

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(In the Name of Allah, the Most Merciful, the Most Compassionate.)

ENGLISH

10



**PUNJAB EDUCATION, CURRICULUM,
TRAINING AND ASSESSMENT AUTHORITY**

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**EXPERIMENTAL
EDITION**

Hazrat Muhammad's (رسول الله ﷺ) Social Reforms for the Rights of Women, Orphans and Slaves

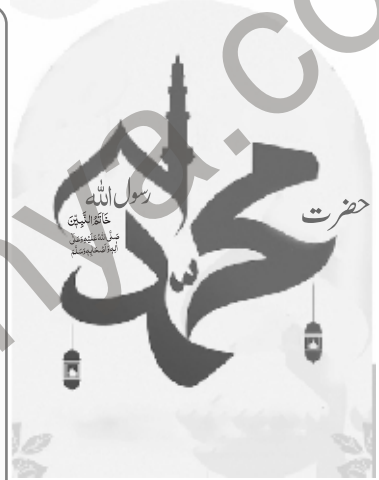
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Learning Outcomes

By the end of this unit, the students will be able to:

- respond to the text by giving arguments and opinions.
- read with correct pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.
- ask and answer higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else? What would have happened if...? What would I/you do if...?)
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- clarify the meaning of unknown and multiple-meaning words and phrases based on the content, choosing flexibly from a range of strategies.
- use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- comprehend and use contemporary idioms and proverbs in the different texts and in their speech.
- apply editing and proofreading skills to a wide range of texts and contexts.
- use hyphens (hyphenated nouns and adjectives) in words, letter string-ough words.
- follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind-mapping using a variety of graphic organizers, free writing, and note-taking.



Pre-reading

- What challenges do you think marginalized groups such as women, orphans, or slaves faced in pre-Islamic societies, and why might reforming their rights have been considered revolutionary at the time?

1. Hazrat Muhammad (ﷺ) is the Last Rasool of Allah (سُبْحَانَكَ وَتَعَالَى). In the 7th-century Arabia, he (ﷺ) transformed a deeply tribal and unjust society into one, based on values of justice, compassion, and equality. Among his (ﷺ) most groundbreaking reforms were those aimed at uplifting the most marginalized and oppressed groups of his (ﷺ) time: women, orphans, and slaves. His (ﷺ) teachings to reform the society are embedded in the Qur'an and his (ﷺ) practices (Sunnah), which continue to influence millions across the globe.



2. Before the advent of Islam, Arabian society was marked by a strong tribal structure, patriarchal norms, and social inequality. Women were deprived of their basic human rights and even in some cases, newborn girls were buried alive. Orphans were a subject to exploitation and often left without care or protection. Slavery was widespread, and slaves were considered subhuman, with no rights or legal recognition. In this environment, Hazrat Muhammad (ﷺ) introduced sweeping reforms based on the principles of human dignity, justice, and mercy.

What social injustices existed in pre-Islamic Arabian society?

3. Hazrat Muhammad's (ﷺ) teachings fundamentally altered the status of women in Arabian society. He (ﷺ) emphasized the spiritual and moral equality of men and women, as stated in the Qur'an:

“O humankind! Surely, We have created you from a single (pair of) male and female, and made you into tribes and families so that you may know one another (and so build mutuality and co-operative relationships, not so that you may take pride in your differences of race or social rank, and breed enmities). Surely the noblest, most honourable of you in God's [Allah (سُبْحَانَكَ وَتَعَالَى)] sight is the one best in piety, righteousness, and reverence for God [Allah (سُبْحَانَكَ وَتَعَالَى)]. Surely God [Allah (سُبْحَانَكَ وَتَعَالَى)] is All-Knowing, All-Aware.” (Qur'an 49:13)

4. He (ﷺ) granted women legal rights which were unheard of in many societies at that time. Under Islamic law, women were given the basic human rights to:

a. **Own and inherit property:** The Qur'an mandated rights of inheritance for women as, “For the male heirs is a share out of what parents and near kindred leave behind, and for the female heirs is a share of what parents and

near kindred leave behind, whether it (the inheritance) be little or much – a share ordained by God [*Allah* سُبْحَانَكَ وَتَعَالَى].” (Surah An-Nisa 4:7), ensuring they could **inherit** from their fathers, husbands, and children.

b. Consent to marriage: Women could no longer be forced into marriage. The Rasoolullah (ﷺ) emphasized that a woman's consent was a necessary condition for a valid marriage.

c. Divorce and maintenance: Islam introduced rules regarding the fair treatment of women in divorce, including **financial** support. The Qur'an tells: “Likewise, there should be a provision for the divorced women according to customary good and religiously approvable practice, as a duty upon the God-revering, pious.” (Qur'an 2:241)

d. Education and knowledge: The Rasoolullah (ﷺ) encouraged the pursuit of knowledge for both men and women. He (ﷺ) said: “Seeking knowledge is obligatory upon every Muslim.”

