بِسۡمِ اللّٰہِ الرَّحۡمٰنِ الرَّحِیۡمِ

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

ENGLISH

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Based on Updated/Revised National Curriculum of Pakistan 2023

PUNJAB CURRICULUM AND
TEXTBOOK BOARD, LAHORE

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1 UNIT The Saviour of Mankind

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Learning Outcomes:

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

- speak confidently and fluently in a wide range of contexts, for example, (conflict resolution, panel discussion, role-play, dialogue, etc.) to fulfil different purposes (exposition, argumentation, etc.)
- analyse that text comprises a group of paragraphs that develop on the main idea addressed by the author throughout the text.
- 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.
- examine the central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.
- 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 (Topics may be chosen from the list of themes, sub-themes and text types).
- write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Pre-reading:

- Mention the condition of Arabia before Islam.
- How did Islam change the lives of the people?
- Who is the last Rasool of Allah (سُبْحَانَهُ وَتَعَالَى)?
- How many religions do you know? Can you name the most prominent figures of each?

1. Arabia is the land of **unparalleled** charm and beauty, with its trackless deserts of sand **dunes** in the **dazzling** rays of the **tropical** sun. Its starry sky has excited the imagination of poets and travellers. It was in this land that the Rasoolullah (خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ) was born in Makkah Mukarramah which is about fifty miles from the Red Sea.

2. The Arabs possessed a remarkable memory and were an eloquent people. Their **eloquence** and memory found expression in their poetry. Every year a fair was held for poetical competitions at Ukaz. It is narrated that Hammad said to Caliph Walid bin Yazid: "I can recite to you, for each letter of the alphabet, one hundred long poems, without taking into account short pieces, and all of that was composed exclusively by poets before the **promulgation** of Islam." It is no wonder that Allah (سُبْحَانَهُ وَتَعَالَى) chose the Arabic language for His final **dispensation** and the preservation of His Word.

What kind of fair was held at Ukaz every year?

3. In the fifth and sixth centuries, mankind stood on the **verge** of **chaos**. It seemed that the civilization, which had taken four thousand years to grow, had started **crumbling**. At this point in time, Allah (سُبْحَانَهُ وَتَعَالَى) raised a Rasool (خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ) among themselves to lift humanity from ignorance into the light of faith.

4. When Hazrat Muhammad (خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ) was thirty-eight years of age, he (خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ) spent most of his time in **solitude** and **meditation**. In the cave of Hira,

At what age did Hazrat Muhammad (خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ) start spending time in solitude and meditation in the cave of Hira?

For the Teacher:

- Start by reading a passage aloud to the class. Model correct pronunciation, appropriate pitch, and voice variation.
- Demonstrate how to read expressively and help students understand how voice can convey meaning.
- Inform students that the text they are reading, is an expository (informative) text. Explain that expository texts aim to inform or explain a topic using facts, examples, and logical organization.

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he (خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم) used to retire with food and water and spend days and weeks in remembrance of Allah (سبحانه وتعالى).

5. The period of waiting had come to a close. His (خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم) heart was overflowing with profound **compassion** for humanity. He (خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم) had a pressing urge to **eradicate** wrong beliefs, social evils, cruelty and injustice. The moment had arrived when he (خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم) was to be **bestowed** with *'Nabuwat'*. One day, when he (خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم) was in the cave of Hira, Hazrat Jibril (عليه السلام) (Gabriel) came and conveyed to him (خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم) the following message of Allah (سبحانه وتعالى):

اِقْرَاْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ ۚ ﴿١﴾ خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍ ۚ ﴿٢﴾ اِقْرَاْ وَرَبُّكَ الْاَكْرَمُ ۙ ﴿٣﴾
الَّذِيْ عَلَّمَ بِالْقَلَمِ ۙ ﴿٤﴾ عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْ ؕ ﴿٥﴾

Read in the name of thy Lord Who created; created man from a clot (of congealed blood): Read and thy Lord is the Most Bountiful, Who taught (the use of) the pen, taught man that which he knew not. (Quran, 96:1-5)

6. The revelation of the divine message, which continued for the next twenty-three years, had begun, and the Rasoolullah (خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم) had arisen to **proclaim** the Oneness of Allah (سبحانه وتعالى) (Tauheed) and the unity of mankind. His (خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم) mission was to destroy the **nexus** of superstition, ignorance, and disbelief, and set up a noble conception of life and lead mankind to the light of faith and divine bliss.

7. Since this belief was threatening their dominance in the society, the pagan Arabs started to mount pressure on the Rasoolullah (خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم) and his followers. They wanted them to **renounce** their cause and take to idol-worshipping. On one occasion, they sent a delegation to the Rasoolullah's (خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم) kind and caring uncle, Hazrat Abu Talib. They told him either to restrain the Rasoolullah (خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم)

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For the Teacher:

- Pause at predetermined points in the text to ask while-reading questions. This helps maintain engagement and check comprehension.
- Allow students time to think and respond. Use prompts if necessary to guide them toward the answer. Encourage deeper analysis and critical thinking.
- Encourage students to discuss their answers with a partner or in small groups before sharing with the class.

from preaching Allah's (سُبْحَانَهُ وَتَعَالَى) message or to face their enmity. Finding himself in a **dilemma**, he sent for his nephew, and explained to him the situation. The Rasoolullah (خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ) responded with these memorable words:

To whom did the pagan Arabs send a delegation, in order to stop the Rasoolullah (خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ) from preaching?

"My dear uncle, if they put the sun in my right hand and the moon in my left, even then I shall not abandon the proclamation of the Oneness of Allah (Tauheed). I shall set up the true faith upon the earth or perish in the attempt."

8. The Rasoolullah's (خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ) uncle was so much impressed with his nephew's firm determination that he replied:

"Son of my brother, go thy way; none will dare to touch thee. I shall never forsake thee."

9. And the Rasoolullah (خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ) did go the way Allah (سُبْحَانَهُ وَتَعَالَى) had chosen for him. Imbued with divine guidance and firm resolve, the Rasoolullah (خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ) encountered all the challenges with grace and dignity. In no time, he (خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ) elevated man to the highest possible level in both spiritual and worldly domains. He (خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ) was also a driving force behind the Arab conquests, which have created an **everlasting** impression on human history. No wonder, he (خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ) is universally acknowledged as the most influential figure in history. In the words of Michael H. Hart, a great historian (The 100: A Ranking of the Most Influential Persons in History):

What did Michael H. Hart say about the Rasoolullah (خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ)?

*"Muhammad (خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ), however, was responsible for both the **theology** of Islam and its main ethical and moral principles. In addition, he (خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ) played the key role in **proselytizing** the new faith, and in establishing the religious practices .... In fact as the driving force behind the Arab conquests, he (خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ) may well rank as the most influential political leader of all times .... The Arab conquests of the seventh century have continued to play an important role in human history, down to the present day."*

10. Such a thorough **transformation** of man and society owes to the Rasoolullah's (خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ) deep faith in Allah (سُبْحَانَهُ وَتَعَالَى), to his (خَاتَمُ النَّبِيِّينَ صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ) love for

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humanity, and to the nobility of his (خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم) character. Indeed, his (خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم) life is a perfect model to follow. In reply to a question about the life of the Rasoolullah (خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم), Hazrat Ayesha (رضي الله تعالى عنها) said:

*"His (خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم) morals and character are an **embodiment** of the Holy Quran."*

يَا أَيُّهَا النَّبِيُّ إِنَّا أَرْسَلْنَاكَ شَاهِدًا وَمُبَشِّرًا وَنَذِيرًا ﴿٤٥﴾ وَدَاعِيًا إِلَى اللَّهِ بِإِذْنِهِ وَسِرَاجًا مُنِيرًا ﴿٤٦﴾

O Nabi! Surely, We have sent you as a witness, and bearer of good news and warner. And as the one inviting to Allah by His permission, and as a light-giving torch. (Quran, 33:45-46)

Theme

Hazrat Muhammad (خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم), the last Rasool of Allah Almighty (سُبْحَانَهُ وَتَعَالَى), has the greatest influence on mankind. His (خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم) teachings and life are a source of motivation and guidance for humanity.

Glossary:

Words	Meanings
bestow	to give something as an honour or a gift
chaos	lack of order, disorder
compassion	sympathy
crumble	to break something into very small pieces
dazzling	(of light) so bright that you cannot see for a short time
dilemma	a situation that makes problems
dispensation	special permission to do something
dune	a small hill of sand
eloquence	the ability to use language and express your opinions well
embodiment	a typical example of an idea or a quality
eradicate	to destroy or get rid of something
everlasting	continuing forever
meditation	the practice of focusing your mind in silence, especially for religious reasons or in order to make your mind calm
nexus	a complicated series of connections between different things
proclaim	to publicly and officially tell people about something important

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Words	Meanings
promulgation	the act of spreading an idea, a belief, etc. among many people
proselytizing	to try to persuade other people to accept your beliefs, especially about religion or politics
renounce	to state publicly that you no longer have a particular belief or that you will no longer behave in a particular way
solitude	the state of being alone, especially when you find it pleasant
theology	the study of religions and beliefs
transformation	a complete change in somebody/something
tropical	the area between the two tropics, which is the hottest part of the world
unparalleled	used to emphasize that something is bigger or better than anything else like it
verge	the edge of a path, a road, etc.

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Reading and Critical Thinking

A. Answer the following questions:

1. How might the geographical description of Makkah Mukarramah influence the reader's understanding of its historical and cultural importance?
2. What does the emphasis on the Arabs' memory and eloquence suggest about their culture before Islam?
3. What is the importance of the anecdote about Hammad and Caliph Walid bin Yazid?
4. What parallels can you draw between the state of civilization described here and the other historical periods of decline and renewal?
5. What challenges did the Rasoolullah (خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم) face in proclaiming the Oneness of Allah (سبحانه وتعالى) (Tauheed) and the unity of mankind?
6. In what ways did the Rasoolullah (خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم) elevate mankind to a higher level in both spiritual and worldly domains?
7. How does the final Quranic verse (Quran 33:45-46) encapsulate the role and mission of the Rasoolullah (خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم)?
8. How does the author view the pre-Islamic Arabs? Write down the examples and the evidences supporting your inferences.

B. Reread paragraph 5 of the unit and identify:

i. What is the main idea of this paragraph?

---

ii. What details support this idea?

C. Write an objective summary of the text. Start with the central/main idea and include key supporting details. Ensure the summary is concise and focused on the main points.

Vocabulary

Pronunciation key

The British pronunciations given are these of younger speakers of General British. This includes RP (Received Pronunciation) and a range of similar accents which are not strongly regional. The American pronunciation chosen are also as for as possible the most general (not associated with any particular region). If there is a difference between British and American pronunciations of a word, the British one is given first, with NAmE before the American pronunciation.

Consonants

p	pen	/pen/	s	see	/siː/
b	bad	/bæd/	z	zoo	/zuː/
t	tea	/tiː/	ʃ	shoe	/ʃuː/
d	did	/dɪd/	ʒ	vision	/ˈvɪʒn/
k	cat	/kæt/	h	hat	/hæt/
g	get	/get/	m	man	/mæn/
tʃ	chain	/tʃeɪn/	n	now	/naʊ/
dʒ	jam	/dʒæm/	ŋ	sing	/sɪ ŋ /
f	fall	/fɔːl/	l	leg	/leg/
v	van	/væn/	r	red	/red/
θ	thin	/θɪn/	j	yes	/jes/
ð	this	/ðɪs/	w	wet	/wet/

This symbol (r) indicates that British pronunciation will have /r/ only if a vowel sound follows directly at the beginning of the next word, as in faraway; otherwise the /r/ is omitted. For American English all the /r/ sounds should be pronounced.

/x/ represents a fricative sound as in lɒx for Scottish loch, Irish lough.

Vowels and diphthongs

iː	sea	/siː/	
i	happy	/ hæpi/	
ɪ	sit	/sɪt/	
e	ten	/ten/	
æ	cat	/kæt/	
ɑː	father	/ fɑːðə(r)/	
ɒ	got	/gɒt/	(British English)
ɔː	saw	/sɔː/	
ʊ	put	/pʊt/	
u	actual	/æˈktʃuəl/	
uː	too	/tuː/	
ʌ	cup	/kʌp/	
ɜː	fur	/fɜː(r)/	
ə	about	/ə baʊt/	
eɪ	say	/seɪ/	
əʊ	go	/gəʊ/	(British English)
ʊə	pure	/pjʊə(r)/	
aɪ	my	/maɪ/	
ɔɪ	boy	/bɔɪ/	
aʊ	now	/naʊ/	
ɪə	near	/nɪə(r)/	(British English)
eə	hair	/heə(r)/	(British English)

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For the Teacher:

- Explain that the main idea is the central point or the most important thought of a paragraph or text. It tells the reader what the text is mostly about.
- Explain that supporting details are facts, examples, or descriptions that explain and reinforce the main idea. They provide evidence and help to clarify the main idea.

Dictionary Skill

Guide words

489 **polecat** **pollen**

(-xing) hit or kill with poleaxe; (exp. as **poleaxed** adjective) colloquial dumbfound, overwhelm.

polecat /ˈpəʊlkæt/ noun small dark brown mammal of weasel family.

polemic /pəˈlemɪk/ ● *noun* veral attack; controversy; (in plural) art of controversial discussion. ● *adjective* (also **polemical**) involving dispute, controversial. ▯ **polemicist** /-sɪst/ *noun*.

police /pəˈliːs/ ● *noun* (treated as *plural*) civil force responsible for maintaining public order; its members; force with similar function. ● *verb* **(-cing)** control or provide with police; keep in order, control, administer. ▯ **police dog** dog used in police work; **police force** body of police of country, district, or town;

policemen, policewoman, police officer member of police force; **police state** totalitarian state controlled by political police; **police station** office of local police force.

policy[1] /ˈpɒlɪsɪ/ *noun* (*plural* **-ies**) course of action adopted by government, business, etc.; prudent conduct.

policy[2] /ˈpɒlɪsɪ/ *noun* (*plural* **-ies**) (document containing) contract of insurance. ▯ **policyholder** person or body holding insurance policy.

polio /ˈpəʊlɪəʊ/ *noun* poliomyelitis.

poliomyelitis /ˈpəʊlɪəʊmaɪəˈlaɪtɪs/ *noun* infectious viral nervous system, with temporary or permanent paralysis.

Polish /ˈpəʊlɪʃ/ ● *adjective* of Poland. ● *noun* language of Poland.

polish /ˈpɒlɪʃ/ ● *verb* (often ~ up) make or become smooth or glossy by rubbing; (esp. as polished *adjective*) refine, improve. ● *noun* substance used for polishing; smoothness, glossiness; refinement. ▯ **polish off** finish quickly.

polite /pəˈlaɪt/ *adjective* (-r, -st) having good manners; courteous; cultivated, refined. ▯ **politely** *adverb*; **politeness** *noun*.

politic /ˈpɒlɪtɪk/ ● *adjective* judicious, expedient; prudent, sagacious. ● *verb* (-ck-) engage in politics.

political /pəˈlɪtɪk(ə)/ ● *adjective* of state or its government; of public affairs; of, engaged in, or taking a side in politics; relating to pursuit of power, status, etc.

▯ **political asylum** state protection for foreign refugee; **political correctness** avoidance of language or action which excludes ethnic or cultural minorites; **political economy** study of economic aspects of government; **political geography** geography dealing with boundaries etc. of state; **political** prisoner person imprisoned for political reason.

politically adverb in a political way. ▯ **politically correct** exhibiting political correctness.

politician /pɒlɪˈtɪʃ(ə)n/ *noun* person engaged in politics.

politicize /pəˈlɪtɪsaɪz/ *verb* (also **-ise**) **(-zing** or **-sing)** give political character or awareness to.

politics /ˈpɒlɪtɪks/ *plural noun* (treated as singular or plural) art and science of government; political life, affairs, principles, etc.; activities relating to pursuit of power, status, etc.

polity /ˈpɒlɪtɪ/ *noun* (*plural* **-ies**) form of civil administration; organized societies, state.

polka /ˈpɒlkə/ ● *noun* lively dance; music for this. ● *verb* **(-kas, -kaed** /-kəd/ or **-ka'd, -king** /-kɪŋ/ dance polka. ▯ **polka dot** round dot as one of many forming regular pattern on textile fabric etc.

poll /pəʊl/ ● *noun* (often in plural) oting; counting of votes; result of voting, number of votes recorded; questioning of sample of public opinion; head. ● verb take or receive vote(s) o, vote; record opinion of (person, group); cut off top of (tree etc.) or (esp. as **polled** *adjective*) horns of (cattle). ▯ **polling booth** cubicle where voter stands to mark ballot paper; **polling station** building used for voting; **poll tax** historical tax levied on every adult.

pollack /ˈpɒlək/ *noun* (also **pollock**) (plural same or -s) edible marine fish related to cod.

pollard /ˈpɒlɑd/ ● *noun* hornless animal; tree polled to produce close head of young branches. ● *verb* make pollard of (tree).

pollen /ˈpɒlən/ *noun* fertilizing powder discharged from flower's another.

Part of speech

Pronunciation

Entry word

Word definition/meaning

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For the Teacher:

- Explain the purpose of a dictionary.
- Point out the guide words ("polecat" to "pollen"). Explain they help locate words quickly.
- Identify "politic" as the entry word in bold. Explain the pronunciation guide (e.g., /ˈpɒlɪtɪk/).
- Identify the part of speech (e.g., adjective for "politic"). Read and discuss the definition of "politic".
- Explain the pronunciation key and its importance.
- Discuss differences in pronunciation between British and American English.
- Explain that etymology is the study of the origin of words and how their meaning and structures have evolved.
- Incorporate dictionary use into daily lessons to build students' skills gradually.
- Provide students with access to both print and digital dictionaries.
- Review consonant sounds and symbols.
- Explain vowel sounds and diphthongs.

A. Use a dictionary to find the following information for each word.

Word	Pronounciation	Dictionary Meaning	Part of Speech
imagination			
remarkable			
composed			
preservation			

B. Compare the dictionary definitions with your inferences.

Word Patterns

Many English words can change their forms to indicate different meanings or functions in a sentence. Word patterns and parts of speech are closely related because changing the form of a word often changes its part of speech. By adding prefixes or suffixes, or by altering the word itself, a word can be transformed from one part of speech to another, which changes its role and meaning in a sentence.

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1. Word Change:

Base Word: Analyze

- **Verb:** Analyze – To examine something methodically and in detail.
- **Noun:** Analysis – The process of examining something in detail.
- **Adjective:** Analytical – Relating to or using analysis or logical reasoning.
- **Adverb:** Analytically – In a manner that uses logical reasoning or analysis.

2. Prefixes:

- **Definition:** A prefix is a group of letters added to the beginning of a word to change its meaning.
- **Example:** The prefix "re-" added to "write" makes "rewrite," which means to write again.

For the Teacher:

- Explain that the meaning of a word or a phrase that is derived or concluded based on context clues and surrounding information rather than direct definition is called inferred meaning. It involves using logical reasoning and existing knowledge to understand the word within its context.
- Explain that context clues are hints found in the surrounding text that help deduce the meaning of an unknown word.
- Use pair and group work to allow students to share and refine their inferences.
- Explain that understanding word patterns helps expand vocabulary and use the words in various contexts accurately.

3. **Suffixes:**

- **Definition:** A suffix is a group of letters added to the end of a word to change its form or meaning.
- **Example:** The suffix "-er" added to "teach" makes "teacher," which means someone who teaches.

C. Find any five words with prefixes and suffixes and use them in your own sentences.

D. Use a dictionary to find and write the different word patterns for the word "advocate". Complete the chart below by identifying the correct forms of the word "advocate" and its related forms.

Base Word	Noun Form	Verb Form	Adjective Form	Adverb Form
advocate				

E. Write sentences using each form of the word "advocate".

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Grammar

Parts of Speech

Noun

Definition: A noun is a word that names a person, a place, a thing, or an idea.

Examples:

- **Person:** teacher, Nadeem, scientist
- **Place:** city, library, Paris
- **Thing:** book, car, apple
- **Idea:** happiness, freedom, love

Sentences:

- The **teacher** explained the lesson clearly.
- We visited the **library** after school.
- **Happiness** is important for life.

Pronoun

Definition: A pronoun is a word that takes the place of a noun.

Examples:

- **Personal Pronouns:** I, you, he, she, it, we, they
- **Possessive Pronouns:** mine, yours, his, hers, ours, theirs
- **Reflexive Pronouns:** myself, yourself, himself, herself, itself, ourselves, yourselves, themselves
- **Demonstrative Pronouns:** this, that, these, those

- **Interrogative Pronouns:** who, whom, whose, which, what
- **Relative Pronouns:** who, whom, whose, which, that

Sentences:

- **She** is going to the market.
- This book is **mine**.
- Do your homework **yourself**.

Verb

Definition: A verb is a word that expresses an action or a state of being.

Examples:

- **Action Verbs:** run, jump, write, sing, etc.
- **Linking Verbs:** am, is, are, was, were, be, being, been, will, shall
- **Helping Verbs:** have, has, had, do, does, did

Sentences:

- She **runs** every morning.
- He **is** a talented teacher.
- They **have** finished their homework.

Adjective

Definition: An adjective is a word that describes or modifies a noun or a pronoun.

Examples:

- **Qualitative Adjectives:** happy, blue, tall, difficult
- **Quantitative Adjectives:** some, many, few, several
- **Demonstrative Adjectives:** this, that, these, those
- **Possessive Adjectives:** my, your, his, her, its, our, their

Sentences:

- She wore a **blue** dress.
- They have **many** friends.
- This cake is **delicious**.

Adverb

Definition: An adverb is a word that modifies a verb, an adjective, or another adverb. Adverbs usually explain how, when, where and to what extent.

Examples:

- **How:** quickly, slowly, happily
- **When:** now, then, soon, yesterday

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For the Teacher:

- Explain each part of speech and its types in detail with examples.

- **Where:** here, there, everywhere
- **To what extent:** very, quite, almost, too

Sentences:

- She recites **beautifully**.
- We will leave **soon**.
- He ran **very** quickly.

Preposition

Definition: A preposition is a word that shows the relationship between a noun (or a pronoun) and other words in a sentence.

Examples:

- in, on, at, by, with, under, over, between, among, through, etc.

Sentences:

- The cat is **under** the table.
- She walked **through** the park.
- He sat **among** his friends.

Conjunction

Definition: A conjunction is a word that connects words, phrases, or clauses.

Examples:

- **Coordinating Conjunctions:** and, but, or, nor, for, so, yet
- **Subordinating Conjunctions:** because, although, since, unless, while, after, before, when, if
- **Correlative Conjunctions:** either...or, neither...nor, both...and, not only...but also

Sentences:

- I want to go to the party, **but** I have to finish my homework.
- **Although** it was raining, we went for a walk.
- I will eat **either** a mango **or** an apple.

Interjection

Definition: An interjection is a word or a phrase that expresses strong emotions or surprise. Soon after the interjection, the sentence starts with a capital letter.

Examples:

- wow, oh, ouch, hooray, ah, hey

Sentences:

- **Wow!** That was an amazing performance.
- **Ouch!** That hurts me.
- **Alas!** We have lost the match.

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A. Identify and label nouns, verbs and conjunctions in the given sentences.

i. The quick brown fox jumps over the lazy dog.
ii. After the storm, the sky was clear and bright.
iii. She quickly finished her homework before dinner.
iv. Wow! That was an incredible match.
v. Because it was raining, they decided to stay indoors.

B. Write eight sentences that include at least one noun, verb, adjective, adverb, pronoun, preposition, conjunction, and interjection.

C. Choose the correct adjectives.

i. Ashfaq Ahmad was a _____ writer.
a. famed b. famous c. famously d. infamous

ii. This is a very _____ seminar.
a. information b. Informed c. informative d. informing

iii. My mother becomes _____ if I get home late.
a. anxiety b. anxious c. anxieties d. anxiously

iv. It is _____ to get the correct information from the university office.
a. advisable b. advisible c. advising d. advised

v. Who is _____ for this chaos?
a. responding b. responsible c. responsive d. responded

D. Fill in the blanks with the correct parts of speech as indicated in the parentheses.

i. The cat is hiding _____ (preposition) the bed.
ii. She _____ (verb) her homework before dinner.
iii. _____ (interjection)! This is a beautiful dress.
iv. He is a very _____ (adjective) student.
v. _____ (pronoun) went to the store.

NOT FOR SALE
PCTB

Oral Communication Skills

A. Respond to the text through oral discussion.

i. Work in small groups and choose a specific section of the text.
ii. Discuss the assigned section and answer the following questions:
- What is the main idea?
- What supporting details have been provided?

iii. Present your group's findings to the class.
iv. Participate in a whole-class discussion based on the groups'

presentations.

B. Respond to the text by telling short stories.

i. Retell the story of the first revelation in the cave of Hira in your own words.

ii. Share a short story about a significant moment in the life of Hazrat Muhammad (خاتم النبيين صلى الله عليه وعلى آله وأصحابه وسلم) that demonstrates his compassion or determination.

C. Demonstrate attentive listening skills to respond orally. Bring a passage on your favourite personality and read it aloud.

i. Listen to the passage read aloud by the teacher. Pay close attention to pronunciation and intonation. After listening, answer the following questions:
- What emotions did you hear in the reader's voice?
- How did the reader's pronunciation help you understand the text?

ii. In pairs, take turns, read passages aloud and provide feedback on each other's pronunciation and intonation.

iii. Participate in a class discussion where you listen to others' viewpoints and respond appropriately, using the correct pronunciation and intonation.

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PCTB

Writing Skills

A. Write a well-structured paragraph on "Tolerance and Religious Harmony".

i. Brainstorm all the possible ideas and points that come to your mind when you think about "Tolerance and Religious Harmony".

Example (Brainstorming Ideas):

- Treating others with kindness and fairness
- Building self-esteem and self-worth
- Importance of empathy and understanding

For the Teacher:

- Foster a supportive classroom atmosphere where students feel safe to express their thoughts without judgment.
- Demonstrate clear pronunciation, appropriate intonation, and expressiveness in your speech.
- Give specific, positive feedback on clarity, volume, pacing, and expression.
- Teach students how to provide and receive respectful, constructive feedback from peers.
- Allow time for students to practise and rehearse their speaking parts, using gestures and eye contact.

- Positive relationships and interactions
- Examples of respect in daily life
- Benefits of respect for individuals and society

ii. Organize the ideas into a logical structure.

- How can you group similar ideas together from your brainstorming list?
- What is the main idea of your paragraph, and what are the supporting details?

Example (Structure of a Paragraph):

- **Main Idea:** Respecting self and others is essential for building positive relationships and a harmonious society.
- **Supporting Details:**
- Treating others with kindness and fairness
- Building self-esteem and self-worth
- Importance of empathy and understanding
- Examples of respect in daily life
- Benefits of respect for individuals and society

iii. Organize your ideas using a mind map.

- How can you create a mind map to organize your main idea visually and supporting details about "Tolerance and Religious Harmony"?

iv. Summarize key points and organize your thoughts for writing the final paragraph.

B. Write an informative/explanatory essay on the topic "Peace and Tolerance".

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UNIT 2

Patriotism

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PCTB

Learning Outcomes:

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

- respond to text through oral discussion, telling short stories and acting plays.
- read with correct pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.
- distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), and generalized statements from evidence-based information with specific reference to informational texts.
- read, view and analyse a variety of readings grade-appropriate and high-interest books and texts from print and non-print sources: Expositions (e.g., reviews, arguments)
- apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts and make effective choices for meaning or style while reading, listening and writing.
- write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Pre-reading:

K-W-L Chart

Before reading make predictions about the text's content in the W (Want to Know) columns:

- **K Column:** Write down everything you know about patriotism. Think about its meaning, examples of patriots, and any related historical events.
- **W Column:** List questions or things you want to learn about patriotism from the text. Consider what interests you about the topic or what you are curious about.

After reading the text, complete the L column to compare the predictions with the actual content:

- **L Column:** After you have read the text, write down what you have learned about patriotism. Reflect on the answers to your questions from the W column and any new information you found interesting or important.

K (Know)	W (Want to Know)	L (Learned)

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For the Teacher:

- Explain to students that a K-W-L chart helps you organise what you know (K), what you want to know (W), and what you have learned (L) about a topic. Discuss unknown words with the students.
- Complete the first two columns of the chart before reading the text on patriotism. After reading, fill in the last column.
- To help students integrate new information with what they already know, enhancing their understanding and retention of the material on patriotism.
- Facilitate a class discussion where students can share new facts they have learned and how these relate to what they already knew. Encourage them to make connections between the new concepts and their prior knowledge.
- **Acceptable Predictions:** Explain that predictions are acceptable if they are based on logical reasoning and prior knowledge. Confirmed predictions demonstrate that students are effectively using their background knowledge to anticipate content.
- **Modified Predictions:** Explain that predictions might need to be modified if new information does not align with initial assumptions. This is a valuable part of the learning process, as it shows that students are actively engaging with the text and adjusting their understanding based on new information.

1. Patriotism means love for the motherland or **devotion** to one's country. A patriot loves his country and is willing to sacrifice when the need arises. The word patriot comes from the Latin word 'patriota' which means countryman. It is considered a **commendable** quality.

What is the origin of the word 'patriot'?

2. Patriotism gives people the strength and courage to safeguard the interests of the country and nation. For a patriot, the sovereignty, integrity, and honour of the country are of **supreme** values on which no compromise can be made. Patriots render great sacrifice for the **preservation** and protection of these values.

What are the supreme values of a patriot according to the text?

3. Quaid-e-Azam Muhammad Ali Jinnah was a nation builder and great patriot. He wanted to protect the values, culture, and traditions of the Muslims of the subcontinent. He gave the Muslims a sense of identity by securing a separate homeland for them. He said:

"We must develop a sense of patriotism which galvanizes us all into a united and strong nation."

Why did Quaid-e-Azam Muhammad Ali Jinnah want to secure a separate homeland for the Muslims of the subcontinent?

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For the Teacher:

- Start by reading a passage aloud to the class. Model correct pronunciation, appropriate pitch, and voice variation. Demonstrate how to read expressively and help students understand how voice can convey meaning.
- Pause at predetermined points in the text to ask while-reading questions to assess students' comprehension.
- Inform students that the text they are reading is an expository (informative) text. Explain that expository texts aim to inform or explain a topic using facts, examples, and logical organization.
- Ensure students understand the definition and importance of patriotism.
- Discuss the historical context and significance of Quaid-e-Azam Muhammad Ali Jinnah's efforts.
- As students read the text, identify and highlight the key new facts, terms, and concepts. For example, terms like 'sovereignty,' 'integrity,' 'Nishan-e-Haider,' and historical figures like Quaid-e-Azam Muhammad Ali Jinnah.
- Create a visual map (like a concept map) on the board linking these new terms to students' prior knowledge. For instance, link 'Nishan-e-Haider' to 'highest military award' and further connect it to the idea of 'patriotism' and 'sacrifice.'

