

1

UNIT

The Saviour of Mankind



Learning Outcomes:

By the end of this unit students will:

- 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 (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) was born, in the city of 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 competition 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 among themselves to lift humanity from ignorance into the light of faith.

4. When Hazrat Muhammad (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) was thirty-eight years of age, he (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) spent most of his time in **solitude** and **meditation**. In the cave of Hira, he (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) used to retire with food and water and spend days and weeks in



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.



remembrance of Allah (سُبْحَانَهُ وَتَعَالَى).

5. The period of waiting had come to a close. His heart was overflowing with profound **compassion** for humanity. He (عَلَيْهِ الْبَرَحَةُ الْأَوَّلُ الْمُؤْمِنُ) had a pressing urge to **eradicate** wrong beliefs, social evils, cruelty and injustice. The moment had arrived when he was to be **bestowed** with 'Nabuwat'. One day, when he (عَلَيْهِ السَّلَامُ) was in the cave of Hira, Hazrat Jibril (Gabriel) came and conveyed to him (سُبْحَانَهُ وَتَعَالَى) the following message of Allah:

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ
خَلَقَ الْإِنْسَانَ مِنْ عَصْفَنَ
إِقْرَأْ وَرَبُّكَ الْأَكْرَمُ
الَّذِي عَلَّمَ بِالْقَلْمَنْ
عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Read in the name of thy Lord Who created; created man from a clot (of congealed blood): Read and thy Lord is 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 (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) had arisen to

At what age did Hazrat Muhammad (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) start spending time in solitude and meditation in the cave of Hira?

proclaim the Oneness of Allah (سُبْحَانَهُ وَتَعَالَى) (Tauheed) and the unity of mankind. His 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 (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) and his followers. They wanted them to **renounce**

Who did the pagan Arabs send a delegation to, in order to stop the Rasoolullah (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) from preaching?



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.



their cause and take to idol-worshipping. On one occasion, they sent a delegation to the Rasoolullah's (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) kind and caring uncle, Abu Talib. They told him to restrain the Rasoolullah (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) from preaching Allah's message, or face their enmity. Finding himself in a **dilemma**, he sent for his nephew, and explained to him the situation. The Rasoolullah (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) responded with these memorable words:

"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 (صَلَّى اللَّهُ عَلَيْهِ 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 touch thee. I shall never forsake thee."

9. And the Rasoolullah (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) did go the way Allah had chosen for him. **Imbued** with divine guidance and firm resolve, the Rasoolullah (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) encountered all the challenges with grace and dignity. In no time he elevated man to the highest possible level in both spiritual and worldly domains. He (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) was also a driving force behind the Arab conquests, which have created an everlasting impression on human history. No wonder, he (صَلَّى اللَّهُ عَلَيْهِ 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 (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ)?

*"Muhammad (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ), however, was responsible for both the **theology** of Islam and its main ethical and moral principles. In addition, he (صَلَّى اللَّهُ عَلَيْهِ 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 (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) may well rank as the most influential political leader of all time 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 (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) deep faith in Allah (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ), to his (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) love for



humanity, and to the nobility of his (ﷺ) character. Indeed, his life is a perfect model to follow. In reply to a question about the life of the Rasool (ﷺ), Hazrat Ayesha (رضي الله تعالى عنها) said: "His (ﷺ) morals and character are an **embodiment** of the Holy Quran."

The final word about the saviour of mankind in the Holy Quran is:

يَا أَيُّهَا النَّبِيُّ إِنَّا أَنْزَلْنَاكَ شَاهِدًا وَمُبَشِّرًا وَنَذِيرًا ﴿٤٥﴾ وَدَاعِيًّا إِلَى اللَّهِ بِإِذْنِهِ وَرَاجِيًّا مُنْبَهِرًا ﴿٤٦﴾

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

Theme

Hazrat Muhammad (ﷺ), the last Rasool of Allah Almighty (سُبْحَانَهُ وَتَعَالَى)، has the greatest influence on mankind. His teachings and life are a source of motivation and guidance for humanity.

Glossary:

Words	Meanings
bestowed	to give something as an honour or a gift
chaos	lack of order
compassion	sympathy
crumble	to break something into very small pieces
dazzling	(of light) so bright that you cannot see for a short time
demolish	destroy
dilemma	a situation that makes problems
dispensation	special permission to do something
dunes	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
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 this pleasant
theology	the study of religion 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, road, etc.

Comprehension

A. Answer the following questions:

- How might the geographical description of Makkah Mukarramah influence the reader's understanding of its historical and cultural importance?
- What does the emphasis on the Arabs' memory and eloquence suggest about their culture before Islam?
- What is the importance of the anecdote about Hammad and Caliph Walid bin Yazid?
- What parallels can you draw between the state of civilization described here and other historical periods of decline and renewal?
- What challenges did the Rasoolullah (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) face in proclaiming the Oneness of Allah (سُبْحَانَهُ وَتَعَالَى) (Tauheed) and the unity of mankind?
- In what ways did the Rasoolullah (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) elevate mankind to a higher level in both spiritual and worldly domains?



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.

7. How does the final Quranic verse (Quran 33:45-46) encapsulate the role and mission of the Rasoolullah ﷺ?
8. How does the author view the pre-Islamic Arabs? Write down the examples and the evidence 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 those 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 far 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 /si:/
b bad /bæd/	z zoo /zu:/
t tea /ti:/	ʃ shoe /ʃu:/
d did /dɪd/	ʒ vision /vɪʒn/
k cat /kæt/	h hat /hæt/
g get /get/	m man /mæn/
tʃ chain /tʃeɪn/	n now /nəʊ/
dʒ jam /dʒæm/	ŋ sing /sɪ ŋ/
f fall /fɔ:l/	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 lox for Scottish loch, Irish lough.

Vowels and diphthongs

i: see /si:/	(British English)
ɪ happy /haipi/	
ə sit /sɪt/	
e ten /ten/	
æ cat /kæt/	
ɑ: father /fɑ:ðə(r)/	
ɒ got /gɒt/	(British English)
ɔ: saw /sɔ:/	
ʊ put /pʊt/	
əʊ actual /æktʃuəl/	
oo too /tu:/	
ʌ cup /kʌp/	
ɜ: fur /fɜ:(r)/	
ə about /ə baʊt/	
ɛr say /ser/	
əʊ go /gəʊ/	(British English)
ʊə pure /pjʊə(r)/	
ər my /mai/	
ɔɪ boy /boɪ/	
əʊ now /naʊ/	
ɪə near /nɪə(r)/	(British English)
əʊ hair /heə(r)/	(British English)

Dictionary Skill

Part of speech

Pronunciation

Entry word

Word definition/meaning

489 **polecat**

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

polecat /'pʊlkæt/ noun small dark brown mammal of weasel family.

polemical /pɔ'lɛmɪkəl/ • **noun** verbal attack; controversy; (in plural) art of controversial discussion. • **adjective** (also **polemical**) involving dispute, controversial.

□ **polemical** /-sɪst/ **noun**.

police /'pɔlɪs/ • **noun** (treated as **plural**) civil force responsible for maintaining public order; its members; force with similar function. • **verb** (-sing) 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;

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

policy /'pɔlɪsɪ/ **noun** (plural -ies) course of action adopted by government, business, etc.; prudent conduct.

policy /'pɔlɪsɪ/ **noun** (plural -ies) (document containing) contract of insurance. □ **policyholder** person or body holding insurance policy.

polio /'pɔliəʊ/ **noun** poliomyelitis.

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

Polish /'pɔliʃ/ • **adjective** of Poland.

• **noun** language of Poland.

polish /'pɔliʃ/ • **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 /'pɔlɪtɪ/ • **adjective** (-r, -st) having good manners; courteous; cultivated, refined. □ **politely** **adverb**; **politeness** **noun**.

politic /'pɔlɪtɪk/ • **adjective** judicious, expedient; prudent, sagacious. • **verb** (-ek-) engage in politics.

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

Guide words

pollen

□ **political asylum** state protection for foreign refugee; **political correctness** avoidance of language or action which excludes ethnic or cultural minorities; **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 /'pɒlɪ'tɪʃn/ **noun** person engaged in politics.

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

politics /'pɒlɪtɪks/ **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 /'pɒlɪti/ **noun** (plural -ies) form of civil administration; organized societies, state.

polka /'pɒlka/ • **noun** lively dance; music for this. • **verb** (-kas, -kaed /-kəd/ or -ka'd, -kaing /-kain/ dance polka.

□ **polka dot** round dot as one of many forming regular pattern on textile fabric etc.

poll /'pɒl/ • **noun** (often in plural) voting; 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 /'pɔlæk/ **noun** (also **pollock**) (plural same or -s) edible marine fish related to cod.

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

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

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 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., /'pɔlɪtɪk/).
- Identify the part of speech (e.g., adjective for "politic"). Read and discuss the definition of "politic".
- Explain the pronunciation key and its importance.
- Review consonant sounds and symbols.
- Explain vowel sounds and diphthongs.
- Discuss differences in pronunciation between British and American English.

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

Word	Pronunciation	Dictionary meaning	Part of Speech
imagination			
remarkable			
composed			
preservation			

C. Compare the dictionary definitions with your inferences.

Word Patterns

Many English words can change their forms to indicate different meaning 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.

Example:

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.

Prefixes, Suffixes, and Word Changes

1. 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:

- Incorporate dictionary use into daily lessons to build students' skills gradually.
- Provide students with access to both print and digital dictionaries.
- Explain that pronunciation refers to the way in which a word is spoken. Dictionaries provide phonetic transcriptions to guide correct pronunciation.
- Teach students how to read the phonetic transcription and practise pronouncing the word correctly. Demonstrate how to read phonetic transcriptions. Show how stress marks (e.g., ') indicate which syllable is emphasized.
- Explain that etymology is the study of the origin of words and how their meaning and structures have evolved.
- Show how dictionaries provide etymological information, often in brackets or a separate section. Demonstrate how to read and interpret this information.

2. 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.

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

C. 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				

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

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, John, 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



For the Teacher:

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

- **Possessive Pronouns:** mine, yours, his, hers, its, 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**.
- **They** will finish the project tomorrow.

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
- **Helping Verbs:** have, has, had, do, does, did, will, shall, would, should, can, could, may, might, must

Sentences:

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

Adjective

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

Examples:

- **Descriptive 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.

Examples:

- **How:** quickly, slowly, happily

- **When:** now, then, soon, yesterday
- **Where:** here, there, everywhere
- **To what extent:** very, quite, almost, too

Sentences:

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

Preposition

Definition: A preposition is a word that shows the relationship between a noun (or 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.

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

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

B. Write five 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. advisable 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 part of speech as indicated in the parentheses. (bright, they, did, Salma, under, wow, through)

- The cat is hiding _____ the bed. (preposition)
- She _____ (verb) her homework before dinner.
- _____ (interjection)! That was an amazing performance.
- He is a very _____ (adjective) student.
- _____ (pronoun) went to the store.

Oral Communication Skills

A. Respond to the text through oral discussion.

- Divide the class into small groups and assign each group a specific section of the text.
- Discuss the assigned section and answer the following questions:
 - What is the main idea?

- What supporting details are provided?
- Present your group's findings to the class.
 - Participate in a whole-class discussion based on the groups' presentations.

B. Respond to the text by telling short stories.

- Retell the story of the first revelation in the cave of Hira in your own words.
- Share a short story about a significant moment in the life of Hazrat Muhammad ﷺ 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.

- 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?
- In pairs, take turns reading passages aloud and providing feedback on each other's pronunciation and intonation.
- Participate in a class discussion where you listen to others' viewpoints and respond appropriately, using the correct pronunciation and intonation.

Writing Skills

- ### **A. Write a well-structured paragraph on "Tolerance and Religious Harmony".**
- Brainstorm all the possible ideas and points that come to your mind when you think about "Tolerance and Religious Harmony".**



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.

Example (Brainstorming Ideas):

- Treating others with kindness and fairness
- Building self-esteem and self-worth
- Importance of empathy and understanding
- Positive relationships and interactions
- Examples of respect in daily life
- Benefits of respect for individuals and society

ii. Organize the ideas from brainstorming into a logical structure.

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

Example (Structuring):

- **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"?

