for the paragraph.
- b) Move around telling other students what your paragraph title is in order to build a summary of the whole text.
- c) After this again predict what you now think the text could be about.

### Reading Text 1: **Neelum Valley: A gem to treasure**

1. The Neelum Valley in Azad Kashmir is undoubtedly one of the most beautiful places in the sub-continent with its pristine forests, enchanting streams and the raging Neelum River. It is situated in the north and north-East of Muzaffarabad, Azad Jammu and Kashmir, sandwiched between the Kaghan Valley on the west and the valley of Occupied Kashmir on the East, the valleys being separated by high mountain ranges.
2. Unfortunately, the area of the Neelum Valley remains largely undeveloped and most of the residents live in dire poverty barely making both ends meet. There are little or no health and education facilities and most of the communities do not have access to potable water, electricity and gas.
3. As in most deprived mountain communities, the inhabitants of the Neelum Valley in general, and the women and children in particular, suffer from chronic health problems due to inadequate nutrition, unsafe drinking water and unhygienic living conditions. These include anemia, diarrhea, infections of the respiratory tract and tuberculosis. Only 8 per cent of the population has access to sanitation but that too is of low standard. The problem is compounded by lack of medical and paramedical staff and non-availability of medicines. Primary schools in the Valley are few and far between while there are no opportunities for higher education. Without access to quality education, children who live here have little chance of improving their future or earning a livelihood.
4. The electricity supply is erratic due to which the residents cut trees for fuel, cooking and heating, and use the Valley resources in an unsustainable manner. To add to their woes, the access road is in a poor condition and the high cost of transportation means that even basic utility items such as oil, sugar and tea are very



expensive.

5. "It is a pity that a place with prime tourism opportunities is on the brink of poverty" says Dr Anis ur Rahman, who represents the Himalayan Wildlife Foundation (HWF) for conservation of natural resources and community uplift in the Neelum Valley. "There are three 'A's important for tourism," he explains. "These are Access to the site, the presence of Attractions and suitable Amenities for the visitors. As far as the Neelum Valley is concerned the natural beauty of the area is sufficient enough to attract tourists from all around the world. What is missing, however, is a good quality access road and decent hotels."

6. The Himalayan Wildlife Foundation has successfully executed a number of developmental projects in the Neelum Valley. Their present venture titled 'Sustainable Rural Development in the Upper Neelum Valley' has been initiated with support from the Pakistan Poverty Alleviation Fund (PPAF), a non-profit company with extensive experience in human and institutional development, health, education, livelihood management and disaster management.

7. In partnership, the project supports the Azad Jammu Kashmir Fisheries and Wildlife Department in conserving the dwindling forests in the valley and developing an integrated approach that will support the local communities of the Neelum Valley by providing important facilities such as clean drinking water, sanitation facilities, link roads, irrigation channels, checking dams for erosion control, fruit orchards as well as support for hydro-power generation in hybrid projects. Special attention is being given to social mobilisation which is the foundation of success for nature conservation, capacity building and community infrastructure development.

8. The word 'Neelum' in Sanskrit means a blue sapphire, a valuable precious stone. The Neelum Valley, too is like a precious gem that we need to treasure and protect. Poverty alleviation measures and natural resource management are essential to conserve the resources of this gem of Kashmir.

Source: Neelum Valley: A gem to treasure by Fareeha Irfan Ovais

article from 1 January 2012, in paper magazine

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### Activity 4: Reading closely



First read the whole text.

Then, read the statements in the table below and check whether they match with the information given in the reading passage, if not, then give a true version.

	Statement	True or False, if false
1.	The residents of Neelum Valley have adequate health and education facilities.	
2.	Children who live there have little chance of earning a livelihood.	
3.	The literacy rate among the residents is above 90%.	
4.	There is a motorway which connects Neelum Valley with the rest of the country.	
5.	Three A's are important for tourism, according to Anis ur Rahman	
6.	The tourists flock around the area because there are amazing hotels there.	
7.	The name 'Neelum' is taken from the folk lore of Kashmir	

### Home task: Words in context

For each of the words below two meanings are given. Choose the one that is correct according to the context in the *Neelum Valley: A gem to treasure* text. (The numbers in brackets refer to paragraphs)

- |    |                |                 |                |
|----|----------------|-----------------|----------------|
| 1. | pristine (1)   | perfect         | spoiled        |
| 2. | enchanted (1)  | impolite        | charming       |
| 3. | sandwiched (1) | grip in         | squeeze in     |
| 4. | potable (2)    | clean           | spotless       |
| 5. | deprived (3)   | underprivileged | privileged     |
| 6. | chronic (3)    | irregular       | constant       |
| 7. | amenities (5)  | facilities      | inconveniences |

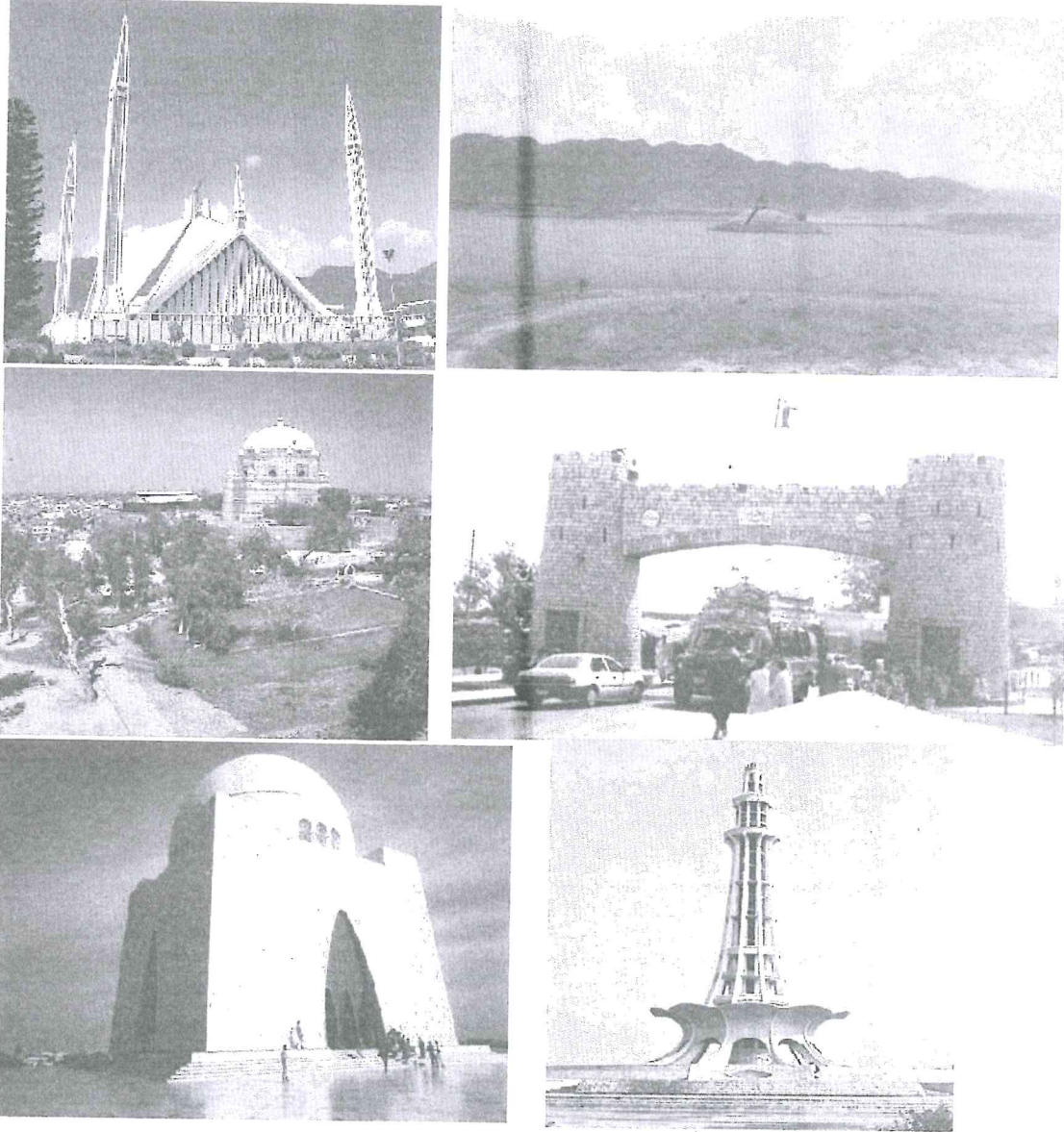


## Session 2

### Activity 1: Warm-up

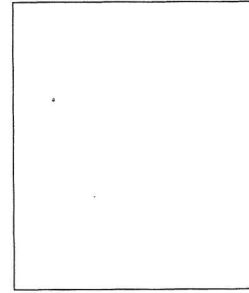


Look at the collage and try to guess what part of Pakistan the pictures in the collage represent



Source: [http://commons.wikimedia.org/wiki/File:Minar\\_e\\_Pakistan.jpg](http://commons.wikimedia.org/wiki/File:Minar_e_Pakistan.jpg); [http://commons.wikimedia.org/wiki/File:Mazar\\_eQuaid\\_Karachi.jpeg](http://commons.wikimedia.org/wiki/File:Mazar_eQuaid_Karachi.jpeg); <http://commons.wikimedia.org/wiki/File:Multan.jpg>; [http://commons.wikimedia.org/wiki/File:Shah\\_Faisal\\_Masjid,\\_Islamabad.JPG](http://commons.wikimedia.org/wiki/File:Shah_Faisal_Masjid,_Islamabad.JPG); [http://commons.wikimedia.org/wiki/File:Khyber\\_pass.jpeg](http://commons.wikimedia.org/wiki/File:Khyber_pass.jpeg); [http://commons.wikimedia.org/wiki/File:Hanna\\_Lake\\_Quetta\\_P1140271.jpg](http://commons.wikimedia.org/wiki/File:Hanna_Lake_Quetta_P1140271.jpg)

### Activity 2: Adjectives hunt



- a) While working in pairs once again go through the reading text and make a list of as many describing words/adjectives as you can find from the text.
- b) Think of your home town and write 5-7 sentences about it, using at least 5 of the adjectives from your *Adjective hunt* list

### Activity 3: Unity in diversity



In groups discuss what you have written about your home town. Look for things/features that are specific to your home town and other things/features which are general to several people's home towns. Make a list.

### Activity 4: Different but same



Re-read paragraphs 1-4 in the reading text and find the similarities (or near-similarities) and differences, if any, between your home town and Neefum Valley. Make a list of all the similarities and differences that you can find.

### Session 3

#### Activity 1: Different adjectives



Fill the blanks with adjectives/describing words other than the ones used in the reading passage in these paragraphs.

The Neelum Valley in Azad Kashmir is undoubtedly one of the most \_\_\_\_\_ places in the sub-continent with its \_\_\_\_\_ forests, \_\_\_\_\_ streams and the \_\_\_\_\_ Neelum River. It is situated in the north and north-East of Muzaffarabad, Azad Jammu and Kashmir, sandwiched between the Kaghan Valley on the west and the valley of Occupied Kashmir on the East, the valleys being separated by \_\_\_\_\_ mountain ranges.

Unfortunately, the area of the Neelum Valley remains largely \_\_\_\_\_ and most of the residents live in \_\_\_\_\_ poverty barely making both ends meet. There are little or no health and education facilities and most of the communities do not have access to \_\_\_\_\_ water, electricity and gas.

#### Activity 2: Making an interesting description

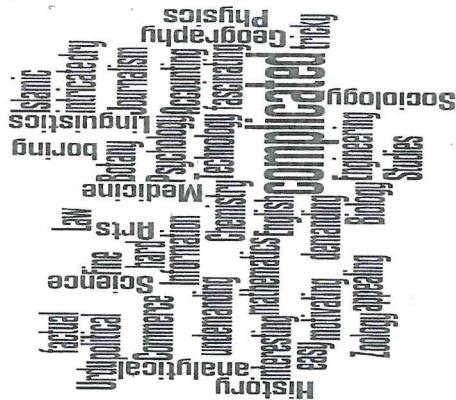


One way to make a description interesting is to use more, and varied, adjectives.

*Example:* I study English

*Interesting description:* I study English which is a fascinating and puzzling subject

Look at the wordcloud on the next page. Make a list of at least five different subjects for study mentioned in the wordcloud. Now choose the adjective that best describes each subject and make sentences about these subjects, using at least two adjectives for each subject. Try and use at least five new additional adjectives of your own choice while describing.



### Activity 3: Generalizing

In unit 1 you read the *Star Signs* text. Go back to it and think and discuss among yourselves which academic subjects will be suitable for a particular star sign.

For example you can make generalized statements like this and say,

*'Sociology is a subject that will suit a Virgo because they want to do the right thing.'*

### Critical Reflection

Briefly think back on what you have learned in this unit and reflect upon the experience.



### Brainstorming session

Work in small groups. Look at the following phrases and discuss with each other what comes to your mind. You may agree or disagree but give reasons for your opinion.

1. "I-Phone with portable internet access is fantastic"
2. "Facebook is simply amazing"
3. "On-line banking is incredibly helpful"

Listening and Speaking Skills



You will hear a conversation between Ayesha and Fatima. The transcript is below. Cover the transcript while you are listening and do the exercises below the transcript.

### Staying up late for a good reason

Fatima: Hey Ayesha, why didn't you come to college yesterday?

Ayesha: Oh Fatima!! I was up late the night before so I could not come. Actually my mother had to talk to my sister in America on Skype. You know it's almost ten hours time difference. So I could not sleep well. That's why I did not come.

Fatima: Oh right. Isn't the internet great? But my mother doesn't like it. She says people waste a lot of time on the internet. That is why I don't have it at home.

Ayesha: Fatima. I think you should talk to your mother about having it at home. She is right that people waste time on the internet. But it depends on how you use it.

Fatima: Yes I know. But she says that young people now keep chatting on-line with their friends all the time.

Ayesha: Not all the time. And anyway apart from chatting on-line I use it for so many other reasons too. You know, I search on the internet and find a lot of related e-books and articles on subjects we are studying. There is so much information there on many websites.

Fatima: That's great. What else do you use it for?

Ayesha: Well! I use internet for watching TV serials, sports and news. And Facebook and Twitter are wonderful ways of connecting with friends all over the world.

Fatima: Amazing. Could you use it to give me some help in doing an assignment?

Ayesha: Of course. What do you need?

Fatima: Some material for that assignment on Psychology.

Ayesha: Don't worry at all. I've already found a lot of stuff on that topic. We can study together this evening.

Fatima: Ok. Thanks a lot.



### Activity 1. Listening



Work in groups. Listen to the conversation and write in your own words what is the topic being discussed between Ayesha and Fatima. Details are not required.

1. Ayesha is talking about

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2. Fatima is talking about

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### Activity 2: Intensive listening



Work in groups. Listen again to the conversation. Circle the name of the person who spoke each of the words given below.

- |                     |                      |
|---------------------|----------------------|
| 1. Skype            | (Fatima/Ayesha/Both) |
| 2. Internet         | (Fatima/Ayesha/Both) |
| 3. Chatting on-line | (Fatima/Ayesha/Both) |
| 4. E-books          | (Fatima/Ayesha/Both) |
| 5. Websites         | (Fatima/Ayesha/Both) |
| 6. Facebook         | (Fatima/Ayesha/Both) |
| 7. Twitter          | (Fatima/Ayesha/Both) |
| 8. Assignment       | (Fatima/Ayesha/Both) |

### Activity 3: Close listening



Work in groups. Listen again to the conversation carefully and answer the following questions.

1. Why didn't Ayesha come to the college?

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2. Why does Fatima's mother dislike internet?

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3. Apart from chatting, Ayesha talks about what other uses of internet?

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4. What are two ways mentioned by Ayesha for connecting with friends all over the world?

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5. What does Fatima ask Ayesha to do towards the end of the conversation and what is Ayesha's response?

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Activity 4. List advantages of the internet.



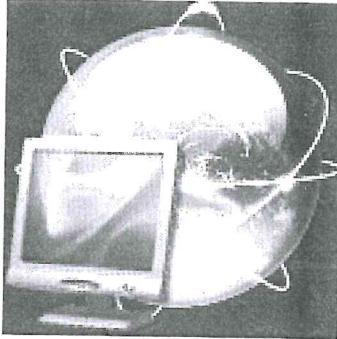
Work in small groups. Discuss other advantages of the internet that come to your mind and make a list below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Pre-Reading



Look at the following picture and guess what it is about.



Source:<http://commons.wikimedia.org/wiki/File:Exquisite-network.png>

Activity 1: Pre-reading



Work in small groups and discuss with each other the following questions. Do you have similar views or are they different from one another.

1. What do you understand by the term "Global Village"?
2. What do you use internet for?

Activity 2: While-reading



Work in small groups. Skim through one paragraph (assigned by your teacher) and discuss with each other what it is about. Write the main idea of the paragraph in one sentence.

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**Reading Text 1**

Paragraph 1: Information and Communication Technology has revolutionized many aspects of our daily lives. Enormous developments in the field of technology occurred at the end of the twentieth century and the beginning of the twenty-first century. Mobile phones, computers and internet are some of the countless technologies that have completely transformed the world we are living in. Our life style has altogether changed on account of these technologies. It was rather impossible for people to envisage such technological advancement in the past but now domestic technologies such as refrigerators, microwaves and washing machines are found in almost every home in our country.

Paragraph 2: Probably about 20 years ago, no one could visualize such an increase in the use of mobile phones in Pakistan. Everyone from babies to the very old seems to be acquainted with a cell phone. New mobile phones with added features seem to appear every month and many people find it incredibly hard to resist buying the latest version. The SMS/text messaging service on mobile phones is the most popular among the younger generation particularly. Originally this was just a minor feature and manufacturers did not anticipate it to be used by phone owners at all. But it developed a whole new method of communication and introduced different ways of interacting with radio and television. Well, we have a new language form – texting.

Paragraph 3: The Internet has had an enormous impact on all aspects of life. While there are still people in many parts of the world who do not have access to an internet connection, the majority of people in the developed world and many developing countries now have access either at home or at work, and have the opportunity to use online information resources, or communicate with others using email, instant messaging or discussion groups. Amazingly the internet has become a major factor in enabling information- sharing and has had a huge impact on the availability of information of all kinds. Electronic mail (email), digital broadcasting, electronic books (e-books), online banking, job seeking and applications, hotel reservation and online shopping are only a few of the countless advantages internet has. Nevertheless these changes have led to the need for increased security procedures to combat new types of fraud.

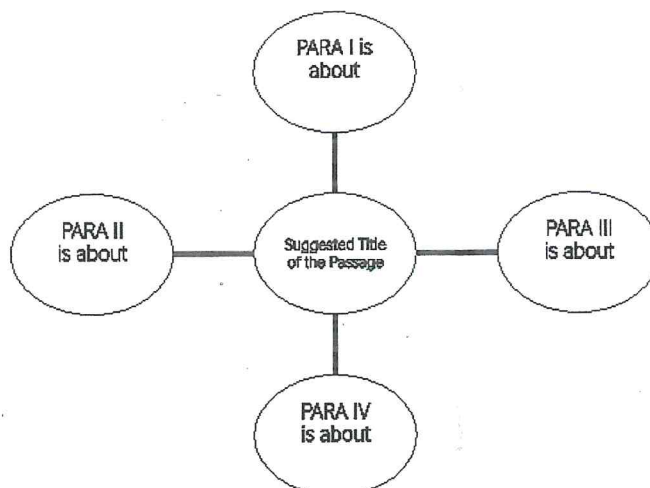
Paragraph 4: The world of entertainment is constantly developing with the advent of new technologies. Digital broadcasting has completely altered the way we experience television, with more interactive programming and participation. Digital cameras, printers and scanners have enabled more people to experiment with image production. Technology has brought tremendous change in the production and distribution of music, as well as in the ways in which people can access and listen to music effortlessly.

Source: <http://openlearn.open.ac.uk/mod/oucontent/view.php?id=397557&printable=1>

### Activity 3: What the paragraphs are about



Discuss with other groups what their paragraph is about and complete the following diagram. Do not write more than a few words.





#### Activity 4: Close reading



Work in groups. Read the passage carefully and answer the following questions in your own words. Then compare your answers with each other. Have you got the same answers as each other? Have you got the same words as each other? Why?

Q1. How has information and communication technology transformed our lives?

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Q2. What is the new language called "Texting"?

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Q3. What main advantages of the internet have been listed in the passage?

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Q4. What is the impact of Information technology on the world of entertainment?

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#### Activity 5: Grammar: Adverbs



Use these adverbs to complete the paragraph below.

completely	probably
incredibly	amazingly
originally	nevertheless
constantly	effortlessly

I think Rubia Akram has been working as a teacher in a local university for over thirty years \_\_\_\_\_. \_\_\_\_\_ it was not very easy for her to manage her home along with her professional responsibilities. She says her life has changed \_\_\_\_\_ and now it is \_\_\_\_\_ comfortable because of so many domestic technologies that have enabled her to manage things \_\_\_\_\_ well. Earlier she says I used to worry \_\_\_\_\_ about different tasks I had to do at home like cooking and

washing etc. But now I do all this work \_\_\_\_\_ without getting tired.

### Activity 6: Instruction sequence



Work in small groups. Read the following instructions written on a bank cash machine. They are not in the correct order. Sequence the instructions in the correct order by writing a number next to each sentence. Write the adverbs listed below in the gaps.