4. The **spirit** of patriotism makes us stay alert in case of foreign invasion. In the history of Pakistan, there are many **instances** when people laid down their lives for the defence of the country. In the wars of 1965, 1971, and the Kargil War 1999, many brave soldiers laid their lives in an attempt to protect the homeland. Naik Saif Ali Janjua Shaheed *(awarded Hilal-e-Kashmir – an equivalent to Nishan-e-Haider)*, Captain Muhammad Sarwar Shaheed, Major Tufail Muhammad Shaheed, Major Raja Aziz Bhatti Shaheed, Pilot Officer Rashid Minhas Shaheed, Major Shabbir Sharif Shaheed, Sowar Muhammad Hussain Shaheed, Major Muhammad Akram Shaheed, Lance Naik Muhammad Mahfuz Shaheed, Havildar Lalak Jan Shaheed, Captain Karnal Sher Khan Shaheed – all **embraced martyrdom** while fighting bravely for their motherland. All of them were awarded Nishan-e-Haider, the highest military award given to great patriots who laid down their lives for the country.

> Which wars have been mentioned in the text where soldiers laid down their lives for Pakistan?

> Who is awarded Nishan-e-Haider in Pakistan?

5. Patriotism, therefore, is not just a feeling rather it is a live spirit that continuously inspires and guides a nation. In the words of S. W. Scott, a man **devoid** of patriotic spirit, is like the one who:

"Breathes there the man, with soul so dead,
Who never to himself hath said,
*This is my own, my **native** land!"*

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PCTB

Theme

This unit is about the spirit of patriotism. It tells about the qualities of patriots and how they look after the interest and progress of their country.

For the Teacher:

- Reflect on the S. W. Scott's quote. Discuss its meaning and relevance to the concept of patriotism.
- Analyse the examples of soldiers mentioned in the text. Discuss the qualities that made them patriots and the impact of their sacrifices on the country.
- Encourage students to research and present additional information on the historical figures mentioned.
- Encourage students to discuss their answers with a partner or in small groups before sharing with the class.

Glossary:

Words	Meanings
commendable	deserving praise and approval
devoid	completely without something/ deprived
devotion	great love, care and support for somebody/something
embrace	the act of accepting an idea, a proposal, a set of beliefs, etc. especially when it is done with enthusiasm
instances	examples
martyrdom	the suffering of death on account of adherence to a cause and especially to one's religious or political faith
native	connected with the place where you were born and lived for the first years of your life
preservation	the act of keeping something in its original state or in good condition
spirit	a person's feelings or state of mind
supreme	highest in rank or position

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PCTB

Reading and Critical Thinking

A. Answer the following questions:

1. How do you personally define patriotism? Can you provide an example from your own life or community that illustrates your definition?
2. Why do you think Quaid-e-Azam Muhammad Ali Jinnah's efforts were crucial in securing a separate homeland for the Muslims?
3. Why do you think the soldiers, mentioned in the text, are considered heroes? What qualities do they show?
4. How can the spirit of patriotism be maintained and fostered in today's society, where many people are more connected globally than locally? Provide examples of modern acts of patriotism.
5. The text includes a quote from S.W. Scott about patriotic spirit. What do you think S.W. Scott means by "a man devoid of patriotic spirit"? Do you agree or disagree with this perspective? Why?
6. How can schools teach students about patriotism? Why is it important for students to learn about it?
7. Can you think of a small act of patriotism that someone could do every day? How does this help the country?

8. What did you learn about patriotism from this text?

B. Choose the correct option for each question.

1. The word 'patriot' originates from _____ .

a. the Greek word 'patriotikos' b. the Latin word 'patriota'

c. the French word 'patriote' d. the Spanish word 'patriota'

2. What is considered a commendable quality according to the text?

a. bravery b. intelligence c. patriotism d. honesty

3. Who led the Muslims of the subcontinent in their struggle for a separate homeland?

a. Allama Iqbal b. Liaqat Ali Khan

c. Quaid-e-Azam Muhammad Ali Jinnah d. Sir Syed Ahmad Khan

4. What are the supreme values for a patriot according to the text?

a. wealth and power b. sovereignty, integrity and honour

c. education and knowledge d. freedom and independence

5. In which wars did many brave soldiers lay down their lives for Pakistan?

a. the wars of 1965, 1971, and the Kargil War 1999

b. the World War I and the World War II

c. the War of 1857 and the Afghan Wars

d. the Gulf War and the Iraq War

C. Read the following sentences and identify the cause and effect.

1. Patriots render sacrifice for the preservation and protection of the country's values.

a. Cause: _____

b. Effect: _____

2. During the wars of 1965 and 1971, many soldiers displayed great courage.

a. Cause: _____

b. Effect: _____

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PCTB

For the Teacher:

- Explain that understanding cause and effect helps us see the relationship between events. The cause is why something happens, and the effect is what happens as a result.
- Explain that facts can be proven true or false, while opinions are personal beliefs or judgments.
- Explain that generalized statements apply broadly without specific evidence. Evidence-based information includes specific facts, examples, or data.

D. Read the following statements and identify whether each is a fact or an opinion.

1. Patriotism is a commendable quality.
   a. fact b. opinion
2. Many soldiers were awarded Nishan-e-Haider for their bravery.
   a. fact b. opinion

E. Read the following sentences and identify whether each is a generalized statement or an evidence-based information.

1. Many soldiers showed great bravery during the wars of 1965 and 1971.
   a. generalized statement b. evidence-based information
2. Major Tufail Muhammad was awarded Nishan-e-Haider for his bravery in the 1965 War.
   a. generalized statement b. evidence-based information

F. Reread paragraph 2 of the unit carefully and answer the following questions:

1. What is the main idea of the text?

a. Patriotism is unimportant.
b. Patriotism requires sacrifice.
c. Patriotism is only about honour.
d. Patriotism is about personal interests.

2. Identify two values that are of supreme importance to a patriot according to the text.

a. _____
b. _____

3. What do patriots do to preserve and protect these values?

a. _____
b. _____

NOT FOR SALE
PCTB

For the Teacher:

- Explain that this paragraph is an expository text explaining the importance of patriotism and the values it upholds. It presents an argument that highlights why patriotism is crucial for the protection of a nation.
- Show students a short video clip about the role of patriotism in a country's defence. Ask them to pay attention to how the speaker explains the importance of patriotism and the examples provided.
- Then, ask students to compare the text excerpt on patriotism with the video they watched to analyse print and non-print sources.

4. **Do you think the text presents a strong argument for the importance of patriotism? Why or why not?**

a. _____

b. _____

Vocabulary

A. Deduce the inferred meanings of these words using context clues from the text.

Words	Context Clues	Inferred Meanings
commendable		
render		
sacrifice		
sovereignty		

B. Use a dictionary to find the following information for each word.

Words	Pronunciation	Dictionary Meaning	Part of Speech	Etymology
commendable				
render				
sacrifice				
sovereignty				

C. Compare the dictionary definitions with your inferences.

NOT FOR SALE
PCTB

For the Teacher:

- Explain the meaning of a word or a phrase that is derived or concluded based on context clues and surrounding information rather than direct definition. It involves using logical reasoning and existing knowledge to understand the word within its context.
- Explain the context clues are hints found in the surrounding text that help deduce the meaning of an unknown word.
- Use pair and group work to allow students to share and refine their inferences.

D. Use a dictionary to find and write the different word patterns for the word "sovereignty". Complete the chart below by identifying the correct forms of the word "sovereignty" and its related forms.

Base Word	Noun Form	Verb Form	Adjective Form	Adverb Form
sovereignty				

E. Write sentences using each form of the word "sovereignty".

Grammar

Tenses

Tense	Function	Example	Excercise
Simple Present	Describes habitual actions, general truths or actions that happens in present.	She writes in her journal every day.	Write five sentences about daily routine using the simple present tense.
Simple Past	Describes actions that happened at a specific time in the past.	He visited to the museum last weekend.	Write a short paragraph about what you did last weekend.
Simple Future	Describes actions that will happen at a specific time in the future.	They will travel to Quetta next summer.	Write about plans for the upcoming holidays using the simple future tense.
Present Continuous	Describes actions that are happening right now or around the current time.	She is reading a book.	Describe what you are doing at this moment.
Past Continuous	Describes actions that were ongoing in the past.	He was cooking dinner when the phone rang.	Write sentences describing what you were doing at a specific time yesterday.
Future Continuous	Describes actions that will be ongoing in the future.	They will be waiting for us at the airport.	Write about what you will be doing at this time next week.

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For the Teacher:

- Explain that understanding word patterns helps expand vocabulary and use words accurately in various contexts.

Tense	Function	Example	Excercise
Present Perfect	Describes actions that happened at an unspecified time in the past or that started in the past and continue to the present.	She has lived here for ten years.	Write about your experiences using the present perfect tense.
Past Perfect	Describes actions that were completed before another action in the past.	They had finished their homework before dinner.	Write sentences describing what you had done before a specific event in the past.
Future Perfect	Describes actions that will be completed before a specific time in the future.	She will have graduated by the next year.	Write about what you will have achieved by the end of this year.
Present Perfect Continuous	Describes actions that started in the past and are still continuing, emphasizing the duration.	She has been studying for three hours.	Write sentences about activities you have been doing using the present perfect continuous tense.
Past Perfect Continuous	Describes actions that were ongoing in the past before another past action, emphasizing the duration.	He had been working at the company for five years before he left.	Write sentences describing what you had been doing before a specific event in the past.
Future Perfect Continuous	Describes actions that will continue up to a specific time in the future, emphasizing the duration.	By the next month, she will have been working here for a year.	Write sentences about what you will have been doing by a certain time in the future.

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A. Read the following passage carefully. Underline the verbs and identify their tenses.

Every morning, Maria walks to school. Yesterday, she walked with her friend because her bike was broken. Tomorrow, she will ride her bike again. Maria has been attending this school for three years, and she loves it. By the end of this year,

she will have completed her primary education.

B. Write a diary entry about your day, using at least five different tenses.

C. Read the events listed below. Identify the tense used in each event. Place the events on the timeline in the correct sequence based on their tenses and the given dates.

Events:

1. I will have graduated from the university by next June.
2. I am studying for my exams right now.
3. I visited Karachi two years ago.
4. I have been working on my project for the last three weeks.
5. I had finished my homework before dinner yesterday evening.

Gerunds

A gerund is the -ing form of a verb that functions as a noun.

Uses of Gerunds

- **As the subject of a sentence**
  Example: Swimming is fun.
- **As the object of a verb**
  Example: She enjoys reading.
- **After prepositions**
  Example: They talked about going on holiday.
- **After certain verbs**
  Example: He suggested meeting earlier.

Infinitives

An infinitive is the base form of a verb preceded by 'to'.

Uses of Infinitives

- **As the subject of a sentence**
  Example: To err is human.
- **As the object of a verb**
  Example: He wants **to learn** French.

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For the Teacher:

- Explain that tenses indicate the time of action (past, present, future) and describe states or actions within those times.
- Highlight why understanding tenses is crucial for clear communication and accurate expression.
- Explain that understanding the aspect of time involves using tenses correctly to indicate when an action occurs.

- **After adjectives**
  Example: She is eager to start.
- **To express purpose**
  Example: I went to the store to buy milk.

Gerund vs Infinitive

There are certain verbs in English that can be followed by either a gerund or an infinitive, but choosing one for the other can change the meaning of the sentence. Here are some common examples and explanations:

1. Remember

- **Gerund (remember + -ing):** Refers to remembering something that has already happened.
  - **Example:** I remember meeting him last year. (You met him last year, and now you recall that event.)
- **Infinitive (remember + to + verb):** Refers to remembering to do something in the future.
  - **Example:** Remember to meet him tomorrow. (You need to remember to do this future action.)

2. Stop

- **Gerund (stop + -ing):** Refers to ceasing an activity.
  - **Example:** He stopped **running** when it started to rain. (end or discontinue)
- **Infinitive (stop + to + verb):** Refers to pausing an activity in order to do something else.
  - **Example:** He stopped **to run** when it started to rain. (He paused what he was doing.)

3. Try

- **Gerund (try + -ing):** Refers to experimenting with something to see if it solves a problem or has a desired effect.
  - **Example:** Try **restarting** your computer. (Experiment with restarting to see if it fixes the problem.)
- **Infinitive (try + to + verb):** Refers to making an effort to do something different.
  - **Example:** "I will **try to** finish my work on time." (You make an effort to finish your work on time.)

4. Forget

- **Gerund (forget + -ing):** Refers to forgetting that something happened in the past.
  - **Example:** "I'll never forget **meeting** you." (You remember the

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occasion of meeting.)

- **Infinitive (forget + to + verb):** Refers to forgetting to do something in the future.
    - **Example:** "Don't forget **to lock** the door." (You need to remember to do this action.)

5. Regret

- **Gerund (regret + -ing):** Refers to feeling sorry about something that has already happened.
    - **Example:** "I regret **telling** her the truth." (You feel sorry for having told her.)
- **Infinitive (regret + to + verb):** Refers to being sorry about something you are going to say or do.
    - **Example:** "We **regret to** inform you that your application was unsuccessful." (You are sorry to tell them now.)

6. Go on

- **Gerund (go on + -ing):** Refers to continuing the same activity.
    - **Example:** "He **went on talking**." (He continued to talk.)
- **Infinitive (go on + to + verb):** Refers to moving on to a different activity.
    - **Example:** "After the introduction, she **went on to** explain the main topic." (She moved to the next part of her talk.)

Participles

Participles are the verb-forms used as adjectives. There are two kinds of participles: (ending in -ing) and participles (usually ending in -ed or -en).

Uses of Present Participles

1. **As an adjective:**
    - **Example:** The running water was cold. (Describes the water.)
2. **To form continuous (progressive) tenses:**
    - **Example:** They were laughing. (Present Continuous Tense)
3. **In participial phrases:**
    - **Example:** Running down the street, he met an old friend. (Describes the subject of the main clause.)

Example

- The **crying baby** woke everyone up.
- They were **laughing** at the joke.

Uses of Past Participles

1. **As an adjective**
    - **Example:** The **broken vase** was expensive. (Describes the vase.)

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2. **To form perfect tenses**
    - **Example:** She **has finished** her homework. (Present Perfect Tense)
3. **To form the passive voice**
    - **Example:** The cake **was eaten** by the children. (Passive voice)
4. **In participial phrases**
    - **Example: Shocked by** the news, she couldn't speak. (Describes the subject of the main clause.)

Example Sentences

- The **painted door** looks great.
- They **had already left** when I arrived.

1. **Present Participle as an Adjective**
   Example: The **exciting movie** pleased us much.
   Here, "exciting" describes the noun "movie."
2. **Past Participle as an Adjective**
   Example: The **exhausted runner** sat down to rest.
   Here, "exhausted" describes the noun "runner."
3. **Participles in Verb Tenses**
   - **Present Continuous:** They **are watching** a movie.
   - **Past Continuous:** They **were watching** a movie.
   - **Present Perfect:** They **have watched** the movie.
   - **Past Perfect:** They **had watched** the movie.
4. **Participial Phrases**
   - **Present Participle Phrase**
     - **Example: Seeing** the rain, we decided to stay indoors.
     - "Seeing the rain" provides additional information about why "we decided to stay indoors."
   - **Past Participle Phrase**
     Example: Surprised by the sudden noise, she jumped.
     - "Surprised by the sudden noise" provides additional information about why "she jumped."

D. Read the following sentences. Underline the gerunds, infinitives, and participles and label them accordingly.

1. Swimming is my favourite hobby.
2. To learn a new language takes time.
3. The broken window needs to be fixed.
4. She enjoys reading books.
5. To travel around the world is my dream.
6. The running water creates a sweet sound.

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E. Transform the following base verbs into gerunds, infinitives, and participles. Use each form in a sentence.
Base Verbs: write, play, eat

F. Write a short paragraph using at least two gerunds, two infinitives, and two participles. Highlight each gerund, infinitive and participle used in the paragraph.

Oral Communication Skills

A. Respond to the text through oral discussion.

i. Divide the class into small groups and assign each group a specific section of the text.

ii. Discuss the assigned section and answer the following questions:
- What is the main idea?
- What supporting details have been provided?

iii. Present your group's findings to the class.

iv. Participate in a whole-class discussion based on the groups' presentations.

B. Debate on Patriotism.

i. Participate in a debate on "The Role of Youth in the Nation-Building," where you listen to others' viewpoints and respond appropriately, using the correct pronunciation and intonation.

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Writing Skills

- **Brainstorm all the possible ideas and points that come to your mind when you think about "My Service to Society".**

A. Write a well-structured paragraph on "My Service to Society".

B. Write an informative/explanatory essay on the topic "I Love Pakistan".

For the Teacher:

- Foster a supportive classroom atmosphere where students feel safe to express their thoughts without judgment.
- Demonstrate clear pronunciation, appropriate intonation, and expressiveness in your speech.
- Give specific, positive feedback on clarity, volume, pacing, and expression.
- Teach students how to provide and receive respectful, constructive feedback from peers.
- Allow time for students to practise and rehearse their speaking using gestures and eye contact.

UNIT 3

Daffodils

William Wordsworth (1770-1850)

Learning Outcomes:

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

- demonstrate attentive listening' skills to respond orally with standard pronunciation and intonation.
- use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- identify and use compound prepositions and prepositional phrases in writing.
- use paraphrasing skills to paraphrase a poem.
- use summary skills to write an objective summary of the given text and poems.

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Pre-reading:

- Look at the given image of daffodils and serene landscape. Imagine yourself in the place. How might this setting make you feel?
- Have you ever witnessed daffodils/ any flower? How did you feel then?
- How might the natural world be described in the poem?

For the Teacher:

- Explain to students that they will begin by looking at some images to help them connect with the setting of the poem. Discuss the importance of visualization in understanding and appreciating poetry.
- Ask students to close their eyes and imagine themselves in the scenes depicted in the images. Use guided questions to help them immerse in the visualization.
- Explain that these predictions will help them focus on key elements as they read the poem. Encourage students to see if their predictions match the poem's content and to look for surprises or differences.

I **wandered** lonely as a cloud
That floats on high o'er **vales** and hills,
When all at once I saw a crowd,
A **host** of golden daffodils;
Beside the lake, beneath the trees
Fluttering and dancing in the breeze.

- Who is the speaker in the poem, and what is he doing in the beginning?
- Which natural element is compared to in the first line?
- Where does the speaker encounter the daffodils, and how are they described?

Continuous as the stars that shine
And twinkle on the **milky way**,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance
Tossing their heads in **sprightly** dance.

- How does the poet describe the number of daffodils?
- What action is being performed by the daffodils in the breeze?

The waves beside them danced, but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a **jocund** company!
I gazed - and gazed - but little thought
What wealth the show to me had brought.

- How do the waves beside the daffodils compare to the daffodils themselves?
- What effect do the daffodils have on the poet's mood?
- What does the poet mean by "jocund company"?

For oft, when on my couch I lie
In **vacant** or in **pensive** mood,
They flash upon that inward eye
Which is the **bliss** of **solitude**;
And then my heart with pleasure fills
And dances with the daffodils.

- What happens when the poet lies on his couch in a vacant or pensive mood?
- What is the "inward eye" that the poet mentions?
- How does the memory of the daffodils affect the poet in the end?

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About the Poem and the Poet:

"Daffodils," is one of William Wordsworth's most famous poems. It was inspired by a walk, Wordsworth took with his sister, Dorothy, near Ullswater in the Lake District on April 15, 1802, where they encountered a long belt of daffodils.

William Wordsworth (1770-1850) was a key figure in the English Romantic movement. Born in Cockermouth, England, he developed a deep love for nature, which became a central theme in his poetry. Wordsworth believed that nature had the power to inspire and heal the human spirit.

Theme

Theme of "Daffodils":
"Daffodils," by William Wordsworth, explores several interconnected themes:

1. **The Beauty of Nature:**
   The poem celebrates the stunning beauty of the natural world, focusing on the daffodils' vibrant and joyful presence.
2. **The Power of Memory:**
   Wordsworth highlights how memories of beautiful experiences in nature can provide comfort and happiness long after the actual event. The sight of the daffodils continues to uplift his spirits when he recalls them.
3. **Solitude and Connection:**
   Initially, the poet feels lonely, but the encounter with the daffodils transforms his solitude into a joyful and connected experience with nature.
4. **Emotional and Spiritual Uplift:**
   Nature has the ability to elevate the poet's mood and spirit, offering emotional and spiritual solace.
5. **Some of the famous poems by Wordsworth to be read and enjoyed are:**
   - To the Cuckoo
   - Lucy Grey
   - The World is too Much with Us
   - The Two April Mornings
   - It is a Beauteous Evening
   - Solitary Reaper
   - We are Seven

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For the Teacher:

- Read the poem aloud to the class, paying attention to rhythm, pauses, and sounds.
- Demonstrate how to read expressively and help students understand how voice can convey meaning. The poem evokes strong emotions, ranging from loneliness to joy. Voice modulation and tone variation are crucial to convey these emotional shifts.
- Briefly explain the differences between free verse, a narrative, and rhythmic poetry.
- Provide examples of each type:
  - **Free Verse:** "The Red Wheelbarrow" by William Carlos Williams
  - **Narrative:** "The Raven" by Edgar Allan Poe
  - **Rhythmic:** "Daffodils" by William Wordsworth
- Show video performances or readings of the poems. Use sources like YouTube or educational websites that offer high-quality poetry recitations.
- Encourage students to create a cozy reading book at home or in the classroom.
- Offer a diverse selection of fiction and poetry that students can relate to and find interesting.
- Form literature circles or book clubs to foster discussion and shared experiences.
- Encourage students to connect themes and characters in literature to their own experiences.
- Integrate multimedia resources to enhance the reading experience.
- Encourage creative writing to deepen appreciation for literature.

Glossary:

Words	Meanings
bliss	happiness
continuous	spreading in a line or over an area without any spaces
fluttering	to move lightly and quickly
host	a large number of people or things
jocund	cheerful
milky way	a band of light across the night sky made up of a huge number of stars that form a large part of the galaxy that includes our sun and its planets
pensive	thinking deeply
solitude	the state of being alone
sprightly	full of life and energy
vacant	empty or unoccupied
vales	valleys
wandered	to walk slowly around

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Reading and Critical Thinking

A. Answer the following questions:

1. What is the central idea of the poem "Daffodils"?
2. Describe the setting where the poet saw the daffodils. How does this setting contribute to the overall mood of the poem?
3. How does the poet describe the daffodils? What imagery does he use to bring them to life?
4. Identify and explain the use of personification in the poem.
5. What is the effect of the rhyme scheme on the poem's rhythm and flow?
6. Why do you think the poet describes the daffodils as "jocund company"? What impact do they have on him?
7. The poet mentions the “bliss of solitude.” What do you think he means by this, and how do the daffodils contribute to this feeling?
8. Imagine you are the poet revisiting the same place after many years. Write a short paragraph describing your feelings and the scene as it might appear now.

B. Choose the correct option for each question.

1. What is the primary theme of the poem "Daffodils"?
   a. the power of love
   b. the beauty of nature
   c. the importance of friendship
   d. the struggle of life
2. To which natural element does the poet compare himself in the beginning of the poem?
   a. a tree
   b. a river
   c. a cloud
   d. a mountain
3. Where does the poet see the daffodils?
   a. beside a river
   b. in a garden
   c. beside a lake
   d. on a mountain
4. How does the poet describe the movement of the daffodils?
   a. swaying in the wind
   b. standing still
   c. fluttering and dancing
   d. falling to the ground
5. To what does the poet compare the daffodils in terms of their continuous stretch?
   a. a flowing river
   b. a starry night
   c. a long road
   d. an endless forest
6. How many daffodils does the poet estimate he saw at a glance?
   a. hundreds
   b. thousands
   c. tens of thousands
   d. hundreds of thousands
7. Which word best describes the poet's initial feeling before he sees the daffodils?
   a. happy
   b. lonely
   c. excited
   d. angry
8. What effect do the daffodils have on the poet's mood when he later recalls them?
   a. They make him sad.
   b. They make him anxious.
   c. They bring him joy.
   d. They make him tired.
9. What phrase does the poet use to describe his reflective moments about the daffodils?
   a. in a cheerful mood
   b. in a vacant or in pensive mood
   c. in a thoughtful moment
   d. in a joyous state
10. Which line from the poem best conveys the lasting impact of the daffodils on the poet?
   a. I wandered lonely as a cloud
   b. They stretched in never-ending line
   c. And then my heart with pleasure fills
   d. The waves beside them danced

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Vocabulary

A. Answer the following questions as explained in the example given below:

1. **Identify synonyms in the poem 'Daffodils' that have similar dictionary definitions but different connotations or emotional undertones.**
2. **Write sentences for each word, highlighting the different connotations.**
3. **Discuss the different feelings or ideas (nuances) that each word evokes beyond its basic definition.**
4. **Examine how the choice of a particular word affects the meaning and tone in a different context.**

Example:

Lonely vs Solitary are the words with similar denotations.

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For the Teacher:

- Explain that:
  Denotation: The literal or primary meaning of a word, the dictionary definition.
  Connotation: The ideas or feelings that a word invokes in addition to its literal or primary meaning.
- Help students understand how words with similar denotations can have different connotations and nuances, affecting the tone and meaning of a text.
- Ensure students understand the basic dictionary definitions (denotations) of each word.
- Explain how authors use specific words to convey particular tones or themes.
- Explain that **nuance** refers to a subtle or slight difference in meaning, expression, tone, or feeling. When we talk about nuances in language, we are considering the fine shades of meaning that distinguish similar words or expressions. These small differences can significantly impact the tone, mood, or interpretation of a text.
- Explain that **word relationships** refer to the various ways in which words can be related to each other within the context of language. Recognizing these relationships can enhance comprehension, improve vocabulary, and aid in understanding the nuances of meaning in both written and spoken language.

  Types of Word Relationships
  - synonyms
  - antonyms
  - homophones
  - homonyms
  - analogies

Lonely:
Denotative Meaning: being without company; isolated
Connotative Meaning: Often carries a negative connotation, implying sadness, desolation, and a sense of abandonment.
Solitary:
Denotative Meaning: existing alone; not being with others
Connotative Meaning: Generally neutral or positive, suggesting peacefulness, self-sufficiency, and a deliberate choice to be alone.
Connotations and Nuances
The nuanced differences between the words "lonely" and "solitary," which have similar denotative meanings but different connotations and implications.
Lonely:
Nuance: Implies an emotional state where the absence of others is painful or undesirable.
Example Sentence: "After moving to a new city, she often felt lonely and missed her friends."
Interpretation: The word "lonely" conveys her emotional distress and longing for companionship.
Solitary:
Nuance: Suggests a state of being alone that is not necessarily negative and can be peaceful or introspective.
Example Sentence: "He enjoyed his solitary walks in the forest, finding peace in the quiet."
Interpretation: The word "solitary" indicates a positive, chosen state where being alone is enjoyed and valued.

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B. Find the connotative and denotative meanings of these words.

Words	Denotative Meanings	Connotative Meanings
lonely		
cloud		
fluttering		
sprightly		
gazed		
bliss		

C. Specify positive and negative connotation of each of the following.

1. gaze	
stare	
2. shine	
glare	
3. hoard	
collect	

Grammar

Figurative Language in the Poem

Simile:

- **Definition:** A figure of speech that compares two different things using the words "like" or "as".
- **Example from the Poem:** "I wandered lonely **as** a cloud"
  - **Explanation:** The poet compares his loneliness to a cloud drifting in the sky, emphasizing his sense of isolation and aimlessness.

Personification:

- **Definition:** A figure of speech that gives human qualities to animals, objects, or ideas.
- **Example from the Poem:** "Fluttering and dancing in the breeze"
  - **Explanation:** The daffodils are described as if they were dancing, which makes the scene more lively and relatable, conveying a sense of joy and movement.

Hyperbole:

- **Definition:** An exaggerated statement not meant to be taken literally, used for a great emphasis or effect.
- **Example from the Poem:** "Ten thousand saw I at a glance"
  - **Explanation:** Wordsworth exaggerates the number of daffodils to highlight the overwhelming beauty and impact of the scene on him.

Metaphor:

- **Definition:** A figure of speech that directly refers to one thing by mentioning another, implying a symbolic comparison.

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- **Example from the Poem:** "They flash upon that **inward eye**"
    - **Explanation:** The "inward eye" is a metaphor for the poet's memory or imagination, suggesting that the memory of the daffodils is vivid and striking.

Alliteration:

- **Definition:** The repetition of the same consonant sound at the beginning of adjacent or closely connected words.
- **Example from the Poem:** "Beside the lake, beneath the trees"
    - **Explanation:** The repeated "b" sound creates a musical rhythm, enhancing the poem's auditory appeal.

Assonance:

- **Definition:** The repetition of vowel sounds in nearby words.
- **Example from the Poem:** "A host, of golden daffodils"
    - **Explanation:** The repeated "o" sound creates a harmonious effect, adding to the poem's overall musicality.

Imagery:

- **Definition:** Descriptive language that appeals to the senses and creates mental images.
- **Example from the Poem:** "Continuous as the stars that shine / And twinkle on the milky way"
    - **Explanation:** Wordsworth uses visual imagery to describe the daffodils as a vast, twinkling field, similar to stars in the night sky, enhancing the reader's visualization of the scene.

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A. Answer the following questions:

1. Identify the simile in the first line of the poem. How does it help convey the poet's mood?
2. Find two examples of personification in the poem. How does this literary device enhance the description of the daffodils?
3. What is the purpose of the hyperbole in the poem? How does it affect your understanding of the poet's experience?
4. Explain the metaphor "They flash upon that inward eye." What does this tell you about the poet's memory of the daffodils?
5. Identify an example of alliteration in the poem. How does it contribute to the musical quality of the poem?

6. Describe the imagery Wordsworth uses to compare the daffodils to stars. What effect does this comparison have on the reader?

B. Choose appropriate words and phrases for effective comparison.

Simile:

1. The baby's skin was as soft as _____.

a. a rock b. sandpaper c. silk d. wood

Personification:

2. The wind _____ through the trees, whispering secrets.

a. an b. danced c. stopped d. ate

Hyperbole:

3. I was so hungry, I could eat a _____.

a. sandwich b. fruit c. horse d. vegetable

Imagery:

4. The sky was painted with hues of pink and _____ as the sun set.

a. green b. blue c. orange d. purple

Metaphor:

5. Time is a great _____ .

a. river b. stone c. tree d. healer

Assonance:

6. The lazy _____ sat on a mat.

a. worm b. bus c. cat d. mouse

Alliteration:

7. The cold, crisp _____ snow crunched underfoot.

a. colourful b. clean c. quiet d. melting

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For the Teacher:

- Explain the figurative language that allows the poet to describe scenes, emotions, and experiences in a more vivid and imaginative way. Explain that the facts can be proven true or false, while opinions are personal beliefs or judgments.
- Explain that it helps convey complex emotions and moods, making it easier for readers to connect with the poet's feelings.
- Explain that by appealing to the senses, figurative language paints mental pictures that bring the poem to life.
- Explain that it adds layers of meaning, encouraging readers to think beyond the literal words and explore deeper interpretations.
- Explain that generalized statements apply broadly without specific evidence. Evidence-based information includes specific facts, examples, or data.

Euphemism and Oxymoron

Euphemism

A euphemism is a mild or an indirect word or an expression substituted for one considered to be too harsh or blunt when referring to something unpleasant or embarrassing.

