

Based on National Curriculum of Pakistan 2022-23

Textbook of **English**

Grade **10**

National Curriculum Council
Ministry of Federal Education and Professional Training



National Book Foundation
as
Federal Textbook Board
Islamabad

Government Approval

Approved by the National Curriculum Council (NCC), Ministry of Federal Education and Professional Training, Islamabad
vide letter No. F.No.1(2)-NCC/TB/Eng-NBF, dated December 09, 2024

© 2025 National Book Foundation (NBF) as Federal Textbook Board

All rights to this publication are strictly reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means—electronic, mechanical, photocopying, recording, or otherwise—without the prior express written consent of the publisher. Unauthorized use, duplication, or distribution is strictly prohibited and may result in legal action.

A Textbook of English for Grade 10
based on National Curriculum of Pakistan (NCP) 2022-23

Authors

Amara Awais Niazi (Managing Author)
Aneela Naseer, Sadia Malik (Co-Authors)

Contributors/Collaborators

Inam Ullah Jan (Designer)

Supervision of Curriculum and Review Process

Dr. Shafquat Ali Janjua
Joint Educational Advisor, National Curriculum Council (NCC)
Ministry of Federal Education and Professional Training, Government of Pakistan, Islamabad

NCC Review Committee Members

Mr. Usman Azam, Ms. Saman Akbar, Ms. Sadia Amjad, Mr. Abdul Hanan, Mrs. Zehra Khushal

Desk Officer

Mrs. Zehra Khushal, (Assistant Educational Advisor), National Curriculum Council (NCC)

NBF Textbooks Development Supervision

Murad Ali Mohmand
Managing Director, National Book Foundation (NBF)

In-Charge, NBF Textbooks Development

Mansoor Ahmad, Assistant Director

Printed in Pakistan

First Edition: First Impression: February, 2025 | Pages: 172 | Quantity: 100000

Price: PKR 250/-, **Code:** STE-720, **ISBN:** 989-969-37-12721-1

Printer: Printman Printers, Peshawar

**TEST
EDITION**

For details on additional publications from the National Book Foundation, please visit our website at www.nbf.org.pk

You can also reach us by phone at 051 9261125 or via email at books@nbf.org.pk

For feedback or corrections, kindly send your comments to 'nbftextbooks@gmail.com' and 'textbooks@snc.gov.pk'

Note

All illustrations, artwork, and images in this book are intended solely for educational and promotional purposes, benefiting the public interest.

Preface

Text Book of Grade 10: An Introduction to the structure and purposes.

This book is second book of the group of four textbooks (IX-XII) developed on a similar pattern and in accordance with National Curriculum of Pakistan IX-XII (NCP) 2022. This book is aimed to provide students of elementary grades with a range of activities to help them achieve students learning objectives of their appropriate age/grade. The book provides the students with a range of fiction and non-fiction texts which are acquired from both authentic sources as well as exclusively produced for this age group of Pakistan students. The selection/development of contents of books has been purposely carried out in the context of multilingual communities where English is treated as second or third language.

This unique arrangement of textual materials provide a platform where students can improve their reading, writing, speaking and listening skills. Themes of the selected texts are selected in accordance with list of themes provided across the wide range of genre indicated in NCP. The ethical concepts embedded in the texts will engage students to think and relate with real concerns of their lives and reflect upon their own personality development towards a becoming a responsible citizen. This book is designed to provide a wide range of readings with a variety of local, national and international contexts which will enable students to learn about their identity and connection to the world. The variety of activities will help them to make these connections and to think critically.

This book is structured in a way to provide in-depth knowledge and exposure to different types/genres of literary texts. Units are grouped together in a section with a specific theme like narratives, poetry or drama. Each section has set of activities towards the end to engage the students in high order thinking skills, critical evaluation, differentiate and extended activities all set in the backdrop of contextual needs. Each unit begins with a pre-reading activity and have while reading activities to keep students engaged in the reading and help them in comprehension of the text. Each unit has a range of questions based on different stages of understanding and comprehension and students will have to answer questions based on reading for detail to reading for inferences and ideas. Use of dictionary and pronunciation is taught through direct and indirect usages of dictionary sources.

There is strong focus of writing activities and for that, a range of writing assignments are introduced which demand outcomes both as independent writers as well as in pairs/group work. The variety of writing assignments has been designed to expose students with different types of texts like informational texts, expository text and imaginative work of writing. Activities like role-plays, debates, one-minute speech, drama and poetry recitals are introduced to provide students with the opportunities of listening and speaking English. These activities are designed with special focus on listening and speaking for different audiences and different situations. The purpose of these activities is to provide backdrop to develop effective communication skills in English. The difficulty level of all activities is varied to cater for learning needs of students from multilingual backgrounds and multiple local/national context.

The targets of all planned activities can be achieved fully with an active support of teacher. Evidently all such activities shall require diligent effort of teacher to guide the students in appropriate manner as well as to provide them with continuous support. Activities requiring searching for additional information through library and/or online sources shall also need special assistance from teacher. This active support from the teacher shall help students to fully benefit from this purposely designed text book of English to acquire better English language skills.