Firstly	Then	Finally	However	Nevertheless
---------	------	---------	---------	--------------

- Instructions
- ( ) \_\_\_\_\_ Enter the pin-code
  - ( ) \_\_\_\_\_ After processing, your card will be ejected and the required amount will come out of the machine
  - ( ) \_\_\_\_\_ Insert your ATM card in the machine
  - ( ) \_\_\_\_\_ In case the machine takes longer time, press the button on your right and take the card out.
  - ( ) \_\_\_\_\_ Wait for the machine to process
  - ( ) \_\_\_\_\_ If the problem persists please call our service centre through the phone available in the booth
  - ( ) \_\_\_\_\_ Insert the card again and repeat the procedure described above
  - ( ) \_\_\_\_\_ Press the amount on screen you want to withdraw or enter your desired amount

### Home Task: Disadvantages of Technology

Do some research on this topic. You may get information from the internet, newspapers, books or any other source available. Make a list of the disadvantages in your own words from the information you have been able to find. This information is required to carry out a task in the next session.

Your research should be centered on the following kinds of technology.

- ❑ Domestic technologies such as refrigerators, microwaves and washing machines
- ❑ Mobile phones
- ❑ Electronic mail (email), digital broadcasting, electronic books (e-books), online banking, job seeking and applications, hotel reservation and online shopping
- ❑ Digital cameras, printers and scanners

Unit 3 Obtaining and Giving Information Session 3

Activity 1: Survey on the disadvantages of technology



Work in small groups and make a list of at least 5 -7 questions that you will ask another group in the class about the disadvantages of different kinds of technology.

**Examples:**

1. What in your opinion is the biggest drawback of internet?
2. Can you think of some disadvantages of mobile phones?

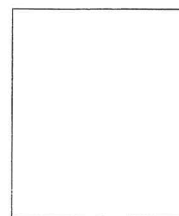
**Activity 1(a)**



Ask another group and take notes about their opinion. Use the table below to help you. But you can write any other kinds of sentences.

(name)	is of the view that  thinks that  believes that	internet	can have  has many  harmful effects on children	Such as  For example  Because
(name)	is of the view that  thinks that  believes that	mobile phones	can have  has many  harmful effects on children	Such as  For example  Because

### Activity 1(b)



Discuss with your group members and fill in the information you have gathered from the other group in the following table.

#### Disadvantages of Technology

Group Members' views	Domestic Technologies	Mobile Phones	Internet	Any other Digital cameras/ printers
A's views				
B's views				
C's views				

### Activity 2: Summary



From your notes, write a brief summary of the other group's views about the disadvantages of technology.

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### Activity 3: Discussion Session



Look at the following paragraph about the role of technology in the "Arab Spring" in 2011. Discuss with your group members and comment on the issue. What is your opinion? Do you think information technology can be used in our country for a similar purpose? Following questions may be helpful in your discussion.

#### Questions

1. How does information technology help in spreading information?
2. What is the situation of information technology in Pakistan?



### The role of technology in the "Arab Spring"

Many people are of the view that the information technology and digital social media tools and networks like Facebook and Twitter etc played a vital role in the huge protests that swept through the Middle East in the early 2011. Research on the issue clearly indicates that protests in Egypt and Tunisia were a direct follow-up of initial mobilizing effects of the information technology and digital social media tools and networks. The campaign was started on Facebook that generated tens of thousands of positive responses against the policies of the state making the protests such a big success. So, information technology is the newest way of reviving protest campaigns.

### **Critical reflection**



Briefly think back on what you have learned in this unit and reflect upon the experience.

Activity 1: Pre-Reading

Work in pairs. Interview your partner. Find out the following information:

1. What subject they disliked most at school and why
2. Whether they can recall and recount any memorable incident between them and a teacher at school
3. Whether they think having a home tutor is a good idea; the reasons why they think that.

Report back to the class what you find out.

Activity 2: What is it about?



Work in groups of 5. Each person will read one paragraph. Decide who will read each paragraph.

- a) Choose the most suitable heading below for your paragraph.
- b) After everyone has chosen their heading, explain to the other members of your group why you chose your heading.

Headings

Why I didn't report him

What happened eventually

How my maths tutor taught me

My attitude towards maths

A Maths tutor teaching cricket

*Please note: you do not need to read and understand everything in your paragraph to do this activity.*

Reading text 1:

A painful memory?

1. \_\_\_\_\_

While looking through some old boxes I came across an old photograph- I was proudly holding a cricket bat and a sombre looking gentleman was trying to help me with my batting technique. If my memory serves me right, he was coaching me how to play with a straight bat- one of the basic techniques in the coaching manual. The gentleman was Mr. Qadoos, my Maths tutor. A maths tutor coaching me cricket- in those days it never appeared as a paradox to me and I loved every bit of it.

2. \_\_\_\_\_

Mathematics was a subject that I detested from the very core of my heart. The formulas, equations, algebra annoyed me. It was a nightmare, that's the politest expression I could think of. The concepts were too hard to be understood by an 8<sup>th</sup> grader like me who wanted to spend his time on the playground rather than confusing himself with dry formulas of maths. One of the reasons to despise this subject was my maths teacher at school, who never liked being asked questions. She was a firm believer that her teaching method was so profound and self-explanatory that asking questions was a sign of student's inattentive attitude in the class. Asking questions was interpreted as an insult by her. Once I was able to build up courage, I dared to ask her a question- the answer was a resounding slap, which was heard even by the people in the corridors. I never made the same mistake again! Soon my parents realized the seriousness of my situation and decided that hiring a maths' tutor would help me out of this complicated situation.

3. \_\_\_\_\_

The man in the picture-Mr Qadoos - was appointed as my tutor because an acquaintance of my father spoke very highly of him. My new tutor made quite an impression on my parents in his first meeting and made grand claims that I would soon be transformed into a mathematician. I still remember his first lecture that highlighted the virtues of hard work. The first week passed quietly, we only managed to do one exercise. His argument was that he was deliberately going slow with a weak student and didn't want to scare me away- a psychological strategy I guess! In the following weeks, I learnt everything under the sun but mathematics. The tutoring time was reduced to half on the days my parents weren't around. He was also shrewd enough to judge my tastes and would alter his conversation accordingly. We started having intellectual discussions on movies, cricket, video games etc. I must confess that he helped me a lot to gather information about showbiz and sports in a short time.

4. \_\_\_\_\_

He used to enter my house at around 4 pm, with a cigarette between his fingers. Then he would slowly sip a hot cup of tea and usually left not later than 4:30 pm. Once I had a thought of reporting these facts to my father but decided against it. I didn't want to betray Mr Qadoos; by then he had helped me a lot with my batting technique and I became a prolific run getter in my school team. I didn't want to spoil all his hard work and let it go by a mere slip of the tongue! He had even started teaching me the subtle art of reverse swinging the cricket ball, I was indeed indebted to him.

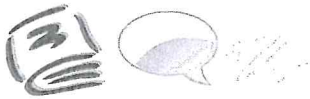
1. \_\_\_\_\_

Time flew and with every passing day our friendship cemented; I did not have any idea what misfortunes were waiting round the corner. My exams approached and I had to face the bitter reality- I had successfully flunked mathematics along with a couple of other subjects. Instead of telling my parents about his unusual tutoring techniques, Mr Qadoos shifted the whole responsibility onto my frail shoulders. It was a rude shock. This fickleness was too much for me and I finally revealed everything to my parents. I wasn't allowed out for a week and my honourable tutor turned friend had to lose his job. The dream of becoming a top batsman did not become a reality.

Source: "My Honourable Tutor" by Syed Razzi ul Husnain

Adapted with the author's permission. Published in Pakistan Observer, 15/12/2003

### Activity 3: Reading for comprehension



- a) In your group, look at the following questions together. First discuss the answers without looking back at the article.
- b) Then on your own, read through the article again to find the answers. Write the answers, trying to use your own words and not the same words as in the article.
- c) When everyone has finished, compare the different answers in your group. If there are differences in the answers or in the words that you have used decide which answer and which words you are going to tell the rest of the class.
- d) Tell the rest of the class your answers.

1. What was the author reminded of after looking at the picture of his tutor?

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2. In paragraph 2, what reasons have been listed for why the author disliked the maths?

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3. What method of teaching was adopted by the teacher in the first week?

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4. How did the author develop a friendly relationship with his tutor?

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5. Suggest a different title for the article.

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#### Activity 4: Understanding difficult words



Work in pairs. Discuss with your partner what these words mean in the article. Be prepared to provide reasons for why you chose each definition.

1. a sombre looking gentleman was trying to help me with my batting technique.

The word sombre means:

- a. dull and not talkative
- b. serious and sober

2. A maths tutor coaching me cricket- in those days it never appeared as a paradox to me and I loved every bit of it.

The word paradox means:

- a. opposite and contradictory
- b. not understandable

3. her teaching method was so profound and self-explanatory

The word profound means:

- a. interesting and pleasing:
- b. perfect and did not need explanation

4. the answer was a resounding slap

The word resounding means:

- a. hard and clear
- b. loud

5. because an acquaintance of my father spoke very highly of him

The word acquaintance means:

- a. relative
- b. family friend

6. he was deliberately going slow with a weak student

The word deliberately means:

- a. on purpose
- b. serious

7. I was indeed indebted to him

The word indebted means:

- a. obliged and thankful
- b. admired

8. 'This fickleness was too much for me'

The word fickleness means:

- a. unreliable
- b. laziness

Activity 1: Achievements

Work in groups. Look at the photograph below. Discuss the following questions. Report back to the class what you have found out about the person in the photograph.

1. Do you know who the person in the photograph is?
2. How old is she?
3. What do you know about her achievements?

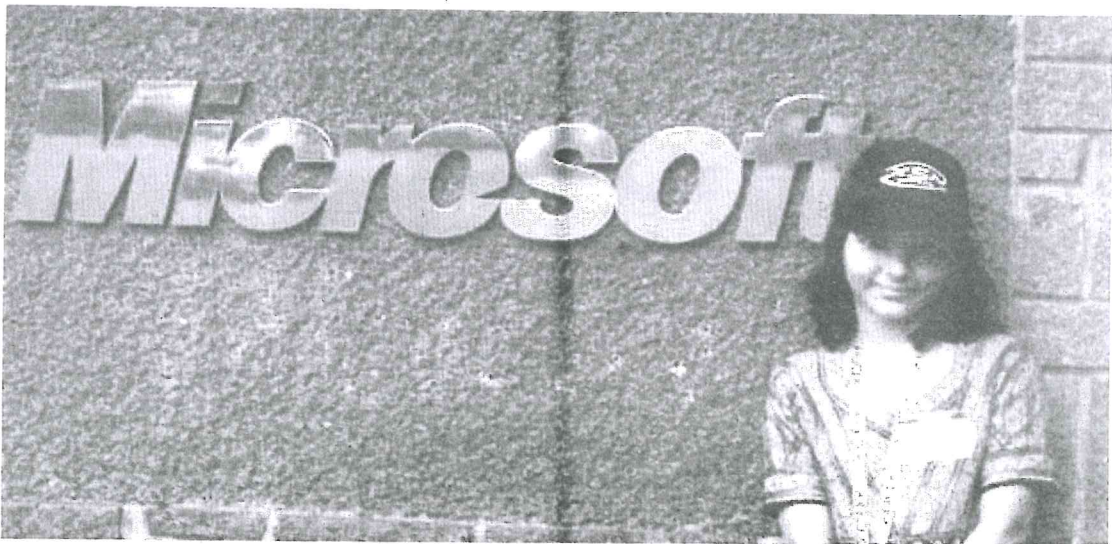


Image Source: <http://dawn.com/2012/01/14/arfa-karim-passes-away-in-lahore/>

Activity 2: Life skills

Here is a list of some practical skills. Discuss with a partner and decide which three skills you think will be most important for your success in life. You can suggest other skills which are not on the list. Be prepared to provide reasons for choosing the skills you choose and not others. You will discuss your choice with the whole class.

Language competence

Driving a car

Flying an aircraft

Computer skills

Study skills

Communication skills

Expertise in science and technology

### Activity 3: Listen for the skill



Listen to the story of Arfa Karim Randhawa. Look at the list of skills in Activity 2 again and number them in the order you hear them mentioned in the listening. Not all are mentioned.

### Activity 4: Recounting an event



Work in a group. The text below recounts the story of Arfa. Read the text filling in the blanks by providing the correct form of the verbs in brackets. Compare your answers with other people in your group to see if you have the same verb forms.

#### Reading text 1: Success

Arfa Karim Randhawa became the world's youngest Microsoft Certified Professional MCP at the age of 9 years old. She was born on 2<sup>nd</sup> February 1995 in a village of the Punjab Chak 4JB Ram Dewali, Faisalabad, Pakistan. She \_\_\_\_\_ (join) Grammar School Paragon Campus Lahore and \_\_\_\_\_ (complete) only the first year of A-level. She \_\_\_\_\_ (be) still studying in the 2<sup>nd</sup> year of the A-Level when she \_\_\_\_\_ (have) a cardiac arrest. Amjad Karim, her father, \_\_\_\_\_ (request) everyone to pray for her health. But 'we belong to Allah and to Him shall we return' (Q.2:156).

The young Arfa \_\_\_\_\_ (die) at 9:50 PM at Combined Military Hospital (CMH) Lahore on January 14, 2012, leaving millions crestfallen; the outpouring of emotions at her demise was unprecedented. For instance, Bill Gates, the chairman of Microsoft, \_\_\_\_\_ (say) 'Today is the black day of my life and same for Pakistan, because I \_\_\_\_\_ (lose) my princess colleague and Pakistan \_\_\_\_\_ (lose) her Pakistani. However, her legacy will live forever.

Arfa \_\_\_\_\_ (live) a meaningful life. Her continuous struggle \_\_\_\_\_ (bring) her the reward she \_\_\_\_\_ (deserve). The list of her achievements and the accreditations \_\_\_\_\_ (surpass) the number of years she lived. After winning the World's youngest MCP title she \_\_\_\_\_ (receive) a tremendous applause from almost all over the world especially from her homeland Pakistan. Bill Gates \_\_\_\_\_ (invite) her to visit the Microsoft Headquarters in USA. She subsequently \_\_\_\_\_ (receive) Fatime Jinnah Gold-Medal in the field of science and technology in August 2005. Meanwhile, the president of Pakistan \_\_\_\_\_ (bestow) upon her the Salam Pakistan Youth Award. The nation had already \_\_\_\_\_ (acknowledge) her great efforts in the field of science and technology and \_\_\_\_\_ (award) her President's Award of Pride of Performance granted only to those who exhibit their excellence in their respective fields.

Since the day she \_\_\_\_\_ (become) MCP at the age of only nine she has \_\_\_\_\_ (represent) Pakistan in international forums. At the age of ten she received the first flight certificate from a flying club in Dubai. In November 2006, Arfa \_\_\_\_\_ (represent) Pakistan in the key note session in Tech-Ed Developers conference in Barcelona. Last but not least, Arfa \_\_\_\_\_ (become) the brand



ambassador of PTCL 3G wireless broadband Internet service EVO service in Pakistan in 2010.

The youngest certified IT expert Arfa \_\_\_\_\_ (receive) equally tremendous tributes even after her death. For instance, the Department of Computer Science, University of Karachi \_\_\_\_\_ (decide) to conduct an annual IT lecture after her name on January 14. Similarly, the Chief Minister \_\_\_\_\_ (announce) to change the name of The Lahore Technology Park to Arfa Software Technology Park. Likewise, the Sindh government announced to rename the IT Media City in Karachi in the honour of Pakistan's brightest brain. The journalist, Shahab Ansari rightly \_\_\_\_\_ (write):

'... she did for Pakistan in just seven years since she came on the world scene what all the ambassadors, sports men and women, intellectuals, artists and statesmen could not do in the last 67 years: She made us all stand tall in the world with this little girl holding our hand and saying: I am from Pakistan , a great country!'

**However,** her legacy will live forever. The dream that she made us see will keep on inspiring fresh vigor and hope; something we need at this critical juncture of our history.

Source: "Arfa Karim a wonder child of Pakistan" by Shahab Ansari

16 January 2012, The News

<http://www.thenews.com.pk/Todays-News-5-87734-Arfa-Karim-a-wonder-child-of-Pakistan>

### Activity 5: Discussing your views



Discuss in your group the following questions and note down the group's ideas and points of view. Be prepared to share these with the whole class.

1. Do you think Arfa Karim's story is a story of success? Why?
2. Do you think Arfa Karim's story is inspirational? Why?
3. Do you think achieving excellence in any field depends on natural talent? Why?
4. What was the basis of Arfa Karim's success in her field?
5. What would you prefer for yourself?

- a. A long comfortable life spent only for you
- b. A short but meaningful life spent for others

Why?

6. Do you think you can contribute to the development of your country? How?

Prepare to present your ideas and your points of view to the class.



This is preparation for the next session.

1. Make a table like the one below. Fill in information about yourself.


2. Find out what a curriculum vitae (CV) is and how it is organised (from the internet, books, friends or relatives)

## Activity 1: Brainstorming

Work in groups. Discuss with each other the following questions. Use your 'Home Task' to help you.

1. What is a Curriculum Vitae (CV)?
2. How are they organized?
3. Have you ever written one before?

## Activity 2: Fill in a personal recount table



In a later module (English for Employment) you will practise writing CVs. In this module you are going to write a personal recount like the one you have read about Arfa Karim.

Read through the following extract from the recount of Arfa Karim's life and complete Arfa's personal recount table on the following page.

Arfa Karim Randhawa became the world's youngest Microsoft Certified Professional MCP at the age of 9 years old. She was born on 2<sup>nd</sup> February 1995 in a village of the Punjab Chak 4JB Ram Dewali, Faisalabad, Pakistan. She joined Grammar School Paragon Campus Lahore

After winning the World's youngest MCP title she received a tremendous applause from almost all over the world especially from her homeland Pakistan. Bill Gates invited her to visit the Microsoft Headquarters in USA. She subsequently received Fatime Jinnah Gold-Medal in the field of science and technology in August 2005. Meanwhile, the president of Pakistan bestowed upon her the Salam Pakistan Youth Award. The nation had already acknowledged her great efforts in the field of science and technology and awarded her President's Award of Pride of Performance granted only to those who exhibit their excellence in their respective fields.

Since the day she became MCP at the age of only nine she represented Pakistan in international forums. At the age of ten she received the first flight certificate from a flying club in Dubai. In November 2006, Arfa represented Pakistan in the key note session in Tech-Ed Developers conference in Barcelona. Last but not least, Arfa became the brand ambassador of PTCL 3G wireless broadband Internet service EVO service in Pakistan in 2010.

Source: Adapted extract from "Arfa Karim a wonder child of Pakistan" by Shahab Ansari

16 January 2012, The News

<http://www.thenews.com.pk/Todays-News-5-87734-Arfa-Karim-a-wonder-child-of-Pakistan>

Personal details	

Activity 3: Interviewing your partner



**Work in pairs**

Draw another personal recount table.

Interview your partner and fill in the recount table with information about your partner.

Activity 4: Writing a personal recount



Using the recount of Arfa Karim's life which you read in Activity 2 to help you, write two or three paragraphs about your partner's life.

Activity 5: Find connecting words



a) Read through the text, *Success*, again and underline all the connecting words that tell you when things happened.

b) Compare your answer with your partner.



c) Look through the personal recount you have written about your partner and underline the connecting words you have used. Do you think the recount needs any more? If so, add them in.

### Critical reflection



Briefly think back on what you have learned in this unit and reflect upon the experience.

## Unit 5 Gender discrimination in the work place in Pakistan

### Session 1

#### Activity 1: Gender

Do you think being a male or a female helps one in our society in situations like a job interview; getting on the bus and finding a seat; housework; the work place?

#### Activity 2: Expressing opinion

Below are some statements about the two genders. Discuss them in pairs and express your opinion about them. Give justification of your opinion with examples.

1. Behind every successful man there is a woman
2. Where woman is silence is not
3. Women can compete with men in every field
4. Women are the root cause of many problems
5. Men are more practical than women

#### Activity 3: Gender discrimination



Reading a text to obtain information for further discussion (Skim-reading, Scan-reading and Close reading)

3a. You are going to read a text with the title: *Gender discrimination in the work place in Pakistan.*

What do you think this text will tell you?

Write down 3 questions which you think the text will answer.

3b. Work in a small group. Below are notes summarizing the text. They are in mixed up order. Skim read the text quite quickly and put the notes into the right order by writing numbers next to each one (first, second and so on) (you do not need to understand everything in the text to do this activity)

- a) Reasons for women's absence from the workplace
- b) Changes in family values about working women
- c) Mens responsibilities
- d) Constitutional reality and actual reality
- e) Gender discrimination and Pakistan's development
- f) Women's absence from the workplace
- g) The term 'gender'
- h) Working women and marriage

- a) Gender bias
- b) General inequalities between women and men
- c) An example of women's difficulties in the workplace

Talk to the other people in your group to see if they have the same order. If you have a different order, decide which one of you is correct and explain why.

### Reading Text 1: Gender discrimination in the work place in Pakistan

Gender! The word is quite in vogue now a days. As far as the mushrooming NGOs are concerned, most of the organizations have adopted the agenda as a fashion rather than passion. There is a misconception regarding the use of the term 'gender'. In the social context, gender is often the cause of bias.

Gender bias is a thorn in the flesh of more or less every social system, in one way or the other. It has often been realized that women have been the victims of exploitation whether they get jobs or not. People generally believe that after getting a job most of the financial and social problems are solved. However, this has been exactly opposite in the case of women. When men get jobs, their problems are solved but, when women get jobs their problems can be multiplied.