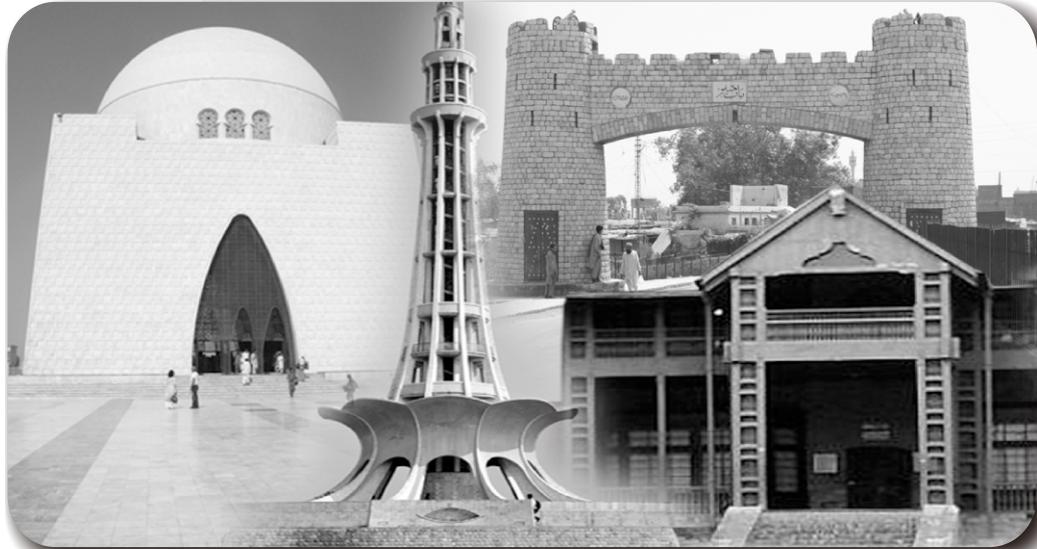
iv. Summarize key points and organize your thoughts for writing the final paragraph.

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

2

UNIT

Patriotism



Learning Outcomes:

By the end of this unit students will:

- 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)



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 interest 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 for 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:

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

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

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 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, many brave soldiers gave 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 lay down their lives for the country.

Which wars are 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, 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!"

Theme

This unit is about the spirit of patriotism. It tells about the qualities of a patriot and how patriots 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
devotion	great love, care and support for somebody/something
embraced	the act of accepting an idea, a proposal, a set of beliefs, etc, especially when it is done with enthusiasm
instances	particular examples or cases of something
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; very great or the greatest in degree

Comprehension

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 did 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' originate from _____ .

- a. Greek word 'patriotikos'
- b. Latin word 'patriota'
- c. French word 'patriote'
- d. 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. Wars of 1965, 1971, and the Kargil War
- b. World War I and World War II
- c. War of 1857 and the Afghan Wars
- d. Gulf War and 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: _____



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.

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?**
 - Patriotism is unimportant.
 - Patriotism requires sacrifice.
 - Patriotism is only about honour.
 - Patriotism is about personal interests.
 - 2. Identify two values that are of supreme importance to a patriot according to the text.**



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.
 - Have students watch 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.

1. Reading: What do patriots do to preserve and protect these values?

a. _____

2. Outlining:

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

a. _____

3. Drafting:

b. _____

Vocabulary

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

4. Reviewing: 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 meanings	Parts of Speech	Etymology
commendable				
render				
sacrifice				
sovereignty				



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 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.

- C. Compare the dictionary definitions with your 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 or general truths.	"She writes in her journal every day."	Write five sentences about daily routines using the simple present tense.
Simple Past	Describes actions that happened at a specific time in the past.	"He visited 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 Paris next summer."	Write about plans for the upcoming holiday 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	Write about what you will be doing at this time next week.



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.	"the airport." "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.

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 graduate 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.



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 over 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:** She stopped smoking. (She quit the habit of smoking.)
- **Infinitive (stop + to + verb):** Refers to pausing an activity in order to do something else.
 - **Example:** She stopped to smoke. (She paused what she was doing to have a smoke.)

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 difficult.
 - **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 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 past 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.)
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."

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

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

B. Transform the following base verbs into gerunds, infinitives, and participles. Use each form in a sentence.

Base Verbs: write, play, eat

C. 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 are 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.

Writing Skills

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

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

B. Write an informative/explanatory essay on the topic "Why 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 practice and rehearse their speaking parts, using gestures and eye contact.

3

UNIT

Daffodils

William Wordsworth (1770-1850)

Learning Outcomes:

By the end of this unit students will:

- 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.

Pre-reading:

- Look at the following image of daffodils and serene landscapes. Imagine yourself in these places. How might this setting make you feel?
- Have you ever witnessed daffodils? How did you feel then?
- How might the natural world be described in the poem?



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.

Continuous as the stars that shine
And twinkle on the **milky way**,
They stretched in never-ending line
Along the margin of a bay:

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

- How does the poet describe the number of daffodils?
- What action are the daffodils performing in the breeze?

Ten thousand saw I at a glance,
Tossing their heads in **sprightly** dance.

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:

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.

- 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"?

- 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?

About 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.



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.

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



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 conveying 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 nook 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

Comprehension

A. Answer the following questions:

1. What is the central theme 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 struggles of life

- 2. What natural element does the poet compare himself to beginning of the poem?**
- a. a tree b. a river c. a cloud d. a mountain
- 3. Where did 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"

Vocabulary

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

Words	Denotative Meanings	Connotative Meanings
lonely		
cloud		
fluttering		
sprightly		
gazed		
bliss		

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

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

C.

- i. Identify synonyms in the poem 'Daffodils' that have similar dictionary definitions but different connotations or emotional undertones.
- ii. Write sentences for each word, highlighting the different connotations.
- iii. Discuss the different feelings or ideas (nuances) that each word evokes beyond its basic definition.
- iv. 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.

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



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

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.

Grammar

Figurative Language in the Poem

A. 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.

B. 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 are dancing, which makes the scene more lively and relatable, conveying a sense of joy and movement.

C. 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.

D. Metaphor:

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

E. 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.

F. 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.

G. 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.

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 poem's musical quality?
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 effect.

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

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"



For the Teacher:

- Explain that figurative language allows the poet to describe scenes, emotions, and experiences in a more vivid and imaginative way. Explain that 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.

- "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 in which apparently contradictory terms appear in conjunction.

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 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.



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.

A. Answer the following questions:

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

■ 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," and others 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.
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.

A. Read each sentence and underline the compound prepositions.

1. According to the schedule, the meeting starts at 10 a.m.



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.

2. The park is located in front of the library.
3. She attended the conference on behalf of her manager.
4. Due to the heavy traffic, we were late for the school.
5. In addition to his academic work, he participates in sports.
6. In spite of the rain, the match continued.

B. 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:** _____

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 the meeting* - We should discuss the plan before the meeting.
- *During the summer* - She likes to travel during the summer.

2. Location:

- *In the park* - They had a picnic in the park.
- *On the table* - The keys are on the table.

3. Direction:

- *To the store* - He went to the store.
- *Towards the mountain* - 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 close to the word it modifies to avoid confusion.

- **Incorrect:** She found the book *that I had lost in the park*.
- **Correct:** She found *the book in the park that I had lost*.

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

A. 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 danced with grace. (_____)
3. They traveled to the mountains. (_____)
4. The cat under the table is sleeping. (_____)
5. He arrived after dinner. (_____)
6. The painting on the wall is beautiful. (_____)



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).

B. 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:** _____

Oral Communication Skills

'Arrival of the Monsoon' by 'Taufiq Rafat'

"Alive, alive, everything is alive again.

Saver the rain's coolness on lips and eyes.

How madly the electric wire is swinging"

"From brown water eddying round their hooves

The drenched trees rise and shake themselves

And summer ends in a flurry of drops"

A. Respond to the text through oral discussion.

- i. Divide the class into small groups and assign each group a specific



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.

stanza of the poem.

- ii. Discuss the assigned stanza and answer the following questions:
 - What is the main idea of the stanza?
 - What supporting details or imagery are used?
- iii. Present your group's findings to the class.
- iv. 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.

A. Paraphrase the last stanza of the poem.

- Identify the main ideas and themes within the stanza.



For the Teacher:

Tips for Attentive Listening Skills

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- **Feedback:** Encourage students to give positive and constructive feedback. Highlight what they found interesting or well done, and ask questions to learn more.



■ 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.

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.

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.



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.

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



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 (رضي الله تعالى عنها)

Learning Outcomes:

By the end of this unit students will:

- 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 contribution towards humanity of any Lady in the Islamic History.
- Have you ever heard the name of Hazrat Asma (رضي الله تعالى عنها)? What do you know about her?



1. The Rasoolullah ﷺ (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) and his close companion, Hazrat Abu Bakr Siddique رضي الله تعالى عنه (عَلَيْهِ أَنْدَلَبِيَّوْسَلَمَ), **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 ﷺ (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) and his close companion, Hazrat

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

Abu Bakr Siddique رضي الله تعالى عنه (عَلَيْهِ أَنْدَلَبِيَّوْسَلَمَ), 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.

2. The preparation for this journey was made at the house of Hazrat Abu Bakr Siddique رضي الله تعالى عنه (عَلَيْهِ أَنْدَلَبِيَّوْسَلَمَ). Hazrat Asma رضي الله تعالى عنها (عَلَيْهِ أَنْدَلَبِيَّوْسَلَمَ) rendered useful services in this regard. She prepared food for this journey. She tied the food on the camel 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 ﷺ (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ).

What title was Hazrat Asma رضي الله تعالى عنها (عَلَيْهِ أَنْدَلَبِيَّوْسَلَمَ) given 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 ﷺ (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ). The situation was so delicate that the slightest mistake could have endangered the life of the Rasoolullah ﷺ (صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ). This grand task was nicely undertaken by Hazrat Asma رضي الله تعالى عنها (عَلَيْهِ أَنْدَلَبِيَّوْسَلَمَ), the daughter of Hazrat Abu Bakr Siddique رضي الله تعالى عنه (عَلَيْهِ أَنْدَلَبِيَّوْسَلَمَ). Every night, with the pack of food, she would quietly **venture** towards the rugged mountains in which lay the cave of Thawr.



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 a narrative text. Explain that narrative texts aim to tell a story or recount events, often with a focus on characters, settings, and a sequence of events. These texts are structured to engage readers through storytelling, featuring a clear beginning, middle, and end, and often incorporating elements of conflict and resolution.



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 home. He began to knock at the door violently. Addressing Hazrat Asma (رضي الله تعالى عنها), he demanded, "Where is your father?" She politely replied, "How would I know?" This response shows the wisdom and courage of Hazrat Asma (رضي الله تعالى عنها). 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 face so hard that her ear-ring fell off but she remained steadfast and did not **reveal** the secret.

What did Hazrat Asma (رضي الله تعالى عنها) do when Abu Jehl demanded to know the whereabouts of her father?

5. Her grandfather, Hazrat Abu Quhafaa (رضي الله تعالى عنه) was a disbeliever at that time. He was very old and also 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. "Come grandfather, look! he has left all this for us." He touched the cloth and thought it was full of gold and jewels.

How did Hazrat Asma (رضي الله تعالى عنها) alleviate her blind grandfather's concern about the family's wealth?

His concern was **alleviated** and he felt relieved to know that Abu Bakr Siddique (رضي الله تعالى عنه) had left all his wealth at home.



For the Teacher:

- Discuss the historical context and significance of Hazrat Asma's (رضي الله تعالى عنها) 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 (رضي الله تعالى عنها) and Hazrat Abu Bakr Siddique (رضي الله تعالى عنه).
- 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 (رضي الله تعالى عنها) 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 (رضي الله تعالى عنها) was amongst the early few ones who had accepted Islam. She was the daughter of Hazrat Abu Bakr Siddique (رضي الله تعالى عنه) and the stepsister of Hazrat Ayesha Siddiqua (رضي الله تعالى عنها). She was the wife of Hazrat Zubair bin al-Awwam (رضي الله تعالى عنه) and the mother of Hazrat Abdullah bin Zubair (رضي الله تعالى عنه). She died at the old age of about a hundred years. Hazrat Abdullah bin Zubair (رضي الله تعالى عنه) used to say that he had not seen anybody more generous and open hearted than his aunt Hazrat Ayesha (رضي الله تعالى عنها) and his mother. Hazrat Asma (رضي الله تعالى عنها) 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 the family relations of Hazrat Asma (رضي الله تعالى عنها) mentioned in the text.

7. Hazrat Asma (رضي الله تعالى عنها) will always be remembered for her courage, generosity and wisdom. She had **resolute** faith in Allah (سبحانه وتعالى). Her life would always be a **beacon** of light for all of us.