Murad Ali Mohmand
Managing Director

Contents

S. No.	Units	Theme	Sub-Theme
1	Animal Rights in Islam: Showing Compassion	Nature and Natural resources	Connecting People and Nature
2	Cultural Festivals of Pakistan: Unity in Diversity	Travel and Tourism	Hospitality GIS application in tourism
3	Media Literacy in the Modern Age	Digital Globalization	Impact on culture and economy, MOOC (Massive Open Online Courses)
4	Thank You, Ma'am: (Langston Hughes)	Literature & Poetry	Human Relationships
5	Mother Nature (Poem)	Literature & Poetry	Nature (Poem)
6	How to Make Better Decisions About Your Career	Soft Skills/ Innovation	Decision making
7	The Alchemist	Tourism/Travelling	Self awareness
8	Blue (Poem)	Literature & Poetry	Human Relationships
9	The Menace of Drugs	Drug education	• drug education in school • refusal skills • prevention of drugs
10	Earth and Environment	Nature and natural resources	• Connecting People and Nature • Wildlife Vignette • Environment Matters
11	Adventure Sports	SDG-Millennium Development Goals	• Good Health and well-being
12	Importance of Life Skills	Soft skills	• Time management • Team work • Stress management
13	The Oyster and the Pearl (Play)	Soft skills	• Patience, perseverance, character development

Reading and critical thinking	Vocabulary and Grammar	Oral Communication	Creative writing	Page
- Pre, while, post Reading - Reading Comprehension - Topic sentence & Supporting - Identifying Writer's Viewpoint	- Synonyms antonyms - Concrete Vs Abstract Nouns - Nouns Phrase - Past Indefinite tense - Past Continuous Tense	Research based discussion and Presentation	- Structure of a paragraph - Informative essay - Summary writing - Proofreading, editing skills	07
- Pre, while, post Reading - Reading Comprehension - Differentiating between Fact and Opinion	- Prefix +Suffix - Collective Noun - Present Indefinite - Present Continuous - Modal Must/Must Not - Punctuation Hyphen	Group Presentation using GIS	- Personal narrative - Informal letter - Proof reading	22
- Pre, while, post Reading questions - Reading Comprehension	- Transitional Devices (Compare and Contrast) - Personal Pronouns - Adjectives - Degrees of Comparison - Order of Adjectives - Adjective Phrase - Future Indefinite Tense	Discussion in pairs Short report	- Expository essay - Proofreading	37
- Pre, while, post Reading - Reading Comprehension - Narrator's Point of View - Elements of a Story	- Connotation Vs Denotation - Adverbs Types - Adverb Phrase - Verbals-(Gerunds, Infinitives)	Online research based presentation	Character sketch	49
- Pre, while, post Reading questions - Reading Comprehension - Extended Reading	- Denotation (repeated) - Metaphor, personification - transitive and intransitive verbs - active passive voice (repeated) - Add Prepositions (Simple, phrase, compound preposition)	Dialogue DIRECTIONS MAKE IT AN ORAL EXERCISE Formulate expression gratitude and politeness (MAKE IT AN ORAL EXERCISE), READ ANOTHER POEM AND DISCUSS (mentioned under writing but this is an oral exercise)	- Summary PARAPHRASE (ADD) - WRITE A PEOM (ADD)	65
- Pre, while, post Reading questions - Reading Comprehension - Extended Reading	- Dictionary skills - Formation of nouns - Synonyms - Modal verbs (must, can, may, should) 1st conditional - Silent letters (SHOULD BE TAKEN AT THE BEGINNING IF THIS SKILL SECTION)	Discussion CAN BE CHANGED INTO A ROLE PLAY	- Precie writing - Comparative essay - Letter of complaint ADD FORMAT	77
- Guessing the meaning of new words - predicting the meaning contextual clues	- Simile and metaphor, Idiomatic phrases - how characters express themselves - Indefinite pronouns - Present perfect tense - Correct form of verb (Have has) - present perfect or simple past - PLEASE CRITICALLY LOOK AT THIS CHAPTER'S TOPICS AND SUBTOPICS and their practice exercises. Too much happening.	Interview with a traveller	- Travelogue writing - THE GIVEN TASK NEEDS REFLECTION AS IT LOOKS VERY DIFFICULT OR ADD HELP.	91
- Pre, while, post Reading questions - Reading Comprehension questions	- Idioms, Types of sentences (Simple, compound and complex) - ADD COORDINATING CONJUNCTIONS HERE - Types of clause (Dependent and Independent) - Kinds of pronouns - ADD ATABLE FIRST WITH ALL TYPES OF PRONUNS AND THEN GIVE EXERCISES, present and past particles as adjective - Gerund phrase, Infinitive phrase, Prepositional, phrase	Poetry analysis and oral presentation	- Narrative poem (MAKE IT GUIDED PEOM WRITING) - ADD SUMMARY AND PARAPHRASING SKILLS AS WELL>	100
- Pre, while, and post reading questions - Reading Comprehension	- Noun clause - Present perfect contin... tense - since /for - compound preposition - prepositional phrase - correlative conjunction	Group discussion	- Summary writing - Job application - Essay writing	112
- Pre, while, and post reading questions - Reading Comprehension	- Relative pronouns - Adjective clause - Second conditional sentence	- Group discussion - Pair discussion	- Letter to Editor - Manual writing for setting up a Kitchen Garden - Argumentative essay	125
- Pre, while, and post reading questions - Reading Comprehension	- Past perfect tense - Past perfect continuous tense - Direct and indirect speech - Active and passive voice	Group presentation	- Book review - Character sketch - Review report	134
- Pre, while, and post reading questions - Reading Comprehension	- Subordinating conjunctions - Adverb Clause	Individual presentation	- Precis writing - Research project	146
- Narrator's Point of View - Analyzing Complex Characters - Analyzing Plot Development	Narration (Questions)	- Character Traits Discussion - Alternate Ending Enactment:	- Narrative Writing: Essay Writing - Dialogue Writing	154

Foreword

Welcome to our Grade 10 English textbook, carefully crafted to foster critical thinking, creativity, and effective communication. This comprehensive resource encompasses diverse themes, literary works, and real-life applications, catering to the intellectual and emotional growth of young learners.