5. Hazrat Muhammad (ﷺ) also redefined the role of women in family and society. His (ﷺ) matrimonial life served as an example of **mutual** respect and partnership. He (ﷺ) involved women in public matters, allowing them to voice their opinions, participate in treaties, and even serve in combat when necessary.

6. Orphans were very helpless in the time before Islam. Hazrat Muhammad (ﷺ) said that those who care for orphans will be close to him in Paradise. Through his (ﷺ) teachings and actions, he (ﷺ) encouraged people to treat orphans with love, respect, and kindness. The Qur'an tells people again and again to be kind and fair to orphans:

“They give food, however great be their need for it, with pleasure to the destitute, and to the orphan, and to the captive.” (Qur'an 76:8)

7. Hazrat Muhammad (ﷺ) established strong ethical and legal frameworks for the protection of orphans:

a. Guardianship with accountability: Those who took charge of orphaned children were held **accountable** for their treatment and the use of their wealth. The Qur'an says: “(Care for and) test the orphans well until they reach the age of marriage. Then, if you find them to be mature of mind, hand over to them their property; and do not consume it by wasteful spending, nor do so in haste fearing that they will come of age (and so take it over). If the guardian is rich (enough to support himself and his family), let him abstain (from his ward's property); but if he is poor, let him consume thereof in a just

and reasonable manner. When you hand (their property) over to them, let there be witnesses on their behalf. God [Allah (سُبْحَانَكَ وَتَعَالَى)] suffices as One Who reckons and settles the accounts (of His servants).” (Qur'an 4:6)

b. Prohibition of exploitation: Misusing or grabbing an orphan's property was declared a major sin. The Qur'an warns: “Surely those who consume the property of orphans wrongfully, certainly they consume a fire in their bellies; and soon they will be roasting in a Blaze (the like of which you have never seen and the degree of whose intensity none knows except God [Allah (سُبْحَانَكَ وَتَعَالَى)]).” (Qur'an 4:10)

c. Encouragement of care: He (صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) stated, “I and the one who looks after an orphan will be together in Paradise like this,” and held up two fingers to illustrate closeness (Sahih al-Bukhari).

8. Through his (صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) reforms, Hazrat Muhammad (رَسُولُ اللهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) not only protected orphans legally but also **elevated** their status within the community. Now, taking care of them is recognized as a noble and rewarding act.

9. One of Hazrat Muhammad's (رَسُولُ اللهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) most transformative contributions to society was his (صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) approach to slavery. While slavery was a deeply entrenched institution in Arabia and across the world, the Rasoolullah (صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) initiated reforms that gradually undermined its foundation.

10. Rather than an abrupt abolition, which could have caused severe economic and social upheaval, Islam introduced measures that promoted **emancipation, human dignity, and equality:**

a. Encouragement of freeing slaves: Freeing slaves was regarded as a highly virtuous act and an expiation for various sins. The Qur'an explains: “It is the freeing of a bondsman (a slave or a captive); or feeding, on a day of privation, an orphan near of kin, or a poor wretch in misery; And being, besides, of those who believe and exhort one another to patience and exhort one another to pity and compassion. Those are they who are the people of happiness and prosperity (who will be given their Records in their right hands on Judgment Day).” (Qur'an 90:13-18) The Rasoolullah (صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) freed many of his (صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) own slaves and encouraged others to do the same.

b. Equality and humane treatment: He (صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) instructed Muslims to treat their slaves like brothers: “Your slaves are your brothers. Feed them with what you eat and clothe them as you clothe yourselves...” (Sahih Muslim).