Examples in General Literature:

- "Passed away" instead of "died"
- "Let go" instead of "fired"
- "Senior citizen" instead of "old person"

Usage and Effect:

- **Purpose:** Euphemisms are used to soften the impact of unpleasant information or to avoid offending or upsetting the audience.
- **Effect:** They make communication more polite and can help to mitigate emotional responses.

Oxymoron

An oxymoron is a figure of speech that combines contradictory words with opposite meanings, like "old news".

Examples in General Literature:

- "bitter sweets"
- "deafening silence"
- "jumbo shrimp"

Usage and Effect:

- **Purpose:** Oxymoron is used to create dramatic effects, highlight complexities, or convey deeper meaning through contrast.
- **Effect:** They provoke thought and can emphasize the multifaceted nature of certain concepts or situations.

Euphemism in Context:

The poem "Daffodils" does not contain euphemisms because Wordsworth's language is direct and focused on the beauty and emotional impact of the natural

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For the Teacher:

- Explain that in William Wordsworth's poem "Daffodils", the primary focus is on vivid imagery and emotional expression through similes, personification, and other figures of speech. However, the poem does not prominently feature euphemisms or oxymorons.
- Help students create a chart comparing different figures of speech, including similes, metaphors, personification, hyperbole, euphemisms, and oxymorons.

scene. There is no need to soften or indirect reference any harsh or uncomfortable topics.

Oxymoron in Context:

The poem does not use oxymoron because Wordsworth aims to create a harmonious and uplifting image of nature. The use of contradictory terms would conflict with the poem's tone and purpose, which is to celebrate the beauty and joy found in the natural world.

C. Answer the following questions:

1. Discuss why Wordsworth has chosen certain figures of speech for others in "Daffodils."
2. Explore how the use of euphemism or oxymoron would change the tone or impact of the poem.
3. How can oxymoron add depth to a poem, and why are they absent in "Daffodils"?
4. Why does a poet choose to use or not use euphemism in their work?

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Compound Prepositions

Compound prepositions are phrases consisting of more than one word that function together as a single preposition. They often include words like "in," "on," "at," "for," "to," "of," "with," combined with another word or a phrase.

Examples and Usage:

1. **according to:** This means "as stated by."
   - Example: **According to** the teacher, the test will be held next week.
2. **due to:** This means "because of."
   - Example: The match was cancelled **due to** heavy rain.
3. **in front of:** This means "before or ahead of something."
   - Example: The car is parked **in front of** the house.

For the Teacher:

Compound Prepositions Usage Tips:

- **Context:** Use compound prepositions to provide clear and precise relationships between different parts of a sentence.
- **Clarity:** Ensure the prepositional phrase created by the compound preposition enhances the clarity of the sentence.
- **Avoid Redundancy:** Be careful not to use compound prepositions unnecessarily, which can make the sentence wordy.

4. **on behalf of:** This means "representing someone."
   - Example: She accepted the award **on behalf of** her team.
5. **in addition to:** This means "along with."
   - Example: **In addition to** his studies, he also plays football.
6. **in spite of:** This means "despite."
   - Example: **In spite of** the cold weather, they went for a walk.

D. Read each sentence and underline the compound prepositions.

1. According to the schedule, the meeting starts at 10 a.m.
2. The park is located in front of the library.
3. She attended the conference on behalf of her manager.
4. We were late for the school due to the heavy rain.
5. In addition to his academic work, he participates in sports.
6. In spite of the rain, the match continued.

E. Use the given compound prepositions to create your own sentences.

1. **according to:** _____
2. **in front of:** _____
3. **on behalf of:** _____
4. **due to:** _____
5. **in addition to:** _____
6. **in spite of:** _____

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Prepositional Phrases

A prepositional phrase consists of a preposition followed by a noun, a pronoun, or a noun phrase (the object of the preposition), which provides additional information about the time, location, direction, cause, manner, or condition.

Structure:

- **Preposition + Object of the Preposition**

Examples:

1. **Time:**
   - *before* - We should discuss the plan before the meeting.
   - *during* - She likes to travel during the summer.
2. **Location:**
   - *in* - They had a picnic in the park.
   - *on* - The keys are on the table.

3. **Direction:**
   - *to* - He went to the store.
   - *towards* - They walked towards the mountain.
4. **Cause:**
   - *because of* - The game was postponed because of the rain.
   - *due to* - He was absent due to his illness.
5. **Manner:**
   - *with a smile* - She greeted him with a smile.
   - *by hand* - The invitation was delivered by hand.
6. **Condition:**
   - *in case of* - In case of fire, use the emergency exit.
   - *in the event of* - In the event of an emergency, call 1122.

Usage in Sentences

Adjective Phrase: These prepositional phrases describe nouns.

- The book *on the shelf* is interesting.
- The boy *with the red hat* is my brother.

Adverb Phrase: These prepositional phrases describe verbs, adjectives, or other adverbs.

- She sang *with joy*.
- He arrived *after school*.

Common Errors:

1. **Misplaced Prepositional Phrases:** Ensure the prepositional phrase should be quite close to the word it modifies to avoid confusion.
   - **Incorrect:** She found *the book in the park that I had lost*.
   - **Correct:** She found the book *that I had lost in the park*.
2. **Overuse:** Avoid overloading sentences with too many prepositional phrases as it can make the sentence cumbersome.
   - **Cumbersome:** He went *to the store on the corner near the park with the big fountain*.

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For the Teacher:

Prepositional Phrases Usage Tips:

- **Placement:** Prepositional phrases can be placed at the beginning, middle, or end of a sentence. Ensure their placement does not disrupt the flow of the sentence.
- **Multiple Phrases:** You can use multiple prepositional phrases in a sentence, but ensure they don't confuse the reader.
- **Modifiers:** Prepositional phrases can act as adjectives (modifying nouns) or adverbs (modifying verbs, adjectives, or other adverbs).

- **Improved:** He went to the store near the park with the big fountain.

F. Read each sentence and underline the prepositional phrase. Then, write whether it is an adjective phrase or an adverb phrase.

1. The book on the shelf is mine. (_____)
2. She recited with grace. (_____)
3. They travelled to the mountains. (_____)
4. The cat under the table is sleeping. (_____)
5. He arrived after dinner. (_____)
6. The painting on the wall is beautiful. (_____)

G. Use the given prepositional phrases to create your own sentences.

1. in the morning: _____
2. under the bed: _____
3. with a smile: _____
4. after the game: _____
5. on the roof: _____

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Oral Communication Skills

Arrival of the Monsoon

Alive, alive, everything is alive again.
Savour the rain's coolness on lips and eyes.
How madly the electric wire is swinging!
From brown waters eddying round their hooves
The drenched trees rise and shake themselves
And summer ends in a flurry of drops.

[An extract: last six lines, Taufiq Rafat (1927-1998)]

A. Respond to the text through oral discussion.

i. Teacher should do the model recitation.
ii. Encourage 2 to 3 students to do the recitation.
iii. Divide the class into small groups to discuss the stanza and answer the following questions:
   - What is the main idea of the stanza?
   - What supporting details or imagery have been used?
iv. Present your group's findings to the class.

v. Participate in a whole-class discussion based on the groups' presentations.

Writing Skills

Paraphrasing

Paraphrasing involves re-writing a poet's expressions or ideas in one's own words without changing the original meanings. Each stanza should be transformed into prose form while maintaining the same length, as the goal is to rephrase without adding unnecessary details. This technique helps to ensure comprehension and retention of the original material.

Example:

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

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For the Teacher:

Tips for Attentive Listening Skills

- **Maintain Eye Contact:** Show engagement.
- **Use Affirmative Gestures:** Nod or smile.
- **Avoid Interrupting:** Let the speaker finish.
- **Focus:** Eliminate distractions.
- **Reflect and Paraphrase:** Confirm understanding.
- **Ask Clarifying Questions:** Seek clarity.
- **Provide Feedback:** Offer constructive comments.
- **Be Open-Minded:** Listen without judging.

Tips for Students' Responses

- **Pronunciation:** Encourage students to pronounce words clearly and correctly. Remind them to pay attention to any unfamiliar words related to the poem or Wordsworth's life.
- **Intonation:** Advise students to use appropriate intonation to express interest, ask questions, and provide feedback. Emphasise varying pitch to convey different emotions and emphasis.
- **Engagement:** Instruct students to show that they are actively listening by making eye contact with the speaker, nodding, and providing thoughtful responses.
- **Feedback:** Encourage students to give positive and constructive feedback. Highlight what they found interesting or well done, and ask questions to learn more.

Paraphrase:

In this stanza, the speaker describes the feelings of being alone, comparing himself to a cloud drifting high above valleys and hills. While wandering, he suddenly encounters a large group of golden daffodils. These flowers are growing near a lake and under the trees, moving gracefully and joyfully in the breeze.

A. Paraphrase the last stanza of the poem.

- Identify the main ideas and themes within the stanza.
- Rewrite the stanza using simple language and sentence structure.
- Ensure that the paraphrase conveys the same message as does the original stanza.

Summary Writing

A summary is a concise version of an oral, visual, or written text. Below have been given four basic steps to prepare a summary, providing a logical and organized approach to the process of summary writing.

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1.Reading:

To write a good summary, thorough reading and understanding of the original text are essential. Pay attention to the main ideas, themes, and significant details.

For the Teacher:

- Define paraphrasing and its purpose. Explain that it involves re-writing a text in one's own words while maintaining the original meaning.
- Work with students to identify the key ideas and themes in each stanza of the poem. Highlight specific lines that encapsulate the main points.
- Demonstrate the process of paraphrasing by working through one stanza of the poem together. Show how to change the wording while keeping the original meaning intact.
- Assist students in developing paraphrasing skills by marking thought groups in the stanza and then restating the message in simple prose, replacing poetic words with simpler ones. Encourage students to maintain the original tone and meaning of the stanza.
- Select a stanza and work together to identify key ideas and rephrase them in simpler language. Discuss how different word choices can change the meaning and tone.
- Provide students with a checklist to guide their paraphrasing:
    - Change the wording but keep the original meaning.
    - Use simpler or more familiar language.
    - Maintain the original length and tone.
    - Avoid adding personal opinions or interpretations.

2.Outlining:

Outlining involves making notes that may help in composing a summary. Focus on noting the author's purpose, the main topic sentence, key supporting details, and the central idea of the text.

3.Drafting:

Begin drafting the summary by combining your notes into coherent sentences and paragraphs. Ensure the summary is brief and covers only the essential points without personal opinions or unnecessary details.

4.Reviewing:

Review your summary to ensure accuracy and completeness. Check for any omitted key points and refine the language for clarity and conciseness.

B. Write an objective summary of William Wordsworth's poem "Daffodils." Include the main idea, key imagery, and the emotional impact of the scene on the poet. Focus on conveying the essence of the poem without including personal opinions or interpretations.

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For the Teacher:

- Clarify what an objective summary is and its purpose. Emphasize that it should capture the main ideas and essential details without including personal opinions or interpretations.
- Guide students in understanding and applying summary writing skills to write a summary of the poem. Provide clear instructions on identifying main ideas and supporting details.
- Demonstrate how to write an objective summary by working through a different poem or text together. Show how to extract the main ideas and condense them into a brief summary.
- Provide a short text or poem and ask students to outline the main ideas. Then, have them write a summary, followed by peer review sessions to give and receive feedback.
- Give students a checklist to ensure they include all necessary elements in their summaries:
    - Main idea
    - Key points or events
    - Important imagery
    - Emotional impact
    - Clear and concise language
    - No personal opinions

4 UNIT Hazrat Asma (رضی اللہ تعالیٰ عنہا)

Learning Outcomes:

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

- engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.
- explain whether predictions about the content of a text are acceptable or should be modified and why.
- use all types of tenses correctly in speech and writing. Use gerunds, infinitives, and participles. Use the aspect of time correctly in speech and writing.
- write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Pre-reading:

- Describe the role of any female member to make your family happy and successful.
- Have you ever heard the name of Hazrat Asma (رضی اللہ تعالیٰ عنہا)? What do you know about her?

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1. The Rasoolullah (خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم) and his close companion, Hazrat Abu Bakr Siddique (رضی اللہ تعالیٰ عنہ), **migrated** from Makkah Mukarramah to Madinah Munawwarah in the year 622 A.D. When the chiefs of various tribes of Makkah Mukarramah came to know about the migration of the Rasoolullah (خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم) and his close companion, Hazrat Abu Bakr Siddique (رضی اللہ تعالیٰ عنہ), they got **furious**. The chiefs were determined more than ever to find them out. They offered huge rewards and **bounties** for their capture, dead or alive (نعوذ باللہ).

> Who migrated from Makkah Mukarramah to Madinah Munawwarah in the year 622 A.D.?

2. The preparation for this journey was made at Hazrat Abu Bakr Siddique's (رضی اللہ تعالیٰ عنہ) house. Hazrat Asma (رضی اللہ تعالیٰ عنہا) **rendered** useful services in this regard. She prepared food for this journey. She tied the food on the camel's back with her own belt as nothing else could be found. For this service, she was given the title of Zaat-un-Nitaqain by the Rasoolullah (خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم).

> What title was given to Hazrat Asma (رضی اللہ تعالیٰ عنہا) for her service during the migration preparation, and why?

3. During the **perilous** journey, it was very difficult for anyone to supply food to Hazrat Muhammad (خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم). The situation was so delicate that even the slightest mistake could have endangered the life of the Rasoolullah (خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم). This grand task was nicely undertaken by Hazrat Asma (رضی اللہ تعالیٰ عنہا), the daughter of Hazrat Abu Bakr Siddique (رضی اللہ تعالیٰ عنہ). Every night, with the pack of food, she **ventured** quietly towards the rugged mountains where the cave of Thawr (غارِ ثور)

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For the Teacher:

- Start by reading a passage aloud to the class. Model correct pronunciation, appropriate pitch, and voice variation. Demonstrate how to read expressively and help students understand how voice can convey meanings.
- Pause at predetermined points in the text to ask while-reading questions to assess students' comprehension.
- Search the female figures in the Islamic history and collect limited materials to share with the students.
- Explain to the students the title 'Zaat-un-Nitaqain' (ذات النطاقین) given to Hazrat Asma (رضی اللہ تعالیٰ عنہا) by the Rasoolullah (خاتم النبیین صلی اللہ علیہ وعلی آلہ واصحابہ وسلم).

was located. She took care of the minute details in accomplishing the task. How difficult it must have been for her to **traverse** the rocky path at night, with the **constant** fear of being **detected** and caught!

4. On the night of the migration, a tribal chief of the disbelievers, Abu Jehl, in a fit of fury, headed towards Hazrat Abu Bakr Siddique's (رضی اللہ تعالیٰ عنہ) home. He began to knock at the door violently. Addressing Hazrat Asma (رضی اللہ تعالیٰ عنہا), he demanded, "Where is your father?" She politely replied, "How would I know?" This response shows the wisdom and courage of Hazrat Asma (رضی اللہ تعالیٰ عنہا). She didn't make any statement that would give him even a minor clue. She simply posed a counter question that **infuriated** Abu Jehl. He slapped Hazrat Asma's (رضی اللہ تعالیٰ عنہا) face so hard that her ear-ring fell off but she remained steadfast and did not **reveal** the secret.

> What did Hazrat Asma(رضی اللہ تعالیٰ عنہا) do when Abu Jehl demanded to know the whereabouts of her father?

5. Her grandfather, Hazrat Abu Quhafaa (رضی اللہ تعالیٰ عنہ) was a disbeliever at that time. He was very old and blind. He said to her, "Asma, I think Abu Bakr has taken all the wealth, leaving you and children empty-handed and helpless." At this, she instantly ran to a corner of the home. She gathered some pebbles and put them at the place where her father used to keep his money and jewels. She covered it with a piece of cloth and said, "Come grandfather, look! he has left all this for us." He touched the cloth and thought it was full of gold and jewels. His concern was **alleviated** and he felt relieved to know that Hazrat Abu Bakr Siddique (رضی اللہ تعالیٰ عنہ) had left all his wealth at home.

> How did Hazrat Asma (رضی اللہ تعالیٰ عنہا) alleviate her blind grandfather's concern about the family's wealth?

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For the Teacher:

- Discuss the historical context and significance of Hazrat Asma's (رضی اللہ تعالیٰ عنہا) actions and her contributions to Islamic history.
- As students read the text, identify and highlight key words, new facts, terms, and concepts. For example, terms like 'justice,' 'trust,' 'self-discipline,' 'respect,' and historical figures like Hazrat Asma (رضی اللہ تعالیٰ عنہا) and Hazrat Abu Bakr Siddique (رضی اللہ تعالیٰ عنہ).
- Create a visual map (like a concept map) on the board linking these new terms to students' prior knowledge. For instance, link 'justice' to Hazrat Asma's (رضی اللہ تعالیٰ عنہا) courage in facing Abu Jehl, 'handling of trust' to her safeguarding her father's wealth, 'self-discipline' to her steadfastness during hardships, and 'respect' to her interactions with her family and others.

6. Hazrat Asma (رضی اللہ تعالیٰ عنہا) was amongst the early few ones who had accepted Islam. She was the daughter of Hazrat Abu Bakr Siddique (رضی اللہ تعالیٰ عنہ) and the stepsister of Hazrat Ayesha Siddiqa (رضی اللہ تعالیٰ عنہا). She was Hazrat Zubair bin al-Awwam's (رضی اللہ تعالیٰ عنہ) wife and the mother of Hazrat Abdullah bin Zubair (رضی اللہ تعالیٰ عنہ). She died at the old age of about a hundred years. Hazrat Abdullah bin Zubair (رضی اللہ تعالیٰ عنہ) used to say that he had not seen anybody more generous and open hearted than his aunt Hazrat Ayesha (رضی اللہ تعالیٰ عنہا) and his mother. Hazrat Asma (رضی اللہ تعالیٰ عنہا) was so generous that she sold her inherited garden and gave away all the money to the poor and the needy. Nobody ever returned empty-handed from her doorstep.

List all the family relations of Hazrat Asma (رضی اللہ تعالیٰ عنہا) as mentioned in the text.

7. Hazrat Asma (رضی اللہ تعالیٰ عنہا) will always be remembered for her courage, generosity and wisdom. She had **resolute** faith in Allah (سُبْحَانَهُ وَتَعَالَى). Her life would always be a **beacon** of light for all of us.

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Theme

The theme of the unit is to appreciate the integrity and valour of Hazrat Asma (رضی اللہ تعالیٰ عنہا) for the cause of Islam. She is the role model for the Muslim Ummah due to her modesty, truthfulness, honesty, piety, bravery and generosity.

Glossary:

Words	Meanings
alleviate	to make less severe
beacon	a light
bounties	generous actions
constant	happening repeatedly, incessant
detect	to discover or notice
furious	in an extreme anger
infuriated	extremely angry
migrate	to move from one town, country, etc. to go in another area
perilous	dangerous
render	to present/ provide a service/ help

Words	Meanings
resolute	strong and determined
reveal	to make something known to somebody
traverse	to cross an area of land or water
venture	a project that involves taking risks

Reading and Critical Thinking

A. Answer the following questions:

1. How did Hazrat Asma's (رضی اللہ تعالیٰ عنہا) actions during the migration demonstrate her resourcefulness and courage? Provide specific examples from the text.
2. How can the qualities of Hazrat Asma (رضی اللہ تعالیٰ عنہا) be applied to the contemporary situations of trust and integrity? Provide a real-life example.
3. Summarize the key challenges Hazrat Asma (رضی اللہ تعالیٰ عنہا) faced during the migration and how she overcame them.
4. In what ways did Hazrat Asma (رضی اللہ تعالیٰ عنہا) handle the trust placed in her by her father and the Rasoolullah (خاتم النبیین صلی اللہ علیہ وسلم)? How did her actions ensure the safety and success of the migration?
5. Reflect on Hazrat Asma's (رضی اللہ تعالیٰ عنہا) self-discipline during the preparation and execution of the migration. How did her self-discipline contribute to her effective handling of difficult situations?
6. How did Hazrat Asma (رضی اللہ تعالیٰ عنہا) show respect for herself and others throughout the events described in the text? Provide specific examples to support your analysis.
7. In what ways did Hazrat Asma (رضی اللہ تعالیٰ عنہا) demonstrate respect for her grandfather, even though he was a disbeliever at that time? How did this respect align with her values and beliefs?

B. Choose the correct option for each question.

1. Which action taken by Hazrat Asma (رضی اللہ تعالیٰ عنہا) demonstrated her handling of trust?

a. preparing food for the journey
b. keeping the secret of her father's whereabouts

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c. tying the food on the camel's back
d. all of the above

2. Hazrat Asma's (رضی اللہ تعالیٰ عنہا) response to Abu Jehl's demand showed her:

a. fear b. self-discipline c. anger d. indifference

3. How did Hazrat Asma (رضی اللہ تعالیٰ عنہا) respect her grandfather?

a. by giving him real gold and jewels
b. by alleviating his concern with a creative solution
c. by telling him the truth about the wealth
d. by ignoring his worries

4. The theme of justice in Hazrat Asma's (رضی اللہ تعالیٰ عنہا) actions is best exemplified by:

a. her confrontation with Abu Jehl b. her assistance during the migration
c. her care for her grandfather d. her daily prayers

5. Hazrat Asma's (رضی اللہ تعالیٰ عنہا) generosity is highlighted by:

a. selling her inherited garden and giving money to the poor
b. preparing food for the journey
c. keeping the secret of her father's whereabouts
d. alleviating her grandfather's concerns

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Vocabulary

A. Deduce the inferred meanings of these words using context clues from the text.

Word	Context Clue	Inferred Meaning
capture		
delicate		
endangered		
rugged		

For the Teacher:

- Explain that the meaning of a word or a phrase that is derived or concluded based on context clues and surrounding information rather than direct definition. It involves using logical reasoning and existing knowledge to understand the word within its context.
- Explain the context clues are hints found in the surrounding text that help deduce the meaning of an unknown word.
- Use pair and group work to allow students to share and refine their inferences.

B. Use a dictionary to find the following information for each word.

Word	Dictionary Meaning	Pronounciation	Part of Speech	Etymology
advocacy				
catalyst				
empowerment				
resilience				
substantial				

C. Use a dictionary to find and write the different word patterns for the following words.

Base Words	Noun Forms	Adjective Forms	Adverb Forms
bounty			
determine			
infuriate			
prepare			
reward			

D. Write sentences using each form of the word "determine".

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Grammar

A. Read the following passage carefully. Underline the verbs and identify their tenses.

Hazrat Asma (رضی اللہ تعالیٰ عنہا) courageously faced many challenges during the migration. She had prepared food and supplies for the Rasoolullah (صلی اللہ علیہ وسلم) and her father, Hazrat Abu Bakr Siddique (رضی اللہ تعالیٰ عنہ), before they began their journey. While they were travelling through the desert, Hazrat Asma (رضی اللہ تعالیٰ عنہا) was continuously checking their provisions and ensuring their safety. She had already secured their food by tying it with her belt, earning her the title of Zaat-un-Nitaqain. Her steadfastness and bravery were evident as she faced each obstacle with unwavering faith.

B. Rewrite the passage in the simple present tense.

C. Write a short paragraph (5-6 sentences) about a challenging situation you have faced. Use at least three different tenses (Simple Past, Past Perfect, Past Continuous) in your paragraph.

Gerunds, Infinitives and Participles

D. Read the following sentences carefully. Identify whether the verbs in bold are gerunds, infinitives, or participles.

1. **Preparing** food for the journey was Hazrat Asma's (رضی اللہ تعالیٰ عنہا) responsibility.
2. Hazrat Asma (رضی اللہ تعالیٰ عنہا) decided **to support** her family during the migration.
3. She received the title of "Zaat-un-Nitaqain" for **tying** the food with her belt.
4. **Honoured** by her resourcefulness, the Rasoolullah (خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم) praised her actions.
5. Hazrat Asma (رضی اللہ تعالیٰ عنہا) continued **to help** the needy throughout her life.

E. Complete the sentences with the correct forms (gerund, infinitive, or participle) of the verbs in parentheses.

1. Hazrat Asma (رضی اللہ تعالیٰ عنہا) was known for _____ (show) great courage.
2. She helped her father by _____ (prepare) supplies for the journey.
3. The Rasoolullah (خاتم النبیین صلی اللہ علیہ وعلیٰ آلہ واصحابہ وسلم) praised her for _____ (be) resourceful.
4. _____ (face) many challenges, Hazrat Asma (رضی اللہ تعالیٰ عنہا) remained steadfast in her faith.
5. She chose _____ (give) away her inherited garden to the poor.

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Oral Communication Skills

A. Role-play: Conduct an interview.

1. Conduct an interview where one student acts as a journalist interviewing another student who is portraying as an Islamic scholar.
2. The "Islamic scholar" should explain Hazrat Asma's (رضی اللہ تعالیٰ عنہا) contributions and significance, drawing parallels to modern-day values.

B. Discussion on Handling of Trust.

1. Participate in a discussion on "Handling of Trust," using Hazrat Asma (رضی اللہ تعالیٰ عنہا) as an example. Discuss how her actions during the migration exemplify the importance of trustworthiness and responsibility.
2. Listen to others' viewpoints and respond appropriately, using correct pronunciation and intonation during the discussion to communicate your points effectively.

Writing Skills

A. Write a narrative about a pivotal moment when Hazrat Asma (رضی اللہ تعالیٰ عنہا) displayed her courage and resourcefulness during the migration. Describe the challenges she faced, her interactions with other characters, and the significance of her actions. Use dialogue, pacing, and detailed descriptions to bring the story to life. Conclude by reflecting on the impact of her bravery and how it resonates with the values of trust and responsibility.

Steps:

1. **Planning:**
   - Outline the key events of your story.
   - Decide on the point of view, narrator, and main characters.
   - Determine the problem or situation and its significance.
2. **Writing:**
   - Write your first draft, focusing on the narrative flow and incorporating the techniques mentioned.
3. **Revising:**
   - Review your draft for clarity, coherence, and engagement.
   - Make necessary changes to improve the narrative.
4. **Editing:**
   - Check for grammatical errors, spelling mistakes, and punctuation.
   - Ensure your language is precise and vivid.
5. **Finalizing:**
   - Write the final version of your narrative.
   - Share your story with peers or your teacher for feedback.

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5 UNIT Women Empowerment through Entrepreneurship

Learning Outcomes:

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

- use rhetorical questions for a range of audiences.
- examine different points of view (e.g., first-person, third-person narrative). determine an author's point of view or purpose in a text. analyse how authors distinguish their position from that of others.
- analyze various types of biographies and autobiographies connected to different fields and professions. (e.g., a person's life story in print and multimedia), determining which details are emphasized in each type.
- comprehend and use contemporary idioms and proverbs in the different texts and in their speech.
- demonstrate command of the conventions of standard english capitalization, punctuation, and spelling when writing in different varieties of texts.
- write formal letters to people in extended academic and professional environments for various purposes.

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Pre-reading:

- What do you understand by the term "entrepreneurship"? How do you think it is important in today's world?
- Can you think of any women entrepreneurs you've heard of in your country or globally? What challenges do you think they might face?
- What role do you think women entrepreneurs can play in improving their communities?

1. Entrepreneurship refers to the process of starting, managing, and growing a business venture. Entrepreneurs are the individuals who identify opportunities, take calculated risks, and bring their **innovative** ideas to life. They create products or services to meet market demands, solve problems, and contribute to economic growth. Entrepreneurship is not limited to any specific field; it can range from small home-based businesses to large **corporations**.

2. For women, entrepreneurship offers more than just financial independence. It empowers them to take control of their future, challenge societal **norms**, and become leaders in their communities. Throughout history, there have been many examples of women who embraced entrepreneurship to achieve success and break **societal** barriers.

3. One of the earliest and the most significant examples of a successful woman

entrepreneur is Hazrat Khadija (رضی اللہ تعالیٰ عنہا), a prominent businesswoman from Makkah Mukarramah. Hazrat Khadija (رضی اللہ تعالیٰ عنہا) was not only one of the wealthiest individuals of her time, but she was also known for her wisdom, integrity, and leadership in managing a thriving trading business.

4. The story of Hazrat Khadija (رضی اللہ تعالیٰ عنہا) demonstrates how, even in a male-dominated society, women can **thrive** through hard work, intelligence, and **strategic** thinking. She (رضی اللہ تعالیٰ عنہا) carefully expanded her trading ventures, conducting business across various regions. Her influence extended beyond her wealth. She (رضی اللہ تعالیٰ عنہا) became a symbol of empowerment for other women, showing that gender should not be a barrier to success. Her example has inspired generations of women to pursue their entrepreneurial dreams, regardless of societal expectations.

5. In modern-day Pakistan, women entrepreneurs are playing an increasingly important role in various sectors of the economy. From bustling urban centres like Karachi and Lahore to smaller towns and rural areas, women are making strides in fields such as fashion, technology, food, education, and crafts.

What role are women entrepreneurs playing in modern-day Pakistan?

Women-led businesses have become more visible, with many female entrepreneurs finding success through determination and innovation.

6. Several initiatives have been launched to support women entrepreneurs in Pakistan. **Microfinance** institutions offer loans to help women start small businesses, while mentorship programmes guide aspiring businesswomen in developing essential skills. Women's chambers of commerce are also providing platforms for female entrepreneurs to network and showcase their products.

7. However, despite these advances, women still face significant challenges in

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For the Teacher:

- Pose the above questions to the class, encouraging open and thoughtful responses. Allow students to share their ideas and write key points on the board to visualise the collective understanding.
- Listen to the responses that define entrepreneurship as the process of starting and running a business, taking on financial risks, and seeking profit.
- Encourage students to mention entrepreneurs they know, look for answers that highlight job creation, innovation, economic growth, and addressing societal problems.
- Discuss points such as financial independence, self-reliance, confidence, and the ability to influence societal change, poverty alleviation and equality.

becoming successful entrepreneurs.

8. While many women in Pakistan are defying the odds, they often face societal constraints that make entrepreneurship more challenging. Some of the common obstacles include:

- **Cultural Expectations:** In many parts of Pakistan, traditional gender roles dictate that women should prioritise household duties over professional goals. This cultural expectation creates barriers for women who wish to pursue entrepreneurial careers, as they often face criticism or lack of support from family and society.
- **Limited Access to Resources:** Many women, particularly in rural areas, have limited access to financial resources, education, and networks. Banks may be hesitant to offer loans to women, and business training programmes are not always readily available.
- **Mobility Issues:** Women in certain areas may face restrictions on their movement, which can limit their ability to meet clients, travel for business, or access markets. Cultural norms around mobility make it difficult for many women to manage their businesses effectively.
- **Legal and Institutional Barriers:** Registering businesses and navigating legal requirements can be particularly difficult for women due to formal hurdles and lack of guidance. These barriers can make it harder for women to formalise their businesses or seek legal protection for their ventures.
- **Lack of Support Networks:** Unlike male entrepreneurs who have access to established business networks, women often struggle to find mentors or role models. The absence of such support networks can make it harder for them to succeed in competitive markets.

9. Despite these constraints, women entrepreneurs in Pakistan are active in a range of industries. Some popular areas of business include:

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For the Teacher:

- Teach students to annotate texts by highlighting key phrases, noting unfamiliar words, and writing questions or comments in the margins.
- Encourage them to identify and mark passages that reveal the author's opinion or bias.
- Discuss how tone and language choices can convey bias and opinions.
- Ask students to find examples of emotive language, persuasive techniques, and rhetorical devices used by the author.
- Ask them to compare and contrast the viewpoints, identifying similarities and differences in the presentation of information and biases.