The constitution of Islamic Republic of Pakistan gives equal rights to both men and women. However, in practice men are considered superior to women. The reality shows a situation where women rarely appear in positions of power. According to the UNDP Human Development Report (1999), the Gender Empowerment Measure (GEM), among 185 countries that are registered with UN, Pakistan ranks at 100. The GEM quantitatively measures the empowerment of women on a country basis. The indicators include the measure of inequality in control over earned economic resources, participation in political decision-making and economic decision-making.

In Pakistan there is social environment that never allows Pakistani women to come out and face the society bravely; women remain restricted to the home. It has been revealed through various surveys that there is a significant ratio of working women in Pakistan, who either do not prefer to work or do not have access to the opportunity to work. It was discovered in the region of Gujranwala, a city of Punjab province that 25% of the seats allocated to women are vacant in the district. The situation is the same in the rest of the country. There is a serious need to ponder why these women do not want to work, and play a vital role in the country's economic growth and why half of Pakistan's population is sitting idle at home.

After informal interviews with Pakistani women who are serving in national and multi-national organizations, it was discovered that often women have to face gender discrimination in the work place. A woman sales agent of an insurance company shared her observation that women themselves are scared of coming out of their homes. She mentioned that she was divorced because the nature of her job is such that she **has to** interact with people, while her husband never wanted this kind of social mixing. She further added that women **need to** cast away their fears to gain economic independence, and face the hurdles coming their way whatever they are. This is the only way to remove disparity.

Another woman, working as the Relationship Manager, Bank of Punjab supported the opinion expressed by the sales agent that the hardships of working women are multiplied, they are expected to work more than men to prove themselves. She shared her view stating that financial independence had attracted her, so she had decided to work.



One of the female executives of an NGO commented that men do not respect working women and therefore many working women face real problems in getting marriage proposals. She expressed the view that the family institutions **should** be made stronger so that women **could** get support from their families to face the world.

In contrast, the comments of a female Advocate from Gujranwala Bar throw light on the changing values of Pakistani society. She commented that the tolerance level in middle class families has increased. Besides this, the limited resources and increased financial demands of families have compelled male members of many families to encourage women to work.

In the diverse environment of Pakistani society, female empowerment has different meanings for women from different parts of the country. However, the woman's status is always lower than the male partner. She is underprivileged in getting education, food, and health care, and in her freedom to choose her life partner, number of children and other essentials of life. No wonder Pakistan is among those countries where women live shorter lives than men do. According to the Pakistan Demographic and Health Survey (DHS) (1992), there are 108 men for every 100 women; this however is an improvement compared to the 1950 figure of 117:100.

The unfavorable ratio is mainly a consequence of the excess mortality of young girls and young women of childbearing age. Mortality rates for women in their twenties are twice as high as those for men of the same age.

I want to give more facts and figures revealing the state and lamenting the status of women in Pakistan. But I will refrain myself from doing so, as I do not wish to promote the common mistaken notion of equating gender with women's deprivations only. Of course, gender includes and encompasses men too. Men as the masters of women's destiny in a patriarchal society assume a critical role and heavy responsibility for changing the face of this miserable situation. Not only in Pakistan but in most parts of the world men are social gatekeepers and are entitled to certain privileges by virtue of their 'superior' duties. It is incumbent on them to identify, understand and analyze the socially determined discriminatory rules and roles of both women and men.

The need of the hour is to define, interpret and apply 'gender' in a purely Pakistani context. Only then will we be able to reduce the disparities and the losses in major areas of national development, such as education, economy and health. Converting the gaps into gains in such areas would take us as a nation on the path to development.

Source: Gender in Pakistan authored by Dr Rakhshinda Perveen, published in local newspapers (Dawn and Pakistan Observer) in 2000. Downloaded from the website in 2012 <http://www.sachet.org.pk/web/page.asp?id=352>

3c. Read the text again and find out what the author's views are on the following statements or questions.

1. Non-Governmental Organisations claim that they support gender equality but really this is a superficial impression and not a reality
2. What are some of the problems faced by working women in our society?
3. Pakistan is a male-dominated society.
4. What steps can be taken in order to minimize the effects of gender discrimination in Pakistan?

3d. Scan-read the text to find examples of facts and opinions

Underline them and write F (fact) or O (opinion) in the margin next to the fact or opinion. Afterwards list them in the appropriate column below (write notes not full sentences. Try to use your own words, not the exact words from the text).

Facts	Opinions



## Unit 5 Gender discrimination in the work place in Pakistan

### Session 2

#### Activity 1: Justifying facts and opinions

This is an extension of the last activity in session 1 in which you located examples of facts and opinions from the text. Justify why you treated certain statements as facts or opinions.

#### Activity 2: Use of reporting verbs



Scan the text and make a list of all the reporting verbs used in the text for expressing opinion.

#### Home task



In groups of four or five select one of the following statements and seek people's opinion. You are required to share the findings using reporting verbs in the next session.

1. Women are more prone to jealousy than men
2. Men love to dominate women.
3. Women are more emotional than men.
4. Men are less caring than women
5. Women are more spend-thrift than men.
6. Men do not fight over petty issues, but women do.
7. Women are more intelligent than men
8. Men are less conscious of their age as compared to women.

## Unit 5 Gender discrimination in the work place in Pakistan

### Session 3

#### Activity 1: Writing to report opinions



Share the findings (based on the home task assigned in the last session) with your group members. Take notes while sharing the findings and then based on those notes, write a paragraph summarizing opinions using reporting verbs.

#### Activity 2: Functions of modal verbs (Grammar in context)



The verbs in bold italics in Reading Text 1 are called modal verbs. From what you can see in the text, what are modal verbs used for? Discuss this in class.

#### Activity 3: Practice of modal verbs through an imaginary situation



Imagine you have been recently employed as the Manager of a multinational company where you have observed gender bias. Brainstorm and jot down the problems that might arise (using appropriate modals). Based on these problems, devise a list of rules to be followed. Use modal verbs.

#### Critical reflection



Briefly think back on what you have learned in this unit and reflect upon the experience.

## Unit 6 Will climate change lead to conflict or cooperation?

### Session 1

#### Activity 1: Pre-reading



Work in pairs. Think about the following questions. Prepare to share your responses with the rest of the class.

Which season do you enjoy most and why?

Which season do you dislike most and why?

Have you noticed any change(s) in the weather of your area?

Has climate change affected your area in any way?

Can you think of any ways climate change could cause any social conflict?

#### Activity 2: Active Reading/surveying the text



Work in pairs.

Survey Reading text 1, *Will climate change lead to conflict or cooperation?*

- Look at the title
- Read the first and last paragraphs in full and the first sentence of the remaining paragraphs.
- Write two or three questions that you want the text to answer.

#### Reading Text 1: Will climate change lead to conflict or cooperation?

Para 1] "Climate change is the biggest threat to Pakistan's economy," stated Malik Amin Aslam, the former Minister of State for Environment at the Pakistan-India Track II dialogue on climate change held in Islamabad recently. "We will face losses of between Rs6 to 14 billion dollars each year. During the 2010 floods we lost between 9 to 10 billion dollars". He was speaking at the session on climate change and security, which is an emerging issue that has not been debated widely enough.

Para 2] The Track II dialogue was jointly hosted by the Heinrich Boll Foundation and the Sustainable Development Policy Institute (SDPI) based in Islamabad. Shakeel Ramay, who works for the SDPI, spoke next about climate change being a "non-traditional security threat". In his view, scarcity of water, food and energy due to climate change would lead to the lowering of living standards and increased competition over resources. "The danger for conflicts would increase... climate

change would act as a multiplier in the context of a security threat.”

Para 3] He pointed that water issues between India and Pakistan would become more complicated in the coming days and that climate change would multiply the existing challenges.

Para 4] Certainly, the potential security risks of climate change have great relevance to the troubled South Asian region. But will conflict or cooperation increase in the years to come as the climate changes and the planet becomes warmer? This was the question posed by Dr Jürgen Scheffran, a professor in climate change and security at the Institute of Geography, at the Klima Campus of Hamburg University in Germany who had also been invited to speak at the Track II dialogue.

Para 5] So far there has been a global temperature rise of about 0.8 degrees Celsius since the early 20th century. Scientists are predicting a further warming between two and six degrees Celsius. The best possible option is two degrees Celsius, which is the agreed goal in the international climate negotiations. According to Professor Jurgen, “If climate change is not stopped, we are looking at increased droughts in the African and Mediterranean regions and food security problems in the South Asian region”.

Para 6] Professor Jurgen explained that “Since a few years researchers have studied the possible security risks of climate change. Several reports on this topic in the United States, by the European Commission and the German Advisory Council see it as a ‘threat multiplier’ that causes spillover effects across regions. In his Nobel Peace Prize speech in 2007, Dr Pachauri, the head of the UN’s Intergovernmental Panel on Climate Change also highlighted the risks of climate change, as did President Obama during his 2009 Nobel Peace Prize speech, suggesting that there is no more scientific dispute on these questions; but indeed, there is a scientific dispute on these issues in the scientific community”.

Para 7] According to Professor Jurgen, there has been a controversy in scientific studies whether climate change will contribute to conflict in Africa. “While one paper states that ‘climate increases conflict in African civil wars’, another argues that ‘climate is not to blame for African civil wars’. Africa is already a conflict prone region, which in addition will be severely affected by climate change”.

Para 8] In his view, climate change is in fact a very complicated issue, that can under certain circumstances contribute to conflict but it could also lead to cooperation. He pointed out that “Both responses are linked and can even happen at the same time. The more conflict, the more negative impacts on cooperation could occur. Conflict and climate change impacts are also a two-way interaction — war could affect natural resources and conflict can make solving problems difficult”.

Para 9] Looking to the future, will there be more instability? In the South Asian region, scientists say there is going to be climate-induced degradation of the water resources, due to a growing population and shrinking glaciers. According to Professor Jurgen, “The good news is that the decline of the Himalayan glaciers has been slower than expected in the past years, as Nature magazine recently reported. However, the melting of polar ice caps continues and contributes to global sea-level rise. This demonstrates that climate change is a complex phenomenon that precludes simple predictions”.

Para 10] Then there is the debate on climate-induced migration. Professor Jurgen explained that “Some like Norman Myers were predicting millions of climate refugees, while others question this as an exaggeration and alarmist argument. It is the people themselves who ultimately decide to move. There is still no internationally agreed



definition of climate refugees. The most poor and vulnerable often have a low capacity to move and are usually trapped. Should adaptation measures be taken to prevent migration? Or is migration itself adaptation? Finally, foreign workers can send substantial remittances back home, which can be used as a resource and increase wealth in a country that can make societies more resilient to climate change”.

Para 11] According to Professor Jurgen, policies are not always perfect and the future is uncertain but we can influence it. “There seems to be no clear picture of a direct linkage between climate change and violent conflict — at least in the near past. Environmental factors do not themselves cause conflict. There are multi-causal complex networks of factors that may increase and multiply risk and conflict. Adaptive capacity and cooperation can help to diminish the conflict potential”.

**Source:**

Will Climate Change Lead to Conflict or Cooperation? By Rina Saeed Khan  
The Daily Dawn, March 18, 2012

**Activity 3: Getting a general impression**



The following sentences are a summary of the text. They are in mixed up order.

- Read the text so that you can put the sentences in the correct order. You do not need to understand all the text to do this.
- Compare your answers with another person’s answers
- Work out the reasons for any differences if there are any.

**Summary sentences**

- a In fact the whole of South Asia is facing this potential risk.
- b This was discussed in the Pak-India Track II Dialogue that was held in Islamabad.
- c Climate change is reported to be a great threat to a number of sectors in Pakistan.
- d Thus there are multi-causal networks of factors that may possibly multiply adverse effects.
- e The adverse consequences may cause Pakistan losses of 6 to 14 Billion Dollars.
- f Professor Jurgen who studies risk issues calls climate change a very complicated matter.
- g In wake of drastic climate changes, mass level migration can also take place.



### Activity 4: Summary



Work with a partner to fill in the blanks in the paragraph below to make a summary of the text

Climate change which is considered a \_\_\_\_\_ may cause \_\_\_\_\_ 6 to 14 billion dollars. Heinrich Boll Foundation and SDPI hosted \_\_\_\_\_

South Asia faces a number of risks and one of them is \_\_\_\_\_ Professor Jurgen has been studying climate and \_\_\_\_\_ risks. According to him climate change is a very \_\_\_\_\_ issue. Climate change can also cause \_\_\_\_\_ at mass level. Professor Jurgen concludes that there are \_\_\_\_\_ complex networks that may cause conflicts.

### Activity 5: Words in context



Find the following words in the text. For each one, use the surrounding text to help you choose the word with the closest meaning from the options below. The numbers in brackets show the paragraph in which the word is used.

<b>environment (1)</b> surrounding      countryside context            location	<b>competition (2)</b> friendship        complete contest            agitation
<b>potential (4)</b> protest            likely challenge         active	<b>drought (5)</b> food shortage    water shortage doubt              abundance
<b>spillover (6)</b> over flow         scarcity worn out          floating	<b>controversy (7)</b> disagreement    risk competition      danger
<b>degradation (9)</b> regeneration     clarification certification      ruin	<b>phenomenon (9)</b> expression        common environment      occurrence
<b>ultimately (10)</b> finally            rarely surely             certainly	<b>remittance (10)</b> emission          destruction explosion          payment
<b>vulnerable (10)</b> defenseless      pathetic powerful          adaptable	<b>resilient (10)</b> tough              brilliant pliant              tedious

## Unit 5 Will climate change lead to conflict or cooperation?

### Session 2

#### Activity 1: Opinions about climate change and conflict



Work in pairs to find the answer to these questions in the reading text. Make notes on the answers. Be prepared to discuss them with the class.

1. Why was Track II dialogue between Pakistan and India held in Islamabad?
2. How can climate change be beneficial?
3. What was President Obama's stance on the issue of climate change as mentioned in his 2009 Nobel Prize Speech?
4. Do environmental factors have direct relations with conflicts?
5. Are the threats of climate change exaggerated?
6. The passage says that the water issues between India and Pakistan could become more complicated in the coming days. Are there any other similar issues between India and Pakistan?

#### Activity 2: Agreeing/Disagreeing



Work with a partner. Decide if you agree or disagree with the following statements.

Work out the reasons for your opinion.

Be prepared to express your opinions and justify them to another pair.

Example

Statement: As well as an environmental threat, climate change is a security issue

Reason: Scarcity of water may cause conflicts which ultimately may pose security risks.

- a. As well as an environmental threat, climate change is a security issue
- b. Water issues between India and Pakistan could become more complicated in the future.
- c. Africa is already a conflict prone region, and will become even more so as a result of climate change.

- d. Climate change is a complex phenomenon without simple solutions.
- e. Climate change will cause migration at a mass level in future.
- f. Migration caused by climate change can have positive effects as well as negative ones.
- g. Climate change can cause conflicts especially in Pakistan.

**Grammar: Uncertainty of opinion**

Sometimes it is not possible to agree or disagree completely. Your opinion may be in the middle. In these cases you need words that show uncertainty.

One example is *could*.

The statement *War could affect natural resources* is less certain than *War affects natural resources*.

With the help of verbs like *could should, might, may*, we can show how certain our opinion is. In the following list, the first sentence expresses the opinion very certainly. Each succeeding sentence expresses the opinion slightly less certainly. The final sentence expresses the opposite opinion certainly.

Climate change is a reason for emerging conflicts.

Climate change must be a reason for emerging conflicts.

Climate change can be a reason for emerging conflicts.

Climate change may be a reason for emerging conflicts.

Climate change could be a reason for emerging conflicts.

Climate change might be a reason for emerging conflicts.

Climate change is not a reason for emerging conflicts.

**Activity 3 Using certainty verbs**



Work in pairs. Go back to the opinions you expressed in Activity 2. Are there any opinions or reasons where you would like to use a modal verb because you are not certain about the opinion or reason.

Example: The change in climate may be causing conflicts in the world.

There is some evidence which might support this.

With your partner work out what your responses to the questions below are. Would it be a good idea to use these certainty verbs in expressing any of your opinions?

- a. Are multi-causal complex networks of factors increasing and multiplying risks?
- b. Are the dangers for conflicts increasing?
- c. Is climate change acting as a multiplier in the context of a security threat?
- d. Looking to the future, will there be more instability?
- e. Are the changes in climate also leading to cooperation?

### Home task



In Unit 6 Session 3 you are going to develop an argument about whether climate change is more likely to lead to conflict or to cooperation. Reading text 2, *States facing extreme risks from climate change*, gives reasons to support the argument that climate change will lead to cooperation. Skim-read this article looking for reasons why climate change will lead to cooperation. Make notes that you can use in Session 3.

This is a long article and may be difficult in places. It is not necessary to understand it all. Remember you are only looking for reasons why climate change will lead to cooperation.

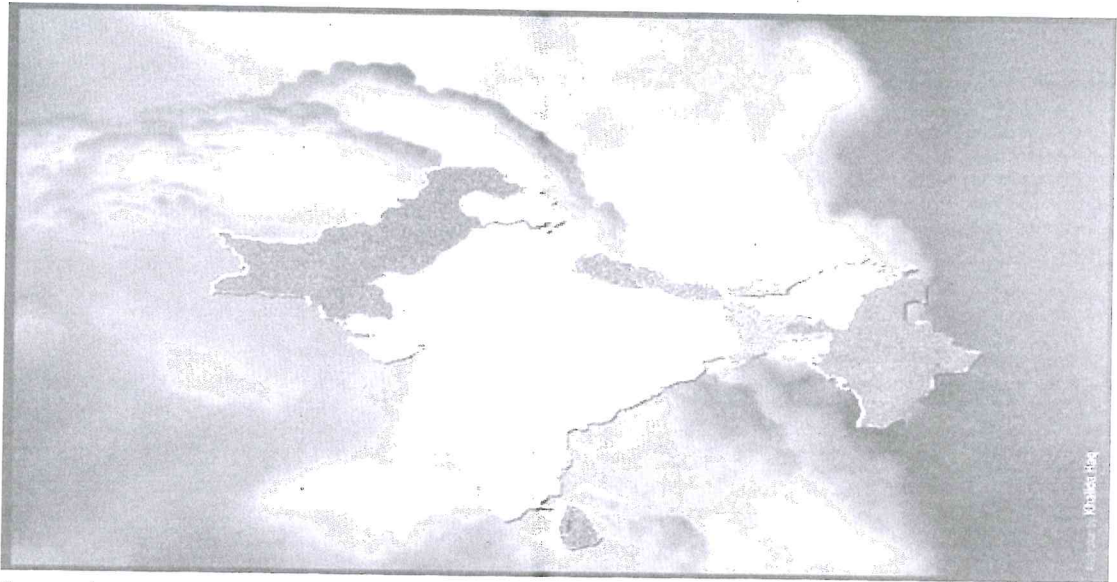
#### Reading text 2: States facing extreme risks from climate change

Paragraph 1. BANGLADESH happens to be the world's most climate-vulnerable nation, according to a British-based global risks advisory firm, Maplecroft, whose survey of 170 nations released on October 20 lists 16 countries being at "extreme risk" from climate change during the next 30 years and that their economies will suffer most if adaptation not undertaken.

Paragraph 2. Of the 16 countries, five are from South Asia, with Bangladesh and India in first and second places, Nepal in fourth, Afghanistan in eighth and Pakistan at 16th place. Bangladesh is rated the worst because of a double whammy. It has the highest risk of drought and the highest risk of flooding. Only this month (October 2010) 500,000 people were driven from their homes by flood waters created by storms.

Paragraph 3. On September 21, Prime Minister Sheikh Hasina expressed fears of displacement of about 30 million people in her country because of climate change effects. They would be moving north in a region with the highest density of population in the world, leading to formidable social and even cross-border problems, according to her. But what is so surprising is the fact that despite the country's plethora of problems, its economy is forecast to grow 5.4 per cent in 2010 by the IMF





Source Image:

<http://archives.dawn.com/dawnat/wp-content/uploads/2010/Magzn%20EconomicsBusiness/6522.jpg>

India, ranked 2nd, is already one of the world's emerging economies, but climate vulnerability could still adversely affect the country's appeal as a destination for foreign investment in coming decades. Almost all regions in India are extremely prone to climate change effects. Then, unbearable population pressure, acute poverty, poor health and dependence on agriculture make India highly unpredictable in terms of consequences.

Paragraph 4. Meanwhile, speaking at the Asia Society on September 25 in New York, Foreign Minister Shah Mahmood Qureshi said that India and Pakistan were the most natural partners on issues of climate change. "We share water...the Himalayan glaciers. If they (India) get affected...we both get affected," he added. He advocated the need for overcoming the "trust deficit" so that the region could benefit from mutual cooperation in combating climate change, terrorism and poverty.

Paragraph 5. Pakistan's national policy on climate change which will include incentives for increasing forest acreage is in final stage of its preparation. The government has involved all the stakeholders including farmers, foresters and the private sector in its formulation. President Zardari, while informing Pakistan's position to chairman of UN Intergovernmental Panel on Climate Change (IPCC) Dr R. K. Pachauri, who was here last week in connection with a climate conference in Islamabad, suggested cooperative relationship between institutions in Pakistan and Tata Energy Research Institute (TERI) for combating climate change in the two countries.

Paragraph 6. Climate change is often seen as a development issue, Zardari says, but for developing countries like Pakistan, it is a matter of survival because extreme weather pattern threatens availability of food, water, energy and health. It poses a direct and serious threat to sustainable development in our part of the world. Although Pakistan contributes too little to global emissions, yet it faces severe climate change impacts such as sea level rise, melting of glaciers and droughts and floods besides stress on agriculture. The rise of deadly monsoons this year was a new but terrible development for Pakistan.