Theme

The theme of the unit is to appreciate the integrity and valour of Hazrat Asma (رضي الله تعالى عنها) 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

alleviated
beacon
bounties
constant
detect
furious
infuriated
migrated
perilous
rendered

Meanings

to make less severe	
a light	
generous actions	
happening repeatedly incessant	
to discover or notice	
in an extreme anger	
extremely angry	
to move from one town, country, etc. to go in another area	
dangerous	
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

Comprehension

A. Answer the following questions:

- How did Hazrat Asma's actions during the migration demonstrate her resourcefulness and courage? Provide specific examples from the text.
- How can the qualities of Hazrat Asma (رضي الله تعالى عنها) be applied to the contemporary situations of trust and integrity? Provide a real-life example.
- Summarize the key challenges Hazrat Asma (رضي الله تعالى عنها) faced during the migration and how she overcame them.
- In what ways did Hazrat Asma (رضي الله تعالى عنها) handle the trust placed in her by her father and the Rasoolullah (صلى الله عليه وسلم)? How did her actions ensure the safety and success of the migration?
- Reflect on Hazrat Asma's (رضي الله تعالى عنها) self-discipline during the preparation and execution of the migration. How did her self-discipline contribute to her effective handling of difficult situations?
- How did Hazrat Asma (رضي الله تعالى عنها) show respect for herself and others throughout the events described in the text? Provide specific examples to support your analysis.
- In what ways did Hazrat Asma (رضي الله تعالى عنها) 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.

- Which action by Hazrat Asma (رضي الله تعالى عنها) demonstrated her handling of trust?**
 - preparing food for the journey
 - keeping the secret of her father's whereabouts

- c. tying the food on the camel
d. all of the above

2. Hazrat Asma's (رضي الله تعالى عنها) response to Abu Jehl's demand showed her:

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

3. How did Hazrat Asma (رضي الله تعالى عنها) 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 (رضي الله تعالى عنها) 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 (رضي الله تعالى عنها) 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

Vocabulary

A. Deduce the inferred meaning 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 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.

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

Word	Dictionary meaning	Pronunciation	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".

Grammar

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

Hazrat Asma (رضي الله تعالى عنها) courageously faced many challenges during the migration. She had prepared food and supplies for the Rasoolullah (صلى الله عليه وسلم) and her father, Hazrat Abu Bakr Siddique (رضي الله تعالى عنه), before they began their journey. While they were traveling through the desert, Hazrat Asma (رضي الله تعالى عنها) 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

A. Read the following sentences carefully. Identify whether the underlined verb is a gerund, infinitive, or participle.

1. **Preparing** food for the journey was Hazrat Asma's responsibility. (رضي الله تعالى عنها)
2. Hazrat Asma (رضي الله تعالى عنها) 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 (صَلَّى اللّٰهُ عَلٰيْهِ وَسَلَّمَ) praised her actions.
5. Hazrat Asma (رضي الله تعالى عنها) continued **to help** the needy throughout her life.

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

1. Hazrat Asma (رضي الله تعالى عنها) was known for _____ (show) great courage.
2. She helped her father by _____ (prepare) supplies for the journey.
3. The Rasoolullah (صَلَّى اللّٰهُ عَلٰيْهِ وَسَلَّمَ) praised her for _____ (be) resourceful.
4. _____ (face) many challenges, Hazrat Asma (رضي الله تعالى عنها) remained steadfast in her faith.
5. She chose _____ (give) away her inherited garden to the poor.

Oral Communication Skills

A. Role-play: Conduct an interview.

- i. Conduct an interview where one student acts as a journalist interviewing another student who is portraying an Islamic scholar.
- ii. The "Islamic scholar" should explain Hazrat Asma's (رضي الله تعالى عنها) contributions and significance, drawing parallels to modern-day values.

D. Discussion on Handling of Trust.

- i. Participate in a discussion on "Handling of Trust," using Hazrat Asma (رضي الله تعالى عنها) as an example. Discuss how her actions during the migration exemplify the importance of trustworthiness and responsibility.
- ii. Listen to others' viewpoints and respond appropriately, using correct pronunciation and intonation during the discussion to effectively communicate your points.

Writing Skills

A. Write a narrative about a pivotal moment when Hazrat Asma (رضي الله تعالى عنها) 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.

5

UNIT

Women Empowerment through Entrepreneurship

Learning Outcomes:

By the end of this unit students will:

- Respond to text through oral discussion, telling short stories and acting plays.
- Use rhetorical questions for a range of audiences.
- Engage in extended discussions.
 - Use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.
 - Read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.
 - Link new facts, terms, and concepts with prior knowledge.
 - Choose words and phrases for effect.
 - Comment on implied meaning, e.g. writer's viewpoint, relationships between characters etc.
 - 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.
- Read, view and analyse a variety of readings grade-appropriate and high-interest books and texts from print and non-print sources: Personal recounts (e.g., diary entries, biographies)
- Comprehend and use contemporary idioms and proverbs in the different texts and in their speech.
- 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.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing in different varieties of texts.
 - Observe hyphenation conventions.
 - Produce legible work that shows the correct spelling of the conventions of punctuation and capitalization.
- 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.

Pre-reading:

- What does the term "entrepreneurship" mean to you?
- Can you name any famous women entrepreneurs, either locally or globally?
- Why do you think entrepreneurship is important for society?
- How can entrepreneurship empower women?
- List challenges women might face in becoming entrepreneurs.
- Identify the benefits of women's entrepreneurship to the community and society.

Empowerment of women through entrepreneurship has emerged as a powerful catalyst for social and economic change across the globe. In Pakistan, several remarkable women have made significant strides in this arena, overcoming substantial challenges to create lasting impact within their communities. This unit highlights the inspiring journeys and contributions of five trailblazing women: Tanzila Khan, Parveen Saeed, Farhana Asad, Roshaneh Zafar, and Khalida Brohi. Each of these women has leveraged entrepreneurship to address societal issues, promote inclusivity, preserve cultural heritage, and empower other women. Their stories serve as powerful examples of resilience, innovation, and the transformative potential of entrepreneurship in advancing gender equality and social progress.

1. Tanzila Khan - Entrepreneur, Disability Activist, and Writer

Tanzila Khan is an inspiring entrepreneur, disability activist, and writer from Pakistan. She is known for her advocacy in inclusive creativity, overcoming barriers, and promoting inclusion within businesses. Tanzila's journey is a powerful example of resilience and determination in the face of adversity.

Born with a disability, Tanzila faced numerous challenges from a young age. Despite these obstacles, she pursued her education and developed a passion for

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 for 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.

writing and activism.

Tanzila encountered societal prejudices and physical barriers that made it difficult for her to access opportunities. However, she remained steadfast in her mission to create an inclusive environment for people with disabilities.

Tanzila founded Creative Alley, an organisation that offers training and workshops on inclusive creativity. She also delivers sessions on overcoming barriers and inclusion within businesses. Additionally, Tanzila has authored books and continues to write on topics related to disability and empowerment.

Who is Tanzila Khan, and what are her main areas of advocacy?



Tanzila Khan's work has had a profound impact on raising awareness about disability rights and promoting inclusivity in various sectors. Her advocacy has inspired many individuals and organisations to adopt more inclusive practices. Tanzila's story encourages others to look beyond disabilities and focus on abilities, fostering a more accepting and supportive society.

2. Parveen Saeed - Founder of "Khana Ghar"

Parveen Saeed, a remarkable woman from Karachi, founded "Khana Ghar," an initiative that provides affordable meals to the underprivileged. Her journey is a testament to the power of compassion and entrepreneurship in addressing societal issues.

Parveen Saeed was moved by the tragic story of a mother who killed her two children because she couldn't feed them. This incident compelled her to take



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.

action against hunger in her community. Parveen faced numerous challenges, including securing funds, finding a suitable location, and dealing with societal apathy towards the plight of the poor.

Despite these obstacles, Parveen launched Khana Ghar in 2002. She started

What event motivated Parveen Saeed to start Khana Ghar?

by providing meals

for just a few rupees. Today, Khana Ghar serves

thousands of meals daily, ensuring that no one in her community goes hungry.

Parveen's initiative has had a profound impact on her community. By addressing hunger, she has improved the health and well-being of countless individuals. Her work has inspired many others to engage in social entrepreneurship and address pressing issues in their own communities.

3. Farhana Asad - Founder of Studio Lél

From beautiful coasters to colourful tiles, stunning tabletops, and other accessories, Pakistani entrepreneur Farhana Asad and her artisans have been producing meticulous works of art that utilise marble and semi-precious stones. Her company, **Lél** (Persian for "mountain"), focuses on intricate mosaic works



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.





using the ancient art form of **pietra dura** (an Italian phrase meaning "hard stone").

Farhana's journey began over 20 years ago when she discovered a pietra dura box in an antique bazaar in Peshawar's Walled City. Inspired by the craftsmanship, she learned the technique from a master artisan. Since then, Farhana has trained Afghan refugees and Pashtuns, preserving this ancient art form with materials like coloured marble and semi-precious stones.

Farhana's company, **LéL** took root over 20 years ago, when she discovered a pietra dura box in a shop in an antique bazaar in Peshawar's Walled City. Farhana learned that the shopkeeper had made it using a technique passed down through each generation of his family. This little box acted as an impetus for Farhana to begin learning the craft of pietra dura with a master artisan for ten years, until his departure back to his home country, Afghanistan.

Since then, Farhana has worked with and trained a number of Afghan refugees and Pashtuns under the banner of LEL, preserving the ancient art form with materials like colored marble and dazzling semi-precious stones such as jade, onyx, lapis, turquoise, mother of pearl, etc., to produce pieces featuring ancient Florentine patterns, Iznik and Islamic motifs, and more.

Farhana Asad's work through LEL has preserved an ancient art form and provided economic opportunities for marginalized individuals. By training artisans, she has sustained their livelihoods and highlighted the rich cultural heritage of Pakistan.

4. Roshaneh Zafar - Founder of Kashf Foundation

Roshaneh Zafar is the founder of the Kashf Foundation, a microfinance institution dedicated to empowering women through financial inclusion. Her work has transformed the lives of countless women in Pakistan by providing them with the financial resources to start and grow their own businesses. Roshaneh was



Who are the primary beneficiaries of Farhana's training and preservation efforts?

What materials are used by Farhana Asad and her Artisans to create their artwork?



inspired by the Grameen Bank model in Bangladesh and decided to replicate a similar initiative in Pakistan. She established Kashf Foundation in 1996 with the mission to provide micro-loans to low-income women.

What inspired Roshaneh Zafar to create the Kashf Foundation?

Building a microfinance institution from the ground up was no easy feat. Roshaneh faced challenges such as securing funding, gaining the trust of potential clients, and overcoming societal barriers that discouraged women from becoming entrepreneurs.

Today, Kashf Foundation is one of the leading microfinance institutions in Pakistan. It has disbursed millions in micro-loans to women, enabling them to start small businesses and improve their families' living standards.



The impact of Roshaneh's work is far-reaching. By providing women with access to financial resources, she has empowered them to take control of their economic futures. This financial independence has led to improved social status and greater participation of women in the economic development of their



For the Teacher:

- Explain the differences between biographies and autobiographies:

Biographies: Written by someone else, focusing on significant events and achievements.

Autobiographies: Written by the person themselves, offering a first-person perspective on their experiences.

- Explain the types of Biographies and Autobiographies:

Print (Books, Articles): These are detailed and comprehensive, often providing in-depth analysis and background information.

Multimedia (Videos, Documentaries, Podcasts): These can include visual and auditory elements, interviews, and interactive components, offering a different engagement level.

- Highlight the differences between full-length biographies, autobiographies, and biographical sketches.
- Explain that the provided text is a series of biographical sketches. It does not fit the full definition of a biography or an autobiography, as it offers concise, third-person overviews of the lives and achievements of five women entrepreneurs in Pakistan. These sketches highlight significant events, challenges, and contributions in their lives, but they do not provide the extensive, detailed narratives typically found in full-length biographies or autobiographies.

communities.

5. Khalida Brohi - Founder of Sughar Foundation

Khalida Brohi is a Pakistani social entrepreneur and women's rights activist. She is the founder and executive director of the Sughar Foundation, an organisation aimed at empowering women in rural Pakistan through education, vocational training, and financial inclusion. Khalida's work focuses on challenging harmful cultural practices and promoting women's rights.



Khalida grew up in a tribal area of Balochistan where she witnessed the impact of oppressive cultural norms on women. Motivated by these experiences, she dedicated her life to advocating for women's rights and empowerment.

Khalida faced significant resistance from her community and threats to her safety due to her activism. Despite these obstacles, she persevered in her mission to bring positive change.

Through the Sughar Foundation, Khalida has provided thousands of women with skills training in areas such as embroidery and handicrafts, enabling them to earn a livelihood. The organisation also focuses on educating women about their rights and promoting gender equality.

What are the main goals of the Sughar Foundation?

Khalida Brohi's efforts have transformed the lives of many women in rural Pakistan. By equipping them with skills and knowledge, she has enabled them to achieve financial independence and challenge oppressive cultural norms. Her work has fostered a sense of empowerment and resilience among women, contributing to a broader movement for gender equality in Pakistan.