• **Fashion and Textiles:** Women entrepreneurs have launched successful clothing lines, boutiques, and embroidery businesses that cater to both local and international markets.

• **Food and Catering Services:** Many women are turning their culinary skills into profitable ventures, either through home-based baking, catering, or managing restaurants.

• **Handicrafts and Artisanship:** Women, particularly in rural areas, are involved in creating handmade products like jewellery, carpets, and decorative items, which they sell in local markets or export.

• **Education and Training Centres:** Female entrepreneurs have established schools, training institutes, and daycare centres, addressing the educational needs of their communities.

• **E-commerce and Tech Startups:** With the rise of digital platforms, many women are using technology to launch online businesses, sell products via social media, or run tech startups.

10. Women's entrepreneurship is not only beneficial to the women themselves, but it also brings several advantages to the broader community and society. Some of the key benefits include:

• **Economic Growth:** When women start businesses, they contribute to the national economy by creating jobs, generating income, and boosting productivity. This results in a more dynamic economy that benefits everyone.

• **Job Creation:** Women entrepreneurs often employ people from their

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For the Teacher:

- Begin by explaining the concepts of first-person and third-person narratives.

First-Person Narrative: The narrator is a character in the story, using "I" or "we" to share personal experiences and thoughts.

Third-Person Narrative: The narrator is outside the story, using "he," "she," "they," or names to describe the experiences and thoughts of characters.

- Read the introductory paragraph and the sections on each entrepreneur aloud or have students read them silently.
- Ask students to identify whether the text is written in the first-person or third-person narrative. (The provided text is written in third-person narrative.)
- Discuss with students how the third-person narrative provides a broader, more objective overview of the entrepreneurs' stories.
- Encourage students to think about how this perspective helps in presenting multiple stories in a cohesive manner, giving a holistic view of women empowerment through entrepreneurship.

communities, providing job opportunities and reducing unemployment, especially for other women and youth.

• **Empowerment of Future Generations:** Women entrepreneurs serve as role models for other women. By witnessing women succeed in business, younger generations are inspired to pursue their ambitions.

• **Community Development:** Many women entrepreneurs start businesses that address local issues, such as education, healthcare, or access to resources. This creates a positive social impact, improving the quality of life for people in their communities.

• **Promoting Gender Equality:** When women participate in the economy as entrepreneurs, they challenge gender **stereotypes** and promote equality. Their success encourages society to view women as capable leaders and decision-makers.

• **Innovation and Problem-Solving:** Women often bring unique perspectives and innovative solutions to the problems they address through their businesses. Their ventures can lead to new ways of thinking, improving products, services, and even social conditions.

11. Despite the challenges, women entrepreneurs in Pakistan are finding ways to overcome barriers. Many of them have built strong support networks, connecting with other female entrepreneurs to share advice, encouragement, and opportunities. The growth of **e-commerce** and online platforms has also given women more flexibility, allowing them to run businesses from their homes and bypass some of the mobility issues they face.

12. The Government and the non-governmental organisations (NGOs) are also playing an important role in supporting women entrepreneurs by providing financial resources, training, and access to markets. With increased recognition of women's contributions to the economy, efforts are being made to create a more inclusive and supportive environment for female entrepreneurs.

13. Entrepreneurship offers women the opportunity to realise their full potential. Whether in historical times or the modern era, women entrepreneurs have shown that they can overcome obstacles and lead successful ventures. By supporting women's entrepreneurship and addressing the barriers they face, society can unlock the potential of half its population, paving the way for a brighter future.

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Theme

The theme of this unit, **"Women's Empowerment through Entrepreneurship,"** focuses on how entrepreneurship empowers women by providing financial independence and breaking traditional gender roles. Women entrepreneurs contribute to their communities by creating jobs, fostering innovation, and promoting gender equality. Through examples like Hazrat Khadija (رضی اللہ تعالیٰ عنہا) and modern-day Pakistani women, the unit shows that despite societal challenges, women can succeed in business and inspire future generations as leaders and innovators.

Glossary:

Words	Meanings
corporation	a large business company
e-commerce	business that is conducted on the internet
entrepreneurship	the activity of making money by starting or running businesses, especially when this involves taking financial risks; the ability to do this
innovative	introducing or using new ideas, ways of doing something, etc.
microfinance	a system of providing services such as lending money and saving for people who are too poor to use banks
norm	a situation or a pattern of behaviour that is usual or expected
societal	connected with society and the way it is organized
stereotype	a fixed idea or image that many people have of a particular type of person or thing, but which is often not true in reality and may cause hurt and offence
strategic	done as part of a plan that is meant to achieve a particular purpose or to gain an advantage
thrive	to become, and continue to be, successful, strong, healthy, etc.

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Reading and Critical Thinking

A. Answer the following questions:

1. What qualities made Hazrat Khadija (رضی اللہ تعالیٰ عنہا) a successful entrepreneur in a male-dominated society, and how can these qualities be applied by modern women entrepreneurs?

2. How does the growth of women-led businesses in Pakistan contribute to economic development and job creation, especially in rural areas?
3. Why is mentorship and networking critical for the success of women entrepreneurs, and how do support systems like women's chambers of commerce enhance their growth?
4. What role does e-commerce play in overcoming mobility and societal barriers for women entrepreneurs in Pakistan?
5. How does the success of women entrepreneurs serve as a catalyst for future generations to pursue their ambitions?
6. What impact does women's entrepreneurship have on community development, and how can it be leveraged to address local issues such as education and healthcare?
7. How do financial barriers, such as limited access to loans, affect women entrepreneurs, and what can be done to provide more equitable financial opportunities?
8. In what ways does the participation of women in entrepreneurship challenge gender stereotypes and promote gender equality in society?

B. Choose the correct option for each question.

1. How does entrepreneurship help women challenge societal norms in Pakistan?

a. by encouraging women to follow traditional roles
b. by providing them with financial independence and leadership roles in their communities
c. by discouraging them from starting their own businesses
d. by limiting their access to education and resources

2. How do societal norms influence the success of women entrepreneurs in Pakistan?

a. They create a supportive environment for women to grow their businesses.
b. They impose limitations that often restrict women's ability to balance household duties with business aspirations.
c. They encourage women to enter male-dominated industries.
d. They provide equal opportunities for men and women in business.

3. What can be inferred about the impact of women entrepreneurs on job creation in Pakistan?

a. Women entrepreneurs benefit themselves only financially.

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b. Women entrepreneurs contribute to job creation, especially for other women and youth in their communities.
c. Women entrepreneurs discourage community development.
d. Women entrepreneurs have minimal impact on employment.

4. How might women's entrepreneurship contribute to gender equality in society?

a. by reinforcing traditional gender roles
b. by challenging stereotypes and promoting women as capable leaders and decision-makers
c. by reducing the participation of women in economic activities
d. by limiting their opportunities for business growth

5. What is the long-term benefit of women entrepreneurs acting as role models for future generations?

a. It restricts younger generations from breaking traditional roles.
b. It discourages other women from entering business.
c. It empowers women to pursue their ambitions.
d. It has no significant impact on younger generations.

C. Read the text and fill in the blanks with the appropriate words or phrases.

1. Entrepreneurship is the process of starting, managing, and growing a _____ venture.
2. Entrepreneurs identify _____, take calculated risks, and bring innovative ideas to life.
3. Hazrat Khadija (رضی اللہ تعالیٰ عنہا) was a successful _____ from Makkah Mukarramah known for her wisdom and leadership.
4. One of the main benefit of women's entrepreneurship is that it promotes _____ by challenging traditional gender roles.
5. In Pakistan, women entrepreneurs are active in sectors such as fashion, technology, _____, and education.

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Vocabulary

A. Distinguish between the connotative and denotative meanings of the following words using context clues from the text.

Words	Context Clues	Denotative Meanings	Connotative Meanings
entrepreneur			
empowerment			
independence			
barrier			
success			

B. Fill in the blanks with the help of suitable proverbs given below:

Proverb: A well-known phrase or a sentence that gives advice or says something that is generally true.

Example: "A bird in the hand is worth two in the bush."

Meaning: It is better to be content with what you have than to risk losing everything by seeking to get more.

a. Actions speak louder than words.
b. A stitch in time saves nine.
c. The early bird catches the worm.
d. Don't put all your eggs in one basket.
e. You can't judge a book by its cover.

1. If you want to succeed remember that _____.
2. Let's start our work now because _____.
3. To be successful, start your day early because _____.
4. To minimize risks, _____ when making important decisions.
5. When meeting someone new, remember that _____.

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C. Match the idioms in column A with the correct meanings in column B.

Idiom: A group of words whose meaning is different from the meanings of the individual words.

Example: "Let the cat out of the bag."

Meaning: to tell a secret by mistake

Column A	Column B
i. Break the ice	**a.** very rare
ii. Once in a blue moon	**b.** to do something exactly right
iii. A piece of cake	**c.** to be very expensive
iv. Hit the nail on the head	**d.** something that is very easy
v. Cost an arm and a leg	**e.** to make people feel more comfortable

D. Identify the idioms and proverbs in the following sentences from the provided text and explain their literal and figurative meanings.

1. Women entrepreneurs in Pakistan are making strides in various fields, despite having the odds stacked against them.
2. She carefully expanded her trading ventures, proving that slow and steady wins the race.
3. By becoming entrepreneurs, women are breaking new ground and paving the way for future generations.
4. Women, who face criticism from society, often rise above it and prove that actions speak louder than words.
5. Despite limited access to resources, women are showing that where there's a will, there's a way.

Grammar

Full stop (.)

A full stop is used at the end of a complete sentence that is a statement.

Example: I know him well.

Comma (,)

A comma indicates a brief pause mainly used to separate words and phrases in a simple series of three or more items.

Example: We bought apples, mangoes, bananas and grapes.

Apostrophe (')

An apostrophe is used to show possession.

Examples: a man's house / men's house(s), cat's paw/ cats' paws

An apostrophe is also used with contractions. The apostrophe is placed where a letter or letters have been removed.

Examples: doesn't, wouldn't, it's, can't, you've, etc.

Question Mark (?)

A question mark is used only after a direct question.

Examples: Where do you live?/ What does he do?

Exclamation Mark (!)

An exclamation mark/point is used to show emotion, emphasis, or surprise.

Examples: I'm truly shocked by your behaviour!

Hurrah! We have won!

Capitalisation

Capitalisation is the writing of a word with its first letter in uppercase and the remaining letters in lowercase. A sentence always begins with a capital letter. In addition to this, proper nouns are always written with capital letters. The main function of capitals is to focus attention on particular elements within any group of people, places, or things.

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Examples: Pakistan, Lahore, Monday, June, etc.
This is an apple.

A. Read the passage carefully and insert the appropriate punctuation marks (full stop, comma, capitalisation, question mark, apostrophe and exclamation mark) where needed.

fatima jinnah was a remarkable woman she was the younger sister of quaid-e-azam muhammad ali jinnah although she initially studied dentistry she later became a prominent figure in the struggle for independence fatima jinnah was not only known for her contributions to the cause but also for her efforts in advocating for womens rights what an inspiring legacy she left behind despite her achievements, she faced many challenges and opposition how did she manage to remain so dedicated and firm her influence on pakistans history is undeniable and continues to be remembered today

B. Write a paragraph on "The Role of Women Empowerment in the Society". Ensure your paragraph includes:

- Correct capitalization (e.g., beginning of sentences, proper nouns).
- Proper punctuation (e.g., periods, commas, question marks).
- Accurate spelling
- Appropriate use of hyphenation where necessary.

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Oral Communication Skills

A. Respond to the text through oral discussion.

i. In your small groups, choose a specific section of the text on women entrepreneurs and their role in the society. Each group will take responsibility for selecting and exploring a different section that interests them.

ii. Discuss the assigned section and answer the following questions:
- What is the main idea?
- What supporting details are provided?

iii. Present your group's findings to the class.

iv. Participate in a whole-class discussion based on the groups' presentations, focusing on the challenges and successes of women entrepreneurs.

B. Respond to the text by telling short stories and role-play.

i. Research successful women entrepreneurs such as Hazrat Khadija (رضی اللہ تعالیٰ عنہا) or modern-day examples of the Pakistani women entrepreneurs

in sectors like trade, food, and education, etc.

ii. Narrate key moments from their entrepreneurial journeys, such as overcoming challenges, achieving success, and their contributions to the society.

iii. Reflect on how their stories serve as inspiration for future generations of women entrepreneurs.

C. Role-play a Community Meeting

i. Role-play a community meeting where students take on the roles of modern women entrepreneur and community members. Discuss how the entrepreneur's work impacts the community and explore ways to support her initiatives.

Characters:

- A prominent woman entrepreneur (played by one student)
- Community members (played by several students)
- Local government official (played by one student)
- Aspiring entrepreneur (played by one student)

Script Outline:

- The entrepreneur explains how her work has empowered women and contributed to economic development.
- A community member shares how the entrepreneur's business has benefited the local economy by creating jobs and providing opportunities for women.
- A local government official discusses how the government can support women's entrepreneurship through initiatives like microfinance or skill development programs.
- An aspiring entrepreneur asks for advice on how to start a similar venture.

Role-play Dialogue:

- **Entrepreneur:** "Thank you for coming. My business has focused on creating opportunities for women and challenging societal norms."
- **Community Member 1:** "Your business has provided so many women with jobs, allowing them to support their families."
- **Local Government Official:** "We recognise the importance of women's entrepreneurship in economic growth. We are considering offering more resources to support ventures like yours."
- **Aspiring Entrepreneur:** "I admire your work. What advice would you give to someone like me who wants to start a business in a similar field?"

D. Discussion on Handling the Challenges.

i. Participate in a discussion on "Handling the Challenges," focusing on real-life examples of women entrepreneurs. Explore how their actions

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demonstrate resilience, leadership, and responsibility in the face of adversity.

ii. Actively listen to your peers' viewpoints and provide thoughtful responses. Make sure to use correct pronunciation and intonation to effectively express your ideas.

Discussion Points:

- **Resilience of Modern Women Entrepreneurs**: Discuss how modern women entrepreneurs in Pakistan have faced and overcome cultural, financial, and mobility barriers, and the strategies they used to persist.
- **Impact of Community-focused Entrepreneurship**: Explore how women entrepreneurs create social change by addressing critical issues such as education, healthcare, and employment through their businesses.

E. Watch the video (on the given link) and fill in the missing information.

(https://www.youtube.com/shorts/SAogPGb9bRo)

Name	Achievement
Hazrat Khadija (رضی اللہ تعالیٰ عنہا)	The first Muslim female entrepreneur
	Founded world's first university
Maryam Al-Astrulabi	
Sutayta Al-Mahamali	
	Founded two Islamic schools
	The first female nurse and trainer

F. Discuss who is your favourite female entrepreneur and why?

Writing Skills

A. Part 1: Writing the First Draft

Write a paragraph on the following topic, ensuring you include specific details from the text.

Topic: Impact of a woman entrepreneur on her community.

Be sure to include specific examples about her life, the challenges she faced, and her achievements. You can choose to write this as:

- A **biography** (third-person perspective)
- An **autobiography** (first-person perspective)

B. Part 2: Editing the Draft

Edit your draft and focus on editing the content for clarity, coherence, and

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structure. Use the following questions to guide the editing process:
Editing Questions:

- Is the main idea about the entrepreneur's impact clear and supported with examples?
- Does the paragraph explain how women overcame challenges and contributed to their community?
- Is there a logical flow from one idea to the next?

C. Part 3: Proofreading the Draft

Proofread the edited drafts for grammar, spelling, punctuation, and formatting errors. Use the following checklist to guide the process:
Proofreading Checklist:

- Are all sentences complete and correctly structured?
- Is punctuation (e.g., commas, periods, quotation marks) used correctly?
- Are all words spelled correctly?
- Is capitalization used correctly (e.g., proper nouns, beginning of sentences)?

D. Write an application to the head of a business organisation, requesting sponsorship or support for a women entrepreneurs' workshop you are organising. Include the purpose of the workshop and how it will benefit aspiring female entrepreneurs.

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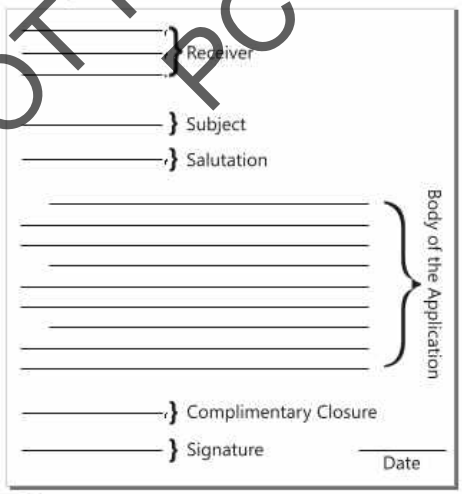

For the Teacher:

- Explain that editing and proofreading are crucial steps in the writing process that ensure clarity, coherence, and correctness in your work.
  Editing: Focuses on improving the content, clarity, and structure of a text.
  Proofreading: Involves correcting grammar, spelling, punctuation, and formatting errors.

6 UNIT

The Value of Time

Learning Outcomes:

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

- engage in extended discussions.
- examine how an author develops and contrasts the points of view of different characters or narrators in a text.
- critique the plot development with respect to different aspects of the story.
- examine the particular elements of a story or drama (e.g., how the setting shapes the characters or plot).
- examine stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution)
- analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- apply editing and proofreading skills to a wide range of texts and contexts.
- apply the techniques of writing the first draft with sufficient details, proofreading and editing to suit the purpose and audience.
- write and critique (self/peer checking) the final draft after editing and proofreading. Ensure that the topic sentence of each paragraph contains the main idea of the essay/piece of writing and also that each paragraph develops the idea of its topic sentence. Use the technique of hook, and lead-in sentences to develop the flow of thought.

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Pre-reading:

- **Brainstorm and list your daily activities and estimate the time spent on each.**

Daily Routine	Daily Activities	Time
Morning Routine	• Waking up and getting ready • Eating breakfast • _____ • _____	• 30 minutes • 20 minutes • _____ • _____
School	• Attending classes • Lunch break • _____ • _____	• _____ • _____ • _____ • _____

After School	• Lunch • Homework • Extracurricular activities (e.g., sports practice) • Free time (e.g., watching TV, playing video games) • Dinner • _____ • _____	•_____ •_____ •_____ •_____ •_____ •_____ •_____
Evening Routine	• Family time • Reading or before sleeping activities • Getting ready for bed • Sleeping time • _____ • _____	•_____ •_____ •_____ •_____ •_____ •_____

Questions:

- Looking at your list, do you think you spend too much or too little time on any activities?
- Are there any activities you would like to spend more time on?
- What can you change in your daily routine to manage your time better?

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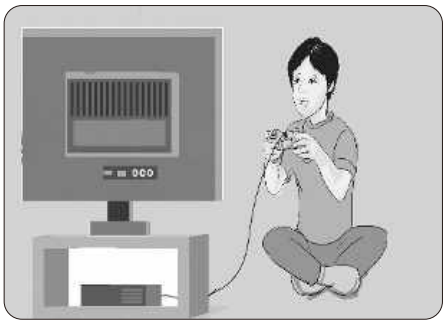
1. Taseer was well known for his cheerful nature and kind-heartedness. He was adored by all but despite these admirable qualities, he had one flaw, and that was his time management. He was terribly weak in managing his time.

What are Taseer's positive qualities?



2. Taseer often found himself procrastinating. He used to spend hours together engrossed in video games, chatting with friends, and daydreaming, while his schoolwork and chores piled up. Despite his good intentions, he

For the Teacher:

- Help students become aware of how they currently manage their time and how they can improve their time management skills.

always seemed to run out of time, leading to rushed assignments and incomplete tasks. His teachers were greatly concerned about him, and his parents were also **perpetually** worried, but Taseer wasn't ready to change his ways at all.

How did Taseer's teachers and parents feel about his time management issues?

3. One day, his grandfather, who was a wise old man, noticed his struggle. He decided to impart a valuable lesson. He specially invited Taseer to his house.

4. Taseer was warmly greeted by his grandfather. He led him to the kitchen table. There was an empty glass jar and a basket filled with big rocks, pebbles, and sand. Taseer looked **intrigued**.

5. "Taseer, I want you to fill this jar with everything in the basket," his grandfather instructed. Taseer eagerly began by pouring the sand into the jar, followed by the pebbles. When he tried to fit the big rocks in, they didn't fit. Taseer frowned and looked at his grandfather. He was puzzled.

6. "Let me show you something," his grandfather replied with a smile. He emptied the jar and **methodically** placed the large rocks inside first. Later, he added the pebbles, which fit in the spaces between the rocks. Finally, he poured the sand, which filled the gaps left by the pebbles. To Taseer's amazement, everything fitted perfectly.

7. "Taseer, this jar represents you and your time," his grandfather **elucidated**. "The big rocks are the **significant** things in your life, like your schoolwork, family, and health. The pebbles are other priorities, like your hobbies and friendships. The sand represents the small, trivial things. If you fill your time with the small stuff first, you'll never have room for the important things. But if you prioritise the big rocks, everything else will find its proper place."

8. He told Taseer to understand the value of time. He also advised **prioritising** his tasks and focusing on what's truly important. He helped him making a schedule,

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setting aside time for his schoolwork, chores, and family activities. The grandfather also allocated time for his hobbies and relaxation but only after the big tasks had been completed.

What was the lesson that Taseer's grandfather taught him using the jar, rocks, pebbles, and sand?

9. At first, it was challenging for Taseer. He was putting off important tasks and indulging in immediate **gratification**. However, with practice and determination, he started to see improvements. He felt more in control of his time and less stressed about deadlines. His grades improved, and he had more time to spend with his family and friends.

10. One day, Taseer's teacher asked him to share his secret of managing his time so well. Taseer proudly told the story of the jar, rocks, pebbles, and the sand. His classmates listened intently, and many of them decided to try the same approach themselves.

11. Taseer's newfound time management skills also had a positive impact on his relationships. His parents were proud of his progress, and his friends appreciated that he was more **reliable**. Taseer learnt that by prioritising the important things in life, he was not only achieving more and more but also living a balanced and fulfilling life.

12. From that day on, Taseer remembered his grandfather's wise words and the lesson of the jar. He became a master of time management, and the lesson he learnt continued to guide him through the rest of his life. He grew up to be a successful and happy individual, always making time for what truly mattered.

13. So, Taseer's story became a **cherished** tale, reminding everyone of the importance of managing time wisely and prioritising the things that truly matter.

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Theme

Through the development and contrast of different characters' perspectives in the story, the author effectively explores themes of responsibility, growth, and the importance of time management. Each character's viewpoint contributes to the narrative's depth, providing the readers with a comprehensive understanding of the challenges and lessons faced by Taseer as he learns to prioritise and manage his time effectively.

Glossary:

Words	Meanings
cherished	cherish somebody/something to love somebody/ something very much and want to protect them or it
elucidate	to make something clearer by explaining it more fully

Words	Meanings
gratification	the state of feeling pleasure when something goes well for you or when your desires are satisfied; something that gives you pleasure
intrigued	very interested in something/somebody and wanting to know more about it/them
methodically	in a careful and logical way
perpetually	in a way that continues for a long time without stopping
prioritising	giving importance
reliable	able to be trusted
significant	large or important enough to have an effect or to be noticed

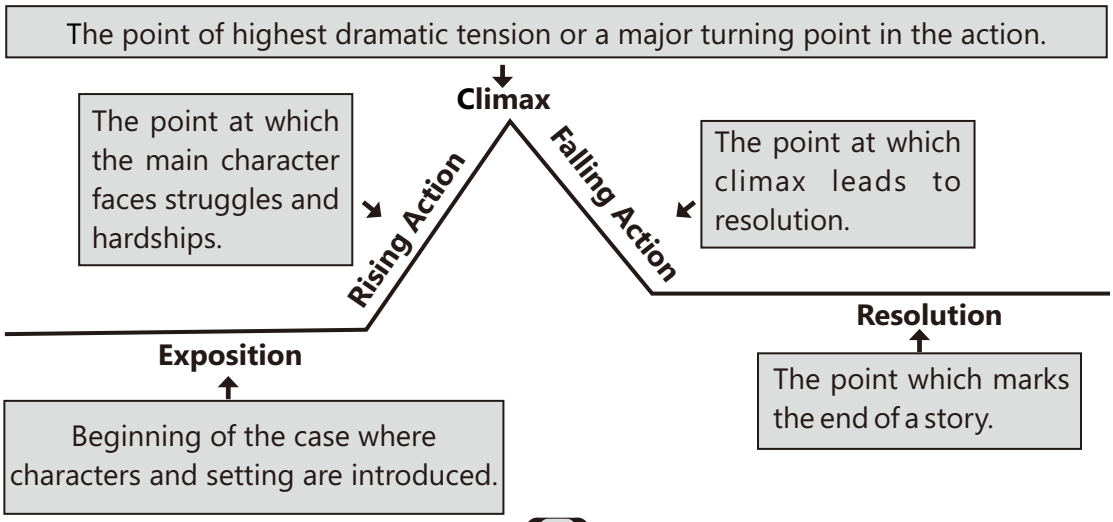
Reading and Critical Thinking

A. Answer the following questions:

1. How had Taseer wasted his time before he visited his grandfather?
2. In what way did the poor time management affect Taseer's performance?
3. How did Taseer fill the jar?
4. Why did his grandfather decide to help Taseer?
5. What is the impact of accurate time management on Taseer's performance?

Plot Development Review

B. Look at the diagram of plot development and discuss how the plot elements contribute to the overall theme and message of the story.



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Exposition:

• What do we learn about Taseer's character and his struggle with time management at the beginning of the story? Why is this important for understanding the plot?

Rising Action:

• How does Taseer's grandfather's lesson with the jar and rocks build tension and lead to a turning point in the story?

Climax:

• What is the most exciting or crucial moment in Taseer's journey towards better time management? How does this moment change his perspective?

Falling Action:

• What steps does Taseer take to improve his time management skills after learning from his grandfather? How does this affect his daily life?

Resolution:

• How does the story of Taseer conclude? What does Taseer learn by the end, and how does it impact his relationships and responsibilities?

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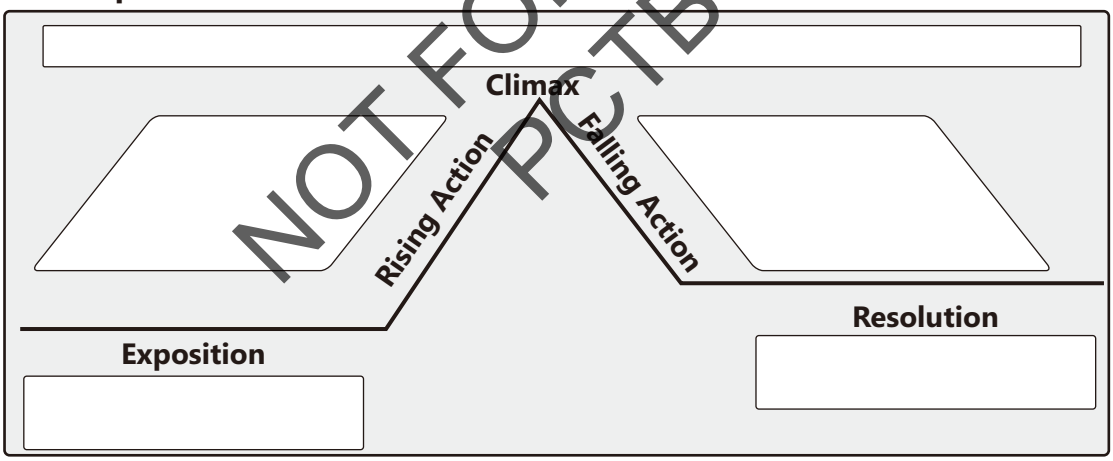
C. Fill in the plot development diagram, based on the above-mentioned questions.



Plot Diagram

For the Teacher:

- Ask students to describe the story in their own words.
- Help them summarize the main points of the story.
- Help students understand the theme and main idea of the lesson.
- Form students' groups and have a group discussion on these questions.
- Form students' groups and give each group a plot element to write according to the suggested questions.

Vocabulary

A. Explain the meanings of the highlighted words given below.

1. Taseer often found himself ***procrastinating*.**
2. He decided to ***impart*** a valuable lesson.
3. Taseer ***eagerly*** began by pouring the sand into the jar, followed by the pebbles.
4. His classmates listened ***intently***, and many of them decided to try the same ***approach*** themselves.
5. With practice and ***determination***, he started to see improvements.
6. Taseer's newfound time management skills had a positive ***impact*** on his relationships also.

Working with words

B. Consult a thesaurus and find the synonyms of these words. Use them in your own sentences.

engrossed | admirable | frowned | amazement | allocated | impact | cherished

C. Use a dictionary to change the following nouns to adjectives. The first one has been done for you.

nature _____ natural

management	struggle	gratification	expression
reaction	presence	lesson	progress

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Grammar

Conjunctions

A **conjunction** is a word that ***joins*** together words, phrases or clauses to make them more compact. There are many conjunctions in the English language, but the main three types are the co-ordinating conjunctions, the subordinating conjunctions and correlative conjunctions.

Examples:

1. Zaaraa ***and*** I visited Murree last weekend.
2. Do you have a rough notebook ***or*** a rough sheet of paper?

For the Teacher:

- Ask students to use a dictionary to find out the meanings of difficult words. Help them in making sentences and finding the correct words' meanings.

3. I did not go to work today ***because*** I was not feeling well.
4. She did not like the food ***but*** she ate it anyhow.
5. I will be leaving tomorrow ***so*** I am trying to finish all the pending assignments.

Classes of Conjunctions

Conjunctions are categorized into three classes.

1. Co-ordinating Conjunctions

A **co-ordinating conjunction** joins together clauses of equal ranks. The chief co-ordinating conjunctions are **for, and, nor, but, or, yet, so**. These seven co-ordinating conjunctions can be remembered by using the acronym 'FANBOYS'.

Example:

Birds fly ***and*** fish swim.

The sentence contains two ***independent*** statements or two statements of *equal ranks* or importance. Hence the conjunction joining together these two statements or clauses of ***equal ranks*** is called a **co-ordinating conjunction.**

2. Subordinating Conjunctions

A **subordinating conjunction** joins an independent clause to a dependent clause. The chief subordinating conjunctions *are* ***after, because, if, that, though, although, till, before, unless, as, when, where, while***, etc.

Example:

He ran away ***because*** he was afraid.

The sentence contains two statements or clauses. One of which, '***because*** he was afraid', is *dependent* on the other. Hence the conjunction introducing the ***dependent*** or ***subordinate*** clause is called a **subordinating conjunction.**

3. Correlative Conjunctions

These are a kind of tag-team conjunctions. They come in pairs and are used in different places. Correlative conjunctions include **either/or, neither/nor, not only/but also, whether/or, not/but,** etc.

Examples:

1. I want **either** an apple **or** an orange.
2. Akram likes **neither** tea **nor** coffee.

A. Fill in the blanks with appropriate co-ordinating conjunctions.

1. I wanted to go for a walk, _____ it started raining.

For the Teacher:

- Brainstorm the concept of conjunction. Ask students to share examples of conjunctions and help them in making sentences.