Paragraph 7. Prime Minister Gilani ,while speaking at the climate conference on October 21, said climate change, with all its severity and unpredictability, has become a hard reality to live with for Pakistani population. The massive devastation caused by the recent floods reconfirms the country`s extreme vulnerability to the adverse impact of climate change.-

Paragraph 8. Pakistan, hence, has set eyes on a substantive outcome at United Nation Climate Change Conference (COP16), being held in Cancun in December. It should pave the way for a consensus that covers an overall commitment to reduce emissions by the developed countries, support for developing countries for mitigation actions, improving the governance and creation of a new global climate change fund.

Paragraph 9. Among the regions likely to suffer most, South Asia is the most vulnerable because of changes in weather patterns that resulted in natural calamities such as floods in Pakistan and Bangladesh this year. Maplecroft`s Climate Change Vulnerability Index is seen as a guide for strategic investment and policymaking. Its findings are in consonance with the contents of the UN`s Intergovernmental Panel on Climate Changes (IPCC) Fourth Assessment Report which also identified South Asia as the most vulnerable region.

Paragraph 10. Sir Nicholas Stern, the eminent climatologist, had advised South Asian countries in 2007 to brace for combating the effects of global warming, even as they work to combat the human causes of climate change. He had warned South Asians that they would get torrents during the wet season and dry rivers in the dry season. So they would get a combination of flood and drought.

Paragraph 11. The barometer of Maplecroft`s Climate Change Vulnerability Index (CCVI) is based on 42 social, economic and environmental factors to assess a nation`s vulnerabilities across three core areas. These are firstly, exposure to climate-related natural disasters and sea-level rise; secondly, human sensitivity in terms of population patterns, development, dependence on agricultural; thirdly, future vulnerability by considering the adaptive capacity of a country`s government and infrastructure to combat climate change.

Paragraph 12. The index rates 16 countries as "extreme risk," with five from South Asia and the sixth, Sri Lanka (34), is rated "high risk." Other "extreme risk" include Madagascar (3), Mozambique (5), Philippines (6), Haiti (7), Zimbabwe (9), Myanmar (10), Ethiopia (11), Cambodia (12), Vietnam (13), Thailand (14) and Malawi (15). Africa is home to 12 out of the 25 countries most at risk.

Paragraph 13. There are 11 countries considered "low risk", with Norway (170), Finland (169), Iceland (168), Ireland (167), Sweden (166) and Denmark (165) performing the best. However, Russia (117), the US (129), Germany (131), France (133) and the UK (138) are all rated as "medium risk" countries, whilst China (49), Brazil (81) and Japan (86) feature in the "high risk" category.

Paragraph 14. The urgency of addressing Pakistan`s environmental problems has probably never been greater. Conservative estimates suggest that environmental degradation costs the country at least six per cent of GDP, or about Rs365 billion per year. The most significant causes identified and cost estimated in a 2006 World Bank report on Pakistan are (1) illness and premature mortality caused by air pollution (almost 50 per cent of the total damage cost); (2) diarrhoeal diseases and typhoid

due to inadequate water supply, sanitation and hygiene (about 30 per cent), and (3) reduced agricultural productivity due to soil degradation (about 20 per cent).

Source: States facing extreme risks from climate change. By Ashfak Bokhari

November 1, 2010. <http://archives.dawn.com/archives/25422>



## Unit 6 Will climate change lead to conflict or cooperation?

### Session 3

#### Activity 1: What is a summary?



Sometimes we need to rewrite a long passage into a shorter one retaining all the main points of the original passage- this is a summary. Look at the following steps and see how paragraph 2 of the passage has been made into a summary.

1. A summary is not a paraphrase, which merely says in different and simpler words exactly what the passage being paraphrased has to say. A paraphrase may be as long as the passage itself. A summary can be much shorter.
2. A summary gives only the “heart” of a passage. It omits repetition and details such as examples or illustrations.
3. A summary is written mainly in the words of the person writing it, not in the words of the original selection. Do not borrow long phrases and whole sentences from the original.

A model summary of paragraph 2 of the text

In the Track II Dialogue, climate change was seen as a potential security risk. In the event of a shortage of commodity items, life may suffer a lot. This may lead to conflicts as people and regions try to take hold of these items. The water crisis between India and Pakistan may also cause more complications in future.

#### Activity 2: Summary writing



Now, read paragraphs 5 and 9 of the text and summarise them to about one third of their original length separately focusing on the central idea of each paragraph.

Some more useful hints about précis writing:

In writing a précis proceed as follows

1. Read carefully, sentence by sentence, the passage to be summarized. Try to grasp the writer’s main point. Spotting the topic sentence will help. Look up in the dictionary any words whose meaning is not absolutely clear. As you read, take brief notes to be used in your writing.
2. When you have finally decided what the author’s main point is, write it out in your own words. Do not use the wording of the original except for certain key words which you may find indispensable. If you cannot translate the idea into language of your own, you do not understand them very well. Be especially careful not to rely too much on the topic sentence. Do not add any opinions or ideas of your own.

3. Revise your writing until you are sure that you have given an accurate summary.
4. Usually you will find your précis is too long, if it is more than one-third the length of the original, it is too long, continue your revision until you have reduced the précis to the proper length.

### Activity 3: Writing a discussion



#### Work in pairs

Compare your notes from the home task reading.

You are each now going to write a discussion about whether climate change will cause conflict or cooperation. One of you will argue that climate change will cause conflict. Decide who is who.

1. Work out what each of you is going to write by making some notes on your own.
2. Now each of you writes one paragraph - the introductory one. Person A writes an introduction to a text which argues that climate change will cause conflict. Person B writes an introduction which argues that climate change will cause cooperation.
3. Swap over your papers, and then write a second paragraph on your partners' paper which argues against their first paragraph.
4. Swap over papers again and write a third paragraph which argues against your partner's second paragraph.
5. Write a conclusion paragraph.
6. Would it be a good idea to change the introduction now? How?

#### Critical reflection



Briefly think back on what you have learned in this unit and reflect upon the experience.



## Unit 7 Similarities and differences: East and West

### Session 1

#### Activity 1: Pre reading (1)



#### Work in a small group.

Thinking about the world, what similarities and differences between 'the East' and 'the West' can you think of?

Is it possible to put the similarities and differences into groups or categories?

#### Activity 2: Pre reading (2)



What ideas come to your mind when you see a/an

- Owl
- Rose
- Moon
- Cow
- Lizard

#### Activity 3: Predicting the topic by looking at the title



Predict the theme of the text by looking at the title. Consider the following questions:

1. Why do you think the owl is referred to as both silly and wise in the title?
2. What do you associate it with, foolishness or wisdom or anything else? Why is that so?

#### Reading text 1: The Silly Wise Owl

*'East is East and West is West, and never the twain shall meet.'* Rudyard Kipling.

The global village cliché makes its way into just about everything these days, doesn't it? Though western attire may be the ultimate style statement in the East, and eastern cuisine may be the new delicacy in the west, we are essentially, as divided as ever could be. What is surprising to note is not just the division of lifestyles or even mindsets, it's something far less consequential and yet not to be missed - our different perceptions. How we see the world is in stark contrast with how the people in the West see it. As in, we see white what they see black, and we see blue what they see red. It is this very difference in perception that sets apart the East from the West, and guarantees that, in the words of Rudyard Kipling, 'never the twain

shall meet.' If all of this sounds like hogwash, just take the owl, as an example. A perfectly harmless, wise old bird in the West, it symbolizes wisdom, knowledge, and foresight. A number of institutions choose to incorporate the owl in their logos, due to these very characteristics. Toys and kids-wear manufacturers find it irresistibly cute with its big innocent eyes. We in the East, however, would find it unbelievable that any bird, least of all an owl, should be held in such high esteem because in our part of the world, the owl is actually agreed upon, hands down, to be a symbol of foolishness. Anyone committing an act of stupidity is given the label of 'owl'. Also, an owl perched near someone's residence is considered an ill omen. For those who swear by the so called 'fusion of culture' may we present the 'silly wise owl!' Weather, too, holds different meanings for dwellers of the East and the West, primarily owing to geographical separation. While rains are generally welcomed in the East with much fervor and joy, heralding freshness, fertility and a new start on life, they hold quite a different meaning in the West. There, rainy weather is generally described in Literature as 'cold', 'dark', 'bleak', 'grey', 'dull', etc., and is used to symbolize these very things. Quite a lot of their songs and poetry use rain as a metaphor for melancholy. The sun and consequently summer in our part of the world mostly stand for hot, humid weather, and stuffy, sweaty conditions, but signify life and vitality in the West. This duly explains why the sunny weather forecast is met with apprehension here and zeal in the West. Similarly, autumn is much glorified in western Literature due to the brilliant colours it lends to the atmosphere, whereas, in the east it is very much a symbol of sorrow, decay, and old age. Winter in the west is long, dark and dreary, but we who are the victims of the sweltering summer sun welcome it with much relief and respite and readily associate it with the pleasure of munching on nuts. The case of the full moon is no different. We usually associate positive things with the full moon, sing songs, and compose couplets in its praise and correlate it with beauty, while on the other side of the world, the full moon is mostly seen as a sign of foreboding and imminent evil. Colours hold their own different meanings. White is the accepted colour of mourning in the east, but it is the very colour that western brides wear on their wedding. So much for the fusion of culture. Another odd perception is the colour of the eye. Black eyes are traditionally associated with feminine beauty and mystery in the east. In the west, however, black eyes signify evil. Of course, if one were to carry out even a perfunctory search on the net, for the different symbolic undertones that animals, seasons, and colours hold for mankind in the eastern and western halves of the world, one would surely come across a dozen more examples of the great divide. Nevertheless, these should do for the time being to convince us that Rudyard Kipling's statement does hold true.

Source: ***The silly wise owl*** by ***Asra Ahmed***

<http://dawn.com/2011/08/21/east-west-the-silly-wise-owl/>

#### Activity 4: Reading for understanding



Read the text and find out the differences between the East and the West mentioned in the article. Focus on the following questions

1. What categories are used for comparison between the East and the West in the article? (The paragraphs of this version of the text have been removed)
2. Why do you think seasons have a different impact on the mood of people in

the East and the West?

3. Can the difference in the interpretation of colours, seasons, and other categories be attributed to the geographical location of the East and the West? If yes, how? If no, what else can it be attributed to?

#### Activity 5. Paragraph division



Refer back to the text and divide it into six paragraphs based on the categories used in the text.

## Unit 7 Similarities and differences: East and West

### Session 2

#### Activity 1: Vocabulary building



Underline the words that you are not familiar with. Compare them with the words underlined by the person sitting next to you to help out each other in understanding their meaning.

#### Activity 2: Making use of context to decode the meaning of unfamiliar words



This is an extension of the last activity where you exchanged the meaning of the words with the person sitting next to you. Now use context cues to identify the meaning of the remaining words.

#### Activity 3: Identification and use of connecting words



Scan the text to locate the connecting words that are used to show comparison and contrast in the text (for example, *while*, *similarly*). Now select two students and write a few points focusing on the similarities and differences between them. Do not disclose the names of the students selected for the comparison and contrast as your class mates will identify them on the basis of the comparison made.

#### Activity 4: Cultural differences



Work in pairs and discuss different symbolic meanings of certain items (other than the ones used in the text) in the East and the West.



## Home task: Research



In groups of four or five, select one of the following categories

**colours; animals; body gestures; facial expressions; numbers**

Or choose a category of your own

Search on internet for the different symbolic value assigned to these categories in the East and the West.

Summarize the information and share it with your group members and other classmates in the next session.

## Unit 7 Similarities and differences: East and West

### Session 3

#### Activity 1: Information sharing



Share the information that you gathered through internet with your group members. Select a group representative to share the information with the rest of the class.

#### Activity 2: Paragraph writing based on comparison and contrast



Write three points of differences between the East and the West. Now connect the points with the help of contrastive devices to write a coherent paragraph with a proper topic sentence, supporting details and a concluding sentence.

#### Critical reflection



Briefly think back on what you have learned in this unit and reflect upon the experience.

Discuss these questions with a partner. Prepare to share your thoughts with the whole class.

1. Other than your own subject, what kind of books do you read?
2. What categories of books can be found in book shops?
3. What is meant by 'literature'?
4. Have you ever read any books of literature?
5. What is the purpose of literature?
6. If you have read any, what interests you most in books of literature?
7. Do you like literature written in your own language or in a foreign language?
8. What literary writers can you name - foreign or Pakistani?



Work in pairs or small groups and read through the first three paragraphs of the text. Discuss what you have read. If necessary, help each other to understand anything which is not clear. Do these three paragraphs contain any of the ideas you discussed in the last activity? Which new or different ideas do they contain? Prepare to tell the class.

### **Reading Text 1a: Enriching Knowledge**

1] Literature plays an inevitable role in the development of a reasonable mind and emotionally-balanced personality. It enriches one's knowledge through all genres whether poetry, satire or humour. An individual forms ideas through reading. These ideas further develop values, world view and shape ideologies in people which underlie one's motivation, actions and reactions. Otherwise history would never have seen events such as the French Revolution.

2] Authors write not only to communicate feelings and provide entertainment but also to pass on history. Similarly readers read not only to validate their own feelings but to grasp new ideas, too. In short, Literature has two obvious roles; one active role that is to engage the reader and the other a passive, reflective role.

3] The reflective role is a product of Literature's potential to picture society. It reconnoitres what people thought at a particular point of time, the way they

thought about it and how they reached the present status. It helps us in analysing important issues of life. In case of a foreign setting, it enlightens the situations that we cannot experience. It mirrors the complexities of the human condition and impels us

to ask questions such as how and why do we and people behave in a certain way. It introduces the reader to a range of aspects such as culture, social class and heritage and the amazing fact is that Literature performs this function not through photographic realism but through devices like questions, symbols, metaphors, futuristic images, etc. Hence developing analytical and critical thinking and fostering the understanding of self and others.

Source: Enriching Knowledge by Nimrah Waseem

18th March, 2012, The Daily Dawn

<http://dawn.com/2012/03/18/literature-enriching-knowledge/>

### Activity 2b: Close reading

For the rest of Activity 2, work in pairs or small groups and read the following paragraphs of the text. Discuss what you have read. If necessary, help each other to understand anything which is not clear. Make notes so you can report back to the class what you think.

What is the problem described in this next paragraph?

Make notes

### Reading Text 1b

4] Literature nurtures insight, a sense of identity and community in people; no other discipline serves this purpose, not even History and Philosophy. However, a question arises: if Literature is such a useful discipline then why does our education system and society in general neglect it? There are three obvious reasons. First of all we are a non-reading nation. Second, is the low financial status of Literature in our society. And third is the inaccessibility of Literature to the common man.

### Activity 2c: Close reading

What is 'the first reason'?

What causes this reason?

What is 'the second reason'?

What causes this reason?

Make notes

### Reading Text 1c

5] The first reason is a general trend in the society. Educated people also do not spend much of their time in reading. The second reason is self-explanatory. The unavailability of good jobs for people studying literature has pushed students towards scientific disciplines. People do not understand that the ultimate goal of life that is "joy and happiness" cannot be gauged in metres and kilobytes. It can only be expressed through words and gestures.

What is 'the third reason'?

What causes this reason?



Make notes

## Reading Text 1d

6) The third reason has multiple dimensions. The first issue is the quality and quantity of Literature written, published and available to the common man. Whether it is in Urdu, English or any other language, not much Literature is being composed that really caters to the local needs. Most Pakistanis who write in English are alien to their own society. If not all then certainly most of them have failed to present localised views of the society. They portray the society from the point of view of a foreign eye. Hence the image of our society is contorted and the reader is unable to see and develop connections.

7) The Second issue is the cost of new books. They are simply more expensive than the middle class can bear especially in a country that does not have enough public libraries. The lack of libraries in our country nowadays has also contributed to the trend of less reading.

8) The third issue is rather weird. Some private schools are teaching only English classics (mostly abridged versions) but this has failed to produce the desired results. Children are unable to connect to English Classical Literature in the social conditions of the present times. Some of the novels are really gloomy and make the young ones go into depression because we also lack qualified and trained teachers required to handle that kind of Literature.

### Activity 2a. Class reading

Do you agree with this next paragraph 9? Make some notes on your opinions.

## Reading Text 1e

9) The aim of education should be the development of morals and emotional stability at this stage. The media is already bombarding their tender minds with wild images and when these novels especially those by Dickens introduce the harsh realities of life to children of ages nine to 10, they lose their trust in the goodness of relationships.



Source Image: <http://commons.wikimedia.org>

### Activity 2f: Close reading

Have you read any of the literature mentioned in the next paragraph 10?

So do you agree with paragraph 10?

Do you agree with paragraph 11?

### Reading Text 1f

10] On the other hand, we have failed to introduce Eastern Classical Literature to our children. Urdu Literature is neither a part of our Urdu syllabus at the primary level especially in the O' Level schools nor are any of its translations being taught here as a part of the English syllabus even though there is no visible hurdle in this happening, at least till class eight. And the situation remains so despite the availability of the original text, good and abridged translations from Urdu, Persian and Arabic, e.g., Arabian Nights, Stories from Sheikh Saadi, Rumi and Bhattai. Exposure to multiple kinds of Literature serves various purposes.

11] The study of indigenous Literature develops a sense of identity and community in the readers. On the other hand, an awareness of foreign Literature widens the vision, promotes tolerance and inculcates the skill of comparative study in children.

### Activity 2g: Close reading

Do you agree with the next two paragraphs 12 and 13?

### Reading Text 1g

12] On the whole, it is obvious that if we subtract literature from education or restrict its role, it will result in further ignorance and frustration in our society. Literature works as a catalyst in creative thinking. It should be a part of our syllabus from the primary level.

13] C.S. Lewis rightly said, "Literature just adds to reality, it does not simply describe it. It enriches the necessary competencies that daily life requires and provides; and in this respect, it irrigates the deserts that our lives have already become".

Source: Enriching Knowledge by Nimrah Waseem

18th March, 2012, The Daily Dawn

<http://dawn.com/2012/03/18/literature-enriching-knowledge/>

### Activity 3: Group and class discussion

Use your notes to take part in a small group discussion.

In your group reach a decision on the majority views in your group.

Report back to the class and discuss the views of other groups in the class.



Following are the jumbled up paraphrases of the topic sentences of paragraphs 4 to 8; go through these paragraphs carefully and match the following paraphrases with the correct paragraphs

- a) There are many reasons why ordinary people are not able to read literature
- b) One of the reasons why people do not read is a strange one
- c) Literature builds identity and community more than other subjects
- d) Books are expensive
- e) People do not read much



Find words in the passage with the meanings given below. The numbers in brackets refer to paragraphs.

- 1. a set of strong beliefs in something (1)
- 2. to provide a purpose for doing something (1)
- 3. thoughtful (2)
- 4. very careful observation (3)
- 5. to cultivate (4)
- 6. the basic and fundamental aspect (5)
- 7. something that is twisted, knotted and very complex (6)
- 8. an obstacle (10)

Choose the option with closest meaning for the given words/phrases the number in brackets refer to the paragraph in which the given word is used.

1. emotionally-balanced (1)

- a) intelligent
- b) properly mature
- c) very funny
- d) always fit

1. grasp (2)
  - a) understand
  - b) communicate
  - c) cater
  - d) clap
2. reflective (3)
  - a) selective
  - a) imaginative
  - c) remembering
  - d) contemplative
3. heritage (3)
  - a) property
  - b) system
  - c) tradition
  - d) advantage
4. gloomy (8)
  - a) depressing
  - b) terrible
  - c) never ending
  - d) devastating
5. indigenous (11)
  - a) real
  - b) dangerous
  - c) original
  - d) genius

#### Activity 6: Think about it



Answer the following questions in your own words. Work in pairs and then share your work with the class.

1. What does the writer mean by the active role of literature?
2. The writer says that a person who is exposed to literature will meet new ideas, images and new forms of writing, how?
3. What do you think should be the aim of education?
4. The writer quotes C.S. Lewis who says, 'Literature just adds to reality, it does not simply describe it.' What does he mean by this?
5. Do you think the prices of books in our country are fair enough?



## Activity 1: Pre-reading questions

1. Which electronic appliances are there in your home?
2. What other items in your home are the result of scientific research?
3. Looking outside your home, what else can you see which is the result of scientific research?
4. What do you think about the invention of lethal weapons, of surveillance tools and of cloning research?
5. Which area of activity makes our lives safer and happier- Science or Literature?



Read Text 2 and match the following one line summaries with the respective paragraphs.

1. Through the application of scientific knowledge, our lives can be safer, healthier, happier and more economical
2. New possibilities to discover more energy resources will diminish energy crises.
3. New technology has reduced distances and increased connectivity.
4. We expect to get answers to so many mysteries only by adopting scientific methods of enquiry.
5. Vaccines have done wonders especially to save children's life.

### Reading Text 2: Science and Society

1] Science has got no less importance than any other subject. We can enumerate a number of advantages that we can enjoy only because of science. Especially in today's world, it is quite necessary to equip oneself and one's children with the adequate knowledge of science in order to live a safe and better life.

2] Nowadays fewer children die of curable diseases because of vaccination programmes introduced by global agencies. The vaccines were developed following intensive, carefully managed scientific activities. By educating parents about the importance of preventative actions such as inoculations their children will be protected from diseases that would previously have caused sickness and disability thus adding pressure and reducing productivity on communities.