Theme

The central theme of the text is **the empowerment of women through entrepreneurship**. This theme is explored by highlighting the journeys and contributions of five remarkable women from Pakistan who have made significant strides in various fields through their entrepreneurial efforts. The text emphasizes how these women have overcome substantial challenges to create a lasting impact within their communities, promoting inclusivity, preserving cultural heritage, and advancing gender equality and social progress.

Glossary:

Words	Meanings
adversity	a difficult or unpleasant situation
advocacy	support, advice and help given to people, often with special needs or aims, who are unable to speak for themselves
apathy	the feeling of not being interested in or enthusiastic about something, or things in general
arena	an area of activity that interests the public, especially one where there is a lot of opposition between different groups or countries
catalyst	a person or thing that causes a change
empowerment	the act of giving somebody more control over their own life or the situation they are in
entrepreneurship	the activity of making money by starting or running businesses, especially when this involves taking financial risks; the ability to do this
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
impetus	something that encourages a process or activity to develop more quickly
inclusivity	the fact or policy of providing equal opportunities and resources for people who might otherwise not get them, for example people who are disabled or belong to minority groups
innovation	the introduction of new things, ideas or ways of doing something
leverage	the ability to influence what people do
microfinance	a system of providing services such as lending money and saving for people who are too poor to use banks
prejudice	to influence somebody so that they have an unfair or unreasonable opinion about somebody/something
preserve	to keep somebody/something alive, or safe from harm or danger



Words	Meanings
silience	the ability of people or things to recover quickly after something unpleasant, such as shock, injury, etc.
societal	connected with society and the way it is organized
strides	to walk with long steps in a particular direction
substantial	large in amount, value or importance
trailblazing	done or tried for the first time, making it possible for others to follow
transformative	a complete change in somebody/something

Reading and Critical Thinking

Comprehension

A. Answer the following questions:

1. What common challenges did the women entrepreneurs face in their journeys? Provide specific examples from the text.
2. How did Tanzila Khan's personal experiences influence her advocacy work?
3. What role did societal norms and prejudices play in the obstacles faced by these women entrepreneurs?
4. How did the initiatives founded by these women contribute to their communities? Provide at least two examples.
5. What does the text suggest about the relationship between entrepreneurship and social change?
6. In what ways do the stories of these women entrepreneurs highlight the importance of resilience and determination?
7. How do the different backgrounds and experiences of the women entrepreneurs influence their approaches to solving societal issues?
8. Discuss the impact of microfinance on women's empowerment, using Roshaneh Zafar's work as an example.
9. What strategies did Farhana Asad use to preserve an ancient art form while also creating economic opportunities?
10. How does Khalida Brohi's work challenge harmful cultural practices and promote gender equality?

B. Choose the correct option for each question.

1. Which organisation did Tanzila Khan found?

- a. Kashf Foundation
- b. Studio Lél
- c. Khana Ghar
- d. Sughar Foundation

2. What inspired Parveen Saeed to start Khana Ghar?

- a. Her own experience with hunger
- b. The tragic story of a mother who couldn't feed her children
- c. A desire to promote inclusivity in businesses
- d. The influence of the Grameen Bank model

3. What materials does Farhana Asad's company, Lél, use for their art?

- a. Wood and clay
- b. Marble and semi-precious stones
- c. Metal and glass
- d. Paper and fabric

4. What is the primary mission of the Kashf Foundation, founded by Roshaneh Zafar?

- a. To provide vocational training
- b. To offer affordable meals
- c. To empower women through financial inclusion
- d. To preserve ancient art forms

5. What kind of training does the Sughar Foundation provide to women?

- a. Financial literacy
- b. Agricultural techniques
- c. Embroidery and handicrafts
- d. IT and computer skills

6. What key quality do all the women entrepreneurs in the text share?

- a. Wealth
- b. Resilience
- c. Political influence
- d. Artistic talent

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

1. Tanzila Khan founded Creative Alley to offer training and workshops on inclusive creativity.

- a. Cause: _____
- b. Effect: _____

2. Parveen Saeed was moved by the tragic story of a mother who couldn't feed her children, compelling her to take action against hunger.

- a. Cause: _____
- b. Effect: _____

3. Farhana Asad discovered a pietra dura box in an antique bazaar, inspiring her to learn the technique and preserve the ancient art form.

a. Cause: _____

b. Effect: _____

4. Roshaneh Zafar was inspired by the Grameen Bank model in Bangladesh and decided to replicate a similar initiative in Pakistan.

a. Cause: _____

b. Effect: _____

5. Khalida Brohi witnessed the impact of oppressive cultural norms on women in her tribal area, motivating her to advocate for women's rights.

a. Cause: _____

b. Effect: _____

D. Read the following statements and identify whether each is a fact, an opinion, or reflects a bias. Explain your reasoning.

1. Tanzila Khan's journey is a powerful example of resilience and determination in the face of adversity.
2. Parveen Saeed founded Khana Ghar to provide affordable meals to the underprivileged.



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 the difference between facts, opinions, and biases.

Fact: A statement that can be proven to be true or false through objective evidence. Facts are verifiable and not influenced by personal feelings or interpretations.

Opinion: A personal view, attitude, or appraisal that reflects an individual's beliefs or feelings. Opinions are subjective and not universally verifiable.

Bias: A tendency to favor or disfavor something, which can lead to partiality in judgment. Biases can be positive or negative and often influence how facts and opinions are presented.

- Provide examples to illustrate each type of statement.

Ask students to reflect on how understanding the differences between facts, opinions, and biases can help them critically analyze information in texts and media.

3. Farhana Asad's work through Lél has preserved an ancient art form and provided economic opportunities for marginalized individuals.
4. Roshaneh Zafar's Kashf Foundation has transformed the lives of countless women in Pakistan.
5. Khalida Brohi's efforts have significantly contributed to gender equality in rural Pakistan.

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

1. Empowerment of women through _____ has emerged as a powerful catalyst for social and economic change across the globe.
2. In Pakistan, several remarkable women have made significant strides in this _____, overcoming substantial challenges to create lasting impact within their communities.
3. Tanzila Khan is known for her advocacy in inclusive _____, overcoming barriers, and promoting inclusion within businesses.
4. Parveen Saeed founded "Khana Ghar," an initiative that provides _____ meals to the underprivileged
5. Farhana Asad's company, Lél, focuses on intricate mosaic works using the ancient art form of _____ (an Italian phrase meaning "hard stone").
6. Roshaneh Zafar established Kashf Foundation in 1996 with the mission to provide _____ to low-income women.
7. Khalida Brohi's organisation, Sughar Foundation, aims at empowering women in rural Pakistan through education, _____ training, and financial inclusion.
8. Tanzila Khan's work has had a profound impact on raising awareness about disability rights and promoting _____ in various sectors.
9. Farhana Asad's work through Lél has preserved an ancient art form and provided economic opportunities for _____ individuals.
10. Khalida Brohi faced significant _____ from her community and threats to her safety due to her activism.

Vocabulary

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



Word	Context Clue	Denotative Meaning	Connotative Meaning
advocacy			
Catalyst			
empowerment			
resilience			
substantial			

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

Word	Similar Denotation (with another word)	Context Clue from Text	Dissimilar Denotation (with another word)
advocacy			
Catalyst			
empowerment			
resilience			
substantial			



For the Teacher:

- Explain that denotation is the literal, dictionary definition of a word.
- Explain that connotation is the emotional or cultural association attached to a word beyond its literal meaning.

- Provide Examples:

- Provide Examples:

Denotative Example: "Snake" - A legless reptile.

Connotative Example: "Snake" - Someone who is deceitful or treacherous.

- Explain the concepts of similar and dissimilar Denotations:

Similar Denotations: Words that have the same or very similar literal meanings but may differ in connotation.

Dissimilar Denotations: Words that have different literal meanings.

- Provide Examples:

Similar Denotations:

- "Happy" and "Joyful" both denote a feeling of pleasure.

Dissimilar Denotations:

- "Dog" (a domesticated animal) and "Car" (a vehicle for transportation).

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

1. Tanzila Khan's journey is a powerful example of resilience and determination in the face of adversity.

- Idiom/Proverb: _____
- Literal Meaning: _____
- Figurative Meaning: _____

2. Her work has inspired many individuals and organizations to adopt more inclusive practices, fostering empowerment.

- Idiom/Proverb: _____
- Literal Meaning: _____
- Figurative Meaning: _____

3. Parveen Saeed was moved by the tragic story of a mother who couldn't feed her children, compelling her to take action against hunger.

- Idiom/Proverb: _____
- Literal Meaning: _____
- Figurative Meaning: _____

4. Roshaneh Zafar's work has transformed the lives of countless women in Pakistan.

- Idiom/Proverb: _____
- Literal Meaning: _____
- Figurative Meaning: _____

5. Farhana Asad's company, Lél, focuses on intricate mosaic works using the ancient art form of pietra dura.

- Idiom/Proverb: _____
- Literal Meaning: _____
- Figurative Meaning: _____

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

1. Tanzila Khan never gave up, even when the going got tough. She truly believes that "_____".

2. Parveen Saeed saw a problem in her community and decided to "_____ " by founding Khana Ghar.

3. Roshaneh Zafar knew that starting a microfinance institution wouldn't be easy, but she believed that "_____".

- Farhana Asad had to learn many new skills to create her intricate mosaic works, proving that "_____".
- Khalida Brohi faced resistance from her community but kept pushing forward, showing that "_____".

Grammar

Importance of Capitalization, Punctuation, and Spelling in Writing

Capitalization:

- Definition:** The use of uppercase letters at the beginning of sentences and for proper nouns (e.g., names of people, places, specific things).
- Importance:** Capitalization helps to signal the start of a new sentence, differentiate proper nouns from common nouns, and emphasize certain words. It aids readability and helps convey meaning accurately.

Examples from the Text:

- Correct:** Tanzila Khan's journey is a powerful example of resilience and determination in the face of adversity.
- Incorrect:** tanzila Khan's journey is a powerful example of resilience and determination in the face of adversity.

Punctuation:

- Definition:** The use of symbols (e.g., periods, commas, question marks) to separate sentences and their elements, and to clarify meaning.
- Importance:** Punctuation marks guide the reader through the text, indicating pauses, stops, and the relationship between ideas. Proper punctuation ensures that the text is easily understood and prevents misinterpretation.



For the Teacher:

- Explain the concepts of idioms and phrases:

Idioms: Phrases where the meanings aren't literal, but rather figurative. Example: "Break the ice" means to start a conversation in a social setting.

Proverbs: Short, commonly known sayings that express a truth or piece of advice. Example: "A stitch in time saves nine" means taking care of problems early prevents bigger issues later.

- Share examples of contemporary idioms and proverbs.
- Discuss the literal and figurative meanings of these phrases.

Examples from the Text:

- **Correct:** Her work has inspired many individuals and organizations to adopt more inclusive practices, fostering empowerment.
- **Incorrect:** Her work has inspired many individuals and organizations to adopt more inclusive practices fostering empowerment

Spelling:

- **Definition:** The correct arrangement of letters to form words.
- **Importance:** Correct spelling is essential for clear communication. It helps avoid confusion and ensures that the reader can understand the text without difficulty. Consistent spelling also reflects professionalism and attention to detail.

Examples from the Text:

- **Correct:** Parveen Saeed was moved by the tragic story of a mother who couldn't feed her children, compelling her to take action against hunger.
- **Incorrect:** Parveen Saeed was moved by the tragic story of a mother who couldnt feed her children, compelling her to take action against hunger.

Hyphenation Conventions and Their Role in Clarifying Meaning

Hyphenation:

- **Definition:** The use of hyphens (-) to connect words or parts of words.
- **Importance:** Hyphenation can change the meaning of a word or phrase and make the text easier to read. It helps avoid ambiguity and ensures that compound words and modifiers are clearly understood.

Examples from the Text:

- **Compound Adjectives:** Hyphens are used to connect two or more words that function together as an adjective before a noun.
 - **Correct:** Farhana Asad's well-known company, Lél, focuses on intricate mosaic works.
 - **Incorrect:** Farhana Asad's well known company, Lél, focuses on intricate mosaic works.
- **Compound Nouns:** Hyphens connect words that form a single concept.
 - **Correct:** The mother-in-law's role in the family business was significant.
 - **Incorrect:** The mother in law's role in the family business was significant.
- **Prefixes and Suffixes:** Hyphens can be used with prefixes and suffixes to clarify meaning.
 - **Correct:** Roshaneh Zafar's micro-loan program has transformed many lives.

- **Incorrect:** Roshaneh Zafar's microloan program has transformed many lives.