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2. She likes both, burger ____ pizza.
3. You can have *nihari* ____ pasta, but not both.
4. He studied hard ____ he could pass the exam.
5. They were tired ____ kept working.

B. Fill in the blanks with appropriate subordinating and correlative conjunctions.

1. He didn't submit the homework ____ he wasted time in playing games.
2. She likes ____ tea ____ juices in the morning.
3. Kiran didn't pass the exam ____ she had not studied well.
4. ____ he was tired, he stayed up late to finish his work.
5. ____ you work hard, you won't pass the test.
6. He is ____ intelligent ____ hardworking.

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Transition words/devices

Transition words are the words or the phrases that connect ideas within sentences, paragraphs, or sections of a piece of writing. They help to establish relationships between different parts of the text, making the writing more cohesive and organized.

Examples:

- He loves cooking; **additionally**, he enjoys baking also.
- **Furthermore**, she explained the main points in detail.
- **In addition**, I would like to discuss another problem.
- She enjoyed the book; **likewise**, she found it quite engaging.
- The weather was bad; **therefore**, the flight was delayed.
- **Moreover**, he was also responsible for organizing the event.
- She loves to travel; **consequently**, she saves money.
- He studied hard; **as a result**, he passed the exam.
- **On the other hand**, some people prefer cold weather to hot weather.
- She loves reading; **in contrast**, her sister prefers hiking.

C. Fill in the blanks with appropriate conjunctions "and," "but," "or," "so" to complete each sentence correctly.

1. She likes tea ____ coffee.
2. He went to the store ____ bought some milk.
3. They played outside ____ it started raining.
4. It was late, ____ they decided to leave early.
5. She enjoys reading novels ____ watching video lectures.
6. He is not tall ____ short.

7. They will visit the museum _____ the zoo.

D. Use these transition words in your own sentences.

moreover, meanwhile, therefore, in addition, furthermore

E. Rewrite each sentence using a different conjunction to convey a similar meaning.

- **He will go to the beach if the weather is nice.**

Rewrite: He will go to the beach provided that the weather is nice.

- She likes coffee, but she doesn't like tea.

_____

- They went for a walk because the weather was nice.

_____

- He, not only studies, but also, plays.

_____

- They went skiing since there was fresh snow on the slopes.

_____

- He is both a talented musician and skilled painter.

_____

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Oral Communication Skills

A. Divide the students into groups and assign them questions from the ones given below:

The students will prepare the responses and share with the class.

1. How would Taseer's story have changed if his grandfather had not intervened with the lesson on time management?
2. In what ways does the analogy of the jar, rocks, pebbles, and sand reflect the broader concept of setting life priorities beyond time management?
3. Can the concept of prioritising 'big rocks' over 'pebbles' and 'sand' be limited or problematic in certain situations? If so, how?

Writing Skills

A. Read and recall the elements of a story given below. Then, use these elements to write your own story.

Elements of a Story

1. **Setting:** The time and place where the story happens.
2. **Characters:** The people, animals, or creatures in the story.
3. **Plot:** The sequence of events that make up the story.

- **Beginning:** Introduce the characters and setting.
- **Middle:** Present a problem or a challenge.
- **End:** Show how the problem or the challenge is resolved.

4. **Conflict:** The problem or the challenge that the characters face.
5. **Resolution:** How the conflict is resolved.
6. **Theme:** The main message or the lesson of the story.

Step-by-Step Story Writing

1. **Brainstorming**
   Setting: Where and when does your story take place?
   _____
   Characters: Who are the main characters in your story? Describe them.
   _____
2. **Planning Your Plot**
   Beginning: Introduce your characters and setting.
   _____
   Middle: Describe the conflict or the problem your characters face.
   _____
   End: Explain how the problem is resolved.
   _____
3. **Writing Your Story**
   Now, use your brainstorming and planning to write your own story in your notebook.
4. **Reviewing Your Story**
   Check your story for the following:

- Did you describe the setting clearly?
- Did you introduce the main characters?
- Was there a clear conflict or a problem?
- Did you explain how the conflict is resolved?
- Was there a theme or a lesson in your story?

Write a story about an unexpected friendship between two characters from different backgrounds. Use vocabulary words such as "diverse," "bond," "cohesion," and "harmony" to illustrate how they overcome the initial differences and form a meaningful connection.

- After completing the final draft, review it carefully.
- Ensure that each paragraph contributes logically to the overall story.
- Revise where needed to strengthen transitions among paragraphs and ensure a cohesive flow of ideas from start to finish.

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1-6 UNITS Review 1

Reading and Critical Thinking

A. Answer the following questions:

1. How does the author view the pre-Islamic Arabs? Write down the examples and the evidence supporting your inferences.
2. How can patriotism help people work together during tough times, like during a natural disaster or a pandemic?
3. How does the sight of the daffodils affect the poet's mood initially and later when he recalls the scene?
4. Assess the impact of Hazrat Asma's (رضی اللہ تعالیٰ عنہا) contributions on the successful migration. What might have happened if she had not provided the support?
5. How do you think entrepreneurship influences the society beyond economic growth?

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Vocabulary

A. Use a dictionary to find the following information for each word.

Words	Pronunciation	Dictionary Meaning	Part of Speech
solitude			
devotion			
jocund			
capture			
innovative			

B. Explain the meanings of the highlighted words given below.

a. Taseer often found himself ***procrastinating***.
b. He decided to ***impart*** a valuable lesson.
c. He ***eagerly*** began by pouring the sand into the jar, followed by the pebbles.
d. His classmates listened ***intently***, and many of them decided to try the same ***approach*** themselves.

Grammar

A. Fill in the blanks with the correct parts of speech indicated in the

parentheses.

1. Zeeshaan was feeling very _____ (adj.) about the upcoming test.
2. She _____ (v.) the ball and it flew across the field.
3. They went _____ (adv.) to find their missing cat.
4. _____ (int.)! That's a huge fish!
5. The _____ (n.) was filled with books and magazines.

B. Read each sentence carefully and write down the tense used.

1. Zeeshaan will visit his grandmother next weekend.
2. Zaaraa was cooking dinner when her friends arrived.
3. They have completed their project successfully.
4. Zeeshaan had already left by the time I arrived.
5. She had already left before I arrived.

C. Read each sentence carefully and identify whether the underlined word/phrase is a gerund, an infinitive, or a participle.

1. He likes **to swim** in the ocean.
2. **Walking** in the park relaxes me.
3. The **broken** window needs to be fixed.
4. She heard the **crying** baby.
5. They want **to visit** the museum.

D. Each sentence below has some missing or incorrect punctuation. Rewrite each sentence using the correct punctuation.

1. zeeshan and kiran went to the market they bought fruits vegetables and bread
2. its raining outside dont forget your umbrella
3. She said ill meet you at the café
4. where is the library he asked
5. the books cover was torn but the pages were intact

E. Write a short paragraph (4-5 sentences) about any topic of your choice (e.g., a hobby, a recent experience, or a goal you have). Make sure to use at least three different transitional words or devices to connect your ideas.

Oral Communication Skills

A. Explore the theme of self-discipline through a role-play activity set in a school assembly. This will help you understand how self-discipline can positively impact your academic and personal growth.

Follow these steps:

1. **Get Ready for the Role-play**:

- Imagine we are at a **school assembly** where the topic of self-discipline is

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being discussed.

- You will be assigned roles such as:
    - **School Counsellor:** Your role is to explain the importance of self-discipline and provide helpful advice.
    - **Student:** Share a challenge you face related to self-discipline (e.g., procrastination) and ask for guidance.
    - **School Principal:** Discuss the school's programmes that support self-discipline and suggest solutions.
    - **Class Representative:** Express your interest in promoting self-discipline among your peers and ask for strategies to help others.

2. Prepare Your Dialogue:

- Think about how your character would speak and respond.
- Use realistic situations you might experience in school, like managing your time effectively or avoiding distractions, to make your dialogue relatable.
- Work with your group to make sure each character's lines focus on the theme of self-discipline and include practical advice or experiences.

3. Perform the Role-play:

- Act out the scene as if you were in a real school assembly.
    - Start by introducing the topic of self-discipline.
    - Share different challenges related to self-discipline and discuss solutions or pieces of advice.
    - Offer ideas on how students can work together to improve self-discipline in the school community.

B. Debate on Patriotism.

i. Participate in a debate on "The Role of Youth in the Nation-Building," where you listen to others' viewpoints and respond appropriately, using the correct pronunciation and intonation.

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Writing Skills

A. Think of a situation where a person shows respect for someone very different from themselves (culturally, socially, or ideologically). How does this respect affect their relationship and understanding of each other?

B. How can justice sometimes be difficult to achieve? Write a narrative about a character's journey to fight for justice in their community, and how they manage the obstacles they encounter.

UNIT 7

If

Rudyard Kipling (1865 – 1936)

Learning Outcomes:

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

- discuss how authors use language, including figurative language, considering the impact on the reader. Discuss their own understanding of the above critically.
- make recommendations and develop an interest in fiction and poetry.
- provide an objective summary of fiction and poetry texts.
- examine and interpret the use of conjunctions and transitional devices in speech and writing for effective communication.
- recognize and use subordinating conjunctions to connect independent clause/s to dependent clause/, e.g., He could not attend the meeting because he was sick.
- recognize and use correlative conjunctions including pairs such as both/and, either/or, neither/nor, not/but and not only/but also, etc.

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Pre-reading:

- Discuss with your peers the qualities you think are important for maintaining integrity and resilience in difficult situations.
- Predict the themes of the poem based on your discussion.

About the Poet:

Rudyard Kipling (1865 – 1936) was an English author, poet, and journalist, best known for his works of fiction, including The Jungle Book, Kim, and The Man Who Would Be King. He was born in British colonial subcontinent, which greatly influenced much of his writing. Kipling's works often explore themes of British imperialism, adventure, and the experiences of British and subcontinent cultures interacting during the colonial rule.

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim;
If you can meet with **Triumph** and Disaster
And treat those two **impostors** just the same;
If you can bear to hear the truth you've spoken
Twisted by **knaves** to make a trap for fools,
Or watch the things you gave your life to, broken,
And **stoop** and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and **sinew**
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your **virtue**,
Or walk with Kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!

How will you handle the situation if you face failure in your life?

How will you celebrate success in your life?

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Glossary:

Words	Meanings
imposter	a person who pretends to be somebody else in order to trick people
knave	a dishonest man or a boy
sinew	a strong band of tissue in the body that joins a muscle to a bone
stoop	to bend your body forwards and downwards
triumph	a great success, achievement or victory
virtue	behaviour or attitudes that show high moral standards

Reading and Critical Thinking

A. Answer the following questions:

1. According to the poet, how should one respond to criticism and blame?
2. What quality does the poem emphasize in handling doubt and self-trust?
3. What message does the poem give about dreams and aspirations?
4. How should a person handle twisted truths and personal losses?
5. What does the poem suggest about resilience and rebuilding after setbacks?
6. According to the poem, how should one persist in difficult times?
7. What is the message of the poem regarding integrity and humility in life?

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Vocabulary

Contextual Clue

A **contextual clue** is a piece of information or detail within a text that helps the reader understand the meaning of a word, a phrase, or a passage. Contextual clues can be found in the sentences surrounding the unfamiliar word or concept and can include definitions, examples, statements, or descriptions that clarify its meaning.

*If you can dream—**and not make dreams your master***
If you can think—and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;

For the Teacher:

- Encourage your students to incorporate the glossary terms into their own sentences. Assist them in locating the responses to the given questions based on the poetry.

The words "not make dreams your master" in the first line of the stanza, may not make sense at first. The significance of the stanza is revealed by its context, which stresses the need of keeping control over one's goals and refusing to let them rule one's life. The poem makes the point that, although having aspirations and desires is vital, it's also critical to be grounded and realistic while working towards those goals.

A. Identify the figure of speech and write its type against each sentence.

- The water was as cold as ice. _____
- The car was moving as slowly as a snail. _____
- The leaves waved goodbye as they fell from the tree. _____
- The alarm clock screamed at me. _____
- His temper was a volcano, ready to erupt. _____
- Her laughter was a sweet symphony. _____

Grammar

A. Fill in the blanks with appropriate conjunctions or transitional devices.

- We go to the garden _____ plant trees.
- He studied hard _____ he failed in the exams.
- It was hot outside _____ we went back to our homes.
- She was tired _____ she did not give up the work.
- She is _____ intelligent _____ hardworking.
- _____ the manager _____ the employees knew about the change.
- You can _____ read the book _____ watch the movie.
- The dish was _____ delicious _____ it looked.

B. Rewrite the given sentences by adding conjunctions to them.

- You can have ice cream for dessert. You can have cake for dessert.
- He was tired. He continued to work.
- They didn't have enough money. They couldn't buy the tickets.
- You should wear a coat. It is cold outside.
- The restaurant serves delicious food. The restaurant has great service.

C. Write a story of your own choice by using transitional devices and conjunctions.

Oral Communication Skills

A. Divide the class into groups. Have a discussion with the classmates about "The Impact of Excessive Screen Time on Mental Health." Share your thoughts related to the topic with the class.

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B. Read the following dialogue and practise it with your friends by taking turns.

Kiran: Assalam-o-Alaikum, Zaaraa. Are you going to join the gardening club?

Zaaraa: Wa-Alaikumussalam. No, it seems boring to me. Did you join?

Kiran: Yes, I'm so glad to join the gardening club this year! It has so many benefits.

Zaaraa: Really? But I think gardening is just about planting flowers and vegetables.

Kiran: It's more than that! Gardening helps the environment become pleasant by improving air quality and providing habitats for wildlife. It also reduces stress and promotes relaxation.

Zaaraa: I didn't know gardening could do all that. How does it improve air quality?

Kiran: Plants absorb carbon dioxide and release oxygen. So, the more plants we have, the cleaner our air becomes.

Zaaraa: That's amazing! What about reducing stress? How does gardening help with that?

Kiran: Gardening gives you a chance to connect with nature and take a break from screens and technology. It's calming to be outside, listening to bird's chirping and feeling the soil in your hands.

Zaaraa: I can see how that would be relaxing. And I guess growing your own fruits and vegetables is healthier too, right?

Kiran: Definitely! When you grow your own food, you know exactly where it comes from and how it's grown.

Zaaraa: I think, I might try gardening at home too. It sounds like a great way to relax and learn more about nature.

Kiran: You should! It's also a way to give back to our community by sharing our products with others.

Zaaraa: That's true. I never realized how much impact gardening could have. Thanks for sharing all this with me, Kiran. I will surely join the gardening club.

Kiran: No problem, Zaaraa. I'm glad you're interested.

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For the Teacher:

- Tell students the concept of paraphrasing. Help them creatively paraphrase the stanzas.
- Encourage them to be creative.

C. **Compose and recite your own poem. Rest of the class will listen attentively and provide feedback on quality of recitation.**
Discuss themes of recited poems.

Writing Skills

The process of **paraphrasing** involves using new words to repeat what has been written or said in a more simplified and uncomplicated form that facilitates understanding the original idea.

Steps for Paraphrasing

- To get an understanding of the content that you want to paraphrase, read it two or three times.
- When paraphrasing the text, use synonyms also.
- Change the word form from your original text.
- Rearrange the words.
- Apply a combination of the above strategies.

A. **Paraphrase the second and the third stanzas of the poem 'If' by using paraphrasing rules.**

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Summary Writing

Summary

A **summary** is a concise paragraph that discusses a text or a poem. It explains the poem's central idea. Remember that, summary is a short paragraph covering the whole theme of the text.

Rules for Summary

- Read the text/ poem.
- Underline the keywords and find their synonyms also.
- Understand the theme of the poem/ text.
- Now write a concise paragraph by adding synonyms of the keywords and adding new words related to the text/ poem.

Read the poem, "*Stopping by Woods on a Snowy Evening*" by Robert Frost. Here is a summary of the poem.

In "Stopping by Woods on a Snowy Evening," the poet describes stopping by a peaceful forest during his journey on a snowy evening. The forest is serene and covered in snow, creating a tranquil and beautiful scene. The poet pauses to take

a rest in the quietness and the beauty of the woods, which belong to someone who lives in the village. His horse is puzzled by the stop, as it's unusual to pause in the middle of nowhere without any farmhouse nearby. The only sound breaking the silence is the soft jingling of the horse's harness bells. The poet is captivated by the allure of the snowy woods, finding solace and calmness in the peaceful atmosphere. However, as much as he is drawn to the tranquility of the woods, he remembers his obligations and promises that await him. He acknowledges that he cannot linger in the woods, as he still has a long journey ahead of him before he can rest.

B. Write the summary of the poem 'If'.

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8 UNIT The Impact of Globalisation on Culture and Economy

Learning Outcomes:

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

- ask and answer questions of personal relevance, information and a variety of communicative purposes.
- construct sentences using the sentence patterns and structures learnt in earlier classes.
- construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation in varying degrees of complexity
- develop precis writing skills. Write precis effectively.
- write multiple paragraphs of free writing for fluency, creativity, brainstorming or pleasure.
- Proofread and edit texts for errors in sentence structure, subject/verb agreement, noun/pronoun agreement, reference words, connectives/transitional devices, punctuation and spelling.

Pre-reading:

- What do you understand by the term "globalisation"?
- What is globalisation and how does it influence the culture and economy of a country?
- Can you give examples of how globalisation might affect our daily lives?

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1. Globalisation is a term that we often hear, especially in discussions about how the world is becoming more **interconnected.** Globalisation is the process by which countries, economies, and cultures become interconnected and interdependent through increased **communication**, **trade**, and exchange of ideas. It involves the **integration** of markets, technologies, and policies, leading to a more connected and interlinked world. This means that events or trends in one part of the world can have significant impact elsewhere. It is hard to identify an exact time when globalisation began, but it can be traced back in history and sorted

What does "digital globalisation" refer to, based on the introduction?

For the Teacher:

- Begin with pre-reading questions to prompt critical thinking about globalisation, technology, and job opportunities.
- Use real-world examples and case studies to illustrate key points. This can help students grasp the practical implications of digital globalisation on different industries and regions.

systematically to create a timeline. This is useful for understanding when nations started to foster relationships with one another. Advances in **technology**, transportation, and communication have accelerated this process, making it easier for people and goods to move across borders. Globalisation has opened up new markets for the Pakistani products. We export textiles, rice, and sports goods to countries all over the world. This has helped boost up our **economy** and create jobs. Additionally, foreign companies have invested in Pakistan, bringing in capital and technology that have improved our industries.

2. Globalisation impacts Pakistan's economy significantly through enhanced trade and investment. On the trade front, it opens up international markets for the Pakistani exports like textiles and agricultural products, while also providing access to a wide range of imported goods that benefit consumers and industries. On the investment side, foreign direct investment, especially through initiatives like CPEC, brings **crucial** capital, technology, and job opportunities, contributing to infrastructure development and economic growth.

3. Globalisation leads to the expansion of industries by providing access to larger markets. With globalisation, many multinational companies have set up their operations in Pakistan. This has created new job **opportunities**, especially in the sectors like information technology, telecommunication, and manufacturing. These jobs often offer better pays and working conditions than the local companies.

4. Globalisation increases the demand for skilled labour to manage and operate advanced technologies and systems. This can lead to higher **wages** and better job prospects for skilled workers.

How does globalisation facilitate labour mobility?

5. Digital globalisation has made it possible for people to access information from around the world instantly. It has significantly impacted cultural exchange, especially for young learners. Students can learn about different cultures, **traditions**, and histories through websites, videos, and online articles. This access helps broaden their understanding of the world and promotes cultural awareness.

6. Social media platforms like Instagram, Facebook, Twitter, and TikTok allow

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For the Teacher:

- Periodically pause during the reading to ask students to reflect on key points discussed so far.
- Encourage them to jot down questions or thoughts for further discussion.

people from different cultures to interact and share their daily lives. This interaction helps natives of a country see how people in other countries live, celebrate holidays, and face challenges, promoting **empathy** and understanding.

How does globalisation contribute to cultural exchange?

7. TV shows, documentaries and video games from various countries are now easily accessible.

8. Digital tools like language learning apps and online dictionaries make it easier for students to learn new languages. This skill not only helps in communicating with people from different cultures but also in understanding their literature, values, and other cultural aspects more deeply. Exposure to global fashion trends and international cuisines has diversified local tastes. People in Pakistan now have access to a wide range of clothing styles and foods from different parts of the world.

9. Through globalisation, the Pakistanis are exposed to different cultures, ideas, and lifestyles. This cultural exchange can be enriching, helping us learn about and **appreciate** diversity.

10. On the flip side, there is a concern that globalisation might lead to the **erosion** of traditional Pakistani culture. As people adopt global trends, some fear that our unique cultural practices, languages, and heritage might be overshadowed. It's important to find a balance where we can embrace global influences while preserving our own cultural identity.

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11. The internet and social media have played a major role in globalisation. They have made it easier to connect with people worldwide, share our culture, and learn about others. Digital platforms like social media, messaging apps, and video conferencing tools enable instant communication across the globe. Digital tools facilitate international collaboration in education, business, science, and arts, allowing people from different cultures to work together and share ideas.

12. Digital platforms allow individuals and communities to create and share content that reflects their own cultures, traditions, and stories. This can help **preserve** and promote local cultures globally. Digital globalisation has expanded access to education through online courses, webinars, and virtual classrooms. Students can learn about different cultures and subjects from international educators.

What are some educational opportunities created by digital globalisation?

13. Digital globalisation has transformed media and communication, creating opportunities for enhanced

cultural exchange and understanding while also posing challenges related to cultural **homogenisation**, **misinformation**, and inequality. By promoting digital literacy, supporting local content, ensuring ethical standards, and bridging the digital divide, we can **harness** the positive aspects of digital globalisation while mitigating its negative effects.

14. Globalisation is a powerful force that has brought significant changes to Pakistan's economy and culture. While it has opened up new opportunities for trade, investment, and cultural exchange, it also presents challenges that need to be carefully managed. By finding a balance, Pakistan can benefit from globalisation while maintaining its unique cultural identity and ensuring economic stability.

15. As young students, understanding the impact of globalisation helps us appreciate the **complexities** of our world. It encourages us to think critically about how we can contribute to a global society while staying true to our roots.

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Theme

Globalisation has significantly reshaped Pakistan's economy by enhancing trade and creating job opportunities, yet it poses challenges for local businesses facing international competition. Culturally, it fosters a rich exchange of ideas and lifestyles, though it also risks overshadowing traditional practices. Balancing these influences is crucial for maintaining economic stability and cultural identity.

Glossary:

Words	Meanings
appreciate	to recognize the good qualities of somebody/something
communication	the activity or process of expressing ideas and feelings or of giving people information
complexities	the state of being formed of many parts; the state of being difficult to understand
crucial	extremely important
economy	the relationship between production, trade and the supply of money in a particular country or region
empathy	the ability to understand another person's feelings, experience, etc.
erosion	the process by which the surface of something is gradually destroyed through the action of wind, rain, etc.
globalisation	the fact that different cultures and economic systems around the world are becoming connected and similar to

Words	Meanings
	each other because of the influence of large multinational companies and of improved communication
harness	a set of narrow pieces of leather and metal pieces that is put around the head and body of an animal, especially a horse, so that the animal can be controlled and fastened to a carriage, etc.
homogenisation	the process of making things uniform or similar
integration	the act or process of combining two or more things so that they work together
interconnected	to connect similar things; to be connected to or with similar things
misinformation	the act of giving wrong information about something; the wrong information that is given
opportunities	time when a particular situation makes it possible to do or achieve something
preserve	to keep a particular quality, feature, etc.; to make sure that something is kept
technology	scientific knowledge used in practical ways in industry, for example in designing new machines
trade	the activity of buying and selling or of exchanging goods or services between people or countries
tradition	a belief, custom or way of doing something that has existed for a long time among a particular group of people; a set of these beliefs or customs
wages	a regular amount of money that you earn, usually every week or every month, for work or services

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Reading and Critical Thinking

A. Answer the following questions:

1. What is globalisation and how does it promote economic growth?
2. How has globalisation impacted Pakistan's economy in terms of trade

For the Teacher:

- Discuss the benefits of expanded resources and cultural exchange, as well as the challenges related to the digital divide and information overload.
- Emphasize the importance of critical thinking in navigating the abundance of information available online.

and investment?

3. What are some of the new job opportunities created in Pakistan as a result of globalisation?
4. What is cultural exchange, and how does it benefit people?
5. What concerns are raised about the preservation of traditional Pakistani culture in the context of globalisation?
6. How has globalisation expanded access to information for students?
7. How does learning about diverse perspectives benefit students?
8. How can understanding globalisation help the young Pakistani students contributing to their country's future?

B. Choose the correct options.

1. What is globalisation based on the text?
a. increased isolation of countries
b. enhanced connectivity and interdependence
c. strict regulations of international trade
d. limited exchange of ideas and technologies
2. How does globalisation primarily impact Pakistan's economy, according to the text?
a. by increasing barriers to international trade
b. by reducing access to imported goods
c. by opening up international markets for exports
d. by decreasing foreign direct investment
3. How do digital tools primarily impact students, according to the text?
a. by restricting access to language learning
b. by promoting cultural isolation
c. by facilitating easier language learning
d. by limiting exposure to global trends
4. According to the text, what is a potential concern regarding impact of globalisation on the Pakistani culture?
a. increased preservation of cultural practices
b. enriching cultural exchange
c. erosion of traditional Pakistani culture
d. limited exposure to global influences
5. How have digital platforms primarily contributed to globalisation, according to the text?
a. by limiting international communication
b. by restricting access to education
c. by enabling instant global communication
d. by reducing cultural exchange

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6. What are the strategies to harness the positive aspects of digital globalisation while mitigating its negative effects?
a. promoting digital literacy and supporting local content
b. encouraging cultural homogenisation and spreading misinformation
c. ignoring ethical standards and widening the digital divide
d. limiting opportunities for cultural exchange and understanding
7. What is the key challenge for Pakistan in managing the effects of globalisation?
a. ignoring new opportunities for trade and investment
b. finding a balance between benefiting from globalisation and maintaining its unique cultural identity and economic stability
c. completely avoiding cultural exchange with other countries
d. focusing solely on cultural changes while neglecting economic opportunities

Vocabulary

Anagram

An 'anagram' is a word or a phrase that is formed by rearranging the letters of another word or a phrase.

Example: vulnerable
- **Four-letter words:** able, near, real, verb, ever, even
- **Five-letter words:** abler, brave, label, level, learn

A. Use the glossary words in sentences of your own.

B. Make as many words as possible by using the letters of the following words: globalisation, integration, information, homogenisation, communication

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Grammar

Sentence Structure

Sentence: A sentence is a group of words that expresses a complete thought. It typically contains a **subject** (who or what the sentence is about) and a **predicate** (what is said about the subject). Sentence must start with a capital letter and end with a punctuation mark such as a **period (.),** a **question mark (?),** or an **exclamation mark (!).**

Example

1. The cat slept on the couch.
2. Flowers bloom in spring.
3. The sun is shining, so we have decided to go for a picnic.
4. The cat, which was very tired, slept peacefully on the couch.

Structure of a Simple Sentence

A simple sentence structure contains a **subject**, and a **verb** and it may also have an **object**.

Examples

- The cat (subject) chased (verb) the mouse (object).
- She (subject) reads (verb) a book (object).
- The teacher (subject) explains (verb) the lesson (object).

A. Read the given paragraph carefully and identify the subject, verb, and object in each sentence. Underline the subjects once, the verbs twice, and circle the objects.

Yesterday, Zaaraa and her friends visited the new museum in town. They explored various exhibits and learned about ancient civilizations. The tour guide explained the history of each artifact in great detail. Afterward, Zaaraa bought a souvenir from the gift shop. Her friends admired the beautiful paintings and sculptures on display. Everyone enjoyed the visit and promised to return soon.

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Complex sentences

A complex sentence is a sentence that contains one independent clause and at least one dependent (or subordinate) clause. The independent clause can stand alone as a complete sentence, while the dependent clause cannot. Dependent clauses are introduced by subordinating conjunctions such as **because, although, since, if, when, while, and so on**.

Examples

1. **Because it was raining, we stayed indoors.**
   - *Dependent Clause*: Because it was raining
   - *Independent Clause*: we stayed indoors
2. **When the bell rang, the students left the classroom.**
   - *Dependent Clause*: When the bell rang
   - *Independent Clause*: the students left the classroom

B. Identify the complex sentences within the paragraph and underline the subordinate clauses.

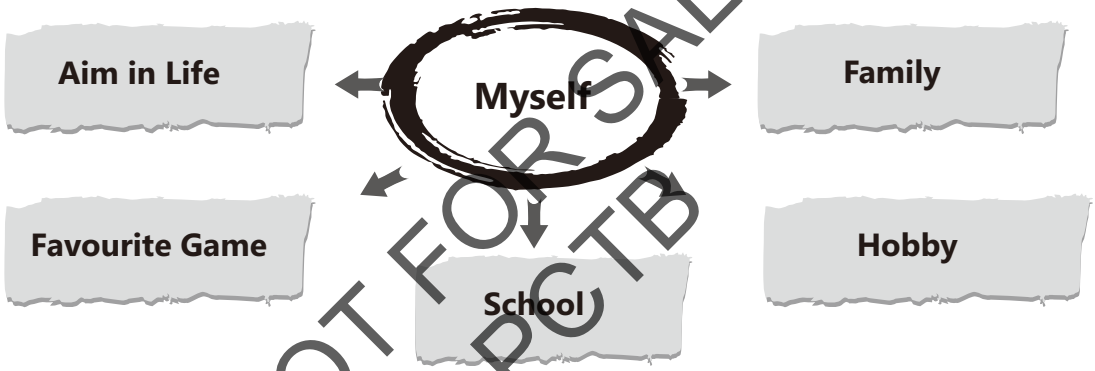
I woke up early this morning because the sunlight was streaming through my window. After rubbing the sleep from my eyes, I decided to go for a jogging in the park nearby. Despite the chilly breeze, I enjoyed the fresh air and the sound of birds chirping in the trees. While running, I saw my friend Zaaraa, who waved and joined me for a few laps around the park. Because we both love exercising

outdoors, we often meet up for morning runs. After our jog, we sat on a bench and talked about our plans for the weekend. Although it was still early, the park was bustling with people, and children were playing on the playground equipments. Finally, we said goodbye, and promised to meet again.

C. Write at least five examples of complex sentences in your own notebook, underline the independent clauses and circle the dependent clauses (subordinate clauses).

Oral Communication Skills

A. Read the mind map carefully to answer the given questions on the specific topics.



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Ask and answer the questions orally.

Student 1: What is your favourite hobby? Why?

Student 2: *Answer orally*

Student 1: Is it good to have a hobby?

Student 2: *Answer orally*
Student 1: How many members of the family do you have?
Student 2: *Answer orally*
Student 1: How do you celebrate special occasions in your family?
Student 2: *Answer orally*
Student 1: What is the name of your school?
Student 2: *Answer orally*
Student 1: Who is your favourite teacher? Why?
Student 2: *Answer orally*

B. Ask each student to write a short reflection on how digital globalisation has personally affected their understanding of other cultures and share their reflections in pairs or small groups.