3] Through active scientific research there have been numerous advances in technology that help to make our lives easier. Development of satellite communications has enabled individuals to speak to their loved ones around the world. Just think how much more can be achieved with improved contact between business partners, doctors, engineers and transport agencies.

4] With the world's energy demand rising and yet fossil fuel supplies slowly dwindling new approaches in finding alternative sources of renewable energy are leading the way towards energy sustainability. Scientists and technologists are finding solutions to problems such as rising fuel costs and are also taking measures to reduce the harmful impact that some new sources of energy can have upon the local environment.

5] An understanding of science can also be a thing of wonder. It feeds the inquisitive mind and it can provide answers to those questions that often only small children are unafraid to ask. Why do birds sing? If I throw a ball in the air when I'm running will it fly faster? Why do some metals rust and others do not? Some of these questions are interesting just for their own sake but others have very real applications to modern life. Surely it is good that children should ask such questions and it is a pity their parents cannot always answer them!

6] If we are to become knowledgeable, well informed citizens able to live productive, healthy and satisfying lives we should all have an understanding of the benefits of science to society. With an appreciation of scientific and technological advances communities can lead happier, healthier lives because there will be more effective use of resources, less wastage and life is made generally easier and more enjoyable for the population within it.

Source: Michael Bird, personal communication.

### Activity 3: Critical thinking



Having read Text 2, write the answers to the following questions, after discussion with your partner, in your own words

- a. What is inoculation? What do you know about its importance?
- b. How have the distances between people and places been shortened?
- c. What are scientists' views about ever increasing demands of energy?
- d. Are there any questions in your mind that you would like a scientist to answer?
- e. How do you compare the benefits of the two areas of activity, Science and Literature?

## Activity 4: Words in context



Choose the option with closest meaning for the given words/phrases the number in brackets refer to the paragraphs of Text 2 in which the given word has been used.

- 1     **Adequate (1)**
  - a) adjacent
  - b) sufficient
  - c) numerous
  - d) skilful
  
- 2     **Curable (2)**
  - a) eatable
  - b) that which can be done
  - c) what can be healed
  - d) uncontrollable
  
- 3     **Vaccination (2)**
  - a) injection to produce antibodies
  - b) costly medicine
  - c) curing patients
  - d) first injection
  
- 4     **Preventative (2)**
  - a) personal
  - b) defensive
  - c) previous
  - d) punitive
  
- 5     **Inoculation (2)**
  - a) innocent
  - b) contemplation
  - b) vaccination
  - d) insertion
  
- 6     **Dwindling (4)**
  - a) dangerous
  - b) stopping
  - c) breaking
  - d) decreasing
  
- 7     **Sustainability (4)**
  - a) Maintainability
  - b) suspicion
  - c) economically
  - d) developmental
  
- 8     **Inquisitive (5)**
  - a) selective
  - b) questioning
  - c) answering
  - d) conquering

## Home task: Language practice: Cause and effect and comparative adjectives



Before the next session in this unit, complete these cause and effect and comparative adjectives language activities

### Cause and effect

The articles you have read in this unit are arguing for the importance of literature or science. The writers do this by focusing on how literature or science impact on society and the individual. So the writers are dealing with causes and effects.

#### For example,

Text 1, paragraph 4 says: *Therefore it is obvious that if a person is exposed to literature in school life, he will be well equipped to encounter new ideas.*

And paragraph 8 says: *They portray the society from the point of view of a foreign eye. Hence the image of our society is contorted and the reader is unable to see and develop connections.*

In these two examples, the second part expresses the result or consequence of what is said in the first part. The writer makes this clear by using the words *therefore* and *hence*. Other words or phrases which can be used to show the similar relationship between sentences or parts of sentences are *as a result*, *consequently*, *so*. These are causal connecting words.

### Activity 1 (a): Cause and effect

Read the pair of sentences below. In all the pairs, the second sentence expresses the result or consequence of what is said in the first sentence. Write in a suitable causal connecting word for each pair.

1. Literature plays an inevitable role in the development of a reasonable mind.  
The behaviour of people gets better.
2. It helps us in analysing important issues of life.  
Life becomes more comfortable and progressive.
3. Most Pakistanis who write in English are alien to their own society.  
The realistic picture of Pakistani life is not found in their works.
4. We have failed to introduce Eastern Classical literature to our children.  
They are completely unaware of our own literary art and excellence.
5. Private schools are teaching only English classics (mostly abridged versions).  
No desirable results are expected.



### Activity 1(b): Provide the sentence of effect/result.

Now write down a second sentence for each one of the following sentences expressing result of what is said in the first sentence. You may use information from the passage if you wish.

1. Depending only upon foreign literature cannot help us a lot.

Therefore .....

2. Most of the books on literature are very costly.

Hence .....

3. Some novels present a very gloomy picture of life.

As a result.....

4. The study of local literature develops a sense of identity and community in the readers.

Consequently.....

### Activity 2: More about cause and effect

Complete these sentences by adding a sentence or part of a sentence in front of them.

1. As a result people can talk to their loved ones around the world so easily.
2. Consequently, sometimes, they ask their parents very interesting questions.
3. As a result, communities will be able to live a better life in future.
4. Hence, we should equip ourselves with adequate knowledge of science.
5. Therefore very few children die of curable disease.

Language Practice Use of comparative adjectives

In Text 2, you read phrases/sentences like *Science has got no less importance than any other subject. Nowadays fewer children die of curable diseases..., ...advances in technology that help to make our lives easier. And there will be more effective use of resources.* In these phrases/sentences words like *less, fewer, easier* and *more effective* express comparison of the given number, quality or any other characteristics. There are different ways of forming comparative adjectives; they are as follows

Monosyllable adjectives In the following adjective words, we add 'er'/'ier' in the end to form their comparative form

Words (Positive)	Comparative
Few	Fewer
Safe	Safer
New	Newer
Easy	Easier
Much	More
Costly	Costlier
Happy	Happier
Healthy	Healthier

Multi syllable adjectives Adjectives which contain more than one syllable take 'more' after them to form their comparative degree

Words (Positive)	Comparative
Necessary	More necessary
Curable	More curable
Harmful	More harmful
Interesting	More interesting
Modern	More modern
Effective	More effective
Potential	More potential
Meaningful	More meaningful

Irregular adjectives There are certain words in adjectives that do not follow any specific rule to form their comparative degree. Such words have entirely different words as their comparative forms

Words (Positive)	Comparative
Good	Better
Bad/evil	Worse
Little	Less

### Activity 3: Comparative Adjective

Fill in the blanks in the following passage with the comparative form of the appropriate adjective given below using the preposition 'than' where necessary.

Wise, safe, little, much, fast, important, curable, good, knowledgeable,

Some people regard literature \_\_\_\_\_ science subjects. They think that by studying literature, a person becomes \_\_\_\_\_. Hence they can live \_\_\_\_\_ life \_\_\_\_\_ before. Those who study tales and stories happen to be \_\_\_\_\_ those who are away from literary books. However, there are others who opine that the study of science is \_\_\_\_\_ that of literature. With the introduction of advanced technology life appears to be \_\_\_\_\_ and \_\_\_\_\_. The ways of communication are much \_\_\_\_\_ before. Today the diseases are \_\_\_\_\_ they were in past. Thus, the two sides keep claiming an edge over each other. In fact these two subjects have relative importance; neither is \_\_\_\_\_ the other.

### Activity 1: Critical thinking

Below is a list of some benefits of studying literature. Discuss with a partner and decide if you agree that literature can have these effects. How does it do it?

The study of literature makes people:

- a) Wise and mature
- b) Knowledgeable
- c) Entertained
- d) Able to analyse issues in life
- e) Aware of culture, social class and heritage.
- f) Well equipped to encounter new ideas
- g) Aware of not only their own society but people in a global context
- h) More creative than before.

### Activity 2: Identifying ideas/items



Science and literature may have overlapping aspects/benefits for human beings but there are other aspects/benefits which may be attained only by the study of science and some others by the study of literature only. Following are some aspects/benefits of science and literature mixed up. Identify which item belongs to science or literature.

Beside the number, write L for literature, S for science and LS if, you think, an item has common characteristics.

- |                     |                    |                   |
|---------------------|--------------------|-------------------|
| 1. Experiment       | 11. Observation    | 21. Formula       |
| 2. Culture          | 12. Enjoyment      | 22. Fantasy       |
| 3. Characterisation | 13. Music          | 23. Analysis      |
| 4. Hygiene          | 14. Safety         | 24. Criticism     |
| 5. Innovation       | 15. Identification | 25. Suspense      |
| 6. Communication    | 16. Relations      | 26. Emotions      |
| 7. Decoration       | 17. Modernism      | 27. Reason        |
| 8. Income           | 18. Stories        | 28. Love          |
| 9. Instruments      | 19. Cooperation    | 29. Social issues |
| 10. Hypothesis      | 20. Imagination    | 30. Inventions    |

### Activity 3: Written discussion



Work in pairs. On the basis of the last two activities and the work you did in the previous two sessions:

Person A writes two paragraphs on 'The impact of literature on an individual and a society'

Person B writes two paragraphs on 'The impact of science on an individual and a society'

Choose 3 or 4 most important aspects of Literature and Science, as identified in Activity 2, as the main points of your paragraphs.

Show each other what you have written. Decide whether you think science or literature has the biggest impact. Put the four paragraphs together to make a discussion. Person A then writes an introduction paragraph to the discussion. Person B writes a conclusion paragraph to the discussion.

### Critical reflection



Briefly think back on what you have learned in this unit and reflect upon the experience.



Activity 1: A story



Listen to the story carefully and answer the following questions:

- ☐ Have you ever lost your way?
- ☐ How did you find it?
- ☐ How do you think the boy should have tried to find his way to his parents?
- ☐ Do you think the story would be changed if the boy could read?
- ☐ What would you do if you were in his place?
- ☐ How would you end the story?

Activity 2a: Opinions about the content of the text before reading it



Discuss the following questions in pairs and note down the responses.

- ☐ What do you think the author means by 'Pakistan's education emergency'?
- ☐ What might the author be referring to when he says that Pakistan is 'failing its future'?
- ☐ What might be some of the other organizations working with HEC to help improve education in Pakistan?
- ☐ Do you think Pakistan is providing free primary education to all children?

Activity 2b: Scan-reading



Scan the text to locate the answers to the questions given in the previous task to find out if your responses match with the information given in the text. You do not have to read the text carefully for this activity.

**Reading Text 1: Pakistan's Education Emergency: Failing its future**

In 1947, Quaid-i-Azam Mohammad Ali Jinnah said: "Education is a matter of life or death for Pakistan. The world is progressing so rapidly that without the requisite advance in education, not only shall we be left behind others but we may be wiped out altogether." And yet, if the global knowledge economy were a school and Pakistan its student, Pakistan would currently get a failing grade.

The global average primary school enrolment is a shockingly low 87 per cent and yet Pakistan's is even lower at 56 per cent. The economic opportunity cost of not educating Pakistan's children is the same as suffering a 2010 flood every single year. The nation's health and its stability are affected too. For every 10 kids out of school

around the world, one is Pakistani. This is an education emergency.

Progress has been made. Under the 18th Amendment, for the first time, education is no longer a privilege, but a fundamental right for all children. Article 25-A says: "The State shall provide free and compulsory education to all children of the age of 5 to 16 years." But this progress has not been fast enough. Still barely one child in four makes it into secondary education. Children are a country's future and Pakistan is failing its future. No country can follow the path to a happy future if it cannot read the road signs. Nothing short of an education transformation is required.

The UK is already working with Pakistan to assist in this necessary transformation in Pakistan's education. The UK has more to offer Pakistan on education than any other country. UK and Pakistan are linked by more than just our history and language. More Pakistanis still take English exams than any other nationality outside a formal government education sector. UKAid and the British Council are engaged in vocational education in Pakistan, and UKAid is investing nearly the equivalent of Rs 100 billion over four years into primary education. We are aiming to train 90,000 teachers, fund six million textbook sets, and rebuild schools in Khyber Pakhtunkhwa destroyed by militants or floods.

Imagine the future of Pakistan if primary school enrolment across Pakistan is lifted to the world average of 87 per cent within five years. It is entirely possible. Imagine the social and political partnerships that would have accomplished this - between media, civil society, the private sector and politicians. With parents mobilised to demand, and political leaders galvanised to deliver, better education for children.

Imagine how good the nation would feel about its achievement and how much it would want to complete the easier rest of the journey to 100 per cent if the above mentioned goal was accomplished. All it needs is leadership.

The Pakistan and the UK are connected, joined at the hip. We cannot flourish if you do not flourish. You cannot flourish if your population is uneducated. The Quaid-i-Azam recognised the importance of education in 1947. Sixty-five years on, the UK is working in partnership across the country to tackle the current education emergency and to help to secure a prosperous future for Pakistan.

Source: Pakistan's Education Emergency: Failing its future By Adam Thomson <http://www.nation.com.pk/pakistan-news-newspaper-daily-english-online/columns/22-Mar-2012/pakistan-s-education-emergency-failing-its-future>

### Activity 2c: Discussing what you scan-read



Team up with another pair. Discuss what you have found out about the questions in Activity 2b.



Read the text more closely to find out why the writer makes the following claims.  
Make some notes and prepare to discuss with a group

If the global knowledge economy were a school and Pakistan its student, Pakistan would currently get a failing grade.

Children are a country's future and Pakistan is failing its future.

The UK has more to offer Pakistan on education than any other country

We cannot flourish if you do not flourish. You cannot flourish if your population is uneducated

In groups of four or five, comment on the claims above made by the author concerning education in Pakistan.

Activity 1: Active reading (vocabulary building)



Read the list of words/phrases given below and find out if they have negative or positive associations in Reading Text 1. Then tick the relevant box below. Also, decide if they have been used to talk about problems or the initiatives that are being taken to tackle them.

Words/phrases	Problems (negative associations)	Initiatives (positive associations)	New words
Left behind			
Wiped out			
Shockingly			
Failing			
Progress			
Barely			
Suffering			
Achievement			
Possible			
Accomplished			

Now, think of some alternative words that are close in meaning to the words given above and write them down in the last column.

Activity 2: Real and unreal conditionals



Read the conditional sentences given in the grid and specify the function of each conditional in the next column. Also, identify whether the conditional is real or unreal.



Conditionals	Function	Type
If the global knowledge economy were a school and Pakistan its student, Pakistan would currently get a failing grade		
No country can follow the path to a happy future if it cannot read the road signs		
Imagine the future of Pakistan if primary school enrolment across Pakistan is lifted to the world average of 87 per cent within five years		
Imagine how good the nation would feel about its achievement and how much it would want to complete the easier rest of the journey to 100 per cent if the above mentioned goal was accomplished		
We cannot flourish if you do not flourish. You cannot flourish if your population is uneducated		

### Activity 3: Use of conditionals

#### Individual work

Read the following clauses and complete them with at least three different ideas.

- If every single child in Pakistan was getting education...
- If every school (public and private) in Pakistan was disseminating standard education...
- If Pakistani youth is not prepared for future... responsibility...
- If Pakistani youth is not aware of political and international events...
- If we are not given technical and scientific education...
- If every school, college and university in Pakistan had a well-equipped library...
- If other international organizations like UKAid and British Council were not helping HEC...

#### Group work

Decide together which is your top idea for each of the clauses and decide why you think it is your top idea. Prepare to tell the class what you decided and why.

#### Home task

Search on internet about the literacy rate of Pakistan, problems faced by students in getting education and various projects undertaken by HEC and UK in order to improve the present educational situation in Pakistan. Take notes and bring them in the next session.

## Unit 9 Education in Pakistan Session 3

### Activity 1: Television debate



Work in groups of 4. Choose one of the roles to engage in a television debate, politicians, educationists, British ambassadors and students.

In your group, discuss the topic of the debate together with your group members

*UK cannot flourish if Pakistan does not flourish.*

*Pakistan cannot flourish if its population is uneducated*

Decide what the opinions of each of the participants is likely to be (politician, educationist, British ambassador and student). Write down the points they would like to put forward.

After the discussion, engage in a debate to share your point of view about the given topic with proper justification.

Three students have to play the role of a politician, four educationists, two British ambassadors and the rest of the class will act as students.

### Activity 2: Practice of unreal conditionals through an imaginary situation



Keeping in mind the previous discussion and debate, write one or two paragraphs on the following topic.

What according to you are the three most serious problems faced by Pakistan as far as education is concerned? What necessary measures would you take in order to tackle those problems if you were the education minister of Pakistan?

### Critical reflection



Briefly think back on what you have learned in this unit and reflect upon the experience.

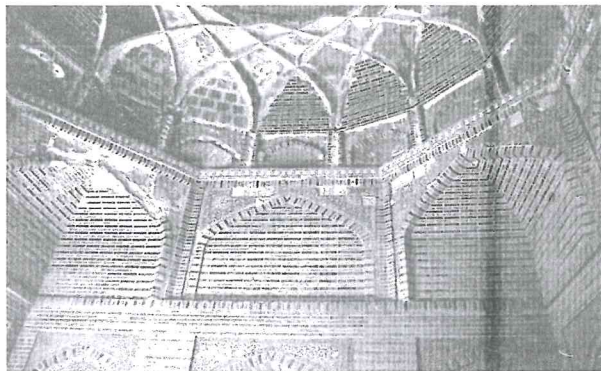
Look at these pictures carefully and answer the following questions. Discuss with each other and be prepared to share with the whole class.

1. Where in Pakistan are these places in the pictures.
2. How much would you like to visit each of them?
3. What do you learn about the history and heritage of Pakistan through these pictures?

Picture 1



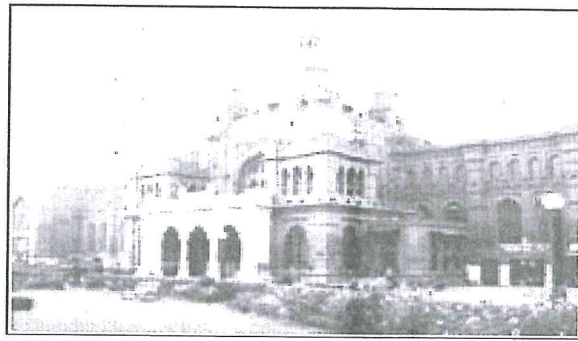
Picture 2



Picture 3



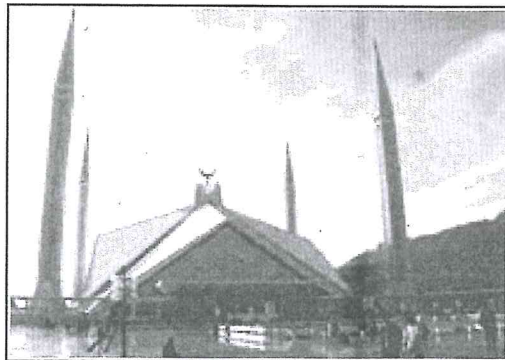
Picture 4



Picture 5



Picture 6



**Sources:**

Picture 1 <http://dawn.com/2011/10/05/pakistans-cultural-heritage-not-for-sale/>

Picture 2 <http://dawn.com/2011/06/09/maklis-aura-revisited/>

Picture 3 <http://dawn.com/2011/08/08/the-timeless-appeal-of-fort-kot-diji/>

Picture 4 <http://archives.dawn.com/weekly/yworld/archive/081101/yworld11.htm>

Picture 5 <http://dawn.com/2012/02/24/indian-team-visits-taxila-museum-parliamentary-diplomacy-to-help-bridge-gaps/>

Picture 6 <http://archives.dawn.com/weekly/yworld/archive/080802/yworld11.htm>



## Activity 2: Young people and art in Pakistan



You are going to read a report about what students think about studying the heritage of Pakistani art.

Work in a pair or small group:

1. What do you think the heritage of Pakistani art is?
2. What do you predict that students think about it?
3. How do you think the authors of the report obtained information about students' views?
4. Why do you think the authors obtained this information and wrote the report?

## Activity 3: Introduction to the report



1. Read the first paragraph of the report and find out if there are any answers to the questions in Activity 2. Discuss this with your group.

In the 21<sup>st</sup> century, higher order thinking skills are considered essential for university students. Education needs to keep pace with the speed of information flow, to develop human abilities for coping with the ever changing surroundings and complicated issues of modern life, and to enable students to find innovative solutions for their problems. The Heritage of Pakistani art is potentially creative and can be used as an effective tool to develop creative thinking among young students but unfortunately in Pakistan students' interest in studying the Heritage of Pakistani art is declining.

2. This is the first section of the report. What heading would you give this section?
3. This section has three stages. In mixed up order they are: SOLUTION, PROBLEM, NEED. Decide which order they come in the paragraph. Write S, P, or N at the beginning of each stage.
4. As far as you can tell, which of these report titles is most suitable for this report? Decide what your reasons are for choosing.
  - i) 21<sup>st</sup> century higher order thinking skills.
  - ii) An investigation into the decline of students' interest in studying the Heritage of Pakistani art.
  - iii) A study of creative thinking among Pakistani students

### Activity 4: Experience of report writing



Discuss in groups the following questions and report back to the class what you find out.

1. Have you ever written a report?
2. Have you ever conducted a survey or helped someone do so?
3. Have you ever filled in a questionnaire? If yes what was it about?
4. What is a report?

### Activity 5: What is a report?



#### Work in groups.

1. Read the information box below and discuss further what a report is.
2. Look back at the suggested titles in Activity 3. What kind of report do you think the paragraph in Activity 3 comes from?
3. Write down some example titles for different kinds of reports. Use the titles of reports you have read or written or make up some possible titles yourself.