Role in Clarifying Meaning:

- **Avoiding Ambiguity:** Hyphens help avoid confusion in meaning.

Examples:

- **Correct:** Parveen Saeed decided to re-sign the contract.
- **Incorrect:** Parveen Saeed decided to resign the contract.

- **Creating Clear Modifiers:** Hyphens ensure that adjectives formed by multiple words are read as a single unit.

Examples:

- **Correct:** She is a well-respected entrepreneur.
- **Incorrect:** She is a well respected entrepreneur

A. Correct the following sentences, focusing on capitalization, punctuation, spelling, and hyphenation.

1. tanzila khans journey is a powerful example of resilience and determination in the face of adversity
2. her work has inspired many individuals and organizations to adopt more inclusive practices fostering empowerment
3. parveen saeed was moved by the tragic story of a mother who couldn't feed her children compelling her to take action against hunger
4. roshaneh zafars work has transformed the lives of countless women in Pakistan
5. farhana asads company, Lél, focuses on intricate mosaic works using the ancient art form of pietra dura

B. Write a paragraph on “The Impact of Tanzila Khan’s Advocacy”.

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.

Oral Communication Skills

A. Respond to the text through oral discussion.

- i. Divide into small groups and assign each group a specific section of the text on women entrepreneurs.
- ii. Discuss the assigned section and answer the following questions:
 - What is the main idea?

- What supporting details are provided?
- Present your group's findings to the class.
 - Participate in a whole-class discussion based on the groups' presentations.

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

- Research Tanzila Khan, Parveen Saeed, Farhana Asad, Roshaneh Zafar, or Khalida Brohi. Investigate their life, contributions, and significance.
- Narrate key moments from their lives, such as their major achievements and challenges. Explain their contributions and significance.

C. Role play - Community Meeting

- Role play a community meeting where students take on the roles of the entrepreneurs, community members, and other stakeholders. Discuss the impact of the entrepreneur's work on the community and explore ways to support their initiatives.

Characters:

- Tanzila Khan (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:

- Tanzila Khan:** Explains her work with Creative Alley and the importance of inclusive creativity.
- Community Member 1:** Shares how the workshops have benefited the community.
- Local Government Official:** Discusses potential support for Creative Alley's initiatives.
- Aspiring Entrepreneur:** Asks for advice on starting a similar initiative.

Role Play Dialogue:

- Tanzila Khan:** "Thank you all for coming to this meeting. Creative Alley has been working tirelessly to promote inclusive creativity. Our workshops have empowered many individuals with disabilities."
- Community Member 1:** "I have seen firsthand how these workshops have helped my cousin gain confidence and new skills."

We need more programs like this in our community."

- **Local Government Official:** "We are impressed by the impact of Creative Alley. We would like to discuss how we can support your initiatives through funding and resources."
- **Aspiring Entrepreneur:** "Tanzila, your work is truly inspiring. What advice would you give to someone who wants to start a similar initiative in another community?"

D. Discussion on Handling of Challenges.

- i. Participate in a discussion on "Handling of Challenges," using the entrepreneurs as examples. Discuss how their actions exemplify the importance of resilience and responsibility.
- ii. Listen to others' viewpoints and respond appropriately, using correct pronunciation and intonation during the discussion to effectively communicate your points.

Discussion Points:

- **Tanzila Khan's Resilience:**

Discuss how she overcame societal barriers and physical challenges to promote inclusivity.

- **Parveen Saeed's Compassion:**

Discuss how her initiative, Khana Ghar, addresses hunger in her community through entrepreneurship.



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 practice and rehearse their speaking parts, using gestures and eye contact.
- During discussions and presentations, use rhetorical questions to engage the audience and provoke thoughtful responses.

Examples:

- What if Tanzila Khan had not pursued her passion for advocacy despite her disability? How might our communities change if more people followed Parveen Saeed's example of compassion and action?

Writing Skills

A. Part 1: Writing the First Draft

Write a paragraph on the following topic, ensuring you include sufficient details.

Topic:

Describe the impact of one of the women entrepreneurs from the provided text on their community. Include specific examples and details about her life, challenges, and achievements. Decide whether you are writing this as a biography (third-person perspective) or autobiography (first-person perspective).

B. Part 2: Editing the Draft

Edit your draft and focus on editing the content for clarity, coherence, and structure. Use the following questions to guide the editing process:

Editing Questions:

- Is the main idea clear and well-supported with details?
- Are there any parts of the text that are unclear or need more explanation?
- Does the text have a logical flow and structure?

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



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 students will:

- 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.



Brainstorming Activity

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

Daily Routine	Daily Activities	Time
Morning Routine	<ul style="list-style-type: none">• Waking up and getting ready• Eating breakfast: 20 minutes• _____• _____	<ul style="list-style-type: none">• 30 minutes• _____• _____• _____
School	<ul style="list-style-type: none">• Attending classes• Lunch break• _____• _____	<ul style="list-style-type: none">• _____• _____• _____



After School	<ul style="list-style-type: none">• Lunch• Homework• Extracurricular activities (e.g., sports practice)• Free time (e.g., watching TV, playing video games)• Dinner• _____• _____	<ul style="list-style-type: none">• _____• _____• _____• _____• _____• _____
Evening Routine	<ul style="list-style-type: none">• Family time• Reading or before sleeping activities• Getting ready for bed• Sleeping time• _____• _____	<ul style="list-style-type: none">• _____• _____• _____• _____• _____• _____

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?

**For the Teacher:**

- Help students become aware of how they currently manage their time. This activity will help students visualize how they spend their time and encourage them to think about how they can improve their time management skills.

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 terrible at managing his time.

2. Taseer often found himself procrastinating. He used to spend hours engrossed in video games, chatting with friends, and daydreaming, all while his schoolwork and chores piled up. Despite his good intentions, he always seemed to run out of time, leading to rushed

Who is the main character of the story and what are his positive qualities?



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.

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.

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

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 wouldn'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."

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



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 make a schedule, 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.

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

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

perpetually
intrigued

Meanings

constantly
fascinate

Words	Meanings
methodically	in a systematic manner
elucidated	made something clear
gratification	pleasure
reliability	trustworthy or performing consistently well
content	peaceful happiness
cherished	protect and care for someone lovingly
prioritising	more important
significant	noteworthy
fulfillment	satisfaction or happiness

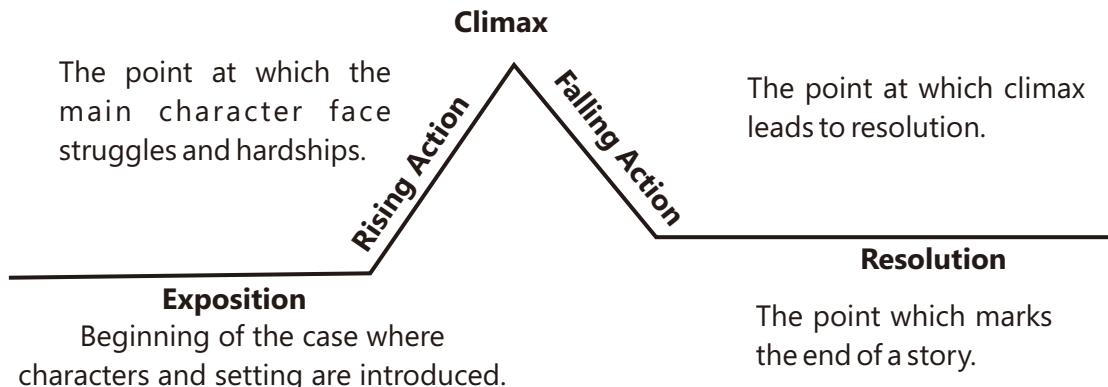
Comprehension

A. Answer the following questions:

- How would Taseer waste his time before he visited his grandfather?
- In what way did the poor time management affect Taseer's performance?
- How did Taseer fill the jar?
- Why did his grandfather decide to help Taseer?
- What is the impact of accurate time management on Taseer's performance?

Plot Development Review

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



For the Teacher:

- Students will be asked 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.



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?

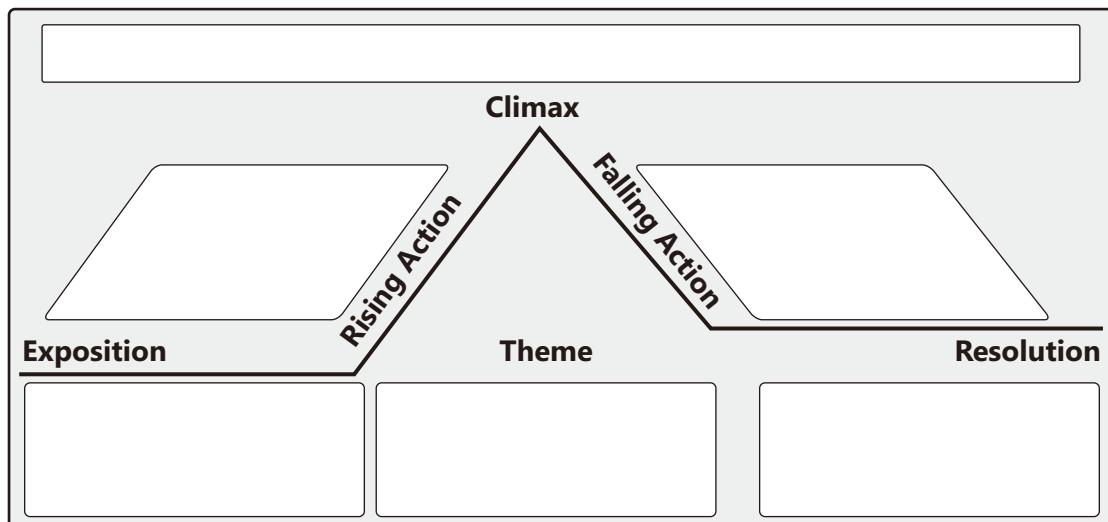
Falling Action:

- 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?

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



For the Teacher:

- 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.

- Taseer often found himself **procrastinating**.
- He decided to **impart** a valuable lesson.
- Taseer **eagerly** began by pouring the sand into the jar, followed by the pebbles.
- His classmates listened **intently**, and many of them decided to try the same **approach** themselves.
- With practice and **determination**, he started to see improvements.
- 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 sentences.

engrossed admirable frowned amazement
allocated impact cherished

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

nature _____ natural

management struggle gratification expression
reaction presence lesson progress

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 two types are the co-ordinating conjunctions and the subordinating conjunctions.

Examples:

- Sarah **and** I visited Murree last weekend.
- 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.

- c. I did not go to work today ***because*** I was not keeping well.
- d. She did not like the food ***but*** she ate it.
- e. 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:

- a. Birds fly ***and*** fish swim.

The sentence contains two ***independent*** statements or two statements of ***equal rank*** or importance. Hence the conjunction joining together these two statements or clauses of ***equal rank*** 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:

- a. 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 they are used in different places. Correlative Conjunctions include either/or, neither/nor, not only/but also, whether/or, not/but, etc.

Examples:

- a. I ***either*** want an apple ***or*** an orange.
- b. Akram ***neither*** likes tea ***nor*** coffee.

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

1. I wanted to go for a walk, _____ it started raining.
2. She likes both burger _____ pizza.



For the Teacher:

- Brainstorm the concept of conjunction. Ask students to share examples of conjunction from their daily life and help them in making sentences.

3. You can have *nihari* ____ pasta, but not both.
4. He studied hard ____ he could pass the exam.
5. They were tired ____ they kept working.
6. Saleem prepared well ____ the interview.

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. Asia didn't pass the exam ____ she didn't studies enough.
4. ____ he was tired, he stayed up late to finish his work.
5. ____ you work hard ____ you won't complete the test.
6. He is ____ intelligent ____ hardworking.

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 swimming; **in contrast**, her sister prefers hiking.

A. 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.

- B. Use these transition words in your own sentences.**
moreover, meanwhile, therefore, in addition, furthermore
- C. 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.
- Not only does he study, but he also plays sports.
- They went skiing since there was fresh snow on the slopes.
- He is both a talented musician and skilled painter.

Oral Communication Skills



Task Time!

Divide the students in groups and assign them a question from the ones given below.

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

- A. These questions are more challenging and discussion based:**
- a) How would Taseer's story have changed if his grandfather had not intervened with the lesson on time management?
 - b) In what ways does the analogy of the jar, rocks, pebbles, and sand reflect the broader concept of setting life priorities beyond time management?
 - c) 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 story in your own notebook.

4. Reviewing Your Story

Check your story for the following:

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

Creative Writing

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 between paragraphs and ensure a cohesive flow of ideas from start to finish.