- c. **Legal rights and protections:** Slaves were granted legal protections. Their mistreatment was prohibited, and they had the right to earn their freedom through a contract (*mukataba*).
- d. **Integration and leadership:** One of the most powerful examples is Hazrat Bilal ibn Rabah (رضى الله تعالى عنه), a former slave who became the Rasoolullah's (صلى الله عليه وسلم) *muazzin* and a **prominent sahabi**. His (رضى الله تعالى عنه) life symbolizes Islam's commitment to racial and social equality.
11. Hazrat Muhammad's (رسول الله ﷺ) reforms were not mere policies; they were part of a broader vision for a just and compassionate society. His (صلى الله عليه وسلم) emphasis on **Tauheed** [belief in the Oneness of Allah (سُبْحَانَكَ وَتَعَالَى)] was **inseparable** from a belief in the **human brotherhood**. By raising the status of women, protecting orphans, and granting dignity to slaves, he (صلى الله عليه وسلم) laid the foundation for a civilization that valued human rights and moral responsibility.
12. His (صلى الله عليه وسلم) Last Sermon during the Farewell Pilgrimage is a timeless charter of equality and justice. He (صلى الله عليه وسلم) proclaimed:
"All mankind is from Adam and Eve. An Arab has no superiority over a non-Arab, nor does a non-Arab have superiority over an Arab; a white has no superiority over a black, nor does a black have superiority over a white—except by piety and good action."
13. Hazrat Muhammad (رسول الله ﷺ) reformed the whole society. In an age where fairness was lacking, he (صلى الله عليه وسلم) brought forward a vision rooted in justice, mercy, and equality. His (صلى الله عليه وسلم) reforms in favour of women, orphans, and slaves were not only progressive for his (صلى الله عليه وسلم) time but also remain **relevant** even today. Through his (صلى الله عليه وسلم) teachings and actions, he (صلى الله عليه وسلم) improved the lives of women, orphans and slaves. His (صلى الله عليه وسلم) message encouraged people to live with honesty, care for others, and follow the path of righteousness. Today, his (صلى الله عليه وسلم) reforms continue to guide and inspire millions around the world to build a just and peaceful society.

For the teacher

- Help the students develop reading comprehension skills, expand vocabulary, and practise critical thinking through active engagement with the text.
- Help them highlight or jot down new words or phrases.



Theme

Hazrat Muhammad (رسول الله ﷺ) championed the rights of the most vulnerable people, “women, orphans, and slaves”, by challenging deeply rooted injustices and introducing laws based on justice and compassion. His (عائشة بنت أبي بكر رضي الله عنهما) teachings promoted equality, dignity, and protection for all individuals, regardless of gender, status, or social class.



Glossary

| Words | Meanings |
|---------------------|---|
| accountable | responsible for your actions and expected to explain them when you are asked |
| among | included in a group of people or things |
| elevated | raised to a higher level or position; important or noble in status |
| emancipation | the act of being freed from restrictions, especially from slavery |
| emphasized | given special importance or attention; highlighted |
| financial | related to money, income, or the management of funds |
| inherit | to receive something like property, money, etc. from someone after his/ her death |
| inseparable: | unable to be separated; always together or closely connected |
| mutual | felt or experienced by both sides |
| oppressed | treated cruelly or unfairly, especially by those in power |
| patriarchal | a social system where men hold primary power and dominate |
| prominent | important, well-known, or easily noticeable |
| reforms | changes made to improve a system, law, or organization |
| relevant | closely connected or appropriate to what is being discussed |
| widespread | found or occurring over a large area or among many people |



Reading and Critical Thinking

A Answer the following questions:

- 1 What was the social condition of women, orphans, and slaves in pre-Islamic Arabia?
- 2 What are the three specific rights that Hazrat Muhammad (رسول الله ﷺ) introduced for women?

- 3 What role did the Qur'an play in guiding the Rasoolullah's (ﷺ) social reforms? Provide two examples.
- 4 How did Hazrat Muhammad (ﷺ) promote the emancipation of slaves?
- 5 What steps did Rasoolullah (ﷺ) take to ensure the humane treatment of slaves?
- 6 What values in the Rasoolullah's (ﷺ) reforms are still relevant to modern societies addressing social justice issues?

Pronunciation, Pitch and Voice Variation:

Pronunciation: Pronunciation is the way in which a word or sound is spoken. It involves the correct articulation of sounds, including vowels and consonants, and the stress placed on syllables within a word.