#### Information box

A report contains facts, observations and information for some specific readers. It has to be objective and systematic. A report can be of several types:

Progress report, feasibility report, justification and recommendation report, and research report.

### Activity 6: Doing research and writing a report



Thinking back on this lesson:

1. How would you carry out this research into the decline of interest among students in the Heritage and History of Pakistani Art?
2. How would you organize the report? Which sections would you have?

There have been a number of investigations into English in higher education in Pakistan.

1. Why do you think that is?
2. What sort of things do you think have been investigated?
3. How do you think the investigations have been carried out?
4. How do you think the reports have been organized? What sections do you think they have?

### Activity 2: The structure of a report



You are going to study the design of the report on the decline of students' interest in studying the Heritage of Pakistani art. Over the next few activities you will work out what sections are used to write the report. You have already read the Background and Rationale section (in the previous session).

1. What were the stages in the Background and Rationale section?
2. Read the second section of the report below. What is this section about?
3. What heading would you give this section?

A survey was conducted to trace the reasons for this decline of students' interest in studying the Heritage of Pakistani art. A questionnaire comprising 10 statements with a three points rating scale (agree, uncertain, disagree) was designed and photocopied. 100 students studying at the X university campus were given the questionnaire to be filled in during their leisure time. The filled in copies were collected the next day. The data was tabulated and scores were obtained. The following section presents the results.

4. What statements do you think the investigator put into the questionnaire? Write four example statements.

### Activity 3: Third section



1. Read the next section of the report.
2. Which statements did the researcher include in the questionnaire? Write out the statements.
3. Did the researcher include the statements you wrote in Activity 2



1. What heading would you give this section of the report?

The results of the survey reveal that students do not learn History and Heritage of Pakistan for the sake of employment. This is shown by the fact that 79% of those questioned disagreed with the view that they are learning this subject because it is job oriented. The majority of the students, 53%, said that they are studying the Heritage of Pakistani art because it gives them a personal satisfaction. A majority of the students, 70%, agreed with the view that learning the History and Heritage of Pakistan can be used as a tool to develop creative thinking among students.

The survey also shows the fact that the students of the History and Heritage of Pakistan find the subject uninteresting. This is revealed by the fact that 52 % of the students who were surveyed find the History of European Art more interesting than the History and Heritage of Pakistan and 55 % did not accept that the History and Heritage of Pakistan is interesting. Only 30 % of those questioned find it interesting.

The survey reveals the fact that the main reason for students' lack of interest in this subject is ineffective teaching methods and lack of information about the subject. A significant number of the students 57% think that their teachers do not provide them with all required information about the subject. Moreover the subject is not taught in an interesting way. 55 % of the respondents find that the subject has been taught in an uninteresting where as only 15% find the teaching methods interesting with 29% uncertain about the issue.

It was also observed that the subject is not related to the practical world. A significantly large proportion of the students, 67%, indicated that their classroom lectures and the practical world are unrelated. 75% respondents find their classrooms boring and ineffective because of the non-availability of digital technology. 60% of those questioned pointed out the fact that the scope for further research is very limited.

#### Activity 4: The fourth section



1. What are the two main reasons for the decline in student interest?
2. List the other reasons for the decline in student interest.
3. What is this section about? What heading would you give it?
4. Do you agree with this section?

The survey reveals that students of the History and Heritage of Pakistan lack interest and motivation in this subject. The survey thus points out a very important fact that the main reasons for the decline of students' interest in the History and Heritage of Pakistan is because the syllabus does not cater for the students' future prospects and the teachers do not attempt to make it interesting by relating it to the practical world. So the students have neither any motivation nor any interest in it. Even those who started the course out of their personal interest lost this interest. During the survey a number of students informed the researcher that teachers use lecture methods and many times these lectures are so boring that some students practically nod off in their classes. Another reason for this decline is that the lessons do not present the heritage of Pakistan as relevant to the real world. In addition, students do not develop an all-round knowledge of the subject; they learn about only parts of the subject. Lack of



the resources and the limited scope for future research are also important factors in diminishing their interest in the subject.



1. What is the purpose of this section?
2. What heading would you give it?
3. Do you agree with this section?

These findings suggest that the departments of Art in Pakistan with the help of HEC should revise their curriculum and design a new syllabus to make the History and Heritage of Pakistan futuristic and job oriented. There is an urgent need to arrange for on-the-job training and refresher courses for faculty members so that the objectives of the course are achieved. Last but not least the departments should be provided with enough funds to equip their classrooms with digital technology to make the teaching-learning environment better, healthy, goal oriented and innovative. These remedial measures will ultimately inculcate interest among the students in the History and Heritage of Pakistan.

Source: Report prepared by Ms Farhat Meher

### Activity 3: The design of a report



Write down the headings of the 5 sections of a report



On the following pages are data from an investigation into students' attitudes towards English language in higher education in Pakistan. The first set of data comes from a questionnaire that was given to 400 students at different universities to fill out. The second set of data is notes from a focus group of 27 students. Because these are notes, the grammar, punctuation and layout are not like a report or an essay.

Read through both sets of data and identify what sort of things could be discussed in the Discussion section of a report called: *Students attitudes towards English in Higher Education in Pakistan*.

Make some notes and bring them to the next session.

# English Language in Higher Education in Pakistan

## Questionnaire for Students in Higher Education

Thank you for your time and cooperation.

### DEMOGRAPHIC DATA

Gender

**74.1%** Female  
**25.9%** Male

Age

**61.3%** - 17-20  
**36.9%** - 21-24  
**1.9%** - 25+

### EDUCATIONAL BACKGROUND

Which system of education did you study through?

**56.7%** O/A level  
**43.3%** SSC/Intermediate

Which university are you studying at?  
\_\_\_\_\_

Which subject are you majoring in?  
\_\_\_\_\_

What was the medium of instruction in your secondary school?

**33.7%** English  
**63.9%** Urdu  
**2.4%** Other (Please specify):  
\_\_\_\_\_

What is the level of your programme?

**87.5%** undergraduate  
**12.5%** postgraduate

Which year of study are you in?

**15.1%** Year 1 **64%** Year 2  
**12.8%** Year 3 **8.1%** Year 4

## ENGLISH LANGUAGE SKILLS

Please rate yourself on your ability to do the following tasks in English:

	Excellent	Good	Fair	Poor
Search for new information using library resources in English.	14.8%	51.9%	29.6%	3.7%
Search for new information using the internet in English	42.9%	44.7%	8.7%	3.7%
Write a brief report in English	12.5%	61.3%	25.6%	0.6%
Write an essay in English	11.7%	70.6%	17.2%	0.6%
Make an oral presentation to your class in English.	19.9%	50.3%	26.7%	3.1%
Take part in an academic discussion in English.	14.8%	48.8%	34.6%	1.9%
Read prescribed text books in English with comprehension.	31.3%	47.2%	19.6%	1.8%
Read other academic texts in English with comprehension	27.0%	49.1%	18.9%	5.0%
Listen to an academic lecture in English with comprehension	38.1%	50.0%	10.6%	1.3%
Take notes in English from an academic lecture	37.3%	50.0%	12.0%	0.6%
Write a formal letter in English (e.g. for a job application)	20.6%	56.9%	21.9%	0.6%
Take part in an interview in English (e.g. a job interview)	14.3%	57.8%	26.1%	1.9%

Please estimate how much you use English when you carry out these tasks in real life. Tick the final box if you never do this task.

	Mainly in English (>90%)	Usually in English (51-90%)	Sometimes in English (11-50%)	Not often in English (0-10%)	I don't do this task
Search for new information using library resources	40.9%	40.9%	14.9%	3.2%	0%
Search for new information using the internet	71.1%	20.1%	6.3%	2.5%	0%
Write a brief report	40.1%	41.4%	16.6%	1.3%	0.6%
Write an essay	46.0%	44.7%	8.7%	0.6%	0%
Make an oral presentation to your class	45.0%	38.8%	13.8%	2.5%	0%
Take part in an academic discussion.	31.3%	45.0%	20.0%	3.8%	0%
Read prescribed text books	60.0%	29.4%	8.8%	1.9%	0%

	Mainly in English (>90%)	Usually in English (51-90%)	Sometimes in English (11-50%)	Not often in English (0-10%)	I don't do this task
Read other academic texts	43.1%	38.1%	14.4%	4.4%	0%
Listen to an academic lecture	49.7%	37.3%	10.6%	1.9%	0.6%
Take notes from an academic lecture	56.4%	32.5%	9.8%	1.2%	0%
Write a formal letter (e.g. for a job application)	53.8%	30.8%	10.9%	3.2%	1.3%
Take part in an interview (e.g. a job interview)	42.5%	36.3%	11.6%	4.8%	4.8%

Are there any other important tasks that you do at university (e.g. lab work, seminars)? If so, please write these tasks in the spaces below, and tick a box to show how much English you use for each one.

	Mainly in English (>90%)	Usually in English (51-90%)	Sometimes in English (11-50%)	Not often in English (0-10%)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### STUDY RESOURCES

Which resources do you regularly use in studying your major?  
(more than one response is possible)

<b>61.1%</b> Textbooks	<b>57.4%</b> Handouts/Worksheets prepared by the teacher
<b>67.9%</b> Notes given by teacher	<b>11.7%</b> Notes from senior students
<b>17.9%</b> Guide books	<b>38.9%</b> Other (Please specify)

Which technology resources do you have access to on your campus?  
(more than one response is possible)

<b>7.4%</b> Tape recorder	<b>5.6%</b> CD player
<b>10.5%</b> Television	<b>2.5%</b> DVD
<b>8%</b> Language lab	<b>24.1%</b> Science lab
<b>80.9%</b> Computer	<b>45.7%</b> Computer printer



**84.6%** Internet connection

**35.2%** E-mail

**13.0%** Video conferencing

**5.6%** Smartphone

**6.2%** Other (Please specify) \_\_\_\_\_

## ROLE OF ENGLISH IN WORK AND STUDY

Please indicate how far you agree or disagree with the following statements about the role of English:

	<b>Agree strongly</b>	<b>Agree</b>	<b>Disagree</b>	<b>Disagree strongly</b>
It is essential that a university graduate can communicate in English about their academic subject.	<b>66.7%</b>	<b>29.6%</b>	<b>2.5%</b>	<b>1.3%</b>
In my future working life, I expect to use English very frequently.	<b>55.6%</b>	<b>43.1%</b>	<b>1.3%</b>	<b>0%</b>
When I first came to university, my English was already good enough for my academic study.	<b>20.1%</b>	<b>65.4%</b>	<b>13.2%</b>	<b>1.3%</b>
In my final year, I would like extra English classes to improve the language skills I need for employment.	<b>42.6%</b>	<b>39.6%</b>	<b>14.8%</b>	<b>3.0%</b>
In my major, the lecturers help us by using very clear English that is easy to understand.	<b>38.2%</b>	<b>52.2%</b>	<b>8.3%</b>	<b>1.3%</b>
I am too busy with my major to spend time on English language classes.	<b>12.3%</b>	<b>53.5%</b>	<b>30.3%</b>	<b>3.9%</b>
In my major, the lecturers are very good at English.	<b>47.4%</b>	<b>41.6%</b>	<b>9.7%</b>	<b>1.3%</b>
I would like to have more English classes to improve the language skills I need for academic study.	<b>38.6%</b>	<b>47.5%</b>	<b>12.0%</b>	<b>1.9%</b>
In my major, exams would be fairer if we could write answers in our own language.	<b>19.9%</b>	<b>37.2%</b>	<b>34.0%</b>	<b>9.0%</b>
To get a good job, I need to be fluent in English.	<b>72.5%</b>	<b>25.0%</b>	<b>1.9%</b>	<b>0.6%</b>
In my future working life, I will need English to communicate with westerners.	<b>68.6%</b>	<b>29.6%</b>	<b>1.9%</b>	<b>0%</b>
With fellow students, I prefer to discuss my major in our own language.	<b>19.6%</b>	<b>57.0%</b>	<b>20.3%</b>	<b>3.2%</b>

I would learn better if I could study my major through the medium of Urdu.	5.7%	23.3%	48.4%	22.6%
In my major, trying to express my ideas in English makes me very slow at writing assignments.	7.7%	34.0%	48.1%	10.3%
In my major, the lecturers help us by explaining the main points in our own language.	19.5%	62.9%	14.5%	3.1%
The university provides English language classes which develop the skills I need for my academic study.	14.9%	48.1%	29.9%	7.1%
My English is good enough for me to get a good job.	14.6%	61.1%	22.3%	1.9%
In my major, the lecturers help us by providing handouts/study notes in our own language.	8.4%	27.7%	45.2%	18.7%
In my future working life, I will need English to communicate with people from Asia/the Middle East.	41.7%	53.8%	4.5%	0%
My English skills have improved a lot since I first started university.	25.5%	54.2%	15.7%	4.6%
In my major, I often need to speak English in class.	43.5%	40.4%	14.3%	1.9%

What do you think the university could do that would help you study your major more effectively through the medium of English?

### Notes from a student focus group

All female

2 MS students

25 BS (ie. UG, mixed subjects: English, Botany, Political Science; Other sciences)

#### 1. Think about the range of activities you carry out in your course. Do you carry out all these study activities 100% in English?

Not 100% in English. Use Urdu anything from 50-50 to 70-50

All lectures in English. Discussion after lecture in Urdu, for 10-15 minutes (30-40 students in class).

Presentations in English. E.g. Mass Communication on Foreign policy of PK. 'I tried to do it in English'.

Can be discouraged by teachers or peer group criticism. Example of teacher in Matric school who told a student that she should not write her creative writing herself but copy it from the essay book. No examples of peer criticism were given.

A difficulty is we can write in English but don't have the environment to speak in English.

Wants English for everyday purposes 'we have the vocabulary for studying our subjects'

Varied opinions about whether they do have the vocabulary of their subjects – possibly they do have for their majors.

English is taught as a theoretical subject not practical skill. We mostly have to do rote learning for our subjects (including English). Especially for exams. We are not expected to express our ideas but to transfer the ideas from the books to the exam. We have to remember the books. We don't want to but we have to get good marks. Same for all students. Our teachers teach us good cramming.

## **2. How important is it for you to learn English?**

It is a sign of educated people.

We could study better if our English was better

## **3. What kind of help do you need to cope better with your studies?**

Subject lecturers should speak in simple English.

Not all find the lecturers difficult to understand.

Some can understand the books and some can't.

English Lit books are tougher than others (old English, Victorian English)

It would be good to have teachers trained to communicate in English. In matric teachers don't communicate well in English. They are better in college

Written assignments: make assignments from topic given by teacher. Assignment topics should not be based on our syllabus. E.g in Education Philosophy, we have to write about traditional research; we have no idea about modern research. We don't know about the recent contributors to education philosophy

The assigned topics [that we have to write on] are from our syllabus. We want assignments from outside our syllabus. We are bound in a boundary. We want to have fresh broad modern knowledge.

The topics are from research – we want topics on which we can create something. We just have to copy and paste from the internet. We should use our own minds.

This is not a question of language: We should be creative in English and Urdu.

Curriculum should be based on future oriented thinking. It can be done as easily in English as in Urdu.

We have to study the history of research and this is necessary. But we don't want to be restricted in the boundaries of history. We don't know 21<sup>st</sup> Century writers.

The anthology of poems we read in intermediate level is called a *New Anthology of Poems* but it is 20 or 30 years old and our teacher said that she read the same course when she was in college

My teacher said her father learned *Goodbye Mr Chips*, and she learned Mr Chips. And now we are learning Mr Chips



They don't like detailed lectures, followed by detailed reading and then the assignment is just on this detailed input. Monotony.

The biggest problem is we are working towards the marks and not trying to get knowledge.

The examination system should be improved. Often we don't know why we got the marks we get.

#### **4. What are the best ways to study English for academic study?**

Not quite clear whether they are really interested in more creative ways of discussing their academic subjects or whether discussion implies something outside academia - 'talking in the kitchen'. I can't speak Shakespearean English with other people. Would be interested in social English.

An English course for study purposes would be a good idea. It would help us.

Not theoretical. More practical.

Student centred, students should be able to speak. The teacher should give the students a topic and the students should talk about the topic. And ideas should come from the students. And after that the teacher should give the lecture. It should be a speaking class. Students don't like to speak

It should be both. For example I don't know how to use the right tense so I should learn through writing.

Our writing skills are better than our speaking skills. We have writing from class 1 but we have not been speaking from class 1.

They are happy about the idea that it would be study speaking – about politics, or science or other subjects

It should not be about tenses etc but about the functions, how to use the tenses. We know the grammatical theory but not how to use it.

Teachers should encourage students to do things by themselves. And then show them what they do wrong. Then we can polish and go away and correct our mistakes.

Topics: character building. We have no type of manners. We don't want to be degree holders we want to be educated. Citizenship is very good. How can we be a good citizen.

Critical thinking is good. Critical thinking is not to agree to a sentence as it is. We can reject it and weigh its pros and cons.

There should be grammar and vocabulary in the course that is practical.

Some think they should be in a general course not in different subject Englishes. Some think they should be different. Basic English is same for all. The vocabulary we use in the subject can be learned in the botany books. They need the basic structure of writing.

How can an English teacher help a botany student? You don't know botany.

We should do much reading. Creativity does not mean ignoring what has been written in books. A writer is always a reader first



But we are still learning what is a noun, pronoun. We should stop doing that and start using the language

**5. Do you think an English course should all be taught face to face or should it include online learning/ self-access material?**

It would be interesting for us but not all students have access to the computer and we aren't allowed to have mobile phones on campus

**6. How important is English in getting a job and doing well in it?**

English is very good for employment especially in international jobs.

In recruitment, to be educated is not as good as to be a good English speaker

People prefer people who can speak English

Our base is not good enough – at higher education level we are forced to speak English but in school no courses.

Presentations in the workplace are in English

All office work is in English – to customers and clients

Writing is less needed. Mostly speaking.

Maybe business letters, reports,

We already have a Communications class which teaches us CVs, cover letters etc. And this seems to be generally well regarded.

**7. What would you like to do in a module of English for employment?**

It must be practical.

We must have face to face interview skills.

CV and cover letter was quite practical.

Must not be too big the class – 50 is too many

## Unit 10 Report Writing Session 3

### Activity 1: Reviewing the findings



Discuss your reading of the research data on Students' attitudes to English in Higher Education

### Activity 2: Writing a report



Work in a small group to write a report on Students' attitudes to English in Higher Education with the report sections you identified in Session 2:

Introduction, Background/Rationale for the research, Methodology, Findings, Discussion, Future Prospects/Recommendations

### Critical reflection



Briefly think back on what you have learned in this unit and reflect upon the experience.

Activity 1: Semester system versus annual system

**Work in pairs or small groups**

1. Do you know what the semester system and annual system are? If not find someone who can explain.
2. Do you know why they replaced the annual system with the semester system?
3. Which do you think is better, the semester system or the annual system?
4. What problems do you think there may be with the annual system?
5. What problems do you think there may be with the semester system?

Activity 2: Reading an argument about the semester system and the annual system.



Reading Text 1 presents the debate about the semester system and the annual system.

Read the first paragraph and fill in the information about the two systems in the table below.

Use information from the list below

- Examination centered
- Focus on skills
- Focus on cramming
- Feedback
- Passive classes
- Assignments, quizzes, presentations
- Dynamic system
- Passive system
- Throughout the session activity
- Delayed results
- Builds confidence
- Focuses on all the skills
- Student centered
- No feedback
- Interactive classes
- End of the session activity

- ❑ Immediate results
- ❑ Produces shy students
- ❑ Focuses only on the written skill

Semester system	Annual system

**Reading Text 1: The debate about the semester system**

1] The semester system has recently replaced the annual system in Pakistani universities and is working smoothly. However, the debate regarding the merits and demerits of the semester continues and there are critics of the semester system who contend that it is not working well and has many gaps in it. They believe that the semester system does not develop deeper understanding of the courses studied and students study less in the semester system. It is claimed that teachers are subjective in their approach and go by personal whims while teaching and awarding marks to the students. On the other hand, the supporters of the semester system have their own opinions. They are of the view that the semester system develops necessary skills and makes students confident. Furthermore, greater interaction with the teachers gives students greater chances of learning. Although there is some criticism of the functioning of the semester system, the viability of the semester system itself remains unquestioned. At the same time, there is little support for the annual system which is considered examination centered and not beneficial for students in terms of developing skills and building their confidence.





You have read the first paragraph of the argument. There are four more paragraphs.

1. Do you expect these paragraphs will give an argument for both the semester system and the annual system. (Where there is an argument for more than one viewpoint, this is called a discussion argument)
2. Or do you think the argument will only give one viewpoint? (This is called an exposition argument)
3. Is there any sentence in the first paragraph which shows you the viewpoint of the writer? Underline it. This is called the thesis statement. It tells you what the essay will argue.
4. To have an argument, you have to have an ISSUE. This is usually presented at the beginning of the argument. What is the ISSUE in this argument text?
5. Now read the second paragraph of the argument. What is it about?
6. Insert some more information from the list into the table in Activity 2

2] The semester system is very dynamic as it keeps both the teachers and students engaged throughout the semester. The teachers set objectives for the work for the semester and plan their lessons and class room activities accordingly. They know what they want to achieve in a semester. The students remain busy throughout the semester. They have to study daily to keep pace with the teachers and class fellows. Quizzes, assignments and presentations keep the students on their toes. All these activities develop confidence in the students. Prompt feedback by the teachers makes learning an active activity. The focus in the semester system is on learning and developing skills rather than preparation for examination. There is very little room for cramming in semester system.