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Writing Skills

Precis:

A precis is a concise summary or an abstract of a longer passage or a text. Its primary purpose is to capture the essence and main points of the original work in a condensed form. Precis writing requires careful attention to detail, clarity, and precision in language. It serves as a valuable skill for understanding, analyzing, and communicating complex ideas effectively.

Following are some rules for precis writing:

1. Read and comprehend the original passage thoroughly to grasp its main ideas and arguments.
2. Identify the main points, arguments, and supporting details of the passage. Highlight important information that contributes to the overall meaning.
3. Summarise the main thesis or central idea of the passage in one or two sentences.

For the Teacher:

- Divide students into pairs and make them converse with one another following the above given answers questions orally based on the given mind map.
- Help students to role-play the dialogue and practise the polite expression in their speech.

4. Use your own words to condense the passage. Remove unnecessary details, examples, repetitions, and elaborations while retaining the core meanings.
5. Ensure that the precis is clear, coherent, and logically structured. Use straightforward language and maintain the original sequence of ideas.
6. A precis should be objective and focused summarising the content of the original passage. Avoid including personal opinions or interpretations.
7. Write the precis mostly in the third person even if the original passage is written in the first person.
8. Ensure that the precis accurately reflects the main ideas and arguments of the original passage. Verify details and facts as and when needed.
9. After writing the precis, revise it for clarity, conciseness, and accuracy. Make necessary adjustments to improve the precis.

Example Paragraph

Science plays a pivotal role in our daily lives, providing numerous benefits that enhance our quality of life. Through scientific discoveries and advancements, we have developed the technologies that improve healthcare, such as vaccines and medical imaging, leading to longer and healthier lives. Science also drives innovation in industries like agriculture, where genetically modified crops yield more food and resist pests, helping to combat hunger. Additionally, scientific research contributes to environmental conservation efforts by developing sustainable energy sources and pollution control methods. Education and communication have been revolutionized by scientific progress, with the internet and digital devices making information accessible to billions of people worldwide. Overall, science fosters critical thinking and problem-solving skills, equipping individuals and societies to tackle current and future challenges effectively.

Precis

Science significantly enhances our lives by advancing healthcare, boosting agricultural productivity, and aiding environmental conservation. It also revolutionizes education and communication through digital technologies, fostering critical thinking and problem-solving skills essential for addressing global challenges.

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Title: Benefits of Science

A. Read the passages carefully and write a precis, reducing each to one third with a suitable title.

1. Renewable energy sources such as solar, wind, and hydroelectric power are becoming increasingly important in the fight against climate change. These energy sources are sustainable and have a lower environmental impact compared to fossil fuels. Governments and companies are investing heavily in renewable energy technologies to reduce carbon emissions and promote a cleaner, greener future. Despite these advancements, the transition to renewable energy faces challenges, including high initial costs and the need for improved energy storage solutions to ensure a reliable power supply.
2. Nature is a magnificent and essential part of our lives, offering beauty, inspiration, and resources that sustain us. The lush greenery of forests, the serene flow of rivers, the vast expanse of oceans, and the majestic heights of mountains all showcase the diversity and splendor of the natural world. Nature provides us with clean air, fresh water, and fertile soil, which are crucial for our survival. The changing seasons bring new life and vibrant colours, each with its own unique charm and significance. Spending time in nature can also have a calming and rejuvenating effect on our minds, reducing stress and promoting overall well-being. However, it is vital that we respect and protect nature to preserve its beauty and resources for future generations. This means reducing pollution, conserving habitats, and promoting sustainable practices to ensure that the wonders of nature remain for everyone to enjoy.
3. Education is a cornerstone of societal development and progress. It equips individuals with the knowledge, skills, and critical thinking abilities necessary to navigate and contribute to the world. Through education, people gain the qualifications needed for employment, fostering economic growth and reducing poverty. Additionally, education promotes social cohesion by teaching values of tolerance, empathy, and cooperation, helping to build more inclusive and harmonious communities. Access to quality education empowers individuals to make informed decisions, pursue their goals, and improve their lives, ultimately driving innovation and cultural enrichment in society.

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4. Healthy eating is crucial for maintaining overall well-being and preventing chronic diseases. A balanced diet, rich in fruits, vegetables, whole grains, and lean proteins, provides essential nutrients that support functions of the body and energy levels. Consuming a variety of foods ensures that the body gets vitamins, minerals, and antioxidants necessary for a strong immune system and healthy metabolism. Poor dietary choices, such as consuming excessive sugar, salt, and unhealthy fats, can lead to obesity, diabetes, heart disease, and other health issues. Therefore, adopting healthy eating habits not only enhances physical health but also contributes to mental and emotional stability, promoting a better quality of life.

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9 UNIT

Quality Education: A Key to Success

Learning Outcomes:

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

- perform a drama/ role play/play script preferably on SDGs.
- summarize complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks. Make inferences to draw conclusions from, e.g. contextual information, writer's viewpoint, implied information.
- interpret and integrate information from a variety of sources for comprehension (e.g., maps, graphs, charts, diagrams).
- cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as give inferences drawn from the text.
- clarify the meaning of unknown and multiple-meaning words and phrases.
- identify and use adjectival, prepositional, and adverbial phrases in reading and writing tasks.
- research for short projects to answer a question (including a self-generated question) or solve a problem; synthesize multiple sources available on the subject, demonstrating understanding of the subject under investigation while writing or presenting their assignment.
- examine the mechanics of developing a book review, Write a book review report.

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Pre-reading:

- What do you understand by the term "Quality Education"?
- Why is it important for the development of a country?

1. Quality education is **essential** for the sustainable development of our world. It helps individuals gain the knowledge, skills, and values necessary for their productive and fulfilling lives. It encompasses a **holistic** approach to education that equips learners with the knowledge, skills, values, and attitudes necessary to thrive in a rapidly changing world. Sustainable development, as defined by the United Nations, aims to meet the needs of the present without compromising

For the Teacher:

- Begin by discussing the importance of education and its role in sustainable development.
- Recap the Sustainable Development Goals (SDGs), particularly SDG 4, which focuses on quality education for all.

the ability of future generations to meet their own needs. Education fosters economic growth, reduces poverty, promotes gender equality, and helps protect the environment. In Pakistan, where a significant portion of the population is young, investing in education can unlock the potential of millions, driving the country towards a prosperous and sustainable future.

2. In Pakistan, quality education is essential for economic growth. It equips individuals with skills and knowledge necessary for the workforce. For example, subjects like mathematics, science, and technology help students develop critical thinking and problem-solving abilities. These skills are in high demand in various industries, including technology, healthcare and engineering. By preparing students for these fields, quality education can reduce unemployment and underemployment, leading to increased economic **prosperity**. A well-educated population can drive innovation and productivity, contributing to the overall economic development.

3. Education is a powerful tool for empowerment, enabling individuals to realize their full potential and participate actively in social, economic, and political spheres. It equips them with essential skills such as **literacy**, numeracy, and digital literacy, laying the foundation for lifelong learning and socio-economic advancement. Educated individuals are more likely to engage actively in community development initiatives, advocate for social justice, and contribute to sustainable development practices. Education is **crucial** for advancing gender equality by empowering women with knowledge, confidence, and opportunities for leadership and economic independence.

How does quality education empower individuals?

4. Human capital refers to the knowledge, skills, and health that individuals accumulate over their lives, which enables them to contribute effectively to economic growth and development. Quality education enhances human capital by ensuring individuals are **equipped** with the necessary competencies and capabilities to thrive in a rapidly evolving global economy.

5. Quality education emphasizes skill development, including literacy, numeracy,

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For the Teacher:

- Enhance students' interest for the given topic with the help of pre reading activity.
- Encourage students to guess the meanings of the highlighted words in the text.

digital literacy, and vocational skills. These skills are crucial for enhancing employability, securing better jobs, and promoting economic independence, thereby reducing income inequality.

> What specific skills does education provide that contribute to break the cycle of poverty?

6. Quality education is a powerful tool for addressing socio-economic disparities. It serves as a leveller, providing equal opportunities for all, regardless of socio-economic background, gender, or ethnicity. By equipping marginalized populations with education, it helps break the cycle of poverty and fosters **inclusive** growth. Investing in quality education is not just an investment in human capital but a pathway to achieving sustainable development, promoting social equity, and creating a more prosperous future for all.

7.Quality education teaches students about different cultures, religions, and perspectives, fostering mutual respect and understanding. Providing equitable access to education for all, regardless of background, helps to bridge social divides. Inclusive education promotes equality and unity, reducing social tensions. Schools often serve as community hubs where diverse groups can come together. This fosters a sense of belonging and shared purpose, enhancing social **cohesion**. Education enhances employability and economic stability. When individuals have access to economic opportunities, it reduces social unrest and promotes a more cohesive society. This knowledge helps to reduce prejudices and conflicts, promoting a culture of peace.

8. Education encourages critical thinking, allowing individuals to question and understand the root causes of **conflicts** and violence. Literate individuals are more likely to seek peaceful solutions.

9. Education promotes understanding, tolerance, and respect for diversity, fostering peaceful coexistence in diverse societies. It cultivates empathy and critical thinking, enabling individuals to engage constructively in democratic processes and resolve conflicts peacefully.

10. Quality education fuels innovation and creativity, driving technological advancements and fostering entrepreneurship. By fostering entrepreneurship and innovation, education can create economic opportunities and lift individuals and communities out of poverty. Education improves health outcomes by promoting awareness of hygiene, nutrition, and disease prevention. Educated individuals are better able to make informed decisions about their health, leading to improved well-being and reduced healthcare costs. Education not

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only empowers individuals but also strengthens communities and societies.

11. Quality education encourages students to think creatively and critically. These skills are essential for innovation, enabling individuals to develop new ideas, solve problems, and create innovative solutions to challenges.

12. Emphasizing science, technology, engineering, and mathematics (STEM) in education equips students with the technical skills necessary for innovation. STEM education fosters **curiosity** and a problem-solving mindset, which are crucial for technological advancements and scientific discoveries. Higher education institutions play a pivotal role in research and development (R&D). Universities and colleges provide the resources and environment for students and faculty to conduct research, leading to new inventions, technologies, and methodologies that drive innovation.

What does STEM stand for?

13. Outdated curricula and **pedagogical** approaches fail to equip learners with the skills demanded by the rapidly changing global landscape. There is a pressing need to align education systems with the evolving needs of the 21st century workforce, **emphasising** critical thinking, problem-solving, and digital literacy. The quality of teaching plays a pivotal role in shaping the learning outcomes of students. However, shortage of teachers, low salaries, and inadequate training undermine the effectiveness of education systems. Investing in teacher's professional development and support is essential for **enhancing** educational quality. Governments should prioritise the training and development of educators. This includes offering professional development programme, ensuring fair salaries, and creating a supportive working environment to attract and retain qualified teachers.

What issues undermine the effectiveness of education systems?

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14. Quality education is a fundamental human right and a prerequisite for individual fulfillment and societal progress. It serves as the **bedrock** of sustainable development, driving economic growth, social cohesion, and innovation. While significant strides have been made in expanding access to education globally, ensuring its quality remains a **formidable** challenge. Addressing the multifaceted challenges confronting education systems requires

For the Teacher:

- Help students understand the global impact of education on achieving SDGs.
- Explore examples from different countries where investments in education have led to significant improvements in socio-economic indicators and quality of life.

concerted efforts at the local, national, and international levels. By prioritising quality education and investing in teacher-training, curriculum reform, and equitable access, societies can unlock the transformative potential of education and pave the way for a brighter future for generations to come. By addressing these challenges, we can ensure that every child has the opportunity to receive a quality education, thereby contributing to sustainable development and a better future for all.

Theme

Quality education plays a crucial role in advancing sustainable development goals (SDGs). It explores how quality education, as outlined in SDG 4, promotes inclusivity, equity, practical skills, and safe learning environments. It discusses challenges in achieving quality education, such as disparities in access, teacher shortages, and education in emergencies. It emphasizes the transformative impact of education in empowering individuals, fostering social cohesion, and contributing to global progress towards sustainable development.

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Glossary:

Words	Meanings
bedrock	a strong base for something, especially the facts or the principles on which it is based
cohesion	the act or state of keeping together
conflict	a situation in which people, groups or countries disagree strongly or are involved in a serious argument
crucial	extremely important, because it will affect other things
curiosity	a strong desire to know about something
emphasis	to give special importance to something
enhance	to increase or further improve the good quality, value or status of somebody/something
equip	to provide yourself/somebody/something with the things that are needed for a particular purpose or activity
essential	completely necessary; extremely important in a particular situation or for a particular activity
formidable	if people, things or situations are formidable, you feel fear and/or respect for them, because they are impressive or powerful, or because they seem very difficult
holistic	considering a whole thing or being to be more than a collection of parts
inclusive	having the total cost, or the cost of something that is mentioned, contained in the price
literacy	the ability to read and write

Words	Meanings
pedagogical	relating to teaching methods
prosperity	the state of being successful, especially in making money

Reading and Critical Thinking

A. Answer the following questions:

1. How has quality education been defined in the text?
2. Name three benefits of quality education mentioned in the essay.
3. Why is human capital development important for a country's economic growth and sustainable development?
4. Describe the role of education in reducing inequality and poverty.
5. How does quality education promote understanding and tolerance?
6. How does teaching entrepreneurship in schools promote economic growth?
7. Why is STEM education important for driving innovation?
8. Can you think of any ways to improve the quality of education in your own school or community?

B. Choose the correct options.

1. How does quality education contribute to sustainable development?

a. by focusing economic growth, reducing poverty, and gender equality
b. by focusing solely on theoretical knowledge
c. by neglecting environmental protection
d. by limiting education to primary schools only

2. Which of the following is NOT mentioned as a benefit of quality education in the text?

a. economic growth
b. reduction of poverty
c. promotion of gender equality
d. focus on sports and entertainment

3. Which subjects are highlighted as important for developing critical thinking and problem-solving abilities?

a. history, literature, and arts
b. mathematics, science, and technology
c. physical education, music, and drama
d. geography, sociology, and philosophy

4. What essential skills does education provide that lay the foundation for lifelong learning and socio-economic advancement?

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a. physical strength and endurance
b. literacy, numeracy, and digital literacy
c. artistic and musical talent
d. traditional crafts and trades

5. How does education help in understanding conflicts?

a. by encouraging obedience
b. by promoting violent solutions
c. by encouraging critical thinking
d. by ignoring some causes

6. What broader impact does education have on society?

a. benefits individuals only
b. strengthens communities
c. weakens social bonds
d. limits development

7. What skills does emphasising STEM education aim to develop in students?

a. artistic abilities
b. technical skills for innovation
c. sports proficiency
d. linguistic aptitude

8. What role do the higher education institutions play in research and development (R&D)?

a. They discourage research initiatives.
b. They provide resources and environment for research.
c. They restrict access to technology.
d. They focus solely on theoretical learning.

C. Examine the SDG icons in the image. Identify two goals, in addition to 'Quality Education' (Goal 4), that can contribute to improving education quality globally. How can progress in these two goals support the achievement of quality education? Provide examples to explain the relationship between these goals and education.

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D. Read the provided eyewitness account about the recent education reforms. How does the writer present the facts and details of the reforms? What tone does the writer use, and how does their personal perspective influence the account? Provide specific examples from the text to support your analysis.

Eyewitness Account:

Date: 12th March 2024

Location: Government Primary School, Lahore

"As I stood at the school gate this morning, I couldn't help noticing the excited chatter among the students. Today marked the implementation of the new education reforms aimed at improving literacy and teacher training. I walked through the newly renovated classrooms, which were filled with colourful posters and modern learning tools. A teacher, Ms. Kiran, approached me with a smile and shared her experience.

'The government's new programme has truly changed the way we approach teaching,' she said. 'Before, we were relying on outdated methods, but now, thanks to the training workshops, we feel empowered to teach using modern techniques.'

I also spoke with a group of students who proudly showed off their new textbooks. One girl, Zaaraa, told me, 'I love the new books! They have pictures and activities that make learning fun.'

However, not everything was perfect. Some teachers expressed concerns about the lack of resources in certain rural areas. Mr. Zeeshaan, a senior teacher, mentioned, 'we still struggle with overcrowded classrooms and limited technology in the more remote schools. There's still a long way to go.'

As the day went on, I witnessed teachers using interactive lessons to engage students, something that wasn't common before the reforms. It was clear that, although challenges remain, the reforms have had a positive impact on the quality of education in urban areas like this one."

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For the Teacher:

- Instruct students to read the text carefully, paying attention to key concepts, processes, or arguments presented.

E. Read the paragraph 1,2,3 and 10 of the unit carefully. Highlight the impactful words and phrases.

Vocabulary

Contextual Clues

Passage:

As the sun began to set over the bustling streets of Karachi, the **bustling** city came alive with the sounds of vendors calling out their wares. The aroma of spicy **aromatic** food filled the air, and the colourful **vibrant** stalls added to the lively atmosphere. Despite the heat, the people moved with **energy**, their faces showing signs of **resilience** and determination. In a quieter corner, an old man sat under a tree. His **serene** expression contrasted with the city's **hustle**.

A. Write the contextual meanings of the above highlighted words. Then consult a dictionary/thesaurus to find out their synonyms.

B. Fill in the blanks using the words from the passage. Use the context clues to help you choose the correct word.

1. The _____ city of Lahore is known for its rich culture and lively streets. **(bustling, serene, aromatic)**
2. The chef prepared a/ an _____ dish that filled the kitchen with a delightful smell. **(bustling, aromatic, resilient)**
3. The market was full of _____ colours, with stalls selling everything from clothes to jewelry. **(vibrant, serene, bustling)**
4. Despite the challenges, the people of the village showed great _____ and continued to work hard. **(energy, resilience, hustle)**
5. After a long day, he found a _____ spot by the lake to relax. **(vibrant, serene, aromatic)**
6. The students showed a lot of _____ during the sports day, participating in all events with enthusiasm. **(resilience, energy, aromatic)**

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For the Teacher:

- Explain the importance of contextual clues for understanding unfamiliar words.
- Explain the different types of contextual clues: definition, synonym, antonym, example, and inference.

Grammar

Phrase

A **phrase** is a group of two or more words usually without a subject and a predicate.

Examples

- The car **with the tinted windows** is mine.
- He ran **at an incredible speed.**

Introduction to Adjectival, Prepositional and Adverbial Phrases:

Adjectival Phrases

- A group of two or more words that does the work of an adjective; that is, it describes a noun or a pronoun. They often answer questions like "What kind?", "Which one?", or "How many?"
- Example: The house **with the red door** is mine.

Prepositional Phrases

- Prepositional phrases consist of a preposition and the words which follow it (a complement). The complement can be:
  - preposition + noun phrase (on + the chair)
  - preposition + pronoun (with + him)
  - preposition + adverb/ adverb phrase (until + quite recently)

Adverbial Phrases

- A group of two or more words that does the work of an adverb; that is, it describes a verb, an adjective or an adverb. They answer questions like "How?", "When?", "Where?", "Why?", or "To what extent?"
- Example: He speaks **in a low voice**. (It describes, "how does he speak?")

A. Read the following passage carefully. Identify and underline the adjectival, prepositional and adverbial phrases. Then, label each type of phrase.

Passage: In the quiet village of Greenfield, a decent girl with bright blue eyes lived with her grandmother. Every morning, she walked to the nearby forest in search of flowers. Her favourite place to find daisies was under the old oak tree near the stream. Despite the early hour, the girl was always full of energy and enthusiasm to do her daily household work.

B. Expand the following sentences by adding adjectival, prepositional and adverbial phrases. For example: She read the book_____.

(Describes how or where she read the book, e.g., **"in the cozy armchair",** or **"with great interest")**

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1. The children played _____.
2. He completed the task _____.
3. They went on vacation _____.
4. The teacher explained the math problem _____.
5. They attended the wedding _____.
6. The family celebrated Eid _____.
7. He completed his homework _____.
8. The students presented their projects _____.

Oral Communication Skills

Work together to perform the role-play titled "*The Power of Education.*" As you act out each scene, focus on clearly expressing the challenges, the call for change, and the impact of education reforms.

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Title: The Power of Education
Scene 1: The Struggle to Learn
(*Setting: A small school with few resources.*)
Student A:
(Looking at a torn book)
How can we learn when we don't even have proper textbooks?
Student B:
And our classroom is so crowded. It's hard for the teacher to help everyone.
Teacher:
It's tough for me too. Without enough resources and training, it's hard to teach properly.
Scene 2: The Call for Change
(*Setting: A community meeting discussing education reforms.*)
Community Leader:
We need better schools, more teachers, and updated resources for our children.
Government Official:
We're building more schools and providing teacher training to improve education for all.
Scene 3: The Impact of Quality Education
(*Setting: The school after improvements.*)
Student A:
Now, we have proper books and even computers to help us learn.

Teacher:
With the new training, I can teach better, and every student is improving.
Community Leader:
This is the power of **quality education** — it changes lives!
Conclusion:
All Together:
"Quality education is the key to success!"

Writing Skills

Book Review

A **book review** is a summary and evaluation of a book that allows you to express your thoughts and opinions about it. It's not just about retelling the story; it's about sharing what you liked or didn't like, analysing the characters and themes, and deciding whether you would recommend the book to others.

Writing a Book Review

When writing a book review, follow these simple steps to make sure you include everything necessary:

1. **Read the Book Carefully:**
   - Before you review a book, you need to read it thoughtfully. Pay attention to the story, characters, and the themes or messages the author is trying to convey.
2. **Take Notes:**
   - As you read, take notes on the key points. Write down your thoughts about the characters, important events, and how the story makes you feel.
3. **Think Critically:**
   - Ask yourself questions like: What is the main idea of this book? Did the characters feel real? How does the book relate to real-life situations? What did you like or dislike about the writing style?

Components of a Book Review

A book review is usually made up of these main parts:

1. **Introduction:**
   - Mention the title, author, and genre.
   - Give a brief idea of what the book is about.
2. **Plot Summary:**
   - Summarise the main events and characters, without revealing the ending.

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3. **Character Analysis:**
   - Discuss key characters, their personalities, and how they change. Focus on one or two characters in detail.
4. **Themes and Messages:**
   - Identify the main themes or messages in the book and explain how they are explored.
5. **Writing Style:**
   - Comment on the author's style. Is it descriptive, emotional, or easy to read? How does it support the story?
6. **Personal Opinion:**
   - Share your thoughts. What did you like or dislike? Was the book relatable or exciting?
7. **Conclusion & Recommendation:**
   - End by stating whether you would recommend the book and who might enjoy it.

Write a detailed book review of "Little Women" by Louisa May Alcott, retold by John Escott. Your review should be 200-300 words and include examples from the book to support your views. In your review, cover the following points:

1. **Introduction:**
   - Mention the title, author, and genre.
   - Briefly introduce the setting and the main characters (Meg, Jo, Beth, and Amy).
2. **Plot Summary:**
   - Summarise the key events. Focus on how the March sisters grow and change throughout the story.
3. **Character Analysis:**
   - Choose one or two characters (e.g., Jo or Amy) and discuss their personality, challenges, and growth.
4. **Themes and Messages:**
   - Identify key themes like family, independence, or personal growth, and

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For the Teacher:

- Introduce students to the purpose and structure of a book review, emphasizing the importance of each component.
- Provide examples of well-written book reviews to analyse in the class.

explain how they are explored in the story.

5. **Writing Style:**
   - Comment on Alcott's writing style. Is it descriptive, emotional, or easy to read? How does it help bring the story to life?
6. **Personal Opinion:**
   - Share your thoughts about the book. What stood out to you? What did you enjoy or dislike?
7. **Conclusion & Recommendation:**
   - Would you recommend *Little Women*? Who would enjoy reading this book, and why?

A. Write a book review of any book of your choice, keeping in mind the above guidelines to ensure that the review is comprehensive, insightful and well-structured.

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10 UNIT The Silent Predator and the Majestic Prey – Snow Leopard and Markhor

Learning Outcomes:

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

- give an informed personal and analytical response to a descriptive and informative text.
- reading to analyse descriptive/argumentative essays.
- distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing, and texts.
- acquire and use appropriate words and phrases for reading, writing, speaking, and listening; independently gather vocabulary when considering a word or phrase important for comprehension or expression.
- use hyphens (hyphenated nouns and adjectives) in words, letter string –ough /words.
- write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach – brainstorming, mind mapping, and writing a first draft.
- demonstrate attentive listening skills to respond orally with standard pronunciation and intonation.

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Pre-reading:

K-W-L Chart

Before Reading

Make predictions about the text's content in the W (Want to Know) columns:

- **K Column:** Write down everything you know about the snow leopard and the markhor. Think about their habitats, characteristics, and interesting facts you already know about these animals.
- **W Column:** List questions or things you want to learn about the snow leopard and the markhor from the text. Consider what interests you about these animals or what you are curious about their survival and interaction in the wild.

After Reading the Text

Complete the L Column to compare the predictions with the actual content:

- **L Column:** After you have read the text, write down what you have learned about the snow leopard and the markhor. Reflect on the answers to your questions from the W column and any new information you found interesting or important.

K (Know)	W (Want to Know)	L (Learned)

1. In the high-altitude regions of Pakistan, where the peaks of the Himalayas, Karakoram, and HinduKush touch the sky, two extraordinary animals have made

these **rugged** landscapes home for centuries. The snow leopard and the markhor, **predator** and prey, represent the delicate balance of nature in some of the most remote areas of the world. Both species are not only fascinating in their own outlook but are also symbols of Pakistan's wild beauty and the need for **conservation**.

The Ghost of the Mountains – Snow Leopard

2. The snow leopard is one of the most **elusive** animals on the planet. With its thick, spotted coat and piercing blue eyes, it blends perfectly with the rocky mountains. Often referred to as the "Ghost of the Mountains," the snow leopard roams at altitudes as high as 5,500 metres, surviving the cold with its dense fur and muscular build.

3. Snow leopards are highly adapted to their mountains habitats. Their wide, fur-covered paws allow them to walk on snow without sinking, and their long tails help them balance on narrow ledges. But despite their strength and **agility**, snow leopards are rarely seen by humans. This mysterious predator is shy and solitary, avoiding human contact whenever possible.

Why are snow leopards rarely seen by humans?

4. The snow leopard's primary prey is the markhor, though it also hunts ibex and wild sheep. As a top predator in the **ecosystem**, it plays a crucial role in maintaining the natural balance. If the snow leopard were to disappear, it would create a **ripple** effect, disturbing the populations of other animals and the overall health of the mountain environment.

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The Majestic Markhor – A National Symbol

5. The markhor, with its impressive corkscrew-shaped horns, is Pakistan's national animal. Found in the mountainous regions of Khyber Pakhtunkhwa, Gilgit-Baltistan, Balochistan, and parts of Azad Jammu and Kashmir, the markhor is perfectly adapted to the steep and rocky terrain. Its wide hooves help it climb cliffs with ease, while its coat changes with the seasons, providing warmth in winter and shedding in summer.

6. The markhor is a **herbivore**, feeding on grasses, shrubs, and leaves. Living at altitudes of up to 3,600 metres, these animals are often seen perched on narrow ledges, grazing on vegetation. Males are known for their long, twisted horns, which can grow up to 1.5 metres.

What do markhors eat?

7. The name "markhor" means "snake-eater" in Persian, a reference to the twisting horns that resemble coiled snakes. The markhor holds a special place in

Pakistan's cultural and environmental **heritage**, but like the snow leopard, it has faced numerous challenges.

A Fragile Balance – Predator and Prey

8. The relationship between the snow leopard and the markhor is a classic example of predator and prey. Snow leopards rely on markhors for food, and markhors have evolved to escape these powerful predators by living in steep, rocky areas where they can quickly flee.

9. However, human activities have upset this delicate balance. Poaching, habitat destruction, and climate change have reduced populations of both the species. Markhors have been hunted for their valuable horns, while snow leopards have been killed by herders trying to protect their livestock.

Conservation Success and Future Challenges

10. Despite these threats, both the snow leopard and the markhor have benefited from successful conservation efforts in Pakistan. Organisations such as the Snow Leopard Foundation and the WWF-Pakistan have worked tirelessly to protect these species. In areas like Chitral National Park and the Toshi Game Reserve, local communities, in collaboration with the government, have established trophy hunting programmes. These programmes allow foreign hunters to hunt a limited number of markhors under strict regulations. The revenue generated is used for wildlife conservation and to provide financial incentives for local people to protect the animals.

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11. Thanks to the efforts to reduce human-leopard conflict by which an improvement in the numbers of snow leopard has also been seen. By compensating herders who lose livestock due to snow leopard attacks and raising awareness of the species' importance, conservationists have reduced the killings of these endangered cats.

How have conservation efforts helped increase snow leopard numbers?

12. Despite these successes, both the species remain **vulnerable**. Continued efforts are needed to protect their habitats and prevent illegal hunting. By preserving the snow leopard and the markhor, Pakistan is also preserving its natural heritage and the balance of life in its wildest regions.

The Role of Pakistan's Mountain Ecosystems

13. The survival of the snow leopard and the markhor is essential for the health of Pakistan's mountain ecosystems. Snow leopards keep the populations of herbivores like the markhor in check, ensuring that plant life in these areas

remains balanced. Markhors, in turn, are critical for maintaining the vegetation of the mountain slopes, preventing overgrazing and soil erosion.

14. Without these two species, the entire ecosystem would be at risk. Protecting them is not only about saving two **magnificent** animals but also preserving the very environment they inhabit.

Theme

The central theme of the text is delicate balance of nature through the predator-prey relationship between the snow leopard and the markhor in Pakistan's mountains. Both the species are crucial for maintaining the ecosystem's health but face threats from poaching, habitat loss, and climate change. The markhor, as Pakistan's national animal, also holds cultural significance. Conservation efforts by organizations like the Snow Leopard Foundation and WWF-Pakistan aim to protect these animals and **preserve** the fragile ecosystem. This theme highlights the importance of biodiversity, adaptation, and human responsibility in conservation.

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Glossary:

Words	Meanings
agility	the ability to move quickly and easily
conservation	the protection of the natural environment
ecosystem	all the plants and living creatures in a particular area considered in relation to their physical environment
elusive	difficult to find, define or achieve
herbivore	any animal that eats only plants
heritage	the history, traditions, buildings and objects that a country or society has had for many years and that are considered an important part of its character
magnificent	extremely attractive and impressive; deserving praise
predator	an animal that kills and eats other animals
preserve	to keep a particular quality, feature, etc.; to make sure that something is kept
ripple	a small wave on the surface of a liquid, especially water in a lake, etc.
rugged	not level or smooth and having rocks rather than plants or trees
vulnerable	weak and easily hurt physically or emotionally

Reading and Critical Thinking

A. Answer the following questions:

1. Why is the predator-prey relationship between the snow leopard and the markhor important for the ecosystem?
2. How do the snow leopard and the markhor's adaptations help them survive in the mountains?
3. What are the benefits and potential concerns of community-led conservation programmes like trophy hunting?
4. What might happen to the mountain ecosystem if either the snow leopard or the markhor disappeared?
5. How do human activities like poaching and habitat destruction threaten the balance between the snow leopard and the markhor?
6. How is the markhor adapted to living in mountainous regions?
7. What more can be done to raise awareness about protecting endangered species like the snow leopard and the markhor?
8. How did the description of the snow leopard and the markhor impact your understanding of these animals and their environment?