7

UNIT

If

Learning Outcomes:

By the end of this unit students will:

- Respond to text through oral discussion, telling short stories and acting plays.
- Demonstrate attentive listening' skills to respond orally with standard pronunciation and intonation.
- 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.
- Use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.
- Read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.
- Link new facts, terms, and concepts with prior knowledge.
- Choose words and phrases for effect.
- Read, view and analyse a variety of readings grade-appropriate and high-interest books and texts from print and non-print sources: Poetry (free verse, narrative and rhythmic)
- 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.
- 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.
- Use paraphrasing skills to paraphrase a poem.



Brainstorming Activity

- 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.



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 success and failure in
your life?

by Rudyard Kipling

Glossary:

Words	Meanings
Triumph	a great victory or achievement
Democratic	(of a country, state, system, etc.) controlled by representatives who are elected by the people of a country
Sinew	a strong band of tissue in the body that joins a muscle to a bone
impostor	a person who pretends to be someone else to trick people
knave	an unprincipled, untrustworthy, or dishonest person
stoop	to stand or walk with your head and shoulders bent forwards
virtue	the quality of being morally good

Reading and Critical Thinking

Comprehension

A. Answer the following questions:

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

Summary

A **summary** is a concise paragraph that discusses a text or 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.



For the Teacher:

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

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

Here is a summary of the poem '*Stopping by Woods on a Snowy Evening*'.

In "Stopping by Woods on a Snowy Evening," the speaker 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 speaker pauses to take 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 speaker 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.

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, phrase, or passage. Contextual clues can be found in the sentences surrounding the unfamiliar word or concept and can include definitions, examples, restatements, 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;

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



For the Teacher:

- Ask students to define figurative devices with different examples. Help the students in finding the contextual clues from the poem.

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 toward those goals.

Find out a few contextual clues from the poem 'If'.

Vocabulary

Figurative Language

Simile

A **simile** is a figure of speech that compares two different things using the words "like" or "as" to show a similarity between them.

- Her smile was as bright as the sun.
- He ran like the wind.
- The water was as cold as ice.
- The car moved as slow as a snail.



Recommendation!

Use different figurative devices to make your fiction and poems more interesting.

Personification

A **personification** is a figure of speech where human characteristics are given to animals, objects, or ideas.

- The car groaned as it climbed the steep hill.
- The thunder grumbled angrily in the distance.
- The leaves waved goodbye as they fell from the tree.
- The alarm clock screamed at me.

Metaphor

A **metaphor** is a figure of speech that describes an object or action as something it is not, directly comparing two unlike things without using "like" or "as".

- Arham is a walking encyclopedia.
- The classroom was a battleground during the debate.
- His temper was a volcano, ready to erupt.
- Her laughter was a sweet symphony.

Grammar

Conjunctions and Transitional Devices

Conjunctions

Conjunctions are words that connect clauses, sentences, or words in the same clause. They can construct complex and compound sentences.

- Hamza likes to read **and** write in his spare time.
- I stayed home **because** it was raining outside.
- Would you like tea **or** a cold drink?
- She talked to her friend **while** waiting for the bus.
- You can't go out **unless** you finish your homework.

Transitional Devices

Transitional devices are words and phrases that provide a connection between ideas, sentences, and paragraphs.

- He studied hard **therefore** he passed the exam.
- She waited **until** he arrived.
- He took the day off **in order to** spend time with his family.
- I wanted to go for a hike **however** it started to rain.
- **Even though** it was raining, they went for a walk in the park.

Types of Conjunctions

There are different types of conjunctions such as:

- Coordinating Conjunctions
- Subordinating Conjunctions
- Correlative Conjunctions

Coordinating Conjunctions

Coordinating conjunction is a word that connects words, phrases, or clauses.

The most common coordinating conjunctions are: for, and, nor, but, or, yet, and so. These can be remembered as the acronym FANBOYS.

- We go to the garden **and** plant trees.
- He studied hard **yet** he failed in the exams.
- It was hot outside **so** we went back to our homes.
- She was tired **but** she did not give up on her work.

Subordinating Conjunctions

Subordinating conjunctions join an independent clause with a dependent clause. They show the relationship between the two clauses, such as time, reason, condition, or contrast.

Correlative Conjunctions

Correlative Conjunctions are pairs of words that work together to connect two parts of a sentence that correlate with one another

- She is **both** intelligent **and** hardworking.
- **Neither** the manager **nor** the employees knew about the change.
- You can **not only** read the book **but also** watch the movie.
- The dish was **as** delicious **as** it looked.

Combine and rewrite the given sentences by adding conjunctions with 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.

A. Write a story of your own choice by using conjunctions.

Oral Communication Skills



Task Time!

Divide yourself into groups. Have a discussion with classmates about "The impact of excessive screen time and digital device use on mental health." Share your thoughts related to the topic in your classroom.



Listening and Speaking

A. Read the following dialogue and practise it with your friend by taking turns.

Nimra: Assalamu Alaikum Zara. Are you going to join the gardening club?



- Zara:** Wa laikum Assalam. No, it seems boring to me. Did you join?
- Nimra:** Yes, I'm so glad to join the garden club this year! It has so many benefits.
- Zara:** Really? But I think gardening is just about planting flowers and vegetables.
- Nimra:** It's more than that! Gardening helps the environment by improving air quality and providing habitats for wildlife. It also reduces stress and promotes relaxation.
- Zara:** I didn't know gardening could do all that. How does it improve air quality?
- Nimra:** Plants absorb carbon dioxide and release oxygen. So, the more plants we have, the cleaner our air becomes.
- Zara:** That's amazing! What about reducing stress? How does gardening help with that?
- Nimra:** 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 birds chirping and feeling the soil in your hands.
- Zara:** I can see how that would be relaxing. And I guess growing your own fruits and vegetables is healthier too, right?
- Nimra:** Definitely! When you grow your food, you know exactly where it comes from and how it's grown.
- Zara:** I think I might try gardening at home too. It sounds like a great way to relax and learn more about nature.
- Nimra:** You should! It's also a way to give back to our community by sharing our produce with others.
- Zara:** That's true. I never realized how much impact gardening could have. Thanks for sharing all this with me, Nimra. I will surely join the gardening club.
- Nimra:** No problem, Zara. I'm glad you're interested.

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 of the original idea.



For the Teacher:

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



Steps for Paraphrasing

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

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

Creative Writing

Write the summary of the poem 'If'.

8

UNIT

Globalisation's Impact on Culture and Economy

Learning Outcomes:

By the end of this unit students will:

- 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?

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 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, telecommunications, and manufacturing. These jobs often offer better pay and working conditions than local companies.

How does globalisation facilitate labour mobility?

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

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



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 educational exchange?

7. Movies, TV shows, music, and video games from various countries are now easily accessible. For example, students can watch Japanese anime, listen to Korean K-pop, or play video games developed in Europe. This exposure helps them **appreciate** different artistic styles and cultural narratives.

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, music, 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 globalization 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.

11. The internet and social media have played a major role in globalization. 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 the 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 globalization has expanded access to education through online courses,

What are some educational opportunities created by digital globalisation?



webinars, and virtual classrooms. Students can learn about different cultures and subjects from international educators.

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 globalization while mitigating its negative effects.

14. Globalization 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 globalization while maintaining its unique cultural identity and ensuring economic **stability**.

15. As young students, understanding the impact of globalization 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.

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

globalisation
economy
wages
tradition
empathy
preserve
interconnected
Integration
technology
communication

Meanings

integration and interaction worldwide
the wealth and resources
a payment
a belief, a custom
understanding other's feelings
keep safe
connection to or with similar things
combine into a whole
mechanical arts and applied sciences
imparting news



Words	Meanings
opportunities	chances
crucial	important
trade	buying and selling
homogenisation	the process of making things uniform and similar
harness	to control
appreciates	esteem highly; value
complexities	the complex/ difficult
misinformation	wrong information or mislead
erosion	the gradual destruction of social values

Reading and Critical Thinking

Comprehension

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 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 young Pakistani students contributing to their country's future?

B. Choose the correct option.

1. What is globalisation primarily characterized by, 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



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.

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 globalisation's impact on 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

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 phrase. **Example:** cat = act, arc = car, silent = listen.

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

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

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 (.)**, **question mark (?)**, or **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 old, 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 subject once, the verb twice, and circle the object.

Yesterday, Sarah 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, Sarah 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.

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.

- A. *Dependent Clause:* Because it was raining
- B. *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

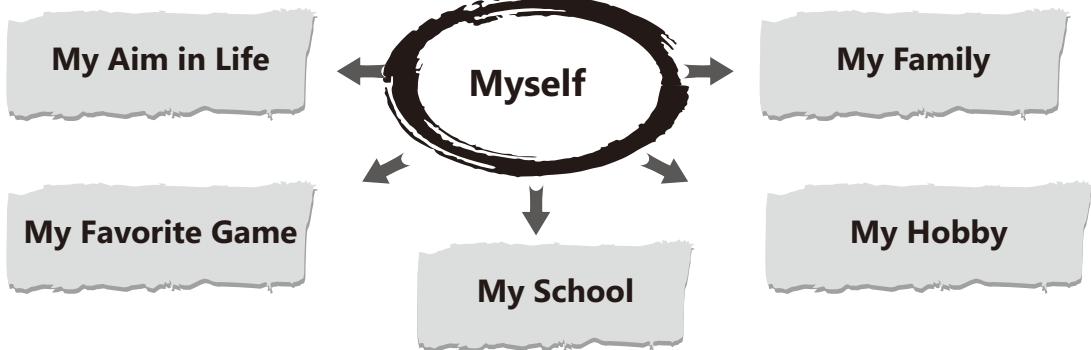
B. Identify the complex sentences within the paragraph and underline the subordinate clauses.

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 Sarah, 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 walking their dogs and children playing on the playground equipment. Finally, we said goodbye. I promised to meet her again soon.

C. Write at least five examples of complex sentences in your 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.



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



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.

- Student 1** = **What is your favourite game? Why?**
Student 2 = *Answer orally*
Student 1 = **Do you play games with your friends and siblings?**
Student 2 = *Answer orally*
Student 1 = **What is your aim in life? Why?**
Student 2 = *Answer orally*

B. Oral Activity

Ask each student to write a short reflection on how digital globalisation has personally affected their understanding of other cultures and share

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.
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 unless 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.

Precis Sample

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.

Solution

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.

Title: Benefits of Science

- A. Read the passages carefully and write a precis, reducing it to one third with suitable titles.

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 colors, 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.
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.

9

UNIT

Quality Education: A Key to Success

Learning Outcomes:

By the end of this unit students will:

- 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.

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 to live 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,



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 breaking 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, education 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. Informed 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



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, teacher shortages, 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?

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.

Glossary:

Words

essential
holistic
thrive
prosperity
literacy
crucial
equipped
entrepreneurship

inclusive
social cohesion
conflicts
innovation
curiosity
pedagogical
emphasising
enhancing
bedrock
formidable

Meanings

necessary
considering a whole system or individual as a whole
prosper or flourish
the condition of being successful
the ability to read and write
extremely important or decisive
supply with what is needed
the ability to develop, organize and run a business enterprise along with uncertainties in order to make a profit
including, comprising
the extent to which a society is united
opposition or hostilities
bring in new methods or ideas
an eager suspense
methods and principles of teachings
stressing
heighten or intensify; improve
the underlying principles or facts of a theory, character, etc.
impressive, powerful

Reading and Critical Thinking

Comprehension

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 option.

- 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 school 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?**
 - 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 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. Look at the given image and write a short paragraph on it.



D. Read the following news bulletin and analyse it critically.

News Bulletin: Earthquake Devastates Pakistan

Date: October 8, 2005

Location: Pakistan

Massive Earthquake Strikes Northern Pakistan, Devastating Region

This is a special report on a catastrophic earthquake that has struck northern Pakistan, causing widespread destruction and loss of lives.

- Early this morning, at approximately 8:50 AM local time, a powerful earthquake with a magnitude of 7.6 struck northern Pakistan. The epicenter was near the city of Muzaffarabad in Azad Kashmir, with tremors felt across the region and into neighboring countries.
- The earthquake's intensity has caused extensive damage to infrastructure, homes, and public buildings throughout the affected areas.
- Reports indicate that the most severely affected regions include Muzaffarabad, Balakot, and other towns in northern Pakistan.
- Initial assessments suggest a significant number of casualties and injuries. Rescue teams are mobilizing to reach remote and inaccessible areas where communication and transportation networks have been disrupted.
- Hospitals are overwhelmed with the influx of injured individuals, and there is an urgent need for medical supplies, shelter, and humanitarian aid.
- The Pakistani government has declared a state of emergency and is coordinating relief efforts with local authorities, international organizations, and neighboring countries.
- The earthquake has triggered landslides and caused widespread panic among residents.
- Thousands of families have been displaced, with many seeking shelter in makeshift camps or open spaces due to fear of aftershocks.
- This earthquake is one of the most devastating natural disasters to hit Pakistan in recent history. The situation remains fluid as rescue operations continue and the extent of the damage becomes clearer. Stay tuned for further updates on this developing story.