Significance of Units

1. **Animal Rights in Islam (Showing Compassion):** Promotes empathy, responsibility, and Islamic values.
2. **Cultural Festivals (Unity in Diversity):** Celebrates inclusivity, diversity, and cultural heritage.
3. **Media Literacy in the Modern Age:** Empowers critical thinking, discernment, and responsible media consumption.
4. **Thank You, Ma'am:** Explores themes of redemption, self-discovery, and mentorship.
5. **Mother Nature (Poem):** Encourages environmental awareness, appreciation, and stewardship.
6. **How to Make Better Decisions About Your Career:** Provides guidance on self-assessment, goal-setting, and career planning.
7. **The Alchemist:** Inspires self-discovery, perseverance, and spiritual exploration.
8. **Blue (Poem):** Explores emotions, symbolism, and creative expression.
9. **The Menace of Drugs:** Raises awareness about substance abuse, consequences, and prevention.
10. **Earth and Environment:** Emphasizes sustainability, conservation, and eco-responsibility.
11. **Adventure Sports:** Promotes physical activity, teamwork, and risk management.
12. **Importance of Life Skills:** Develops essential skills for success, resilience, and well-being.
13. **The Oyster and the Pearl (Play):** Illustrates patience, perseverance, and character development.

These carefully selected themes and literary works:

- foster empathy, critical thinking, and effective communication.
- encourage cultural understanding, diversity appreciation, and environmental awareness.
- develop essential life skills, career planning, and decision-making strategies.
- promote Islamic values, compassion, and social responsibility.
- explore complex themes, literary devices, and creative expression.
- prepare students for real-life challenges, opportunities, and responsibilities.

Upon completing this textbook, students will:

- demonstrate improved reading comprehension, writing, and communication skills.
- analyze literary works, themes, and poetic devices.
- develop critical thinking, empathy, and problem-solving abilities.
- appreciate cultural diversity, Islamic values, and environmental responsibility.
- cultivate essential life skills, career awareness, and decision-making strategies.

We hope this textbook inspires intellectual growth, creativity, and character development in our young learners.



ANIMAL RIGHTS IN ISLAM: SHOWING COMPASSION

Text type: Essay

Theme: Nature and Natural Resources

Subthemes: Connecting People with Nature

In this unit the students will be able to

- Read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources:\
- Make inferences to draw conclusions from, e.g.
 - a. contextual information, b. writer's viewpoint, c. implied information
- Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.
- Ask and answer higher-order questions to guide/assess reading
- Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the author throughout the text.
- Provide an objective summary of fiction, non-fiction and poetry texts.
- Use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.
- Read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively
- Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.
- Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.
- Acquire and use appropriate words and phrases for reading, writing, speaking, and listening;
- Use all types of tenses correctly in speech and writing.
- Ensure each paragraph develops the main idea of the essay/piece of writing and topic sentence of each paragraph. Use the technique of hook, and lead-in sentences to develop the flow of thought.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience.
- Write and critique (self/peer checking) the final draft after complete editing and proofreading.

Pre-Reading

Do you believe it's important to consider the well-being of animals? Why?

Animal rights are of paramount importance as they reflect our moral responsibility and compassion towards sentient beings that share our planet. Acknowledging and respecting the rights of animals is essential for fostering a harmonious coexistence. Animals, like humans, experience pain, joy, and the desire for a life free from unnecessary suffering.

Animal rights have been a subject of growing concern across the world, but Islam, as a comprehensive way of life, addresses this issue with a profound sense of compassion and responsibility towards all living beings. To understand the importance of animal rights in Islam, it is essential to examine the treatment of animals before the advent of Islam in the Arabian Peninsula.

In pre-Islamic Arabia, animals were often mistreated and viewed merely as property. The harsh desert environment and the nomadic lifestyle of the Arabs contributed to a lack

Killing a Bird for No Reason

Hazrat Muhammad Rasulullah ﷺ said:
"Whoever kills a small bird for no reason, it will beseech Allah on the Day of Resurrection saying:
'O Lord, so and so killed me for no reason. And he did not kill me for any beneficial purpose.'"

Sunan an-Nasa'i 4446

of awareness and sensitivity toward the welfare of animals. Exploitation, cruelty, and neglect were unfortunately prevalent practices. They used to tie animals together and kill animals in front of other animals. There were also customs where some body parts of animals were cut while they were still alive. It was also a tradition among some Arab tribes that when the owner or the rider of an animal died, his riding animal was tied to his grave and was starved to death.

The advent of Islam marked a transformative period in the treatment of animals. Numerous references in the Holy Quran and Hadith provide guidance on the ethical treatment of animals.

There are more than 200 Ayahs in the Quran dealing with animals and six Surahs of the Quran are named after animals or insects: Surat 2, Al Baqarah (The Cow); Surat 6, Al Anaam (The Cattle), Surat 16, Al Nahl (The Bees); Surat 27, Al Naml (The Ants); Surat 29, Al Ankabut (The Spider); and Surat 105, Al Fil (The Elephant). These verses highlight the interconnectedness of all living beings and emphasize the value and benefits that animals bring to human life.