Pitch: Pitch refers to the highness or lowness of a sound, determined by the frequency of sound waves. In speech, pitch is the rise and fall of the voice, which can convey different emotions and meanings.

Voice Variation: Voice variation encompasses changes in pitch, volume, and rate of speech to express different emotions, meanings, and emphasis.

Now, briefly introduce the texts of your own choice (one fictional and one nonfictional) to the students. Explain to them the difference between the two genres and highlight how the tone, pitch, and pronunciation might vary depending on the text type.

Fictional Text (e.g., a narrative or a scene from a story): Encourage students to experiment with character voices, emotions, and dramatic pauses.

Nonfictional Text (e.g., an informational article or a news report): Discuss how the tone should be more neutral, informative, and clear, but still engage the listener with appropriate pitch variation for emphasis.

▪ Reading Practice (10-15 minutes):

Step 1: Assign students into pairs or small groups. Give each group one of the selected texts (fictional or nonfictional).

Step 2: Have each student read a passage aloud, focusing on:

- **Pronunciation:** Ensure each word is pronounced correctly.

- **Pitch:** Adjust the pitch of their voice to match the mood or purpose of the text (e.g., high pitch for excitement in a fictional text, moderate pitch for seriousness in nonfiction).
- **Voice Variation:** Encourage students to alter their tone to fit different characters or situations in fictional texts or to add emphasis in nonfiction texts.

A

Write a short story on "Kindness". Apply the techniques you have learnt from the above given information.

Figurative Language:

1. Simile: A comparison between two unlike things using "like" or "as".

Example: *He is as brave as a lion.*

2. Metaphor: A direct comparison between two unlike things without using "like" or "as".

Example: *Time is a thief that steals our moments.*

3. Personification: Giving human characteristics to non-human things.

Example: *The wind whispered through the trees.*

4. Hyperbole: An exaggeration used for emphasis or effect.

Example: *I've told you a million times!*

5. Onomatopoeia: A word that imitates a sound.

Example: *The piece of meat sizzled on the pan.*

6. Alliteration: The repetition of the same consonant beginning sound in a series of words.

Example: *Peter Piper picked a peck of pickled peppers.*

7. Idioms: A phrase with a meaning different from its literal words.

Example: *It's raining cats and dogs.*

8. Oxymoron: Two contradictory terms used together.

Example: *Deafening silence filled the room.*

B Fill in the blanks with appropriate figures of speech.

"The old house **groaned in protest** as the storm rolled in (Personification), each gust of wind **howling like a hungry wolf** (-----). Inside, Aslam sat frozen, convinced that **his courage had turned to stone** (-----). **Crash!** went the window as the shutters slammed open (-----), making his heart leap. "**This storm is going to bury us alive!**" he cried (-----). The **bitter sweetness** of nostalgia crept over him as he remembered summers here (-----). "Why did I come back?" he asked aloud, "I'm really **in over my head** now" (-----). Still, he tried to steady himself, **silently slipping sideways** to the door (-----) hoping to escape before the storm made the house its next victim.



Vocabulary and Grammar

Meanings of Unknown Words:

The good readers should use different strategies to figure out unfamiliar or tricky words. You may use the following strategies to find out the meanings of different words given in a text:

- **Word parts** (prefix, suffix, root)
- **Dictionary or thesaurus** (their usage)
- **Multiple meanings** (some words change meanings based on their usage)
- **Read the entire unit 1 and highlight 5 unknown or confusing words or phrases. Now, find out their meanings by using the above given strategy.**

| S. No. | Words | Meanings |
|--------|-------|----------|
| | | |
| | | |
| | | |
| | | |
| | | |

For the teacher

- Help the students identify, understand, and use figurative language (such as similes, metaphors, personification, hyperbole, etc.) to enhance their reading comprehension and creative writing skills.
- Explain that figurative language uses words or expressions that go beyond their literal meaning to create vivid images or feelings.

Context Clues:

Writers or authors often give hints or clues to the meanings of unfamiliar words in the sentences around them. So, the meaning of that particular word can be deduced from the words surrounding it.

Examples:

The cat was so famished that it devoured an entire bowl of food in seconds.

Clues: "devoured", "entire bowl", "in seconds"

- *Famished = very hungry*

Even though the directions were ambiguous, we tried to follow them carefully.