For the Teacher:

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

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

Vocabulary

1. Use context clues to infer the meanings of unfamiliar words and complete the sentences correctly.

2. Use any ten words in your own sentences.

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 the 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**)



For the Teacher:

- Begin with a brief discussion about the importance of context clues in understanding unfamiliar words.
- Explain the different types of context clues: definition, synonym, antonym, example, and inference.

Grammar

Phrase

A **phrase** is a group of two or more words usually without a subject and 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 passages carefully. Identify and underline the adjectival, prepositional and adverbial phrases. Then, label each type of phrase.

Passage: In the quiet village of Greenfield, a young 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.

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**")

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

- A. Divide the 17 Goals of Sustainable Development among the students to present ONE minute speech on the given SDG.
- B. Brainstorm the characteristics of Quality Education and make an implementation plan.

Writing Skills

Book review

A book review is a critical evaluation of a book that offers a summary of its content, assesses its value and quality, and provides an opinion on whether it is worth reading. Book reviews are often found in newspapers, magazines, and online platforms. They help readers decide whether to read a book and provide insights into its themes, characters, and overall impact.

Rules for Writing a Book Review

- **Title and Author:** Mention the book's title and the author's name.
- **Genre:** Specify the book's genre.
- **Summary:** Provide a brief overview of the plot without spoilers.
- **Main Characters:** Introduce the key characters.
- **Themes:** Discuss the central themes or messages.
- **Writing Style:** Comment on the author's writing style.
- **Pace and Structure:** Analyse the book's pacing and structure.
- **Opinion:** Share your personal thoughts and feelings about the book.
- **Connection:** Explain any personal connections or emotions evoked.
- **Recommendation:** State if you recommend the book and to whom.
- **Overall Impression:** Summarise your overall view of the book.

- **Rating:** Optionally, give the book a rating (e.g., out of 5 stars).
- **Clarity and Coherence:** Ensure the review is well-organized and clear.
- **Proofreading:** Check for grammar and spelling errors.
- **Length:** Keep the review between 300-500 words.

Book Review Example: "*Romeo and Juliet* by William Shakespeare"

Romeo and Juliet is one of William Shakespeare's most famous plays. This timeless tragedy tells the story of two young lovers whose relationship is doomed by the long-standing feud between their families, the Montagues and the Capulets. This classic tale of love, fate, and conflict continues to captivate audiences and readers alike.

Summary:

The play begins with a street brawl between servants of the feuding noble families of Capulet and Montague in Verona, Italy. Romeo, a Montague, sneaks into a Capulet party and falls in love with Juliet, a Capulet. Despite their families' enmity, they secretly get married the next day. However, their happiness is short-lived as Romeo kills Tybalt, Juliet's cousin, in a duel and is banished from Verona.

The young lovers' desperate attempts to be together led to a tragic conclusion. Juliet fakes her own death to escape an arranged marriage to Paris, but Romeo, not knowing the plan, believes she is truly dead and takes his own life. When Juliet awakens and finds Romeo dead beside her, she also takes her life, completing the tragic cycle of love and loss.

Analysis

Themes: One of the central themes of *Romeo and Juliet* is the destructive power of love and hate. Shakespeare explores how love can bring immense joy but also profound sorrow. The intense passion between Romeo and Juliet contrasts sharply with the hatred between their families, highlighting how these powerful emotions can drive people to extreme actions.

Characters: Romeo and Juliet are the quintessential star-crossed lovers. Romeo is impulsive and passionate, often acting without thinking of the consequences. Juliet, while equally passionate, displays remarkable bravery and determination. The supporting characters, such as Mercutio, Tybalt, and the Nurse, add depth to the story and help to advance the plot.

Writing Style: Shakespeare's writing in *Romeo and Juliet* is poetic and rich with metaphors and imagery. The use of iambic pentameter and the eloquent soliloquies and dialogues add a lyrical quality to the play. The famous balcony scene, where Romeo and Juliet confess their love, is a perfect example of



Shakespeare's masterful use of language to convey deep emotions.

Evaluation:

I found *Romeo and Juliet* to be a compelling and emotionally powerful play. Shakespeare's portrayal of young love is both beautiful and heartbreakingly tragic. The play's exploration of fate and free will is thought-provoking, and the tragic ending serves as a poignant reminder of the consequences of our actions. Comparing *Romeo and Juliet* to other Shakespearean tragedies, such as *Hamlet* or *Macbeth*, highlights its unique focus on the innocence and purity of young love, contrasted with the corrupting influence of familial hatred. This makes it a distinct and memorable work in Shakespeare's oeuvre.

Conclusion:

This play is suitable for high school students, especially those who are beginning to explore Shakespeare's works, as it provides a rich opportunity to discuss and analyze literary themes, character development, and the use of language.

Creative Writing

- 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.



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.

10

UNIT

Wildlife Vignettes- Fascinating Nature

Learning Outcomes:

By the end of this unit students will:

- 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.

Pre-reading:

- What is meant by the wildlife and wildlife vignette?
- Does the title of the lesson arouse your interest in this lesson?
- Will this lesson prompt you to recall your personal experiences connected to this text?
- Can you refer some examples that depict the appreciation for the nature?

1. The wind, waterbodies like rivers and oceans etc., the Sun, plants, animals, forests, meadows and all other creatures etc. are a part of the nature. The constituents of nature are not man-made. But all these are the creation of Allah (سبحانه وتعالى). The most **marvellous** thing about nature is its **infinite** variety and enchanting beauty.

2. Wildlife vignettes are vagaries or amusing manifestations in the nature. A wildlife vignette captures a fleeting moment in nature, offering a snapshot of the interconnected lives that flourish beyond our daily awareness. It might reveal the delicate balance of a butterfly alighting on a flower, the silent grace of a hunting predator, or the tender care of a parent animal with its young. These vignettes remind us of the beauty, complexity, and fragility of the natural world, urging us to appreciate and protect its wonders. Wildlife vignettes **evoke vivid imagery**.

What is meant by nature?



3. Description of **bustling** ant colony on the forest floor on a warm summer day and their next activities and a **solitary** wolf standing atop a snow-covered hill, howling at the moon are also other examples of wildlife vignettes.

4. Our country is rich with wildlife vignettes. One example is the Markhor. The Markhor is Pakistan's national animal. It symbolizes resilience, elegance and strength. It is a wild goat species. This animal is found in the mountainous regions of northern and western Pakistan, including the Gilgit-Baltistan, Khyber Pakhtunkhwa, and some parts of Balochistan. It has spiral horns which is its distinctive feature. Horns can grow up to 1.6 meters in males, while females' horns are shorter and less twisted. Males develop a long, flowing beard and mane during the winter. In the summer, both males and females have a grizzled, light brown to black coat. In the winter, their fur grows longer and thicker insulating from the cold.

What does Markhor symbolise?

5. The Markhor is an endangered animal in Pakistan. Illegal and ruthless hunting of the Markhors particularly by local and destruction of their habitats are the major threatening factors for the Markhors. The government should take strict measures for curbing their illegal hunting and discourage damage to their habitats.

Glossary:

Words

marvellous

infinite

evoke

vivid

imagery

bustling

Meanings

extremely good

without limit

to bring a feeling, a memory or an image into your mind
(of memories, description, etc.) producing very clear pictures
in your mind

a language that produces pictures in the minds of people
reading or listening

full of (something) moving about in a busy way
alone



For the Teacher:

- Explain the concept of wildlife vignette referring more examples. Show 3-4 video clips in the class regarding some wildlife vignettes.

Reading and Critical Thinking

Comprehension

A. Answer the following questions:

- i. What is meant by wildlife vignette?
- ii. Why has the word 'endangered' been used for the Markhor in Pakistan?
- iii. How is the nature enchanting and varied infinitely for us?
- iv. What is the habitat of the Markhor in Pakistan?
- v. How can the survival of the Markhor be ensured?

B. Reread paragraph number 1 and 3 of the unit and identify the topic sentences and specific statements/ supporting details.

C. Read the following text with correct pronunciation, appropriate pitch and voice variation. Also, identify the text as fiction or non-fiction.

Recall

Intonation means the pattern of pitch changes in speech. It is about how we say things, rather than what we say. There are two basic **intonation patterns** such as Rising and Falling. We use rising intonation with; Yes/no questions, enumerations, lists or options and polite requests or offers.

We use falling intonation with; exclamations, WH questions, invitations or commands, statements and end of sentences.

Fictional Text

Based on author's imagination and relates to exploration of ideas and entertainment, etc.
Examples: poems, novels, plays and fantasy movies

Non-Fictional Text

Based on factual and real-world information intended to educate, inform, or persuade.
Examples: textbooks, documentaries articles and biographies, etc.

- i. I was born on the eighteenth of July, 1918, at Mvezo, a tiny village on the banks of the Mbashe River in the district of Umtata, the capital of the Transkei. The year of my birth marked the end of the Great War; the outbreak of an influenza epidemic that killed millions throughout the world; and the visit of a delegation of the African National Congress to the Versailles peace conference to voice the grievances of the African people of South Africa. Mvezo, however, was a place apart, a tiny precinct removed from the world of great events, where life was lived



much as it had been for hundreds of years.

The Transkei is eight hundred miles east of Cape Town, five hundred fifty miles south of Johannesburg, and lies between the Kei River and the Natal border, between the rugged Drakensberg mountains to the north and the blue waters of the Indian Ocean to the east. It is a beautiful country of rolling hills, fertile valleys, and a thousand rivers and streams, which keep the landscape green even in winter. The Transkei used to be one of the largest territorial divisions within South Africa, covering an area the size of Switzerland, with a population of about three and a half million Xhosas and a tiny minority of Basothos and whites. It is home to the Thembu people, who are a part of the Xhosa nation, of which I am a member.



(From: Long Walk to Freedom by Nelson Mandela)

ii. We live in a globally connected world. The supply chain disruptions and inflation in the aftermath of the Covid- 19 pandemic put in sharp relief global economic interdependence and the attendant vulnerabilities. Concerns about the unequal distribution of the benefits of interdependence across and within countries — and the risks arising from underregulated cross- border financial and trade flows — are not new. A slowdown of international trade followed the realization of several of those risks during the 2007–2008 global financial crisis, and after the Covid- 19 pandemic — leading some to proclaim the end of globalization.

(From: Human Development Report 2023/2024 by UNDP)



ACTIVITY

Read the poem 'The Road Not Taken'. Underline the words or phrases used to create an effect telling the related kind of figures of speech.

The Road Not Taken

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference

Robert Frost

Analysing Organisational Patterns in a Text

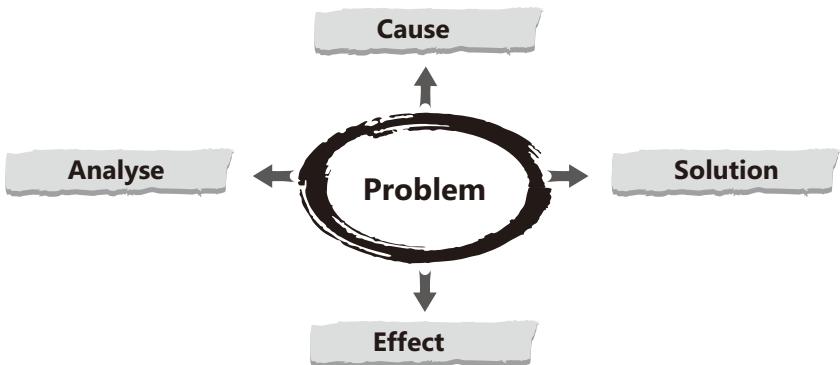
E. Read the following text and put relevant information into the graphic organiser.

There is a severe shortage of clean drinking water in Pakistan. A reasonable number of population does not have access to clean drinking water. Water resources in Pakistan are being polluted in different ways like discharging industrial wastes, throwing leftover food and domestic garbage etc. in rivers and streams, etc. Unclean drinking water causes many health problems like cholera, hepatitis and dysentery, etc. Ensuring clean drinking water in Pakistan requires maintaining modern water treatment plants, developing and upgrading sewage and sanitation systems. Public awareness campaigns about importance of clean drinking water should be launched. Clean drinking water is essential for human health. Access to safe drinking water is the right of citizens of the country.



For the Teacher:

- Encourage students to read more poems, short stories and novels in their library.
- Facilitate students to learn about the words and phrases used for effect.