"There is not an animal on the earth, nor a bird that flies on its wings, but they are communities like you." (Quran Surah Al-Inaam 6: Ayat38)

At another place Allah ﷻ says:

"And the grazing livestock He has created for you; in them is warmth and [numerous] benefits, and from them you eat." (Quran Surah An Nahl 16: Ayat5)

Hazrat Muhammad Rasulullah ﷺ as the final Rasool of Allah, exemplified and emphasized the importance of compassion and kindness towards animals. Hazrat Muhammad Rasulullah once said, "Whoever is kind to the creatures of Allah (ﷻ), he is kind to himself." (Sahih Bukhari). Once Hazrat Muhammad Rasulullah ﷺ passed by a man who was dragging a sheep by its ear, He ﷺ said: 'Leave its ear and hold it by the sides of its neck'. Pulling an animal by the ears is

more painful than pulling it by the neck. Hazrat Muhammad Rasulullah ﷺ forbade beating animals on the face as the face is more sensitive than other parts, hence it is painful to the animal. It is reported that He ﷺ disliked making animals fight each other. When animals fight, they hit each other with full strength that causes pain to both the fighting animals.

Rasullah ﷺ forbade mutilating animals. Mutilating is an act that is disliked even today. It is painful when using hot iron or other such techniques.

‘May the curse of Allah be on the one who treats an animal harshly.’

Hazrat Muhammad Rasulullah ﷺ

A man said to Hazrat Muhammad Rasulullah ﷺ that he was going to slaughter a sheep and then felt sorry for the sheep. The Hazrat Muhammad Rasulullah ﷺ said twice, ‘Since you showed mercy to the sheep, Allah will show mercy to you’.

Hazrat Abd al-Rahman bin ‘Abd Allah ؓ quoted his father as saying: “When we were on a journey with Rasullah ﷺ and he had gone to relieve himself, we saw a bird with two young ones. We took the young ones. The bird came and began to spread out its wings. Then Hazrat Muhammad Rasulullah ﷺ came and said, “Who has pained this bird by the loss of her young baby bird? Give her young ones back to her.”

Narrated Hazrat Abdullah ibn Abass: ؓ “Hazrat Muhammad Rasulullah ﷺ prohibited to kill four creatures: ants, bees, hoopoes, and sparrow-hawks. On another occasion, He ؓ stated, “A woman was punished in Hell because of a cat which she had confined until it died. She did not give it to eat or to drink when it was confined, nor did she free it to eat the insects of the earth.” (Sahih Muslim)

Once, while on a journey, Hazrat Muhammad Rasulullah ﷺ came across a dog with a broken leg. He ﷺ instructed his companions to find the owner of the dog and provide it with food and water. This incident exemplifies the Hazrat Muhammad’s Rasulullah ﷺ concern for the welfare of animals, even in seemingly minor situations.

There is a well-known story where a camel complained to the Hazrat Muhammad Rasulullah ﷺ about the mistreatment it endured. He ﷺ took immediate action, demonstrating that animals have the right to be treated with dignity and care. These Hadiths underline his teachings on kindness and responsibility towards animals, emphasizing that cruelty towards them is considered a grave offense.

Islam’s teachings on animal rights are not confined to a particular time or place. They provide a timeless and universal framework for ethical behaviour towards animals. In today’s world, where industrialization and modern practices can sometimes lead to the mistreatment of animals, Islamic principles offer guidance on responsible stewardship. Islam not only takes care of the mankind but the animals also. Hazrat Muhammad Rasulullah ﷺ decreed that animals shall be treated in a good manner. As they are the part and parcel of the human society, hence they shall be treated humanely in all aspects of their lives.

Post Reading:

If you have a pet or any domestic animal at home, how should you treat it?

1. Glossary

Given below are the difficult words from the unit. Look at their meanings and use these words in your own sentences.

Words	Meanings
sentient	able to perceive or feel things
intricately	in a very detailed or complicated manner
coexistence	the action or condition of living together in harmony
imperative	of vital importance; crucial
exploitation	the action or fact of treating someone unfairly in order to benefit from their work
inextricably	in a way that is impossible to disentangle or separate
staunch	loyal and committed in attitude
advent	the arrival of a notable person or thing
prevalent	widespread in a particular area at a particular time
stewardship	the responsible planning and management of resources

2. Reading and Critical Thinking Skills

A. Read the unit carefully and answer the following questions.

- Provide examples of prevalent practices of mistreatment of animals in pre-Islamic Arabia mentioned in the passage.
- How many ayahs in the Quran are dedicated to dealing with animals, and what are some Surahs named after animals or insects?
- According to the Quran, what interconnectedness among living beings is highlighted, and what benefits do animals bring to human life?
- What are some teachings of Hazrat Muhammad Rasulullah ﷺ regarding the treatment of animals, as mentioned in the passage?
- Provide examples from the passage where Hazrat Muhammad Rasulullah ﷺ

prohibited certain actions towards animals and the reasoning behind these prohibitions.

- vi. How does Islamic teachings on animal rights offer a timeless and universal framework?
- vii. How do Islamic principles direct ethical treatment of animals in today's industrialized and modern world?
- viii. Can you share any personal experiences where you acted kindly toward an animal, or witnessed someone else doing so?
- xi. In today's world, where animal mistreatment is still common, what actions can we take individually or as a community to ensure animals are treated ethically?

Topic sentence and Supporting Sentences:

The most important sentence in your paragraph is the topic sentence, which clearly states the subject of the whole paragraph. The topic sentence is usually the first sentence of the paragraph because it gives an overview of the sentences to follow. The supporting sentences after the topic sentence help to develop the main idea. These sentences give specific details related to the topic sentence. A final or concluding sentence often restates or summarizes the main idea of the topic sentence.

It is important to locate the topic sentence as it guides the reader through the paragraph.