B. Choose the correct option for each question.

1. What might be the long-term impact on the ecosystem if the snow leopard were to become extinct?

a. The population of herbivores like markhor would increase, leading to overgrazing.
b. The markhor population would decrease due to a lack of protection.
c. The ecosystem would become healthier without predators.
d. The environment would remain unchanged.

2. How do community-based conservation efforts, such as trophy hunting, benefit both wildlife and local people?

a. They reduce human-wildlife conflict by eliminating predators.
b. They generate income for locals and fund wildlife protection efforts.
c. They help introduce foreign species into local ecosystems.
d. They allow uncontrolled hunting, reducing animal populations.

3. What lesson can be learned from the successful conservation efforts of the snow leopard and the markhor?

a. Conservation only works if predators are removed from the ecosystem.
b. Animals can survive without human intervention.

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c. Involving local communities in conservation efforts leads to better outcomes.

d. Conservation is not necessary for naturally strong species.

4. Why is it important to maintain the balance between predator and prey in ecosystems like those of the snow leopard and the markhor?

a. to increase tourism in mountain regions

b. to ensure that predators do not starve

c. to keep herbivore populations in check and protect vegetation

d. to help predators dominate the ecosystem

5. What is one potential drawback of trophy hunting programmes, even when they help conservation efforts?

a. They may lead to uncontrolled hunting of species.

b. They only focus on predators like the snow leopard.

c. They may prioritise financial gain over the welfare of animals.

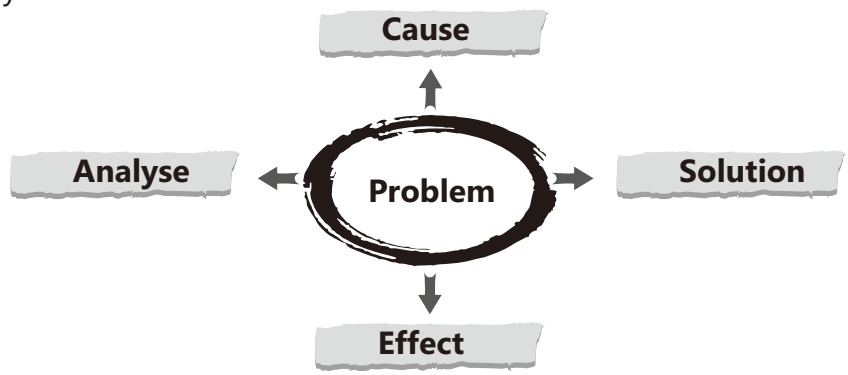
d. They do not involve local communities in any way.

C. Read the following text and put relevant information into the graphic organiser.

There is a serious threat to the snow leopard and the markhor in Pakistan's mountains. Poaching and habitat loss have decreased their numbers. Snow leopards are also killed by herders protecting their livestock.

These problems lead to an imbalance in the ecosystem. Without snow leopards, the markhor population can increase, causing overgrazing and damaging the environment.

Conservation efforts include trophy hunting programmes that help protect wildlife. Compensation for herders also reduces the killing of snow leopards. These actions aim to save both species and protect the ecosystem.



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Vocabulary

A. Distinguish between the connotative and denotative meanings of the following words using context clues from the text.

Words	Context Clues	Denotative Meanings	Connotative Meanings
balance			
elusive			
heritage			
predator			
vulnerable			

Grammar

Hyphenated Nouns and Adjectives

A **hyphen** (-) is used to join two or more words together to form a single idea. This can happen with both nouns and adjectives. Hyphens are especially helpful when two words work together as a single unit or when a compound adjective appears before a noun.

- **Hyphenated Nouns:** Some compound nouns use hyphens to connect words, making them one concept.
  Example: mother-in-law, well-being
- **Hyphenated Adjectives:** Compound adjectives (two or more words that describe a noun) are often hyphenated, especially when they come before a noun.
  Example: well-known author, high-speed train

Words with the Letter String "-ough"

The letter string **-ough** is tricky in English because it can be pronounced in many different ways depending on the word.

- **Examples of -ough words:**
  - **though** (as in *although*): Pronounced /thō/
  - **through:** Pronounced /throo/
  - **rough:** Pronounced /ruff/
  - **enough:** Pronounced /enuff/
  - **thought:** Pronounced /thawt/

A. Add hyphens to the following compound nouns and adjectives where needed.

1. The editor in chief made several changes to the manuscript.

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2. The student gave a well written essay.
3. The city is famous for its state of the art infrastructure.
4. He works as a part time teacher.
5. My brother in law is visiting this weekend.

B. Identify the correct pronunciation of the -ough words and fill in the blanks with the appropriate word.

1. The river runs _____ the city. (Pronounced /throo/)
2. She had a difficult day, but she smiled, as if she hadn't gone _____ so much. (Pronounced /thō/)
3. The fabric of the sweater felt very _____ against my skin. (Pronounced /ruff/)
4. He hadn't _____ much about the topic before the presentation. (Pronounced /thawt/)
5. We don't have _____ money to buy that car. (Pronounced /enuff/)

C. Make three hyphenated nouns or adjectives using the prefixes provided below.

(**Examples:** anti-corruption, anti-riot, anti-inflammatory)

Prefix	Hyphenated Words
self ex co non	

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D. Fill in the blanks with the correct words ending in -ough from the options provided.

1. We played outside _____ it was drizzling. (though, through, thought)
2. There wasn't _____ sugar left for tea. (although, enough, brought)
3. Salma kneaded the _____ to make bread. (cough, dough, bough)
4. The storm blew the leaves off the _____. (bough, through, though)
5. He had a severe _____ throughout the day. (rough, cough, thought)

Oral Communication Skills

A. Respond to the text through oral discussion.

i. Get into small groups. Each group will be responsible for discussing a specific section of the text.

ii. Within your group, choose roles such as **discussion leader**, **note-taker**,

and **presenter**. The **discussion leader** will guide the conversation, the **note-taker** will summarize key points, and the **presenter** will share the findings with the class.

iii. Discuss the assigned section and answer the following questions:
   - What is the main idea?
   - What supporting details are provided?

iv. Present your group's findings to the class.

v. Participate in a whole-class discussion based on the groups' presentations.

B. Respond to the text by telling short stories and role-play.

i. Individually or in pairs, choose to research one of the **conservation efforts** mentioned in the text (such as the Snow Leopard Foundation or WWF-Pakistan).

ii. Find out how these organizations are helping to protect the snow leopard and the markhor. Focus on **key moments** like successes, challenges, and impact on the community. Once you've researched, prepare a short **story** to tell your classmates. Focus on:
   - **What** the organization does.
   - **How** it is helping to protect wildlife.
   - **Why** their work matters.

iii. Pair up with another student and **tell them your story**. Listen to their story as well.

iv. After sharing, reflect together: How do these efforts help create a balance in nature?

C. Role-play a Community Conservation Meeting

Imagine you're part of a **community meeting** about protecting the snow leopard and the markhor.

Characters:

- Wildlife Conservationists
- Community Members
- Government Officials
- Local Entrepreneurs

Script Outline:

With your group, brainstorm what each character might say. For example:

- **Wildlife Conservationist:** Discusses the importance of preserving the ecosystem.

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- **Community Member:** Shares how the wildlife conservation efforts impact their daily life.
- **Government Official:** Talks about potential support for conservation programmes.
- **Local Entrepreneur:** Explores how eco-friendly businesses could support conservation.

Role-play Dialogue:

Act out your community meeting in front of the class. Focus on discussing conservation strategies and how to overcome challenges faced by the snow leopard and the markhor.

D. Discussion on Handling of Challenges.

i. After the role-play, discuss as a class:

- How does **community involvement** help wildlife conservation?
- What were some of the challenges your characters faced, and how were they addressed?

Discussion Point: Can Both Predator and Prey Be Saved?

i. Half of the class will argue that saving the snow leopard is more important for maintaining the balance in the ecosystem.

ii. The other half will argue that saving the markhor is equally important due to its role in preventing overgrazing and its cultural significance.

E. Demonstrate attentive listening skills to respond orally with standard pronunciation and intonation.

(The teacher will read aloud the text in the unit emphasizing accurate pronunciation and intonation. The students will listen it with full attention whereby looking at the text in their books. The students will be required to speak different words or sentences with the correct pronunciation and intonation.)

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Writing Skills

A. Write a descriptive composition about the snow leopard or the markhor, moving from general to specific. Use brainstorming, mind mapping, and writing a first draft while paying attention to correct punctuation and spelling.

Step 1: Brainstorming

i. Brainstorm Ideas:

- Think about the snow leopard or the markhor. Write down everything you know about:

- Their **habitat** (Where do they live?)
- Their **appearance** (What do they look like?)
- Their **behaviour** (How do they behave in the wild?)
- Their **importance** (Why are they significant?)

ii. Prompts to Help You Brainstorm:

- What is the first thing people notice about the snow leopard or the markhor?
- How are they adapted to live in their habitat?
- What unique physical traits do they have?
- How do they interact with other animals or their environment?

iii. Brainstorming Activity:

- Write down all your ideas on a piece of paper without worrying about order.

Step 2: Mind mapping

i. Create a Mind map:

- Start with the name of the animal (**snow leopard** or **markhor**) in the centre.
- Create branches for:
  - **Habitat** (mountains, altitude)
  - **Appearance** (fur, horns, size)
  - **Adaptations** (climbing, hunting, grazing)
  - **Behaviour** (predator, prey, social, solitary)
  - **Importance** (role in the ecosystem, cultural significance)

ii. Fill in Details:

- Add specific details under each branch based on your brainstorming notes.

iii. Mind mapping Activity:

- Draw a mind map on a blank sheet of paper, starting with the animal in the center, and branch out with categories and details.

Step 3: First Draft

i. Write the First Draft:

- **Introduction** (General Information):
  - Start with a broad description of the snow leopard or the markhor. Where do they live? Why are they important?
  - **Body Paragraph 1** (Appearance):
  - Move to specifics. Describe their physical features, like their fur, size, or horns.
  - **Body Paragraph 2** (Adaptations):
  - Explain how their physical traits help them survive in their environment. For example, how do their paws, hooves, or horns help them in the

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mountains?

- **Body Paragraph 3** (Behaviour and Importance):
  - Discuss their behaviour in the wild (solitary or social, predator or prey). Why are they important to the ecosystem or culturally significant to Pakistan?

ii. Pay Attention to:

- Correct **punctuation:** Use commas, periods, and hyphens correctly in your writing.

Spelling: Make sure all words are spelled correctly, especially tricky words like "altitude" or "herbivore."

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11 UNIT

The Dear Departed

(one-act play)

William Stanley Houghton (1881–1913)

Learning Outcomes:

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

- explore simple to complex ideas and issues in one-act play, or assembly/class presentation
- analyse organisational patterns in a text to list/ sequence of ideas/events, comparison-contrast, cause-effect, problem-solution, reasons/ assumptions-conclusion
- change into indirect/direct speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing.
- write multiple paragraphs essays or stories, poems or playscript using mechanics for correct writing.
- write a dialogue between multiple people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee.

Pre-reading:

- What feelings or situations come to mind when you hear the title?
- Do you think the tone will be serious or humorous? Why?

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Characters and their relationships in 'The Dear Departed' by Stanley Houghton

1. Mrs. Amelia Slater

- daughter of Mr. Abel Merryweather and sister of Mrs. Elizabeth Jordan
- married to Henry Slater
- mother of Victoria Slater

2. Henry Slater

- husband of Amelia Slater
- son-in-law of Mr. Abel Merryweather
- father of Victoria Slater

For the Teacher:

- Explain about one-act plays and their common characteristics.
- Tell students about this playwright ----- Stanley Houghton.
- Tell students about the elements/ essentials of one-act plays. Help them understand the difference between a one-act play and a multiple-act play.

3. Mrs. Elizabeth Jordan

- daughter of Mr. Abel Merryweather and sister of Mrs. Amelia Slater
- married to Ben Jordan

4. Ben Jordan

- husband of Elizabeth Jordan
- son-in-law of Mr. Abel Merryweather

5. Victoria Slater

- daughter of Amelia and Henry Slater
- granddaughter of Mr. Abel Merryweather
- niece of Elizabeth and Ben Jordan

6. Mr. Abel Merryweather

- father of Amelia Slater and Elizabeth Jordan
- grandfather of Victoria Slater

The opening scene of 'The Dear Departed' is set in the living room of the Slater family's house, designed in the style of an early 20th century Edwardian home. The room is modest and functional, reflecting the middle-class status of the family. It serves as the play's sole location, creating an intimate and focused environment for the events that unfold.

What do you think the room looks like?

As the scene opens, the living room is arranged with a large central dining table covered with a white cloth. The table is surrounded by chairs. To one side of the room, there is a sofa positioned for seating, while other simple chairs and a small side table complete the arrangement. The furniture is practical

How do you think the room is arranged?

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For the Teacher:

- If possible, use pictures or illustrations of Edwardian living rooms to help students better visualise the space. Compare these visuals with the scene described in the play and ask students to identify the similarities and differences.
- Have students conduct brief research or provide a short presentation on life in Edwardian England, focusing on social class and family structures. Discuss how the time period might influence the themes and characters in the play.
- Encourage students to engage with the space through a role-playing activity. Ask them to imagine where they would place themselves if they were a character in the scene. This helps them understand the layout and how it influences movement and interactions.

and slightly worn, consistent with the family's lifestyle. At the back of the room, there is a staircase leading to the upper part of the house.

The decor in the room is simple and functional. A mantelpiece displays a clock. There may also be a sideboard or a cabinet against one wall. Framed photographs hang on the walls, enhancing the everyday family atmosphere.

The lighting is soft, provided by lamps or candles, casting a warm but slightly dim glow. The overall atmosphere is calm, with an air of formality typical of the period. The muted colour palette of brown, cream, and grey adds to the conservative and somewhat sombre tone of the room. The room also has a door leading outside, positioned to one side.

One-act play

A one-act play is a short dramatic work that is structured within a single act, meaning it does not have multiple acts like traditional plays. It typically runs for about 15 to 60 minutes, depending on the length of the script, and features a straightforward plot, limited characters, and a single setting.

Characteristics of a one-act play:

1. **Single Act Structure:**
   - Unlike full-length plays divided into multiple acts and scenes, a one-act play unfolds within one continuous act.
2. **Focused Plot:**
   - The story is often concise, focusing on a specific situation, conflict, or theme that can be resolved or explored within a short timeframe.
   - There is usually no time for subplots, and the narrative stays focused on the central issue or event.
3. **Limited Characters:**
   - One-act plays generally have a small cast of characters, making it easier for the audience to engage with and understand the relationships and dynamics quickly.
4. **Single Setting:**
   - The action typically takes place in one location, such as a room, a park, or any other confined space, which helps maintain continuity and focus.
5. **Intense or Quick-Paced:**
   - Owing to its shorter duration, a one-act play often jumps directly into the action or conflict, building intensity quickly to keep the audience engaged.

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6. **Theme-Centered:**

- One-act plays usually revolve around a central theme, such as justice, morality, or a social issue, allowing the playwright to convey a powerful message concisely.

Purpose of a one-act play:

- One-act plays are often used to explore a single idea or a moment in depth, providing the audience with a focused and impactful experience.
- They are popular in school productions, theatre festivals, and community theatres because of their simplicity, shorter runtime, and ease of production.

Mrs. Slater *(sharply)* Victoria, Victoria! D'ye hear? Come in, will you?
(Mrs. Slater *closes window and puts the blind straight and then returns to her work at the table.* Victoria, *a* ***precocious*** *girl often, dressed in colours, enters.)*

Mrs. Slater I'm amazed at you, Victoria, I really am. How you can **gallivanting** about in the street with your grandfather lying dead and cold upstairs, I don't know. Be off now, and change your dress before your Aunt Elizabeth and your Uncle Ben come. It would never do for them to find you in colours.

Victoria What are they coming for? They haven't been here for ages.

Mrs. Slater They're coming to talk over poor grandpa's affairs. Your father sent them a telegram as soon as we found he was dead. *(A noise is heard.)* Good gracious, that's never them. (Mrs. Slater: *hurries to the door and opens it.)* No, thank goodness! It's only your father. (Henry Slater, *a stooping, heavy man with a drooping moustache, enters. He is wearing a black tailcoat, grey trousers, a black tie and a bowler hat. He carriers a little paper parcel.)*

Henry Not come yet, eh?

Mrs. Slater You can see they haven't, can't you? Now, Victoria, be off upstairs and that quick. Put your white frock on with a black sash. (Victoria goes out.)

Mrs. Slater (*to* Henry): I'm not satisfied, but it's the best we can do till our new black's ready, and Ben and Elizabeth will never have thought about mourning yet, so we'll outshine them there-

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(Henry *sits in the armchair by the fire.)* Get your boots off, Henry; Elizabeth's that prying she notices the least **speck** of dirt.

Henry I'm wondering if they'll come at all. When you and Elizabeth quarrelled she said she'd never set foot in your house again.

Mrs. Slater She'll come fast enough after her share of what grandfather's left. You know how hard she can be when she likes. Where she gets it from, I can't tell (Mrs. Slater: *unwraps the parcel* Henry *has brought. It contains an apple pie, which she puts on a dish on the table.)*

Henry I suppose it's in the family.

Mrs. Slater What do you mean by that. Henry Slater?

Henry I was referring to your father, not to you. Where are my slippers?

Mrs. Slater In the kitchen; but you want a new pair, those old ones, are nearly worn out. *(Nearly breaking down.)* You don't seem to realize what it's costing me to bear up like I am doing. My heart's fit to break when I see the little trifles that belonged to grandfather lying around, and think he'll never use them again. *(Briskly) Here*! You'd better wear these slippers of grandfather's now. It's lucky he'd just got a new pair-

Henry They'll be very small for me, my dear.

Mrs. Slater They'll stretch, won't they? I'm not going to have them wasted. *(She has finished laying the table.)* Henry, I've been thinking about that **bureau** of grandfather's that's in his bedroom. You know I always wanted to have it after he died.

Henry You must arrange with Elizabeth when you're dividing things up.

Mrs. Slater Elizabeth's that sharp she'll see I'm after it, and she'll drive a hard bargain over it. Eh, what it is to have a low money – grubbing spirit!

Henry Perhaps she's got her eye on the bureau as well.

Mrs. Slater She's never been here since grandfather bought it. If it was only down here instead of in his room, she'd never guess it wasn't our own.

Henry *(startled)* Amelia! *(He rises.)*

Mrs. Slater Henry, why shouldn't we bring that bureau down here now? We could do it before they come.

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Henry *(**stupefied**)* I wouldn't care to.

Mrs. Slater Don't look so daft. Why not?

Henry It doesn't seem delicate, somehow.

Mrs. Slater We could put that **shabby** old chest of drawers upstairs where the bureau is now. Elizabeth could have that and welcome. I've always wanted to get rid of it.
(She points to the drawers.)

Henry Suppose they come when we're doing it.

Mrs. Slater I'll fasten the front door. Get your coat off. Henry; we'll change it. (Mrs. Slater *goes out to fasten the front door.* Henry *takes his coat off.* Mrs. Slater *reappears.*)

Mrs. Slater I'll run up and move the chairs out of the way.
(Victoria *appears, dressed according to her mother's instructions.*)

Victoria Will you fasten my frock up the back, mother?

Mrs. Slater I'm busy; get your father to do it.
(Mrs. Slater: *hurries upstairs, and* Henry *fastens the frock.*)

Victoria What have you got your coat off for, Father?

Henry Mother and me is going to bring grandfather's bureau down here.

Victoria *(after a moment's thought)* Are we pinching it before Aunt Elizabeth comes?

Henry *(shocked)* No, my child. Grandpa gave it to your mother before he died.

Victoria This morning?

Henry Yes.

Victoria Ah! He was drunk this morning.

Henry Hush; you mustn't ever say he was drunk, now. (Henry *has fastened the frock, and* Mrs. Slater *appears carrying a handsome clock under her arm.)*

Mrs. Slater I thought I'd fetch this down as well. *(She puts it on the mantelpiece.)* Our clock's worth nothing and this always appealed to me.

Victoria That's grandpa's clock.

Mrs. Slater Be quit! It's ours now. Come Henry, lift your end. Victoria, don't breathe a word to your aunt about the clock and the bureau. *(They carry the chest of drawers through the doorway.)*

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Victoria *(to herself)* I thought we'd pinched them.

(After a short pause there is a sharp knock at the front door.)

Mrs. Slater *(from upstairs)* Victoria, if that's your aunt and uncle you're not to open the door.

(Victoria *peeps through the window*.)

Victoria Mother, It's them.

Mrs. Slater You're not to open the door till I come down. *(Knocking repeated.)* Let them knock away. *(There is a heavy bumping noise.)* Mind the wall. Henry. (Henry and Mrs. Slater, *very hot and flushed, stagger in with a pretty old- fashioned bureau containing a locked desk. They put it where the chest of drawers was, and straighten the ornaments, etc. The knocking is repeated.)*

Mrs. Slater That was a near thing. Open the door, Victoria. Now, Henry, get your coat on. *(She helps him.)*

Henry Did we knock much plaster off the wall?

Mrs. Slater Never mind the plaster. Do I look all right? *(Straightening her hair at the glass.)* Just watch Elizabeth's face when she sees we're all in half-mourning. *(Throwing him Tit-Bits.)* Take this and sit down. Try and look as if we'd been waiting for them. (Henry *sits in the armchair and* Mrs. Slater *left of table. They read ostentatiously.* Victoria *ushers in* Ben *and* Mrs. Jordan. *The latter is a stout, complacent woman with an* ***impassive*** *and an irritating air of being always right. She is wearing a complete and deadly outfit of new mourning crowned by a great black hat with plumes.* Ben *is also in complete new mourning, with black gloves and a band round his hat. He is rather a jolly little man, accustomed to being humorous, but at present trying to adapt himself to the regrettable occasion. He has a bright, chirpy little voice.* Mrs. Jordan *sails into the room and solemnly goes straight to* Mrs. Slater *and kisses her. The men shake hands. Not a word is spoken.* Mrs. Slater *furtively inspects the new mourning.)*

Mrs. Jordan Well, Amelia, and he's gone at last.

Mrs. Slater Yes, he's gone. He was seventy-two a fortnight last Sunday.

(She sniffs back a tear. Mrs. Jordan *sits on the left of the table.* Mrs. Slater *on the right.* Henry *in the armchair.* Ben *on the sofa*

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with Victoria *near him.)*

Ben *(chirpily)* Now, Amelia, you mustn't give way. We've all got to die some time or other. It might have been worse.

Mrs. Slater I don't see how.

Ben It might have been one of us.

Henry It's taken you a long time to get here, Elizabeth.

Mrs. Jordan Oh, I couldn't do it. I really couldn't do it.

Mrs. Slater *(suspiciously)* Couldn't do what?

Mrs. Jordan I couldn't start without getting the mourning. *(Glancing at her sister.)*

Mrs. Slater We've ordered ours, you may be sure. *(Acidly)* I never could fancy buying ready-made things.

Mrs. Jordan No? For myself it's such a relief to get into the black. And now perhaps you'll tell us all about it. What did the doctor say?

Mrs. Slater Oh, he's not been near yet.

Mrs. Jordan Not been near?

Ben *(in the same breath)* Didn't you send for him at once?

Mrs. Slater Of course I did. Do you take me for a fool? I sent Henry at once for Dr. Pringle but he was out.

Ben You should have gone for another. Eh, Eliza?

Mrs. Jordan Oh, yes. It's a fatal mistake.

Mrs. Slater Pringle attended him when he was alive and Pringle shall attend him when he's dead. That's professional etiquette.

Ben Well, you know your own business best, but-

Mrs. Jordan Yes—it's a fatal mistake.

Mrs. Slater Don't talk so silly, Elizabeth. What good could a doctor have done?

Mrs. Jordan Look at the many cases of persons being restored to life hours after they were thought to be 'gone'.

Henry That's when they've been drowned. Your father wasn't drowned, Elizabeth.

Ben *(humorously)* There wasn't much fear of that. If there was one thing he couldn't bear it was water. *(He laughs, but no one else does.)*

Mrs. Jordan *(pained)* Ben! (*Ben is crushed at once.*)

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Mrs. Slater *(**piqued**)* I'm sure he washed regular enough.

Mrs. Jordan If he did take a drop too much at times, we'll not dwell on that, now.

Mrs. Slater Father had been 'merry' this morning. He went out soon after breakfast to pay his insurance.

Ben It's a good thing he did.

Mrs. Jordan He always was thoughtful in that way. He was too honourable to have 'gone' without paying his premium.

Mrs. Slater Well, he must have gone round to the 'Rine-o'-Bells' afterwards, for he came in as merry as a sand boy. I say, 'We're only waiting Henry to start dinner'. 'Dinner', he says 'I don't want no dinner. I'm going to bed!'

Ben *(shaking his head)* Ah! Dear, dear.

Henry And when I came in I found him undressed sure enough and snug in bed.

*(He rises and stands on the **hearth** rug.)*

Mrs. Jordan *(definitely)* Yes, he'd had a 'warning'. I'm sure of that. Did he know you?

Henry Yes. He spoke to me.

Mrs. Jordan Did he say he'd had a 'warning'?

Henry No. He said, 'Henry, would you mind taking my boots off? I forgot before I got into bed'.

Mrs. Jordan He must have been wandering.

Henry No, he'd got' em on all right.

Mrs. Slater And when we'd finished dinner, I thought I'd take up a bit of something on a tray. He was lying there for all the world as if he was asleep, so I put the tray down on the bureau - (correcting herself) on the chest of drawers - and went to waken him. (A pause.) He was quite cold.

Henry Then I heard Amelia calling for me, and I ran upstairs.

Mrs. Slater Of course we could do nothing.

Mrs. Jordan He was 'gone'?

Henry There wasn't any doubt.

Mrs. Jordan I always knew he'd go sudden in the end. (A pause. They wipe their eyes and sniff back tears.)

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Mrs. Slater (rising briskly at length in a business-like tone) Well, will you go up and look at him now, or shall we have tea?

Mrs. Jordan What do you say, Ben?

Ben I'm not particular.

Mrs. Jordan (surveying, the table) Well, then, if the kettle's ready we may as well have tea first.

(Mrs. Slater puts the kettle on the fire and gets tea ready.)

Henry One thing we may as well decide now; the announcement in the papers.

Mrs. Jordan I was thinking of that. What would you put?

Mrs. Slater At the residence of his daughter, 235 Upper Corn Bank Street, etc.

Henry You wouldn't care for a bit of poetry?

Mrs. Jordan I like 'Never Forgotten'. It's refined.

Henry Yes, but it's rather soon for that.

Ben You couldn't very well have forgot him the day after.

Mrs. Slater I always fancy, 'A loving husband, a kind father, and a faithful friend'.

Ben (doubtfully) Do you think that's right?

Henry I don't think it matters whether it's right or not.

Mrs. Jordan No, it's more for the look of the thing.

Henry I saw a verse in the Evening News yesterday. Proper poetry it was. It rhymed.

(He gets the paper and reads.)

"Despised and forgotten by some you may be
But the spot that contains you is sacred to we."

Mrs. Jordan That'll never do. You don't say 'scared to we'.

Henry It's in the paper.

Mrs. Slater You wouldn't say it if you were speaking properly, but it's different in poetry.

Henry Poetic license, you know.

Mrs. Jordan No, that'll never do. We want a verse that says how much we loved him and refers to all his good qualities and says what a heavy loss we've had.

Mrs. Slater You want a whole poem. That'll cost a good lot.

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Mrs. Jordan Well, we'll think about it after tea, and then we'll look through his bits of things and make a list of them. There's all the furniture in his room.

Henry There's no jewellery or valuables of that sort.

Mrs. Jordan Except his gold watch. He promised that to our Jimmy.

Mrs. Slater Promised your Jimmy! I never heard of that.

Mrs. Jordan Oh, but he did, Amelia, when he was living with us. He was very fond of Jimmy.

Mrs. Slater Well. *(Amazed.)* I don't know!

Ben Anyhow, there's his insurance money. Have you got the receipt for the premium he paid this morning?

Mrs. Slater I've not seen it. (Victoria, *jumps up from the sofa and comes behind the table.)*

Victoria Mother, I don't think Grandpa went to pay his insurance this morning.

Mrs. Slater He went out.

Victoria Yes, but he didn't go into the town. He met old Mr. Tattersall down the street, and they went off past St. Philip's Church.

Mrs. Slater To the 'Ring-o'-Bells', I'll be bound.

Ben The -Ring-o'-Bells'?

Mrs. Slater That public-house that John Shorrock's widow keeps. He is always hanging about there. Oh, if he hasn't paid it –

Ben Do you think he hasn't paid it? Was it overdue?

Mrs. Slater I should think it was overdue.

Mrs. Jordan Something tells me he's not paid it. I've a 'warning', I know it; he's not paid it.

Ben The drunken old beggar.

Mrs. Jordan He's done it on purpose, just to annoy us.

Mrs. Slater After all I've done for him, having to put up with him in the house these three years. It's nothing short of swindling.

Mrs. Jordan I had to put up with him for five years.

Mrs. Slater And you were trying to turn him over to us all the time.

Henry But we don't know for certain that he's not paid the premium.

Mrs. Jordan I do. It's come over me all at once that he hasn't.

Mrs. Slater Victoria, run upstairs and fetch that bunch of keys that's on your

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grandpa's dressing table.

Victoria *(timidly)* In Grandpa's room?

Mrs. Slater Yes.

Victoria I — I don't like to.

Mrs. Slater Don't talk so silly. There's no one can hurt you. (Victoria *goes out reluctantly.)* We'll see if he's locked the receipt up in the bureau.

Ben In where? In this thing? *(He rises and examines it.)*

Mrs. Jordan *(also rising)* Where did you pick that up, Amelia It's new since last I was here. *(They examine it closely.)*

Mrs. Slater Oh — Henry picked it up one day.

Mrs. Jordan I like it. It's artistic. Did you buy it at an auction?

Henry Eh! Where did I buy it, Amelia?

Mrs. Slater Yes, at an auction.

Ben *(disparagingly)* Oh, second-hand.

Mrs. Jordan Don't show your ignorance, Ben. All artistic things are second-hand. Look at those old masters. (Victoria *returns, very scared. She closes the door after her.)*

Victoria Mother! Mother!

Mrs. Slater What is it, child?

Victoria Grandpa's getting up.

Ben What?

Mrs. Slater What do you say?

Victoria Grandpa's getting up.

Mrs. Jordan The child's crazy.

Mrs. Slater Don't talk so silly. Don't you know your grandpa's dead?

Victoria No, no; he's getting up. I saw him. *(They are transfixed with amazement:* Ben *and* Mrs. Jordan *left.* Victoria *clings to* Mrs. Slater, *right of table;* Henry *near fireplace.)*

Mrs. Jordan You'd better go up and see for yourself, Amelia.

Mrs. Slater Here — come with me, Henry. *(*Henry *draws back terrified.)*

Ben *(suddenly)* Hist! Listen.