Clues: "Even though... tried to follow"

- *Ambiguous = unclear or confusing*

Lubna tried to console her friend after the bad news, offering tissues and kind words.

Clues: "after the bad news", "offering tissues and kind words"

- *Console = comfort*

A Read the following paragraph:

"As the storm grew stronger, the waves began to **pummel** the shore with tremendous force. The wind howled, and trees bent under its pressure. Boats rocked violently in the harbor, and people ran to find shelter from the harsh weather. It was clear the storm wasn't just a light drizzle—it was something much more powerful."



Now, answer the following questions:

1. What does the word **pummel** most likely mean in this paragraph?
2. What clues in the paragraph help you figure it out?

Exploring Idioms and Proverbs:

Idiom: An idiom is a phrase or an expression that has a meaning different from the literal meanings of the individual words.

For the
teacher

- Provide sentences with difficult words and guide the students to identify clues and guess the meaning.
Use visuals, real-life examples, and humor to make idioms and proverbs easier to remember.

Proverb: A proverb is a short, common saying that expresses a truth, piece of advice, or wisdom based on experience.

Examples:

Break the ice – to start a conversation in a relaxed way

Don't judge a book by its cover. – don't make assumptions based on appearance

The ball is in your court. – it's your decision or responsibility now

Actions speak louder than words. – what you do is more important than what you say

Bite off more than you can chew. – take on too much responsibility

B Read the following paragraph:

"Hina was feeling nervous about the school talent show. She almost backed out, but her mother reminded her, "**Nothing ventured, nothing gained.**" Taking a deep breath, Hina decided to go for it. When she finally got on stage, she stumbled over her first line, but instead of panicking, she **kept her cool** and finished strong. In the end, she was proud that she faced her fears."



Now, answer the following questions:

- 1 What is the idiom in the paragraph? What does it mean?
- 2 What is the proverb? What lesson does it teach?



Oral Communication Skills

Responding to the text by Giving Arguments and Opinions:

Following are the steps to respond to a text giving arguments along with your opinion:

➤ **Read the Text:**

Read the provided text carefully. Pay attention to the main points, arguments, and tone. Highlight or underline the key sections that you agree with or find interesting.

➤ **Identify the Key Ideas:**

Identify the main argument or the theme presented in the text. What is the author trying to say? Write a brief summary of the text in your own

words (2–3 sentences).

➤ **Form Your Opinion:**

Take a stance on the issue or topic presented in the text. Do you agree or disagree with the author? Why?

➤ **Support Your Opinion:**

Provide 3–5 reasons to support your opinion. Your reasons should be logical, clear, and based on evidence or examples. You can pull from personal experience, knowledge, or ideas discussed in class.

A Prepare a 2–3 minute oral presentation on “Social Justice” where you clearly state your opinion, provide supporting arguments, and address potential counter arguments.

B Make groups of the students consisting of five students in each group. Now, ask them to prepare a speech on “The Qualities of a Great Leader”. Then one student of each group will deliver the speech before the class.



Writing Skills

Editing & Proofreading:

Editing: Editing is the process of improving the content, structure, and clarity of a piece of writing. This includes:

- fixing sentence structure
- improving word choice
- reorganizing ideas
- making the writing clearer and more effective

Proofreading: Proofreading is the final step of writing. It focuses on correcting small errors in:

- spelling
- punctuation
- capitalization
- grammar

A

Edit and proofread the following paragraph and write the corrected one in your notebook.

"yesterday me and my friend went to the park we seen a group of kids playing soccer and decide to join them it was real fun and everyone was nice. after that we walk to the ice cream shop but it were closed. we was disappointed but we still had a great time"

Hyphens & -ough Words:

Hyphen (-): A hyphen is a small dash used to connect words or parts of words.

It helps make meaning clear in compound words.

Examples:

Hyphenated compound nouns (*check-in, mother-in-law*)

Hyphenated compound adjectives (*well-known author, full-time job*)

B

Read the sentences and add hyphens where needed.

- 1 My sister has a part time job.
- 2 The check in desk is over there.
- 3 He gave a well deserved speech.
- 4 She's my mother in law.

-ough Letter String: Words with -ough are tricky because they are spelled the same, but pronounced differently.