Effective Topic Sentences

An effective topic sentence:

- informs the reader of the subject/main theme that will be discussed in the paragraph
- stresses the writer's point of view or attitude
- intrigues the reader to continue reading
- creates a sense of action
- is not vague, rambling, too narrow or too broad

Example:

In today's fast-paced digital age, the impact of social media on interpersonal relationships is unquestionable. Social media platforms have transformed the way we connect, providing direct communication and breaking down geographical barriers. As people spend more time online, face-to-face interactions decrease. Despite its advantages, excessive social media usage can lead to isolation and a superficial sense of connection. **In conclusion, recognizing the nuances of social media's influence allows us to foster genuine connections while navigating the complexities of modern communication.**

From the above passage we can see that:

The Topic Sentence or opening sentence clearly establishes the main theme of the paragraph: *the impact of social media on interpersonal relationships in the contemporary digital age*. The term "unquestionable" adds emphasis, immediately signaling the author's stance.

Supporting Sentences:

The next few sentences explore the specific aspects of social media's influence on connections. They discuss the transformation of communication, the breakdown of geographical barriers, and the decrease in face-to-face interactions as people spend more time online. Each supporting sentence builds on the previous one, offering a cohesive flow of information and showing different sides of the topic.

Concluding Sentence:

The concluding sentence provides a brief summary of the paragraph's main points. Usually it has transitional devices of conclusion used including **"to conclude, in conclusion, to summarise, hence, finally"**, etc.

Read the passage given below from the unit and identify the topic sentence, supporting details and concluding sentence.

Islam's teachings on animal rights are not confined to a particular time or place. They provide a timeless and universal framework for ethical behavior towards animals. In today's world, where industrialization and modern practices can sometimes lead to the mistreatment of animals, Islamic principles offer guidance on responsible stewardship. Islam not only takes care of the mankind but the animals also. Hazrat Muhammad Rasulullah ﷺ decreed that animals shall be treated in good manners. As they are the part and parcel of the human society, hence they shall be treated humanely in all aspects of their lives.

Identifying Writer's Viewpoint

A writer's viewpoint, also known as *author's perspective*, is the way the writer sees or feels about the subject they're writing about. It's shaped by their personal beliefs, experiences, and attitudes.

For example, read these two paragraphs on the topic "Role of Social Media"

Viewpoint 1	Viewpoint 2
Social media is a powerful tool that connects people worldwide, enabling instant communication and sharing of ideas. It promotes creativity and encourages collaboration among users of all ages. With platforms like Instagram and Twitter, students gain access to a wealth of knowledge and inspiration, making learning more interactive and enjoyable than ever before.	Social media is a harmful distraction that isolates people and disrupts meaningful connections . Instead of focusing on real-life interactions, young users waste valuable time on trivial content. The constant exposure to unrealistic images and misinformation can damage self-esteem and cause anxiety , making social media a dangerous influence on today's youth.

Now follow the given points:

Analyzing Word Choice and Tone: Examine specific words and tone. For instance, ask yourself:

- "What words or phrases suggest the author feels positively or negatively?"
- "How does the author describe the benefits or drawbacks of social media?"

In the above given example, contrasting words and phrases, like "powerful tool" vs. "harmful distraction," or "promotes creativity" vs. "wastes valuable time," reveal each writer's viewpoint.

Using Graphic Organizers: Fill out a graphic organizer with headings like *Topic*, *Author's Purpose*, *Tone*, *Key Words/Phrases*, and *Viewpoint*. This will help in organizing the thoughts and see how all these elements contribute to the writer's viewpoint.

Influence of Viewpoint on Writing Style: A writer's viewpoint often shapes their writing style. For instance, a writer passionate about environmental issues may use *persuasive language* to convince readers, while someone more skeptical might focus on factual, *detached language*.

Q. Now choose topics like *homework* or *school uniforms*. Work in pairs and write passages with contrasting viewpoints on these topics and discuss each writer's perspective.

3. Vocabulary and Grammar

A. Synonyms and Antonyms:

a) Replace the given words with their appropriate synonyms:

- | | | | |
|--------------------------------|-------------------------|-----------------------|-------------------------|
| i. "paramount importance" | a. supreme significance | b. irrelevance | c. low priority |
| ii. "compassion": | a. passion | b. empathy | c. compulsory |
| iii. "harmonious coexistence": | a. musical existence | b. peaceful existence | c. harmful existence |
| iv. "sentient beings": | a. satisfied | b. stationary | c. feeling organisms |
| v. "unnecessary suffering": | a. avoidable pain | b. needed distress | c. obligatory suffering |

b) Identify antonyms of the given words:

- | | | | |
|------------------------------------|-----------------|----------------|-------------------|
| i. "acknowledging": | a. neglecting | b. embracing | c. appreciating |
| ii. "compassion": | a. indifference | b. sympathy | c. empathy |
| iii. "essential": | a. dispensable | b. significant | c. vital |
| iv. "intricately linked": | a. disconnected | b. unified | c. interconnected |
| v. Find an antonym for "profound": | a. superficial | b. deep | c. intense |

B. Concrete vs Abstract Nouns:

Concrete nouns and abstract nouns are categories of nouns based on physical existence. All nouns are either concrete or abstract, but never both at the same time.

What are concrete nouns?

Concrete nouns describe physical things that can be sensed: seen, touched, heard, smelled, or tasted. Most nouns are concrete nouns—for example, rocks, butterflies, grandmothers, and the Great Wall of China. Even invisible things, including air (which can be felt) and music (which can be heard), are concrete nouns. Microscopic things, such as bacteria and atoms, are also concrete nouns because they exist in the physical world.

What are abstract nouns?

Abstract nouns are nonphysical things that cannot be sensed. These are ideas, emotions, and other intangible things that exist in our minds instead of in the physical world. For example, intelligence and education are abstract nouns because they're immaterial concepts.