7. Does the first sentence of the paragraph tell you what the paragraph is about?

### Activity 3b: The design of the argument



1. Is paragraph 3 arguing for the semester system? If not, what is it arguing? How do you know?

3] The semester system is sometimes criticized for not giving enough time to students for mastering knowledge thoroughly. Students have to study at a quick pace as teachers rush through the courses rapidly. It is claimed that there is no room for extensive study unless students themselves choose to do this for themselves. The semester system has a quick pace and there is no room for recovery if a student once falls behind in their studies. On the other hand, some critics say that the semester system is too easy because the syllabus is short and students don't have to cover a lengthy syllabus. The teacher's role in the semester system is crucial. Sometimes

teachers are accused of favoritism. It is suggested that since teachers enjoy much freedom, they use it to manipulate the students. In fact such criticism of teachers can also be motivated by other motives and not genuine. Interestingly students with good results never complain against the teachers.

1. Does the first sentence of the paragraph tell you what the paragraph is about?
2. Insert some more information from the list into the table in Activity 2

### Activity 3c: The design of the argument



1. Is paragraph 4 arguing for the semester system? If not, what is it arguing? How do you know?

4] In contrast with the semester system, it is said that the annual system is examination centered. It is argued that the teachers prepare students only for the examination. The teachers do not focus on developing different skills in the students because the major thrust is on showing better results. Both the teachers and students show indifference to class room activity because it has no impact on the final outcome. The students remain inactive through the year and keep piling up the course work for the year end preparation. The examination system in the annual system is also regarded with suspicion. The examiners have to mark a large number of scripts in a very limited time and they generally do it in a hurry. There are no definite parameters for markers. An examiner's marking of different scripts can vary greatly and variations among the different examiners cannot be even measured. Everyone marks answer sheets subjectively in the absence of any mechanism of ensuring standardization. It is also claimed that the annual system also encourages the private tuition system which favors only the rich. Finally, whereas in the semester system, students generally get their results in a week, in the annual system they have to wait for many months, sometimes for a whole year.

2. Does the first sentence of the paragraph tell you what the paragraph is about?
3. Insert some more information from the list into the table in Activity 2

### Activity 3d: The design of the argument



1. Is paragraph 5 arguing for the semester system? How do you know?

5] So it can be concluded that the semester system is working successfully all over the world. It develops critical thinking among the students and makes them proactive learners. It is both teacher and student centered and makes learning interactive. On the other hand, the annual system develops the art of cramming only. The students rely only on memory work. They are judged on the basis of their written work and are never tested for other skills. In short, the semester system is a better system; if there are any problems in it they can be addressed through proper management.

Source: **Article prepared by Mr Muhammad Asif**

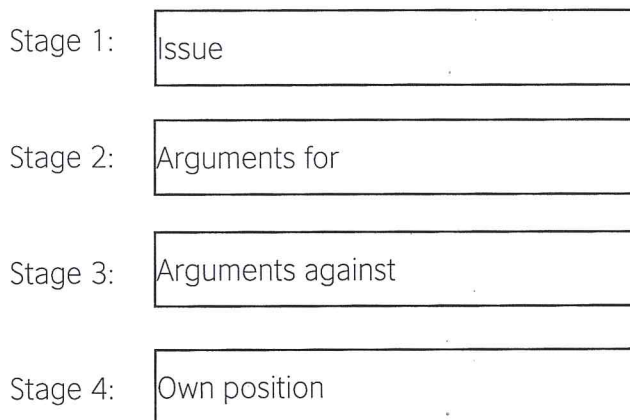
2. Does the first sentence of the paragraph tell you what the paragraph is about?
3. Is there any more information to insert into the table in Activity 2?
4. Does the author wind up the argument forcefully or leave it open ended?

#### Activity 4: Argument mapping



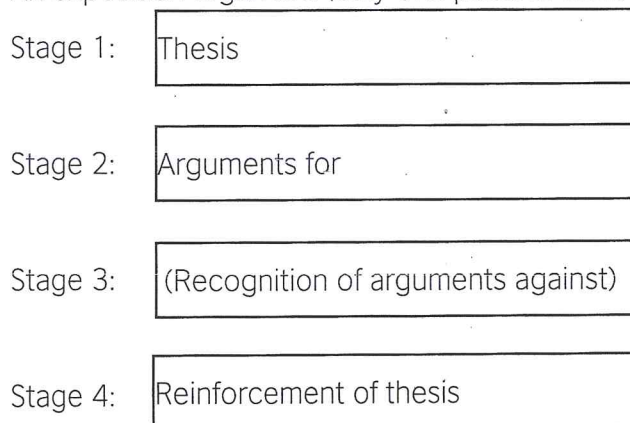
There are two basic kinds of argument which can be seen as argument maps:

A discussion argument (more than one point of view):



(It is possible for Own Position (stage 4) to be included in the Issue stage (stage 1) or before it. But it can also be held back until after the arguments for and against, as in this diagram)

An exposition argument (only one point of view):



(Recognition of other points of view in stage 3 is optional and may not happen. If arguments against are recognized, they are not given very much weight compared to the arguments for)

The important thing is to write a convincing argument not to follow the argument map. So writers play around with the mapping. They can mix up the stages. They



can, for example, in the Discussion argument have all the arguments for together and all the arguments against together. Or they may have one argument for and then one argument against, and then another argument for and an argument against and so on. And writers can even mix up the maps so that they combine discussion and exposition in the same essay.

1. Using the information you gathered in the last activity to help you, map the argument in *The Semester Debate*. (A clue is that it is a mixed up map)

### Home task



In the next session you will write an essay called:

*The debate about English in higher education: Student learning in university would be much more successful if all interaction in the university was carried out in English*

In preparation, read Reading Text 2 *Issues and themes emerging through an analysis of the use of English in higher education in Pakistan*.

This is a long text. You may not have time to read it all. This will not matter. It is more important to find some ideas for your essay than to understand everything in this reading text. Section 1.1 is more important than 1.2.

Make notes as you read. Remember you are looking for arguments for and against making English compulsory in all interaction in university.

### **Reading Text 2: Issues and themes emerging through an analysis of the use of English in higher education in Pakistan**

Considering the diverse nature of the universities involved and the complex multilingual environment of Pakistan, it is not surprising that the Needs Analysis revealed a wide range of perspectives on the use of English in higher education. However, what was striking was that everyone welcomed the opportunity to discuss the subject of English language use in Higher Education and that nearly everyone expressed the desire to support initiatives which would contribute to the transformation of its use in university teaching and learning.

In the diverse focus group discussions and questionnaire responses, a number of common themes reverberated again and again. These themes included the desire for teaching and learning to be interactive, creative, critical, student-centred and active, the need for English to be taught as a skill rather than a subject, the recognition of the challenges and the achievements of teaching large classes both in English and in other subjects, the key role English plays in employment, and the need for resources.

In this section, these themes and others will be used to organize the information that was gathered through the interviews, the core programme workshop, the questionnaire and focus group responses, and the lesson observations.

#### **1.1 Multilingualism/Plurilingualism**

Of the twenty-four or more languages which are used in Pakistan (Mansoor, Meraj and Tahir (2004: 55), three were identified as a medium of instruction in the universities which were visited: English, Urdu and Sindhi. (Other languages may also be used as a



medium of instruction, but were not explicitly mentioned by our respondents.) Punjabi was reported to play certain roles in some university contexts (e.g. for joking and disciplining students) but not usually in formal teaching and learning situations.

This report is not the place to engage in the educational language policy debates which have been ongoing in Pakistan for many years. However, it is necessary to recognize them as constituting part of the context in which the Transforming English Language skills in Higher Education Project will operate. Arguably, also, themes associated with Pakistan's multilingualism could constitute part of the syllabus for the EAP and lecturer professional development modules. It was noticeable how motivated students and lecturers were to discuss these themes in the focus groups, with students appearing to value the discussion as if it were a kind of English lesson, and lecturers referring to the focus group as if it was a workshop in which they were polishing their understanding of their teaching practice.

Four sub themes emerged:

- i) the necessity for and desirability of a 'flexi-approach' to English, Urdu and Sindhi, and questions about whether codeswitching is a positive or a negative practice.
- ii) the previous educational – and consequently, language - experience of students, and the significant impact that either a matriculation or an O/A Level-based educational background had on study – and therefore on teaching - in higher education.
- iii) the very high stakes associated with English language ability, and the consequent anxiety that accompanies English language use.
- iv) the different status that Sindhi appeared to have in Sindh province compared with Punjabi in Punjab province and the stronger sense of 'language politics' that appeared to be associated with this in some parts of Sindh.

### **Codeswitching**

The notion of a 'flexi-approach' (Mansoor, p354) to English, Urdu, and Sindhi is used here to mean something more than the term 'code switching', which typically refers to switching between languages within a particular communicative event. A flexi-approach recognizes that students or lecturers may also use different languages in different educational contexts. The most commonly reported situations where Urdu was used (or in some cases Sindhi) were when lecturers used local examples in lectures, discussed questions at the end of lectures, gave advice or held one to one discussions with students, when students were talking with other students out of class, and when lecturers were talking with colleagues. There was also a tendency for Urdu to be used more frequently in laboratory sessions; one lecturer commented on the risk of damage to expensive equipment if students misunderstood instructions.

Another tendency was that English was overwhelmingly the language of writing. Most students reported that their reading, writing and assessment were in English, with the exception of Islamic studies and Arabic departments where texts were in Arabic or Urdu. A striking example of this tendency was a lecture in Petrochemical engineering which was delivered entirely through the medium of Urdu, with all student and lecturer interaction also in Urdu, yet with the written part (on the whiteboard) all in English.

The most commonly reported situations where lecturers spoke in English and where students listened to English were in lectures. However, respondents commented that there was a range of practices in lectures, and this was evident in the observations. At one extreme was the Petrochemical engineering lecture noted above, while at

the opposite end of the spectrum were lectures where the presentation, the board work, the interaction between students and lecturer, and the student notetaking were all done through the medium of English. Between those two extremes, focus groups reported lectures with various mixes of English and Urdu. While the majority of observed lectures were delivered mainly in the medium of English, sometimes lecturers were observed switching to Urdu in ways reported in the focus groups: to clarify a concept, explain something that was more complex or delicate, or reinforce an explanation already given in English. Focus groups and observations suggested that this mixing of languages decreased as students progressed through the university years (although the Petrochemical class which was delivered in Urdu was a final year class).

As reported by focus groups, the use of Urdu in classes was far more common among students than lecturers. Younger students, particularly, were often seen responding in Urdu to prompts by the lecturer in English. On the occasions this was observed, the switch to Urdu was accepted and not challenged or discouraged by the lecturer. This was in accord with the comments in lecturer and student focus groups that it was important to accommodate the diversity of English language knowledge among the student body – usually attributed to different previous educational experience (whether from rural, madrassah, or matriculation schools).

The question this raised among some focus group commentators was whether code switching, language mixing or a flexi-approach was being implemented for positive or negative motives and with positive or negative effects. Positive code switching was perceived as the exercise of professional judgement by a lecturer in response to the diversity in their student body. Code switching was perceived as negative when it arose from a lecturer's own insecurities with English and also when it failed to recognize that switching from English to Urdu would not accommodate students who were not fluent in Urdu. Participants in focus groups expressed a number of responses to codeswitching and other forms of language mixing: either it was regarded as a genuine, effective and necessary pedagogic response to student need; or it was regarded as a fundamental cause of the continuing underdevelopment of students' English language skills. Those who held the latter view sometimes proposed that English should be made compulsory in all university situations. For others, codeswitching was seen as the natural condition for language use in Pakistan: one English specialist said he could not speak Urdu without codeswitching, and that this reflected the fact that people's language use was in a permanent state of development and flux. However, attitudes towards code switching need to be put in the context of the second of the subthemes related to multilingualism.

### **Educational Background**

Students (and lecturers') plurilingual abilities were clearly related to previous educational experience, and associated social class and economic status. This relationship between knowledge of English and primary and secondary schooling and the associated significance of English proficiency as a social marker meant that students' and lecturers' use of English and other languages carried serious emotional and social implications. One student explained "If we come from the government schools we are shy; people mock us for our English is weak" and another student admitted in response "I was one of those students. I found it very difficult to talk or to understand lectures". The combination of social stigma and inability to participate in English medium teaching and learning activities appears to represent a potentially enormous barrier to many students' educational success. It is not surprising that lecturers respond by a language mixing approach, although in some people's eyes



this simply exacerbates the linguistic and educational disadvantage that has been created by the inequality of the school system. As one sociology student put it "I cannot be selfish and go only for English. There are 70 students in my class and they come from matriculation schools and they don't know English enough". Many students and lecturers spoke about the problem lying in the 'foundations' of the education system. But regardless of this, its impact is felt in the HE sector and the TELS HEP response can only focus on the situation as it is in the HE sector.

### **Language anxiety**

One aspect of this situation in the HE sector was constantly referred to: students' shyness and hesitation to speak in English. The complex multilingual situation and the inequitable educational backgrounds exacerbated the natural shyness that speaking in public can generate in any speaker. For many students, this resulted in both a profound fear of presentations and to a lesser extent, discussions, and a profound desire to overcome the fear by being given the opportunity to do more presentations and discussion. So in many students' suggestions for the EAP and English for Employment modules, presentations and discussions played an important role.

Associated with this wish to practise speaking skills that are underdeveloped was a constant request for teachers who would encourage, support, accept and 'be kind' to students as they attempted to speak in English. Clearly some lecturers were successfully providing this, and students spoke about valuable lecturer feedback which focused, for example, on the content, the organization and the language of their presentation. This seemed particularly to be the case in some areas of Business Studies, especially Commerce. However there were students who reported having been set back, either in school or in university, by unsympathetic responses by teachers and other students to their attempts to speak in English. Both lecturers and students spoke of poor English speakers being the target of mockery in the classroom, and we ourselves observed a few cases in which this appeared to be happening. One lecturer spoke of a tradition in which English was seen as a sacrosanct language in which no student could ever be expected to excel and could therefore never be given top marks; this attitude, it was suggested, underlay an inbuilt propensity to criticize other people's use of English.

### **Language Politics**

The 'language politics' of multilingualism was brought up by some students and lecturers, although generally, the assumption that improved English language skills was an unquestionably good thing seemed to predominate. However, we found some strong expressions of suspicion about the need for and the role of English in Pakistani life. In another, there were negative comments about the type of English promoted in English classes, and the cultural characteristics associated with it; a preference was expressed for an English grounded in Pakistani cultural realities rather than one identified with western contexts. In general, summing up the paradoxes and dilemmas faced by students studying in the circumstances referred to above, one student made the point that: "Pakistani students want to speak English and they don't want to speak English. They can't speak Urdu properly; they can't speak English properly. They are confused." This comment received murmurs of endorsement around the focus group. But it was then balanced by another student who made the point: "The strength of students in Pakistan is their multilingualism"

These contradictions are reflected in the questionnaire responses presented below. While a majority of subject teachers believe that students would be more successful in their study if they studied through the medium of Urdu, these same subject

lecturers recognized that English was crucial for success in academic study. Students also saw English as crucial to their educational (and vocational) success but, in contrast, did not agree that they would be more successful if studying through the medium of Urdu.

Subject lecturers	Agree strongly	Agree	Disagree	Disagree strongly
It is essential that a university graduate can communicate in English about their academic subject.	74.1%	25.9%	0%	0%
My students would learn better if they could study through the medium of Urdu.	11.1%	50.0%	29.6%	9.3%

### Students

It is essential that a university graduate can communicate in English about their academic subject.	66.7%	29.6%	2.5%	1.3%
I would learn better if I could study my major through the medium of Urdu.	5.7%	23.3%	48.4%	22.6%

### Interactivity/Participation

Associated with students' desire to develop their speaking skills in English was their desire for participatory, student-centred learning. Many English lecturers expressed the same wish, making the point that English is not a subject but a skill. In such circumstances, they said, it was crucial that students were encouraged to participate actively and practically in using English. Some English lecturers were clearly achieving much success in this direction. In one university a task-based English language learning project was underway in collaboration with a UK based university. Students were being asked to move outside the classroom and go into English speaking environments where their abilities to communicate in English were developed. In the same university, an effective communications lesson was observed in which students were reflecting on their ability to communicate in English, working in pairs and small groups to draw up some key areas they wanted to develop. In another university, students in the English lesson were not interacting with each other but were working individually with worksheets that required them to respond creatively to a text.

However, a number of factors were reported that limited the opportunities for interaction. These included large class sizes (up to 140 in some cases), extreme differences in students' language abilities and shyness to speak (as discussed in the previous section), lack of physical resources (print based and multimedia) as well as absence of the kinds of resources that would foster interaction, the pressure of the assessment system which encouraged fact based rote learning and memory testing, and the lack of opportunities for professional skill development among English teachers. As a result of these constraints, student to student interaction was difficult to establish.

Nevertheless, in several universities English teachers emphasized that despite the limitations it was possible to foster student to student interaction, to set up group work, presentations and class discussions. In cases where class sizes are very large, the techniques that these English lecturers have developed to encourage student-to-student interaction need to be treated as best practice and disseminated as part of the TELS HEP programme. And the practices of all English teachers who are attempting to teach English as a communicative skill rather than as a subject provide a resource that can inform the development of the TELS HEP modules.



A more common pattern observed in subject lectures, and to a certain extent in English classes, was a teacher-led presentation with various levels of teacher-to-student, or student-to-teacher interaction. To a certain extent the different purposes of subject and English teachers justified the different forms of interaction that were valued in each context. As subject teachers frequently said, unlike language teachers, they are teaching a subject, a body of knowledge, a set of concepts. In the lectures they are providing foundations for students' more active engagement with the subject, often later in their university careers. The contrast between first year and older students was noticeable in this respect. As students progressed towards years 3 and 4 and Postgraduate level their participation in lectures appeared to increase.

This participation could be situated along a continuum. At one end are various forms of listening, ranging from what appeared to be not listening at all to very attentive listening. We saw little clear evidence of real disconnection, and students were often surprisingly able to recount lecture content even after what looked like rather passive listening. Attentive listening was signaled by body language, and by various, often chorused, contributions to the lecture. Most common among these were gap filling and sentence completion, where lecturers whether deliberately or not left a gap in what they were saying and students took this as an invitation to input the missing information in chorus. Lecturers used various techniques to prompt this participation including intonation, pausing, physical actions, pointing to key words on the whiteboard, or using prompts (like – yes?).

More active forms of interaction were prompted by lecturers' questioning techniques, with various question types being used: closed questions, checking questions, open questions, unspoken questions, questions targeted at an individual student: the range of these question types needs codifying and sharing amongst TELS HEP participants through the Lecturing in English professional development module, in order to ensure their dissemination. In the higher levels, students also asked various kinds of unprompted questions. One example of lecturer-to-student interaction we did not observe was lecturers inviting students in the class to comment on the responses or questions of other students. This may be one example of how students can be further engaged in the lecture room. A commonly reported and observed practice was to ask students to summarise or comment on key points after the lecture. This was sometimes described as discussion, although it was also close to extemporized presentation on the part of students. Again, techniques for promoting discussion and debate among students might be welcomed by lecturers and students.

It should be noted that some English classes shared the transmission model of teaching and learning which underlies the approach outlined above for subject lecturers. In fact, some subject lectures were more interactive than some English classes which we observed, or which were described in focus groups. Over and again, English and Subject lecturers and students complained about the negative effect that teaching English as a subject had on students' mastery of the language. Students complained about English classes being 'theoretical' and not 'practical', based on outdated English literature texts rather than contemporary texts ("My teacher told us that she read Mr Chips, her father read Mr Chips, and now we are reading Mr Chips"), and grammatical analysis rather than functional communicative language use ("All through school we learned, this is a pronoun, this is a noun, and now in college we are learning this is a pronoun, and this is a noun. We know this. We want to know how to use them").

Associated with this almost ritualistic practice of literary textual and grammatical analysis was the practice of 'cramming'. As English was treated as a subject rather

than a communicative skill and was assessed on those terms, students and lecturers reported that for many students there was no motivation to do much more than learn by heart the lists of grammatical analyses, text commentaries, and idiomatic expressions which could be obtained from commercially available Guide Books. As a result, students could pass the English exams without attending English classes. As one English teacher put it: "The only communicative English they learn throughout school is "May I come in?". Universities were clearly trying to work against this culture but by the time students came to university, it was strongly entrenched, and the limits on teachers' resources, large and highly differentiated classes, and the assessment system all conspired to undermine their efforts.

In both English and Subject classrooms we saw examples of best practice in interactive participatory learning, working against the limitations which have been outlined in this report. English lecturers were often seen to be clearly seeking to teach English as a skill and not as a subject. Sometimes they commented on how the Compulsory English curriculum introduced within the last decade has helped to move them away from a rote learning approach towards a more communicative one. One university which was not using the Compulsory curriculum, however, attributed their more interactive ethos to the freedom this allowed them. It seemed that the Compulsory English curriculum may have been experienced as a mixed blessing: good in its intention but difficult to implement without more appropriate resources, and challenging in its compulsoriness.

Source: A report on the Needs Analysis carried out by the Open University in February 2012 on behalf of the Higher Education Commission and the British Council as phase 1 of the Transforming English Language Skills in Higher Education Programme (TELS/HEP) in Pakistan, The Open University, 2012

Activity 11 The arguments for and against having English as the only language for all interaction in the university in order to improve the quality of learning



**Work with a pair or a small group.**

Talk together about Reading Text 2 and make a list of ideas to go into the table below. You can include ideas of your own that are not in the Reading Text.