Examples of different -ough sounds:

Though – sounds like "oh"

Tough – sounds like "uff"

Through – sounds like "oo"

Thought – sounds like "awt"

C

Match the -ough word to its meaning.

| Word | Meaning |
|--------|--------------------------------|
| though | a sudden noise from the throat |
| cough | even if; however |
| rough | as much as needed |

| Word | Meaning |
|---------|----------------------------------|
| enough | not smooth |
| thought | to pass from one side to another |
| through | an idea |

Writing a Paragraph Using the Process Approach:

The process approach to writing means planning your writing step by step before you begin your final draft. This helps you organize your thoughts and write more clearly and effectively. This includes:

Brainstorming – thinking of ideas related to a topic

Mind-Mapping – drawing your ideas in a visual way

Structuring – organizing those ideas in a logical order

Free Writing – writing whatever comes to mind without worrying about grammar or spelling, etc.

Note-Taking – writing down important ideas, facts, or details from what you read or plan to write about

Example Topic with step-by-step explanation:

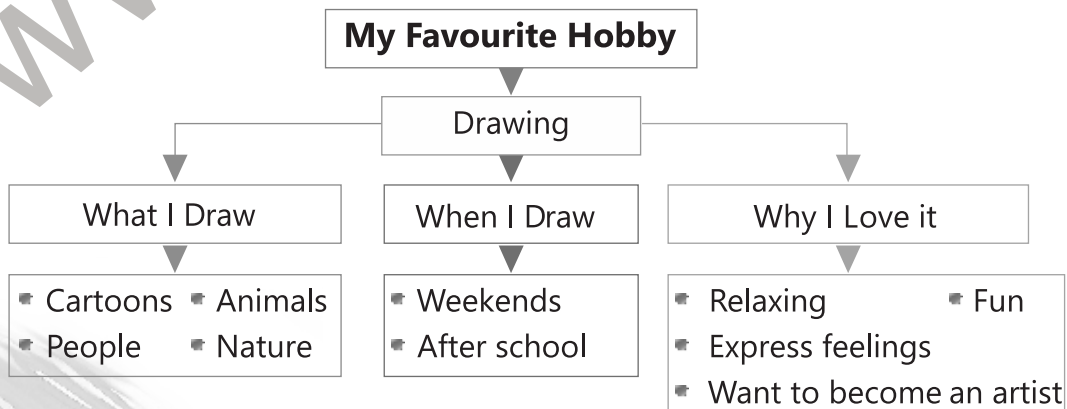
My Favourite Hobby

Step 1: Brainstorming: Let's think of all the ideas related to the topic "My Favourite Hobby". Suppose, it is "Drawing".

Brainstormed Ideas:

- I love to draw characters.
- It makes me feel good and calm.
- Sometimes I give drawings as gifts.
- I use pencils and markers.
- I draw every weekend.
- I want to become an artist.

Step 2: Mind-Mapping:



Step 3: Structuring: Use a simple paragraph structure chart:

- **Topic Sentence:** What is my favorite hobby?
- **Supporting Details:** What do I do? Why do I like it? When do I do it?
- **Closing Sentence:** What makes it special?

Step 4: Free Writing: Write freely without worrying too much about mistakes.

Such as: "I like drawing very much. I draw cartoons, animals and other characters. I do it on weekends or after school. I use pencils and sometimes coloured markers. Drawing helps me relax and makes me happy. My dream is to become a great artist someday."

Step 5: Note-Taking: Writing down important ideas, facts, or details from what you read or plan to write about.

Final Paragraph

My Favourite Hobby

"My favourite hobby is drawing because it helps me express my creativity. I enjoy drawing cartoons, animals, and different characters using pencils and coloured markers. I usually draw after school or on weekends when I have free time. Drawing makes me feel calm and happy. I even give my drawings as gifts to my friends and family. Someday, I hope to become a great artist."

D

Choose a topic of your own choice. Follow the steps of the process approach to plan and write a paragraph about it. Make sure to:

- 1 brainstorm ideas
- 2 organize your thoughts using a graphic organizer
- 3 do a short free write about your topic
- 4 take quick notes on important details you want to include
- 5 use your plan to write a clear and complete paragraph

For the teacher

- Help the students correct use of hyphens in compound words and understanding different -ough spellings and sounds.
- Introduce each step using graphic organizers. Guide students through a model example, then let them apply it to their own topic (e.g., "My Favourite Hobby"). Great for developing independence in writing.