Abstract nouns have many different categories, but some of the most common include these:

- **Emotions/feelings:** nouns that describe a mental state or mood, such as anger and comfort
- **Characteristics:** nouns that describe a personality trait, feature, quality, virtue, or vice, such as bravery, elegance, honesty, boldness
- **Philosophical concepts:** nouns that describe complex ideas of logic, principle, or ideals, such as morality, socialism, fairness

Q: Identify six abstract and six concrete nouns from the given passage:

Love is like a cozy blanket, wrapping us in warmth. Intelligence is like a bright bulb, guiding us through darkness. Loyalty is a sturdy bridge, connecting hearts. Peace is a beautiful flower, adding beauty of the world. Together, they form a beautiful harmony that everyone deserves to experience.

C. Noun Phrase

A noun phrase, as the term suggests, is a group of two or more words that functions like a noun when put together. Like a noun, a noun phrase can also take the place of a subject or an object. According to the Oxford Learner's Dictionary, a noun phrase is defined as "a word or group of words in a sentence that behaves in the same way as a noun that is, as a subject, an object, a complement, or as the object of a preposition."

Example:

Noun Phrase as a Subject: The bright sun in the sky warmed the entire playground during recess.

Noun Phrase as an Object: The students admired the colourful artwork on the classroom walls.

Noun Phrase as complement: Javaid is the man with a beard.

Components of a Noun Phrase

A noun phrase can consist of,

- A noun, a conjunction and a noun:

Rizwan and Salim are from Karachi.

Music and dance interests me more than anything else does.

Schools and offices have been shut down due to the heavy rains.

ii. Agerund and a noun:

Reading books is my favourite pastime. (Noun phrase used as subject)

Listening to music is her hobby. (Noun phrase used as subject)

The only thing my brother does not like to do is solving trigonometric equations.

iii. An article, an adjective and a noun

The new girl became known to the whole school in just a day.

A three-legged puppy was found at the corner of the street last week.

My father bought my brother a smart watch for his birthday.

We finally visited the well-known museum of arts today.

iv. An article, a noun and a prepositional phrase

The building near the bus stand was taken down in order to expand the roads.

The hypermarket at the end of the street is being renovated.

Did you meet the boy from London?

Nobody seemed to know the way to the passport office.

v. Demonstrative adjective and a noun

These books belong to Suleman.

That building is where I live.

What are you going to do with those oranges?

Are you thinking of buying this dress?

Q. Identify the noun phrases from the sentences given below. Remember, that the noun phrase can be the subject or the object of the sentence.

i. Have you ever visited Paris or Spain?

ii. Tahir and Anum are my cousins.

iii. Did you find the two-storeyed building on the fifth street?

iv. Pasta and cake seem to be my sister's newly-found favourite food.

v. Neha helped her sister in finding the missing word in the puzzle.

vi. Did you find the answer to the question?

vii. Those shoes are torn; I don't think I can use them anymore.

viii. Asim and Sonia will be moving to Germany next year.

ix. Shaan was not able to finish the box of chocolates.

x. Do you know who was looking for this bag?

E. Past Continuous Tense

The past continuous tense is used to describe actions or events that were ongoing or in progress at a specific point in the past. It is formed by using the past tense of the auxiliary verb "to be" (was/were) and adding the present participle (-ing form) of the main verb.

Structure: Subject(I/he/she)+ was/were+ present participle (-ing form of the verb)

Examples:

- She was studying when the phone rang.
- We were playing soccer at 4 o'clock yesterday.
- While I was working, they were chatting in the next room.
- It was raining heavily when they left.

Where to use Past Continuous Tense:

Describing ongoing actions in the past.	She was reading a book when the earthquake occurred
Expressing simultaneous actions in the past.	While I was cooking, my friend was watching TV.
Indicating a temporary situation or background action.	He was sleeping when the guests arrived.

Q. Read the passage below and fill in the blanks with the appropriate form of the verbs in the past continuous tense.

Last night, while I _____ (cook) dinner, my friends _____ (play) board games in the living room. The rain _____ (pour) outside, and thunder _____ (rumble) in the distance. Suddenly, the lights went out, and we _____ (use) candles for the rest of the evening. As I _____ (prepare) the meal, my friends _____ (tell) funny stories, and we all _____ (laugh) together.

4. Oral Communication skills

Guardians of the Wild: Animal Rights and Conservation"

Students will engage in a research-based discussion on the importance of animal rights and the role of humans in taking care of animals. Students will explore various aspects of animal rights, the impact of human activities on wildlife, and the measures that can be taken to ensure the well-being of animals.



D. Past Indefinite Tense

The Past Indefinite Tense, also known as the Simple Past Tense, is used to describe actions that were completed at a specific point in the past. It is often associated with a definite time frame or a sequence of events that took place and concluded in the past.

Structure:

The structure of the Past Indefinite Tense is formed differently for regular and irregular verbs.

For Regular Verbs:

Subject + Base Form of the Verb + -ed

Example:

- She walked to the store yesterday.
- They studied for the exam all night.

For Irregular Verbs:

Subject + Past Form of the Verb

Example:

- He ate lunch at noon.
- We drove to the mountains last summer.

Where to use Past Indefinite Tense:

	Usage	Example:
Completed Actions	to express actions that started and ended in the past.	She finished her homework before dinner.
Series of Completed Actions	to describe a sequence of events that happened in the past.	They arrived, unpacked, and settled into their hotel room.
Past Habits	to talk about habitual actions or states in the past.	Every morning, he went for a run in the park.
Interrupted Actions	to describe an action that was ongoing in the past but was interrupted by another event.	I was reading a book when the phone rang

Q. Read the following passage and note the verbs:

"The sun is shining brightly, and birds are singing in the trees. Sarah walks to the market and buys fresh vegetables for dinner. Later, she meets her friends at the cafe, and they talk for hours. In the evening, she watches a movie and goes to bed."