Arguments for	Arguments against

What is your position in *The debate about English in higher education: Student learning in university would be much more successful if all interaction in the university was carried out in English?*



## Activity 2: Planning, drafting and editing an essay



Read the information below

### **Process writing**

Writing is a process that is carried out step by step. If we follow steps of process writing it becomes easier to write on a topic. The systematic approach to writing has some clear-cut strategies and principles. Process writing means following the steps given below:

#### **1. Brain Storming**

Brain storm what you can think about the topic and how you will write it. Prepare a map or list of ideas and try to connect them.

#### **2. Organize**

The ideas gathered need to be organized logically to make a sense. Decide about the sequencing of the ideas.

#### **3. Write**

Write an essay according to the plan concentrating on how you map the argument.

#### **4. Review and revise structure and content**

It is very important to review and revise the structure and content of your writing. Make improvements and adjustments where you find them necessary. A peer review at this stage can be helpful.

#### **5. Proofread**

Proofreading is important as it helps avoid grammar and spelling mistakes. You can also replace some words which make you feel uneasy.

#### **6. Make final corrections**

Make sure you have corrected all the grammar, spelling and vocabulary mistakes. Make sure that there is nothing in the paragraph or essay that you did not want to say.



### Activity 3: Types of essay

Match the type of essay with what it does.

	Type of Essay	what it does
1	Narrative	Explains ideas and viewpoints; facilitates the reader
2	Descriptive	Argues an opinion, favors or negates an opinion
3	Expository	Gives a definition of concept or describes event, place or phenomenon. It describes size, colour, sound etc.
4	Discussion	Discusses both sides of the argument and makes a case for one of them or leaves the argument open ended
5	Critical	Tells what happened and gives an account of events in chronological order as in history, stories and biographies

### Activity 4: Mapping your essay

#### Work in a pair or small group

Look back at the two argument maps at the end of session 1 (Activity 4)

Now write an outline or map of the essay you are going to write:

*The debate about English in higher education: Student learning in university would be much more successful if all interaction in the university was carried out in English*

Base it on the maps in session 1. Include some more detail about the points you will make in each stage.

### Activity 5: Writing an argumentative essay



Using your essay map to help you, write the first draft of your essay.

Look back at the design of the essay in session 1: The debate about the semester and the annual system.

Write an introduction which says what your essay is about, what the ISSUE is, and has a thesis statement (you can change the introduction to make it fit better after you have written the full essay)

Then write three or four paragraphs which give arguments for and against the thesis.

Use some of the words from Activity 6

### Activity 5: Argument words



Use some of the following words and phrases to build the arguments for and against using English for all interactions in university.

Though	yet
However	nevertheless
Also, too	likewise
On the other hand	on the contrary
As well as	in the same way
In contrast	in comparison
But	despite
Beyond that	instead of
Because of this	as a matter of fact
For instance	bearing that in mind
Having said this	Perhaps

### Activity 7: Writing the conclusion



Write a conclusion which winds up your main points and says what your position is.

Discuss your writing with your group.

### Activity 8: Review your essay



Use this Essay Check List to review your essay

	Statement	Yes/No
1	Does the opening paragraph attract the attention of the reader?	
2	Does the opening paragraph contain a topic sentence?	
3	Does the opening paragraph contain a thesis statement?	
4	Do the rest of the paragraphs support the thesis statement?	
5	Does the concluding paragraph summarise the argument properly?	
6	Does the concluding paragraph raise new issues that hasn't been covered earlier?	
7	Are the figures, facts, quotations used in the essay taken from authentic sources?	
8	Is the language used appropriate?	
9	Are there any grammar mistakes in the essay?	
10	Are there any punctuation mistakes?	

### Activity 9: Review someone's essay



Exchange your essay with someone in a different group.

Review the other person's essay using the checklist in Activity 8. Write some feedback on the other person's essay which will help them to improve the essay when they write a second draft.

Get your essay back from the other person.

Read the feedback at home.

Activity 1: Revising your essay

The main purpose of this session is to produce a finished draft of your essay:

*The debate about English in higher education: Student learning in university would be much more successful if all interaction in the university was carried out in English*

There are other activities in the session which are designed to reinforce your essay writing skills. You will need to decide how much time you have to do these activities as well as complete your essay

Activity 2: Paragraph structure



Review in pairs the definition and structure of a paragraph. Write down points in a notebook.

Activity 3: Identifying paragraphs



Which of the following extracts is a paragraph? Give the reason(s).

- 1) Apart from having a reputation for ajraks, pottery, leatherwork, carpets, textiles, Sindh is also known for its silver thread embroidery. The handmade galas, with extensive mirror work, are also popular form of embroidery used in Sindh. It's a technique in which a small, flat and round piece of mirror is encased on a fabric using a series of chain stitches. Apart from galas, this popular technique is used on all fabrics and all types of clothing, accessories and items.

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- 2) Apart from having a reputation for ajraks, pottery, leatherwork, carpets, textiles, Sindh is also known for its silver thread embroidery. Sindh is also known for its agriculture. Sindhi people are famous for their hospitality. Shah Abdul Lateef Bhattai is a popular Sindhi sufi. Apart from galas, this popular technique is used on all fabrics and all types of clothing, accessories and items.

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- 3) Apart from having a reputation for ajraks pottery leatherwork carpets textiles sindh is also known for its silver thread embroidery the handmade galas with extensive mirror work are also popular forms of embroidery used in Sindh. It's a technique in which flat and round piece of mirror is encased on a fabric



- 1) using a series of chain stitches. Apart from galas, this popular technique is used on all fabrics and all types of clothing, accessories and items.

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Source: Ethnic Embroidery, The Express Tribune: Sunday, March 25, 2012. Lahore page 20

What is a thesis statement and what is its significance in an essay. What should a thesis statement do? Discuss in pairs.

Read the following thesis statements and decide whether they are strong or weak thesis statements.

- 1) Pakistan is a poor country.

Strong thesis statement/Weak thesis statement

Why? \_\_\_\_\_

- 2) Poverty in Pakistan is a growing concern as number of people living below poverty line is increasing day by day.

Strong thesis statement/Weak thesis statement

Why? \_\_\_\_\_

- 3) Democracy in Pakistan has failed.

Strong thesis statement/Weak thesis statement

Why? \_\_\_\_\_

- 4) Democracy in Pakistan is not stable because no democratic government has completed its full tenure so far.

Strong thesis statement/Weak thesis statement

Why? \_\_\_\_\_

- 5) The government of Pakistan needs to take drastic steps to improve the literacy rate in Pakistan.

Strong thesis statement/Weak thesis statement

Why? \_\_\_\_\_

- 1) Failure of law and order has resulted in an increase in street crimes in Faisalabad.  
Strong thesis statement/Weak thesis statement

Why?

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- 2) Climate change is both good and bad for human beings.  
Strong thesis statement/Weak thesis statement  
Why?
- 

### Activity 6: Identifying topic sentences and thesis statements



Read the following paragraphs and identify the topic sentences and thesis statements and write them down in the space given below.

- i) Each year on the 8<sup>th</sup> of March the world gets together to celebrate and highlight the achievements of women in economics, political and social fields. It is said that that human rights status of a society is measured by the value they place on their women. A woman is the mighty engine that fuels the human workforce. Her work and efforts are not recognized for its economic and social value, as there is a direct connection between raising a child and eventually his or her role in society as a productive adult. Do you know that women make 66% of the world's work force, produce 50% of the world's food and yet own only 1 % of the world's property?

Topic Sentence \_\_\_\_\_

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Thesis statement \_\_\_\_\_

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- ii) The purpose of this day is to focus attention on the importance of fresh water and sustainable management of fresh water resources. The UN designated March 22, 1993 as the first World Water Day. Do you know that only 12% of the world population uses 85% of its water? 884 million people lack access to clean water which is almost one in the eighth people. Millions of women spend several hours a day just collecting water sometimes from many miles away. Providing access to clean water close to home can reduce a women's workload, giving her free time for educating her children and increasing her economic opportunities. 3,575 million people die each year from water related

- i) diseases, which is many times more than those killed in wars. These are just as few shocking facts; you come across many more as you do more research on this subject. It is our social responsibility to conserve water and raise awareness about this critical issue. We all know that water is a finite resource and our lives depend on it. Once it is gone, this water will be gone forever.

Topic Sentence \_\_\_\_\_

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Thesis statement \_\_\_\_\_

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- ii) March 21, 2012 marked the 7<sup>th</sup> anniversary of the World Down Syndrome Day and for the first time this year the day was officially observed by the United Nations. About 600 million people in the world experience disabilities of various types and degrees. Down syndrome is one such disability. It's important to understand that people with learning disability such as these are individuals with unique personalities having individual likes and dislikes, goals as well as aspirations almost like yours and this disability, most of the time, does not prevent some one from learning and achieving in life, if given a supportive environment. International rules as the UN Convention on the Rights of Persons with Disabilities makes it obligatory on signatory states to promote, protect and ensure the rights of persons with disabilities. Pakistan became a signatory of this Convention on September 25, 2008 and ratified it on August 5, 2011. In a socially responsible society differently-abled persons should enjoy the same rights as others and not viewed as object of pity and charity. It is the duty of everyone to create an environment that helps to enhance their quality of life and help them to become valued members of the society.

Topic Sentence \_\_\_\_\_

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Thesis statement \_\_\_\_\_

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Source: *'Are You Socially Responsible?' From Dawn Young World, March 31/2012, p.11*

### Activity 7: Use of full stop



Put the full stop where required in the sentences below.

- 1) The idea that citizens are able to vote outside their original country is generally based on the worldwide principle acceptance of an individual's right to suffrage this is enabled through legislation endorsed by the Parliament
- 2) These are just as few shocking facts; you come across many more as you do more research on this subject it is our social responsibility to conserve water and raise awareness about this critical issue we all know that water is a finite resource and our lives depend on it once it is gone, this water will be gone forever

### Activity 8: Use of commas



Put the commas where required in the following sentences.

- 1) Apart from having a reputation for ajraks pottery leatherwork carpets textiles Sindh is also known for its silver thread embroidery.
- 2) The embroidery is used to embellish dresses shawls blankets bed sheets pillows table cloths veils head scarves handkerchiefs caps etc.
- 3) In the Mughal era zardozi was used to adorn the costumes of king's wall hangings scabbards regal side walls of tents and rich trappings of elephants and hoses.
- 4) The most common designs in this category are lotus ghobi chinar leaf flora and fauna birds and trees.

### Activity 9: Use of the question mark



Put the question mark where required in the following sentences.

- 1) Do you know that women make 66% of the world's work force, produce 50% of the world's food and yet own only 1 % of the world's property
- 2) Do you know that only 12% of the world population uses 85% of its water

### Activity 10: Use of capital letters



- 1) apart from having a reputation for ajraks, pottery, leatherwork, carpets, textiles, sindh is also known for its silver thread embroidery.
- 2) shah abdul lateef bhattai is a popular sindhi sufi.



- 1) zardozi is a type of embroidery in iran, india and pakistan. the ancient ersian art dating back before the mughal era, is not restricted to one particular region or ethnic group and is used all over pakistan.
- 2) seventy-nine countries allow voting in person, 47 by postal ballet, australia and new zealand through fax, estonia and the netherlands via internet and 16 via proxy (where a person is authorized by elector as a stand-in voter).
- 3) The ecp secretariat stipulates that just like voters with a national identity card (nic) residing in pakistan, a migrant over 18 years of age with nicop is entitled to be enrolled as a voter
- 4) The un designated March 22, 1993 as the first world water day.

Correct the Subject-Verb agreement mistakes in the following sentences

- 1) It's usually the women and girls of the artistic valley of Swat who is employed in the embroidery industry.
- 2) The handmade galas, with extensive mirror work, is also popular form of embroidery used in Sindh.
- 3) Sindhi people is famous for their hospitality.
- 4) The ancient Persian art dating back before the Mughal era, are not restricted to one particular region or ethnic group and is used all over Pakistan.
- 5) About 600 million people in the world experiences disabilities of various types and degrees.
- 6) It is the duty of everyone to create an environment that help to enhance their quality of life and help them to become valued members of the society.

### Activity 12: Critical reflection



Briefly think back on what you have learned in this unit and reflect upon the experience.

## Unit 12 Presentation skills Session 1

Presentation can be a short or a long talk by one or more than one person to a group of people introducing and describing a particular subject. The way you present your ideas to an audience is extremely important. You may know your subject extremely well but if you do not present it clearly and logically, your audience will doubt that you do. This Unit builds on your existing skills as a presenter; it aims to polish your technique so that your presentations help you to meet your academic goals.

### Activity 1: Warm-up



#### **Discuss in pairs/groups.**

Think about some of the good and poor presentations you have seen. This may have been at school/college or university, or at private functions. Use the worksheet below to record what made them good and poor.

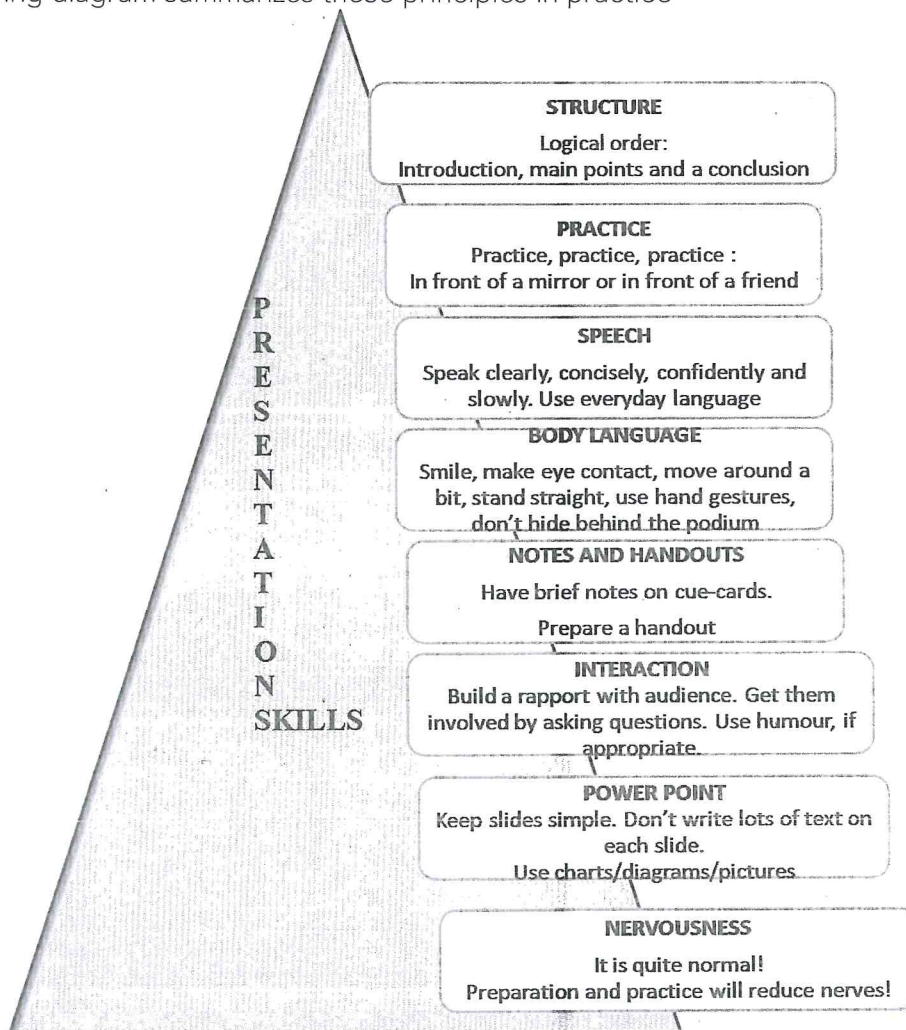
Things that made presentations good	Things that made presentations poor

## Essential steps for preparing presentations effectively

Careful planning is essential for successful presentations, short or long. The better you prepare in advance, the more confidence you will have while presenting. Preparation usually requires the following seven steps. Most of them are principles which are similar to those writing successful memos, letters and reports.

1. Determine the purpose.
2. Analyze the audience and the situation.
3. Choose the main ideas for your message.
4. Research your topic thoroughly.
5. Organize the data and write your draft.
6. Plan visual aids if desirable.
7. Rehearse the talk and revise where necessary

The following diagram summarizes these principles in practice



©Akifa Imtiaz

## Activity 2: True/false



In pairs discuss whether each statement is true or false. If it is false then provide the correct alternative.

	Statement	Correct version, if false
1.	A good presentation has four parts; introduction, body, summary and conclusion	
2.	Audience attention and interest can be gained by using humour, question, quotation or a personal story	
3.	Speak to the Powerpoint slide/visual and not to the audience	
4.	Speak in low tones, using jargon and long sentences	
5.	Time limit during a long presentation can be ignored	
6.	Stand behind the podium during the presentation.	
7.	Use hand gestures excessively and keep an unsmiling face	
8.	Research well on the topic of your presentation	

## Activity 3: Mock-presentation role play



Now that you are familiar with what makes a presentation good and what makes a presentation poor, work in groups and give an impromptu presentation (2-3 minutes) on a topic of your own choice (or on the topic *My Future Life*), using all or some of the ways that make a presentation poor, inappropriate and uninteresting to the audience. (Audience on the other hand will show hostility and ask negative questions).

## Home task



- (a) Watch the first 12 minutes of the following video

**<http://pak-media.com/PlayLecture.php?LectID=1081>**

and make a list of:

- i. all the elements (visual aids, body language, speech etc) that the speaker is using to make his presentation interesting.
- ii. all that is making the presentation uninteresting



- (b) Please bring to the next session, the discussion you prepared in Unit 6 on climate change, conflict or cooperation, the report you wrote in Unit 10 on students' attitudes towards English in university, and the argument essay you wrote in Unit 11 on the debate about English in university.

## Unit 12 Presentation skills Session 2

The short presentations in this session will be peer-assessed keeping in view the checklist prepared as homework. Additionally, you will also use the following assessment criteria checklist while assessing presentations.

	Assessment criteria	Yes	No	Any comments
1	Presentation has a proper introduction			
2	Presentation has a proper conclusion			
3	The contents are relevant to the topic			
4	The language is simple			
5	The style is informal			
6	The voice is audible			
7	Eye contact			
8	Proper gestures and facial expressions			
9	Use of visual aids (charts, posters, handouts, Powerpoint, etc)			
10	Questions are dealt with properly			
11	Follows the time limit			

### Activity 1: Climate change



(In this activity one group will present in front of another group and vice versa, in this way 2-3 presentations will be going on simultaneously)

In Unit 6 (session 3) you wrote a discussion about climate change leading to conflict or cooperation. Prepare a short presentation on the discussion and present it in the class.

### Activity 2: Feedback on peer-assessment



Share the peer-assessment that you have done, with the other groups.

### Activity 3: The debate about language in university



(In this activity one group will present in front of another group and vice versa, in this way 2-3 presentations will be going on simultaneously)

Using either the report you wrote in Unit 10 on students' attitudes towards English in university or the argument essay you wrote in Unit 11 on the debate about English in university, prepare a group presentation:

*English in university education – a problem, a solution or neither?*

While presenting each member of the group will have his/her share to say. They will make use of some/all of the following *linking sentences* during the presentation.

<p><b>Introducing the first point</b></p> <ul style="list-style-type: none"> <li>-To start with, I would like to consider...</li> <li>-First of all I would like to look at...</li> </ul> <p><b>Finishing a point</b></p> <ul style="list-style-type: none"> <li>-That's all I have to say about...</li> <li>-Those are the main points on...</li> </ul> <p><b>Starting a new point</b></p> <ul style="list-style-type: none"> <li>-Next we come to...</li> <li>-Now let's move on to...</li> <li>-The next point I would like to make is...</li> </ul> <p><b>Referring to what you have said</b></p> <ul style="list-style-type: none"> <li>-As I have already said...</li> <li>-As mentioned earlier...</li> <li>-As I said in the beginning...</li> </ul>	<p><b>Referring to what you will say</b></p> <ul style="list-style-type: none"> <li>-I'll comment on this in my conclusion...</li> <li>-I'll come to this later...</li> </ul> <p><b>Summarising</b></p> <ul style="list-style-type: none"> <li>-In brief, we have looked at...</li> <li>-In a nutshell it can be said...</li> <li>-I would like to summarise the main points...</li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>-That's all I have to say for now.</li> <li>-That concludes my talk.</li> <li>-Thank you for your attention</li> </ul> <p><b>Inviting questions</b></p> <ul style="list-style-type: none"> <li>-Any questions?</li> <li>-Does anyone have any questions?</li> </ul>
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### Home task



1. Think and make a list of the different roles that Pakistani men have to play in the society, e.g. you can mention their roles as a bread winner, protector, macho man etc.
2. Read the *Supplementary information* section at the end of this unit.





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## Universities participating in pilot phase:

- Balochistan University of Information Technology, Engineering and Management Science, Quetta
- Government College University, Faisalabad
- Government Postgraduate College for Women, Rawalpindi
- International Islamic University, Islamabad
- Islamia University, Bahawalpur,
- Lasbela University of Agriculture, Water and Marine Sciences, Balochistan
- Shaheed Benazir Bhutto University, Sheringal
- University of Azad Jammu & Kashmir, Muzaffarabad
- University of Karachi
- University of Malakand
- University of Sindh, Jamshoro