(They look at the door. A slight chuckling is heard outside. The door opens, revealing an old man clad in a faded but gay dressing-gown. He is in his stockinged feet. Although over seventy he is

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vigorous and well coloured; his bright, ***malicious*** *eyes twinkle under his heavy, reddish-grey eyebrows. He is obviously either* Grandfather Abel Merryweather *or else his ghost.)*

Abel What's the matter with little Vicky? (He *sees* Ben *and* Mrs. Jordan.; Hello! What brings you here? How's yourself, Ben? (Abel *thrusts his hand at* Ben, *who skips back smartly and retreats with Mrs. Jordan to a safe distance below the sofa.)*

Mrs. Slater *(approaching* Abel *gingerly)* Grandfather, is that you? *(She pokes him with her hand to see if he is solid.)*

Abel Of course it's me. Don't do that, 'Melia. What the devil do you mean by this tomfoolery?

Mrs. Slater *(to the others)* He's not dead.

Ben Doesn't seem like it.

Abel *(irritated by the whispering)* You've kept away long enough, Lizzie; and now you've come you don't seem over-pleased to see me.

Mrs. Jordan You took us by surprise, father. Are you keeping quite well?

Abel *(trying to catch the words.)* Eh? What?

Mrs. Jordan Are you quite well?

Abel Aye, I'm right enough but for a bit of a headache. I wouldn't mind betting that I'm not the first in this house to be carried to the cemetery. I always think Henry there looks none too healthy.

Mrs. Jordan Well, I never! (Abel *crosses to the armchair and* Henry *gets out of his way to the front of the table.)*

Abel 'Melia, what the dickens did I do with my new slippers?

Mrs. Slater *(confused)* Aren't they by the hearth, grandfather?

Abel I don't see them. *(Observing Henry trying to remove the slippers.)* Why, you've got 'em on. Henry.

Mrs. Slater *(promptly)* I told him to put them on to stretch them; they were that new and hard. Now, Henry. (Mrs. Slater *snatches the slippers from* Henry *and gives them. to* Abel, *who puts them on and sits in armchair)*

Mrs. Jordan *(to Ben)* Well, I don't call that delicate, stepping into a dead man's shoes in such haste. (Henry *goes up to the window and pulls up the blind* Victoria *runs across to* Abel *and sits on the floor at his feet.)*

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Victoria Oh, Grandpa, I'm so glad you're not dead.

Mrs. Slater *(in a vindictive whisper)* Hold your tongue, Victoria.

Abel Eh? What's that? Who's gone dead?

Mrs. Slater *(Loudly)* Victoria says she's sorry about your head.

Abel Ah, thank you, Vicky, but I'm feeling better.

Mrs. Slater (*to* Mrs. Jordan) He's so fond of Victoria.

Mrs. Jordan *(to* Mrs. Slater) Yes; he's fond of our Jimmy, too.

Mrs. Slater You'd better ask him if he promised your Jimmy his gold watch.

Mrs. Jordan *(disconcerted)* I couldn't just now. I don't feel equal to it.

Abel Why, Ben, you're in mourning! And Lizzie too. And 'Melia, and Henry and little Vicky! Who's gone dead? It's someone in the family. *(He chuckles.)*

Mrs. Slater No one you know, father. A relation of Ben's.

Abel And what relation of Ben's?

Mrs. Slater His brother.

Ben (*to* Mrs. Slater) Hang it, I never had one.

Abel Dear, dear. And what was his name, Ben?

Ben *(at a loss)* Er - er. *(He crosses to front of table.)*

Mrs. Slater *(*R.*of table, prompting)* Frederick.

Mrs. Jordan *(*L.*of table, prompting)* Albert.

Ben Er — Fed Alb — Issac.

Abel Issac? And where did your brother Isaac die?

Ben In — er — in Australia.

Abel Dear, dear. He'd be older than you, eh?

Ben Yes, five years.

Abel Aye, aye. Are you going to the funeral?

Ben Oh, yes.

Mrs. Slater and Mrs. Jordan No, no.

Ben No, of course not. (He retires to L.)

Abel *(rising)* Well, I suppose you've only been waiting for me to begin tea. I'm feeling hungry.

Mrs. Slater *(taking up the kettle)* I'll make tea.

Abel Come along, now; sit you down and let's be jolly.

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(Abel *sits at the head of the fable, facing spectators.* Ben *and* Mrs. Jordan *on the left.* Victoria *brings a chair and sits by* Abel. Mrs. Slater *and* Henry *sit on the right. Both the women are next to* Abel.)

Mrs. Slater Henry, give grandpa some pie.

Abel Thank you. I'll make a start.

(He helps himself to bread and butter.) (Henry *serves the pie and* Mrs. Slater *pours out tea. Only* Abel *eats with any heartiness.)*

Ben Glad to see you've got an appetite, Mr. Merryweather, although you've not been so well.

Abel Nothing serious. I've been lying down for a bit.

Mrs. Slater Been to sleep, grandfather?

Abel No, I've not been to sleep.

Mrs. Slater Oh!

Abel (eating and drinking) I can't exactly call everything to mind, but I remember I was a bit dazed, like- I couldn't move an inch, hand or foot.

Ben And could you see and hear, Mr. Merryweather?

Abel Yes, but I don't remember seeing anything particular. Mustard Ben.

(Ben passes the mustard.)

Mrs. Slater Of course not, grandfather. It was all your fancy. You must have been asleep.

Abel *(snappishly)* I tell you I wasn't asleep. 'Melia. Damn it, I ought to know.

Mrs. Jordan Didn't you see Henry or Amelia come into the room?

Abel *(scratching his head)* Now let me think----

Mrs. Slater I wouldn't press him Elizabeth. Don't press him.

Henry I wouldn't worry him.

Abel *(suddenly recollecting)* Ay, begad! 'Melia and Henry, what the devil did you mean by shifting my bureau out of my bedroom? (Henry *and* Mrs. Slater *are speechless*). D' you hear me? Henry! 'Melia!

Mrs. Jordan What bureau was that, Father?

Abel Why, my bureau, the one I bought -----

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Mrs. Jordan *(pointing to the bureau)* Was it that one, Father?

Abel Ah, that's it. What's it doing here? Eh? *(A pause. The clock on the mantelpiece strikes six. Everyone looks at it.)* Drat me if that isn't my clock too. What the devil's been going on in this house? *(A slight pause.)*

Ben Well, I'll be hanged.

Mrs. Jordan I'll tell you what's been going on in this house, Father. Nothing short or robbery.

Mrs. Slater Be quiet, Elizabeth.

Mrs. Jordan I'll not be quiet. Oh, I call it double------faced.

Henry Not now, Elizabeth.

Mrs. Jordan And you, too. Are you such a poor creature that you must do every dirty thing she tells you?

Mrs. Slater *(rising)* Remember where you are, Elizabeth.

Henry *(rising)* Come, come. No quarrelling.

Ben *(rising)* My wife's every right to speak her own mind.

Mrs. Slater Then she can speak it outside, not here.

Abel *(rising: thumping the table)* Damn it all, will some one tell me what's been going on?

Mrs. Jordan Yes, I will. I'll not see you robbed.

Abel Who's been robbing me?

Mrs. Jordan Amelia and Henry. They've stolen your clock and bureau. *(Working herself up.)* They sneaked into your room like a thief in the night and stole them after you were dead.

Henry and Mrs. Slater Hush! Quiet, Elizabeth!

Mrs. Jordan I'll not be stopped. After you were dead, I say.

Abel After who was dead?

Mrs. Jordan You.

Abel But I'm not dead.

Mrs. Jordan No, but they thought you were. (*A pause*. Abel *gazes round at them*.)

Abel Oho! So that's why you're all in black today. You thought I was dead. *(He chuckles.)* That was a big mistake. *(He sits and resumes his tea.)*

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Mrs. Slater *(sobbing)* Grandfather.

Abel It didn't take you long to start dividing my things between you.

Mrs. Jordan No, father; you mustn't think that. Amelia was simply getting hold of them on her own account.

Abel You always were a keen one, Amelia. I suppose you thought the will wasn't fair.

Henry Did you make a will?

Abel Yes, it was locked up in the bureau.

Mrs. Jordan And what was in it, father?

Abel That doesn't matter now. I'm thinking of destroying it and making another.

Mrs. Slater *(sobbing)* Grandfather, you'll not be hard on me.

Abel I'll trouble you for another cup of tea, 'Melia; two lumps and plenty of milk.

Mrs. Slater With pleasure. Grandfather. *(She pours out the tea.)*

Abel I don't want to be hard on anyone. I'll tell you what I'm going to do. Since your mother died, I've lived part of the time with you, 'Melia, and part with you, Lizzie. Well, I shall make a new will, leaving all my bits of things to whomever I'm living with when I die. How does that strike you?

Henry It's a bit of a lottery, like.

Mrs. Jordan And who do you intend to live with from now?

Abel *(drinking his tea)* I'm just coming to that.

Mrs. Jordan You know, father, it's quite time you came to live with us again. We'd make you very comfortable.

Mrs. Slater No, he's not been with us as long as he was with you.

Mrs. Jordan I may be wrong, but I don't think father will fancy living on with you after what's happened today.

Abel So you'd like to have me again, Lizzie?

Mrs. Jordan You know we're ready for you to make your home with us for a long you please.

Abel What do you say to that, 'Melia?

Mrs. Slater All I can say is that Elizabeth's changed her mind in the last two years. *(Rising)*. Grandfather, do you know what the quarrel

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between us was about?

Mrs. Jordan Amelia, don't be a fool; sit down.

Mrs. Slater No, if I'm not to have him, you shan't either. We quarrelled because Elizabeth said she wouldn't take you off our hands at any price. She said she'd enough of you to last a lifetime, and we'd got to keep you.

Abel It seems to me that neither of you has any cause to feel proud about the way you've treated me.

Mrs. Slater If I've done anything wrong. I'm sure I'm sorry for it.

Mrs. Jordan And I can't say more than that, too.

Abel It's a bit late to say it, now. You neither of you cared to put up with me.

Mrs. Slater and Mrs. Jordan No, no grandfather.

Abel Aye, you both say that because of what I've told you about leaving my money. Well, since you don't want me I'll go to someone that does.

Ben Come Mr. Merryweather, you've got to live with one of your daughters.

Abel I'll tell you what I've got to do. On Monday next I've got to do three things. I've got to go to the lawyer's and alter my will; and I've got to go to the insurance office and pay my premium; and I've got to go to St. Philip's Church and get married.

Ben and Henry What!

Mrs. Jordan Get married!

Mrs. Slater He's out of his senses. (General consternation.)

Abel I say I'm going to get married.

Mrs. Slater Who to?

Abel To Mrs. John Shorrocks who keeps the 'Ring-o' -Bells. We've had it fixed up a good while now, but I was keeping it for a pleasant surprise. (He rises.) I felt I was a bit of a burden to you, so I found someone who'd think it a pleasure to look after me. We shall be very glad to see you at the ceremony. *(He gets to*

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the door.) Till Monday, then. Twelve o' clock at St. Philip's Church. (Opening the door.) It's a good thing you brought that bureau downstairs, 'Melia. It'll be handier to carry across to the 'Ring-o' -Bells on Monday. *(He goes out.)*

THE CURTAIN FALLS

Background of the Play "The Dear Departed"

The Dear Departed, written by Stanley Houghton in 1908, reflects early 20th century Edwardian Society, focusing on the middle-class family dynamics and attitudes towards inheritance. The play critiques the materialism and superficiality within families when possessions come into question. Part of the "Manchester School" of realistic drama, it uses a modest living room setting to expose characters' greed and self-interest, encouraging audience to reflect on their own values regarding family and wealth.

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About the Playwright: William Stanley Houghton

Stanley Houghton (1881–1913) was an English playwright associated with the "Manchester School" of dramatists, known for his social commentary and sharp wit, Houghton critiqued the middle-class values and hypocrisies of the Edwardian Society. His most famous play, *Hindle Wakes* (1912), challenged traditional gender roles and morality by portraying an independent female character. Another notable work, *The Dear Departed* (1908), satirizes greed and materialism within family dynamics.

Despite his short career — he died at 32 — Houghton made a significant impact on the British theatre through his realistic, socially conscious dramas.

Theme

The theme of *The Dear Departed* revolves around **materialism and hypocrisy** in family relationships. The play highlights how greed and self-interest often overshadow genuine care and affection, especially when inheritance is involved. It exposes the superficiality of familial bonds and critiques the way people can become opportunistic and selfish when there are material gains at stake. Through dark humour and satire, Stanley Houghton underscores the moral decay and lack of sincerity that can exist within families, prompting reflection on the true nature of familial love and values.

Glossary:

Words	Meanings
bureau	a desk with drawers and usually a top that opens down to make a table to write on
gallivanting	to go from place to place enjoying yourself
hearth	the floor at the bottom of a fireplace
impassive	not showing any feeling or emotion
malicious	having or showing a desire to harm somebody or hurt their feelings, caused by a feeling of hate
piqued	annoyed or upset
precocious	having developed particular abilities and ways of behaving at a much younger age than usual
shabby	(of buildings, clothes, objects, etc.) in poor condition because they have been used a lot
speck	a very small spot; a small piece of dirt, etc.
stupefied	to surprise or shock somebody; to make somebody unable to think clearly

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Reading and Critical Thinking

A. Answer the following questions:

1. What do the actions and words of Mrs. Slater and Mrs. Jordan reveal about their true motivations? How do these motivations influence their behaviour throughout the play?
2. How does the conflict over Mr. Merryweather's possessions drive the plot of the play? What does this conflict reveal about the characters' values and priorities?
3. In what ways does Stanley Houghton use satire to criticize family dynamics and social values in the play? How effective is this approach in

For the Teacher:

- Facilitate students to read, view and analyse a variety of readings like poems of William Wordsworth, William Shakespear and John Keats, etc., short stories, advertisements in the newspapers, notices and emails, motivational books on personality development, more plays of Stanley Houghton and of other playwrights, etc. from print material in the school library and the internet sources.

conveying his message?

4. How does the play challenge the traditional idea of family unity and affection? What does *The Dear Departed* suggest about the nature of family ties when material wealth is involved?
5. What role does the clock on the mantelpiece play in the story? How might it symbolize the characters' attitude towards time, routine, or even inheritance?
6. How does Victoria's character differ from the adults' around her? What does her perspective tell us about the younger generation's view of the family's behaviour?
7. How do the characters display hypocrisy throughout the play? What are some examples where their words contradict their actions?
8. How does the setting of the play — a single, confined living room — affect the way the characters interact with each other? What might this confined space suggest about the nature of their relationships?
9. How does Stanley Houghton organise the sequence of events in *The Dear Departed* to build tension and reveal the characters' true motives?
10. How do the themes of *The Dear Departed* remain relevant in modern society? Can you think of contemporary examples where materialism impacts family relationships in a similar way?

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B. Choose the correct option for each question.

1. What does the behaviour of Mrs. Slater and Mrs. Jordan primarily reveal about their characters?
   a. They are affectionate and caring daughters.
   b. They value material wealth over family bonds.
   c. They respect their father's memory and legacy.
   d. They are indifferent to their father's possessions.
2. Why is the setting of a single room (the living room) significant in the play?
   a. It highlights the family's financial struggles.
   b. It creates an intimate space where the characters' true natures are revealed.
   c. It allows for more dramatic costume changes.
   d. It serves as a symbol of the family's closeness and unity.
3. How does Victoria's reaction differ from the adults when discussing Mr.

Merryweather's possessions?

a. She is indifferent and doesn't care about the inheritance.
b. She criticizes the adults for their materialism.
c. She shows confusion, hinting at her innocence compared to the adults' greed.
d. She eagerly participates in claiming possessions.

4. How does Stanley Houghton use satire in *The Dear Departed*?
   a. to exaggerate the family's love for each other
   b. to humorously criticize the characters' hypocrisy and greed
   c. to create tension and suspense among the characters
   d. to present a tragic view of death and mourning
5. The clock on the mantelpiece can be interpreted as a symbol of:
   a. The passing of time and routine in the family's life.
   b. The wealth and prosperity of Mr. Merryweather.
   c. The bond between the Slater sisters.
   d. The memories that the family cherishes.

C. Discuss the plot of the play. Use the 'Plot Diagram' given in the Unit 6 to discuss one-act play.

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Vocabulary

A. Find the connotative and denotative meanings of these words.

Words	Denotative Meanings	Connotative Meanings
precocious		
gallivanting		
speck		
bureau		
impassive		
hearth		

B. Choose the correct option.

1. The antonym of "shabby":

a. cooperative b. elegant c. jolly d. sincere

2. The antonym of "impassive":

a. greedy b. fast c. cowardly d. expressive

3. The antonym of "delicate":

a. passionate b. loyal c. tough d. robust

4. The antonym of "precocious":

a. gifted b. advanced c. talented d. belated

5. The antonym of "heartiness":

a. indifference b. enthusiasm c. friendliness d. cheerfulness

C. Make as many words as you can from these root words.

An example has been given for you.

Aud (hear): audio, audible, audition, audience, auditorium

colour: _____

count: _____

play: _____

work: _____

faith: _____

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Grammar

Direct and Indirect Narration

Direct speech means the actual words of a speaker. These are enclosed with quotation marks, which are called inverted commas.

Indirect speech does not consist of the actual words of the speaker but conveys the full sense of what someone said.

Examples

1. **Direct speech:** He said, "I am happy."
   Indirect speech: He said that he was happy.
2. They said, "We love our country."
   They said that they loved their country.
3. Rafia said, "I will buy a computer. "
   Rafia said that she would buy a computer.
4. She said, "She can drive a car."
   She said that she could drive a car.
5. Zeeshaan said, "Guests might come today."
   Zeeshaan said that guests might come that day.
6. They said, "They will come tomorrow."
   They said that they would come the next day.

A. Recapitulate your previous knowledge about direct and indirect narration and change the narration of the following sentences:

1. My father said to me, "My son, never cheat anyone."
2. My friend said to me, "Let us watch a documentary."
3. The captain said to the soldier angrily, "Always obey your seniors."
4. My mother said, "May you prosper!"
5. He said, "I did not go to school yesterday."
6. The officer said, "Call the next visitor."
7. The teacher said, "Whose pen is it?"
8. She said to me, "What are you looking for?"
9. Zeeshaan said, "Alas! I have failed the examination."
10. He said, "Where are you going?"
11. He said to me, "Please excuse me as I am too tired to go to market."
12. She said, "Listen! Can you hear someone coming?"
13. Our teacher said, "The sun rises in the east."
14. He requested his teacher to explain that theory again.
15. He applauded them that they had played well.
16. He bade me good morning.
17. He said to me, "When will you have completed your work?"

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B. Change the following passage into direct speech.

The father explained to his daughter that the internet had many useful applications. He mentioned that it could be used for educational purposes, such as researching information for school projects and accessing online courses. He also told her that the internet was a valuable tool for communication, allowing people to stay in touch with friends and family through emails and social media. However, he warned her that it was important to use the internet responsibly. He emphasized the need to be cautious about sharing personal information. He suggested that she should balance her internet use with other activities, such as reading books, playing outside, and spending time with family.

For the Teacher:

- Help students understand the rules of changing the direct speech into indirect speech and vice versa regarding present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice in speech and writing.
- Engage students in changing narration with more diverse examples.

Oral Communication Skills

A. Respond to the play through oral discussion.

i. Get into small groups, and each group will take up a specific part of the play, '*The Dear Departed*'.

ii. Discuss the assigned part and answer the following questions:

- What is the main idea or conflict in this section?
- What details or dialogues reveal the characters' true motivations or attitudes?

iii. Present your group's findings to the class.

iv. Participate in a whole-class discussion based on the presentations from each group.

B. Respond to the text by telling short stories and role-play.

i. Research **Stanley Houghton**, the playwright of *The Dear Departed*. Focus on his life, the Edwardian era, and why did he write the play.

- Who was Stanley Houghton, and what are some key facts about his life?
- What inspired Houghton to write *The Dear Departed*?
- How did the society of his time influence the themes and characters in the play?

ii. Narrate a short story or scene based on the play:

- Describe a moment where a character shows his true intentions.
- How do the surroundings (like the living room setting) influence the characters' interactions?
- What might a character be feeling during a key moment (e.g., when Mr. Merryweather unexpectedly reappears)?

iii. Perform a scene or create a role-play:

- Act out a scene where Mrs. Slater and Mrs. Jordan discuss Mr. Merryweather's possessions. Pay attention to their tone and body language.
- Role-play a conversation where Victoria questions the adults' behaviour, showing the contrast between her innocence and the adults' intentions.
- Perform the moment when Mr. Merryweather returns. Show each character's reaction to highlight their personalities and motivations.

C. Enact this one act-play in the class.

D. What role does humour play in "The Dear Departed"?

E. Can you relate any part of this one-act play to your own experiences

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with regard to family relationships or societal expectations?

Writing Skills

A. Practise identifying and using the mechanics of play writing — structure, dialogue, punctuation, and stage directions — in a play format by following these steps:

1. **Read the following excerpt from a play, *The Dear Departed*, focusing on how the scene is structured.**

   Characters:

   - **Mrs. Slater:** One of the daughters of Mr. Merryweather, practical and materialistic.
   - **Mrs. Jordan:** Mrs. Slater's sister, equally concerned with material wealth.
   - **Henry:** Mrs. Slater's husband.

   Scene: The living room of the Slater family's house. Mrs. Slater and Henry are arranging the room when Mrs. Jordan enters.

   Mrs. Slater: (Briskly) Did you bring the new mourning dress, Lizzie?

   Mrs. Jordan: (Looking annoyed) Oh, don't talk to me about mourning dresses. I had to borrow it from Mrs. Parker, and it's half a size too tight!

   Henry: (Clearing his throat) Well, we should be grateful, we're all together. (Pauses and looks towards the clock) What time did you say the will is to be read?

   Mrs. Slater: (Ignoring Henry's comment) And have you seen what she's done to his belongings? She's taken everything that's worth a penny!

   Mrs. Jordan: (Defensively) Don't start with me, Amelia! You were the one who insisted on taking his clock down before I arrived!

   Henry: (Sighs, rubbing his forehead) Now, now, let's not argue. We're here for Father's sake.

   Stage Directions: [Mrs. Slater stands with her hands on her hips, glaring at Mrs. Jordan. Mrs. Jordan folds her arms, looking away, while Henry shifts uncomfortably between them.]

2. **Identify the mechanics:**

   - Look at how dialogue is written to convey the character's emotions or intentions.
   - Observe the punctuation used (e.g., commas, full stops, question

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marks, ellipses) to understand how it affects the pacing and delivery of lines.

- Find stage directions (typically in italics or brackets) and note how they guide the characters' actions, movements, and tone.
- Notice how character's names are formatted (in bold or capital letters) before their lines.

3. **Discuss with a partner or group how these elements work together to create an engaging and understandable scene.**
4. **Write your own short scene using the mechanics identified:**

- Ensure each character's dialogue is natural and expressive.
- Use punctuation to show pauses, emphasis, and tone.
- Include stage directions to describe actions and emotions.
- Format character's names correctly before their lines.

5. **Perform or share your scene and reflect on how effectively you used these mechanics to make the scene clear and engaging.**

B. Practise writing a dialogue between multiple characters using narration and the conventions of director's notes.

Follow these steps:

1. **Choose a Scenario:**

- Select a scenario involving multiple characters. Some examples include:
  - A disagreement between family members over a decision.
  - A discussion among friends planning a surprise party.
  - A debate between classmates over a school project idea.

2. **Create Characters:**

- Develop at least three characters, each with a distinct personality and perspective (e.g., assertive, shy, humorous, thoughtful). Write brief notes about each character to guide their dialogue.

3. **Set the Scene:**

- Start your dialogue with a short **scene description** in brackets to establish context (e.g., *The kitchen. A bright afternoon. The table is set for tea, and the characters are seated around it, looking tense.*).

4. **Write the Dialogue:**

- Write dialogue lines for each character, making sure to:
  - Use **capital letters** for character names before each line.
  - Incorporate **punctuation** (commas, full stops, question marks, ellipses) to show pauses and emphasis.

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- Include **director's notes** in brackets throughout the dialogue to describe actions, movements, or emotions (e.g., *JANE crosses her arms, frowning. MARK hesitates, looking down at the floor.*).
- Aim for at least 15-20 lines, ensuring that characters respond and interact naturally based on the scenario.

5. **Add Background/Narration:**

- Use **brackets** for background information or to narrate important shifts in the scene (e.g., *The door creaks open, and LUCAS enters the room, looking exhausted.*).
- Keep these notes brief but descriptive enough to help visualize the scene.

6. **Conventions Checklist:**

- Review your work to ensure you have correctly applied the following:
  - Character's names in **bold** or **capital letters**.
  - **Director's notes** (in brackets) to describe actions, emotions, and movements.
  - Proper **punctuation** for pauses, emphasis, and tone.
  - Scene setting and background narration in brackets.

Example:

[The living room. A warm afternoon. The tea table is set, and the characters are seated around it, looking tense.]

Sana: (Crossing her arms) I told you we should have called earlier. Now it's too late.

Amir: (Leaning back, looking at Sana) We didn't know it would end like this. How could we?

Hina: (Nervously tapping her fingers on the table) But now what? Do we just wait?

[The door creaks open, and Aslam enters the room, looking exhausted.]

Aslam: (Sighing) I spoke to her. She's not happy about any of it.

Sana: (Standing up quickly) See? I knew this would happen!

7. **Peer Review:**

- Exchange your dialogue with a partner and review each other's work. Check if all conventions are used correctly and provide feedback on how the director's notes and narration enhance the scene.

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7- 11 UNITS

Review 2

Reading and Critical Thinking

A. Answer the following questions:

1. Do you think the advice given in *If* — is relevant in today's world? Why or why not?
2. How has globalisation influenced the spread of cultural practices and traditions across the world? Can you provide examples of this cultural exchange?
3. Identify the main problems faced by the snow leopard and the markhor populations. What solutions have been implemented to address these problems, and how effective do you think they are?
4. What does the title 'The Dear Departed' suggest about the play's theme, and how is it ironic in the context of the story?
5. What role does humour play in 'The Dear Departed'? How does Houghton use humour to convey serious themes like family conflict and hypocrisy?

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Vocabulary

A. Use a dictionary to find the following information for each word.

Words	Pronunciation	Dictionary Meaning	Part of Speech
globalisation			
crucial			
population			
sustainable			
departed			

B. Use the following pair of words in your own sentences:

compliment, complement eligible, illegible foul, fowl
gentle, genteel respectable, respectful wander, wonder
yoke, yolk

C. Make as many words as you can from these root words.

An example has been given for you.

Aud (hear): audio, audible, audition, audience, auditorium

colour: _____

count: _____

play: _____

work: _____

faith: _____

Grammar

A. Fill in the blanks using the appropriate conjunctions from the given options.

1. We can go to the beach _____ we can visit the museum. (and / or / but)
2. He missed the bus _____ he woke up late. (because / so / although)
3. _____ you finish your homework; you cannot go outside. (If / So / Until)
4. Neither Ali _____ his sister wanted to join the game. (and / nor / or)
5. She is tired _____ she kept working until midnight. (because / although / but)

B. Read each sentence carefully and determine whether it is a simple sentence or a complex sentence. Write your answer and explain why it fits that category.

1. The cat sat on the windowsill and watched the birds.
2. Even though it was raining, the children continued to play outside.
3. He finished his homework before dinner.
4. Because she studied hard, Maria passed the exam with flying colours.
5. The sun set behind the mountains.

C. Read each sentence carefully and change it from direct speech to indirect speech.

1. Sarah said, "I am going to the market."
2. The teacher said, "Have you completed your homework?"
3. Tahir said, "I will finish my project by tomorrow."
4. She said, "What a beautiful painting!"
5. Javed said, "When are we leaving for the trip?"

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Oral Communication Skills

A. Practise converting direct speech to indirect speech and vice versa through a realistic teacher-student interaction.

1. **Pair Up:** Find a partner. One of you will play the role of the **teacher**, and the other will play the role of the **student**.
2. **Teacher's Role:**
   - You will ask the student questions in direct speech. Use the questions below or create your own:
     - "Did you complete your homework?"
     - "What was the most challenging part?"
     - "When are you planning to submit your project?"
     - "Have you studied for the upcoming test?"
3. **Student's Role:**
   - Answer the teacher's questions in direct speech. Be clear and specific with your responses. Example responses include:
     - "Yes, I finished it last night."
     - "I found the math problems difficult."
     - "I will submit it by the end of the week."
     - "I am planning to study tonight."
4. **Practise Converting:**
   - After the student responds, the teacher must convert the student's response from direct speech to indirect speech. For example:
     - Direct: "I finished it last night."
     - Indirect: "The student said that he had finished it the previous night."
5. **Switch Roles:**
   - After a few questions, switch roles so that both partners have the opportunity to practise as the teacher and as the student.

B. Divide the seventeen (17) Sustainable Development Goals (SDG) among the students to present ONE minute speech on the given SDG.

C. The teacher will divide the students into groups. The students of each group will share their personal experiences related to Wildlife Vignette. Each group will share a short story.

D. Work in groups. Each group will discuss the theme/ message in the one-act play "The Dear Departed" with regard to human relationships in a society.

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Writing Skills

A. Paraphrase the opening lines of the poem:

If you can keep your head when all about you
Are losing theirs and blaming it on you,

B. Write a descriptive composition about the importance and characteristics of quality education, using brainstorming, mind mapping, and drafting techniques.

Step 1: Brainstorming

Take 5-10 minutes to brainstorm your ideas about quality education. Write down everything that comes to mind when you think of quality education. Consider the following prompts:

- What does quality education mean?
- What are the key elements of quality education? (e.g., trained teachers, engaging curriculum, safe learning environment, access to technology and resources)
- How does quality education benefit individuals and society?
- What challenges might affect the delivery of quality education?

Step 2: Mind mapping

Now, organize your ideas into a mind map. This will help you structure your composition logically. Follow these steps:

1. Write "Quality Education" in the center of your mind map.
2. Create branches for the main ideas you brainstormed. Examples:
    - Key Elements: Trained teachers, engaging curriculum, safe learning environment, access to technology and resources.
    - Benefits: Empowers individuals, reduces poverty, improves communities, builds skills.
    - Challenges: Lack of resources, overcrowded classrooms, inequality, inadequate training for teachers.
3. Add details to each branch based on your brainstorming. For instance:
    - Under Key Elements, add sub-branches like "modern classrooms" or "interactive lessons."
    - Under Benefits, add details like "provides better job opportunities" or "promotes social equality."

Step 3: Writing the First Draft

Using your mind map as a guide, write the first draft of your descriptive

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composition on quality education. Remember to move from general to specific as you write.

Follow this structure:

1. **Introduction:**
   - Start with a general statement about the importance of quality education.
   - Briefly mention what makes education "quality" and why it is essential for both individuals and society.
2. **Body Paragraph 1 (Key Elements):**
   - Describe the key components of quality education, such as trained teachers, engaging curriculum, safe learning environment, access to technology and resources.
   - Use descriptive language to explain why these elements are important.
3. **Body Paragraph 2 (Benefits):**
   - Explain the benefits of quality education. Describe how it empowers individuals, creates opportunities, and positively impacts communities.
4. **Body Paragraph 3 (Challenges):**
   - Discuss some of the challenges that affect the delivery of quality education. Describe how these obstacles can be overcome to ensure that education is effective and accessible to all.
5. **Conclusion:**
   - Summarize the importance of quality education. End with a call to action or a thought-provoking statement about how improving education can lead to a better future.

C. Write a well-structured paragraph on "My Service to Society".

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