Q. Change the verbs into the Past Indefinite Tense.

"The sun _____ brightly, and birds _____ in the trees. Sarah _____ to the market and _____ fresh vegetables for dinner. Later, she _____ her friends at the cafe, and they _____ for hours. In the evening, she _____ a movie and _____ to bed."

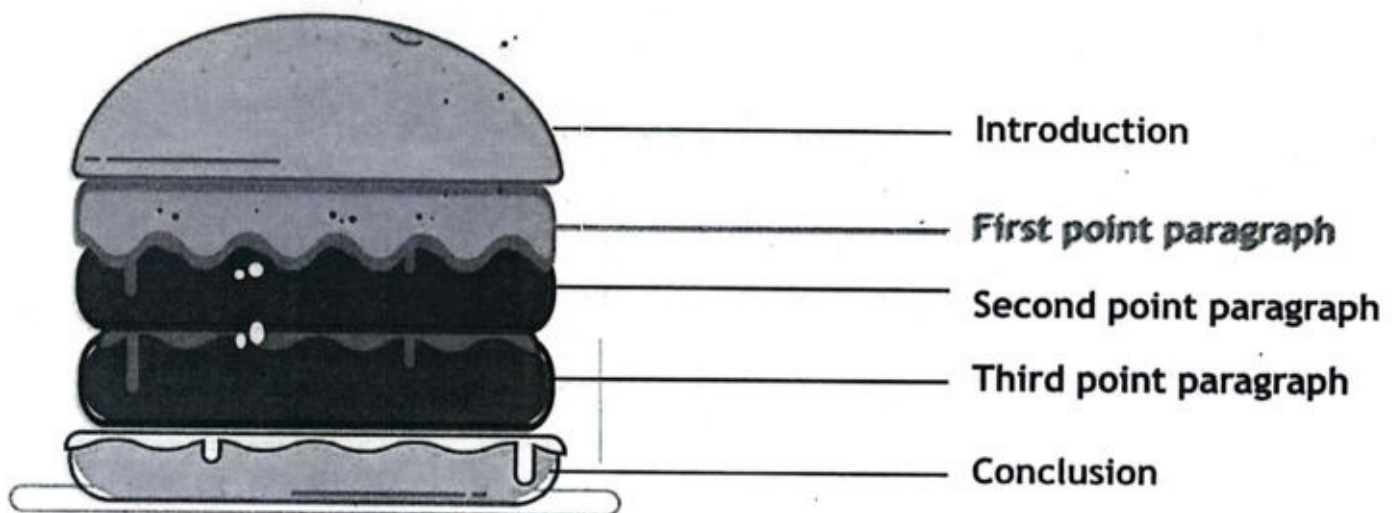
Activity

- Students will discuss a list of specific sub-topics related to animal rights and conservation:
 - ✓ endangered species,
 - ✓ ethical treatment of animals,
 - ✓ impact of deforestation on animals and birds,
 - ✓ Illegal wildlife trade.
- Students will choose one sub-topic for their research. They can use both online and library resources to gather information.
- In pairs or individually, students will prepare a short presentation (3-5 minutes) summarizing their chosen sub-topic.
- The teacher must emphasize the importance of including facts, statistics, and examples to support their points.

5. Writing Skills

A. Structure of an Essay:

Have a clear topic sentence. Provide related supporting sentences. Make a new paragraph whenever you take up a new point. Have a proper concluding sentences with supporting sentences.



Sample essay:

Trees are essential to life, providing numerous benefits to humans, animals, and the environment. They not only supply oxygen but also improve air quality, making them vital for a healthy planet.

Firstly, trees combat climate change by absorbing carbon dioxide, reducing greenhouse gases that contribute to global warming. This helps create a stable climate.

Introduction

1st point paragraph

Secondly, trees provide shelter and food to countless species, supporting biodiversity. Forests are homes to various animals, insects, and plants that rely on trees to survive.

2nd point paragraph

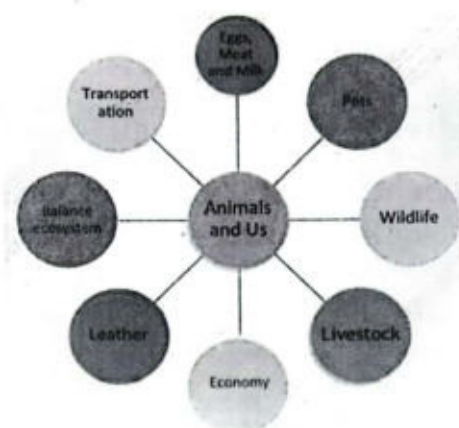
Lastly, trees offer resources like fruit, wood, and medicines. They are an invaluable natural resource we must protect.

3rd point paragraph

To conclude we can say that trees are crucial for sustaining life on Earth. Protecting and planting trees ensures a healthier, more balanced ecosystem.

Conclusion

- i. Write an essay on "The Role of Animals in our lives"
Use the mind map given below.



- ii. How would you respond if you discover your friends engaging in the teasing of an animal or encounter an animal in distress?
- iii. Select and write few verses from the Holy Quran about animals.

B. Summary writing:

Summary writing is the process of condensing a longer text's main ideas into a shorter version, capturing the key points and maintaining the original meaning in a concise form. Follow the following steps to write a good summary:

Read Carefully:

Begin by reading the passage attentively to understand its main ideas. Identify key information and important details.

Highlight Topic Sentences:

Highlight or underline the main points and significant details. Focus on the essential elements that convey the central message.

Condense Information:

Summarize the passage in your own words, condensing the information while retaining the core meaning. Avoid unnecessary details and use connecting words.

For Example:

"The trees, which are located in the forest, provide a habitat for countless species. They offer both shelter and food for animals. They help to maintain biodiversity in the ecosystem."

Concise sentence:

"Forest trees **not only** provide habitat, food, and shelter for species, **but also** support biodiversity."

Organize Structure:

Arrange the summarized information in a logical order, maintaining a clear and coherent structure. Start with the most important points and follow a sequential flow.

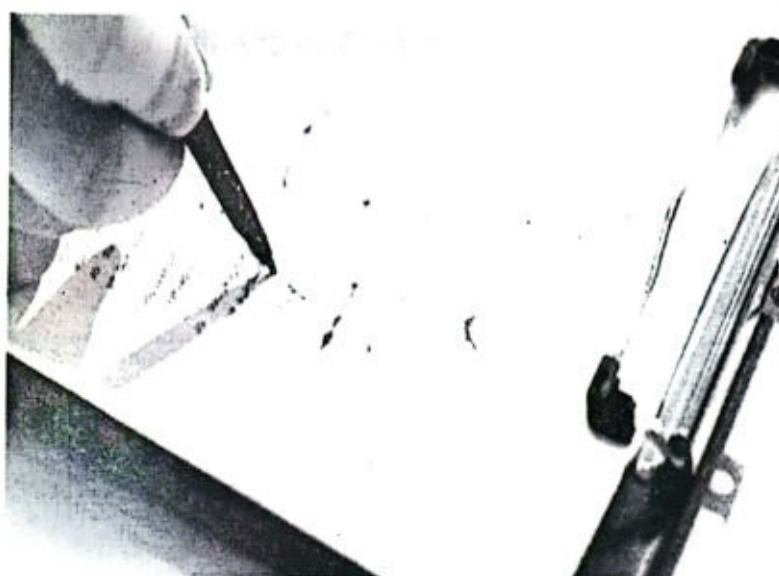
Review and Revise:

Review your summary to ensure accuracy and clarity. Make revisions as needed, checking that your summary captures the main ideas of the passage in a concise manner.

- Now keeping the above points in mind, write the summary of the chapter.

C. Proofreading and Editing:

For students, editing and proofreading written work is crucial since it guarantees the coherence, accuracy, and clarity of their writing. Through this procedure, students can identify and fix spelling, grammatical, and punctuation mistakes, improving the overall quality of their work. Additionally, it enhances the logical flow and organization of their stories or arguments, resulting in more persuasive and expert writing.



Q. What to look for during proofreading and editing?

- **Review Structure and Organization:** Ensure your writing has a clear introduction, body, and conclusion. Check if each paragraph has a clear main idea.
- **Check for Clarity and Conciseness:** Simplify complex sentences. Remove unnecessary words or repetitive phrases.

For example:

"The reason why forests are so important is because they play a critical role in supporting wildlife, providing clean air, and helping to regulate the climate, all of which are essential for maintaining a healthy environment."

The above passage can be simplified as:

"Forests are essential for wildlife, clean air, and climate regulation, supporting a healthy environment."

Proofreading Process

BIG PICTURE

- Content
- Structure
- Clarity
- Style
- Referencing

SMALL PICTURE

- Consistency
- Spelling
- Grammar
- Punctuation
- Sentence and Paragraph Length
- Repetition

- **Focus on Sentence Variety:** Ensure sentences are complete and avoid very long sentences. For example, instead of "She enjoys reading books. She also likes watching documentaries. In her free time, she writes in her journal."

Revised and edited: "She enjoys reading books, watching documentaries, and journaling in her free time."

- **Examine Word Choice:** Use precise and appropriate vocabulary. Replace vague words with specific ones.

For example, "The event was very good and attracted a lot of people from various places."

Improved Word Choice: "The event was successful, attracting a large crowd from diverse locations."

- **Correct Grammar and Punctuation:** Look for common errors like subject-verb agreement, verb tense consistency, and pronoun usage. Check punctuation marks for proper placement and usage.
- **Check Spelling:** Use spell check tools, but also read through your work to catch any misspelled words that spell check might miss.
- **Review Formatting:** Ensure your work follows the required format (font size, margins, headings, etc.).
- Use the symbols given in the picture to mark the mistakes so you know what needs to be changed.
- Now proofread and edit the written work focusing on the above mentioned points.



Editing Marks

Mark	Description	Example
	FIX SPELLING	You are <u>lucky</u> .
	ADD	The dog loudly [^] barks.
	REMOVE	The ride was very very scary.
	ADD PUNCTUATION	I am at home.
	CAPITALIZE	I live in <u>W</u> isconsin.
	LOWER-CASE	I see a brown <u>B</u> ear.
	FAVORITE PART	I was so excited my vacation finally began.

Teacher's Point

- Help the students to read the passage and ask while reading questions.
- Engage students in discussion using conversation prompts to involve more students.
- Encourage students to share personal opinions and experiences.
- Recapitulate the previously learnt types of nouns in previous grades
- Recapitulate the tenses done in previous grades.
- Select and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc
- Help students to plan, draft and revise writing to ensure that it is focused, purposeful and reflects insight into the writing situation. It has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words. It uses writing strategies as are appropriate to the purpose of writing. It has varied sentence structure and length and has a good command of language with precision of expression.