Vocabulary

A. Complete the spelling.

h.bi_at

_ust_ing

ev_k_

_o_ita_y

fle_ting

B. Use the following pair of words in your sentences:

compliment, complement

eligible, illegible

foul, fowl

gentle, genteel

respectable, respectful

wander, wonder

yoke, yolk

Grammar

A. Form a noun with each of the following words and use the nouns in your sentences:

amuse, reveal, delicate, appreciate, grow, strict, include, develop

B. Pronounce the following words accurately:

vivid, enchanting, marvelous, predator, urge, resilience, endangered

Using hyphens (hyphenated nouns and adjectives)

The use of hyphens is called **hyphenation**. A hyphen is used to join two words to have one meaning.

- A hyphen is used with two or more words that act as a single unit describing a noun.
e.g. deep-fried chicken



For the Teacher:

- Introduce students the useful expressions to show likes/ dislikes, gratitude, agreement/ disagreement, comparison/ contrast, satisfaction/ dissatisfaction, refusal, advice. Help students to use these expressions in writing, speaking, listening and reading some text.

- If the figures more than twenty and less than a hundred are written in words, the hyphen is used between them.
e.g. forty-six
- Hyphens are used to separate syllables in words.
e.g. in-te-ri-or

Examples:

Brother-in-law, mother-in-law, president-elect, self-confident



ACTIVITIES

1

Make 3 hyphenated nouns and adjectives the with words given below.

anti anti-corruption, anti-riot, anti-inflammatory

self _____

ex _____

co _____

non _____

2

Fill in the blanks with the correct words ending in 'ough' from the given options.

- We played outside ____ it was drizzling. (through, though, thought)
- There wasn't ____ sugar left for tea. (although, enough, brought)
- Salma kneaded the____ to make bread. (cough, bough, dough)
- The storm blew the leaves off the _____. (bough, though, through)
- He had a severe ____ throughout the day. (rough, cough, thought)

3

- Create a short story using 4-5 different words ending in "ough".

Oral Communication Skills

- Teacher will divide the students in groups. The students of each group will share their personal experiences related to Wildlife Vignette. Each group will share a short story.**
- Listen attentively to a dialogue between 2 native speakers on YouTube regarding vagaries of nature. Students will pronounce the key words accurately and will engage in collaborative discussion on the theme of the dialogue with the help of the teacher.**



NOTE

Attentive listening is not merely hearing words. It actively focusing both physically and mentally on understanding the speaker's entire message. Avoid distractions during it. Pay attention to the tone and body language of the speaker(s). Remain engaged with non-verbal cues and ask clarifying questions.

Writing Skills

A Descriptive Composition

A descriptive composition gives physical description and characteristics/ traits of a person, an object and a place, etc. The writer in this composition engages the reader's five senses: sight, sound, smell, taste, and touch regarding this composition.

Process for Writing Descriptive Composition

Following steps are involved;

a. Brainstorming: Brainstorming is a creativity technique of generating ideas to write some text. It is a **pre-writing** technique in which students, either alone or in groups think of, or write down all words or phrases that come to mind, then choose to expand the range of available ideas for the given topic. We also ask ourselves the questions that cover all the possible aspects of a particular topic.

b. Mind-mapping: Mind-mapping is also called idea-mapping. This strategy allows to explore the relationships between the ideas. Actually, mind-map is a diagram used to represent words and ideas linked to and arranged radially around a central idea or a key word. It is used to generate, structure, visualize and classify ideas, and as a help in development and organization of the text to be written. Meanwhile, if related new ideas come to mind, those are also added in the same way.

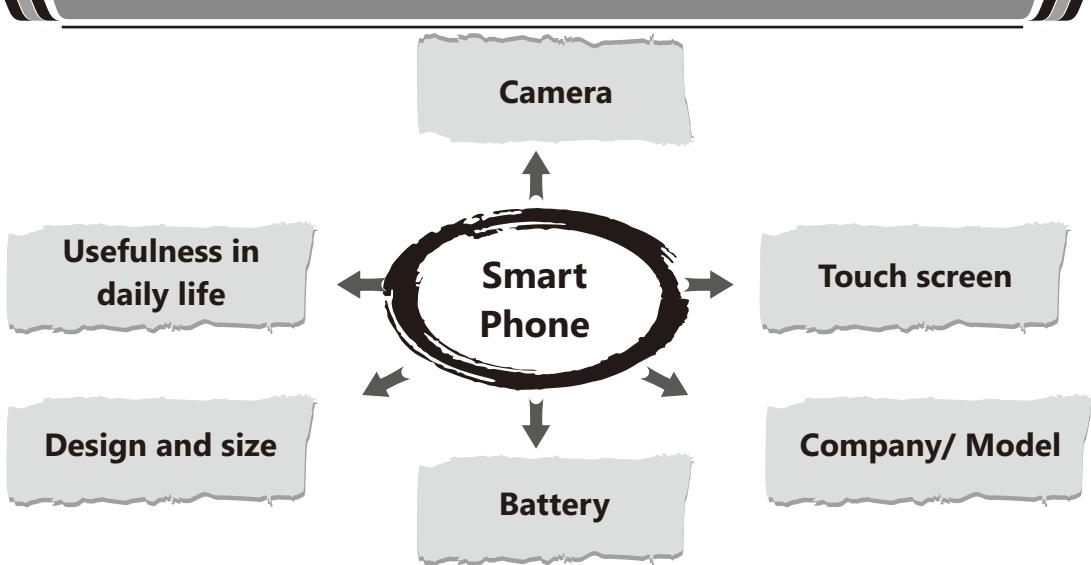
Writing first draft: Based on mind-map, first draft of an essay is written. It should be thoroughly proofread. Ensure that the composition is correctly punctuated and free from spelling and grammatical mistakes. The introductory paragraph must have a topic sentence, then supporting details in the body paragraphs and concluding sentence in the concluding paragraph.

A descriptive composition may have one or more paragraphs. The paragraph is the basic unit of composition. A paragraph is a group of sentences which develop one central idea. The central idea is usually stated in a topic sentence. Every sentence in the paragraph must help the development of the topic sentence.



For the Teacher:

- Place some short stories, one act plays or excerpt from some novel from the books in a library and help students to know the connotative and denotative meanings theirin. Reinforce the use of hyphen with more examples.



ACTIVITY

- Write descriptive essays on the following topics with mind-map (150-200 words):
 - a. Computer
 - b. The Minar-e-Pakistan
 - c. A garden/ public park ever visited by you

11

UNIT

The Dear Departed

(One-Act Play)

Stanley Houghton

Learning Outcomes:

By the end of this unit students will:

- 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 is a one-act play?
- What is the focus of one-act plays?

Characters

Mrs. Slater	{	} → sisters
Mrs. Jordan		
Henry Slater	{	} → their husbands
Ben Jordan		
Victoria Slater	{	} → a girl of ten
Abel Merryweather		



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.



Scene

(The scene is the sitting room of a small house in a lower middle-class district of a provincial town. On the spectator's left is the window, with the blinds down. A sofa is in front of it. On his right is a fireplace with an armchair by it. In the middle of the wall facing the spectator is the door into the passage. To the left of the door a cheap, shabby chest of drawers, to the right a sideboard. In the middle of the room is a table, with chairs round it. Ornaments and a cheap American clock are on the mantelpiece, in the hearth a kettle. By the sideboard a pair of gaudy new carpet slippers. The table is partly laid for tea, and the necessaries for the meal are on the sideboard, as also are copies of an evening paper and of TIT-BITS and PEARSON'S WEEKLY. Turning to the left through the door takes you to the front door; to the right, up-stairs. In the passage a hat-stand is visible.

When the curtain rises Mrs. Slater is seen laying the table. She is a vigorous, plump, red-faced, vulgar woman, prepared to do any amount of straight talking to get her own way. She is in black, but not in complete mourning. She listens a moment and then goes to the window, opens it and calls into the street).

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 carries 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- (Henry <i>sits in the armchair by the fire.</i>) 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 an 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: <i>unwraps the parcel Henry has brought. It contains an apple pie, which she puts on a dish on the table.</i>)
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. (<i>Nearly breaking down.</i>) 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. (<i>Briskly</i>) 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. (<i>She has finished laying the table.</i>) 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! (<i>He rises.</i>)
Mrs. Slater	Henry, why shouldn't we bring that bureau down here now? We could do it before they come.
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. <i>(She points to the drawers.)</i>
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. (<i>Mrs. Slater goes out to fasten the front door. Henry takes his coat off. Mrs. Slater reappears.</i>)
Mrs. Slater	I'll run up and move the chairs out of the way. <i>(Victoria appears, dressed according to her mother's instructions.)</i>
Victoria	Will you fasten my frock up the back, mother?
Mrs. Slater	I'm busy; get your father to do it. <i>(Mrs. Slater: hurries upstairs, and Henry fastens the frock.)</i>
Victoria	What have you got your coat off for, Father?
Henry	Mother and me is going to bring grandfather's bureau down here.
Victoria	<i>(after a moment's thought.)</i> Are we pinching it before Aunt Elizabeth comes?
Henry	<i>(shocked)</i> 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. (<i>Henry has fastened the frock, and Mrs. Slater appears carrying a handsome clock under her arm.</i>)
Mrs. Slater	I thought I'd fetch this down as well. (<i>She puts it on the mantelpiece.</i>) Our clock's worth nothing and this always appealed to me.
Victoria	That's grandpa's clock.
Mrs. Slater	Chut! 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. (<i>They carry the chest of drawers through the doorway.</i>)
Victoria	<i>(to herself)</i> I thought we'd pinched them. <i>(After a short pause there is a sharp knock at the front door.)</i>
Mrs. Slater	<i>(from upstairs)</i> Victoria, if that's your aunt and uncle you're not to open the door. (<i>Victoria peeps through the window.</i>)

Victoria	Mother, It's them.
Mrs. Slater	You're not to open the door till I come down. (<i>Knocking repeated.</i>) Let them knock away. (<i>There is a heavy bumping noise.</i>) Mind the wall. Henry. (Henry and Mrs. Slater, <i>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.</i> <i>The knocking is repeated.</i>)
Mrs. Slater	That was a near thing. Open the door, Victoria. Now, Henry, get your coat on. (<i>She helps him.</i>)
Henry	Did we knock much plaster off the wall?
Mrs. Slater	Never mind the plaster. Do I look ail right? (<i>Straightening her hair at the glass.</i>) Just watch Elizabeth's face when she sees we're all in half-mourning. (<i>Throwing him Tit-Bits.</i>) Take this and sit down. Try and look as if we'd been waiting for them. (<i>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 be 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. Mrs. Jordan Not a word is spoken. Mrs. Slater furtively inspects the new mourning.</i>)
Mrs. Jordan	Well, Amelia, and he's gone at last.
Mrs. Slater	Yes, he's gone. He was seventy-two a fortnight last Sunday. (<i>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 with Victoria near him.</i>)
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. (<i>Glancing at her sister.</i>)
Mrs. Slater	We've ordered ours, you may be sure. (<i>Acidly</i>) 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	(<i>in the same breath</i>) 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	(<i>humorously</i>) There wasn't much fear of that. If there was one thing he couldn't bear it was water. (<i>He laughs, but no else does.</i>)
Mrs. Jordan	(<i>pained</i>) Ben! (<i>Ben is crushed at once.</i>)
Mrs. Slater	(<i>piqued</i>) 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	My word, 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 says, '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.)
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.) <i>"Despised and forgotten by some you may be But the spot that contains you is sacred to we."</i>
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.
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. (<i>Amazed.</i>) 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. (<i>Victoria, jumps up from the sofa and comes behind the table.</i>)
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 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 <i>goes out reluctantly</i> .) We'll see if he's locked the receipt up in the bureau.
Ben	In where? In this thing? (<i>He rises and examines it</i> .)
Mrs. Jordan	(also rising) Where did you pick that up, Amelia? It's new since last I was here. (<i>They examine it closely</i> .)
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 <i>returns, very scared. She closes the door after her</i> .)
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. (<i>They are transfixed with amazement: Ben and Mrs. Jordan left of Victoria clings to Mrs. Slater, right of table; Henry near fireplace.</i>)
Mrs. Jordan	You'd better go up and see for yourself, Amelia.
Mrs. Slater	Here—come with me, Henry. (<i>Henry draws back terrified.</i>)
Ben	(suddenly) Hist! Listen. <i>(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 stocking feet. Although over seventy he is 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.)</i>
Abel	What's the matter with little Vicky? (<i>He sees Ben and Mrs. Jordan.; Hello! What brings you here? How's yourself, Ben?</i> 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? (<i>She pokes him with her hand to see if he is solid.</i>)
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! (<i>Abel crosses to the armchair and Henry gets out of his way to the front of the table.</i>)

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. (<i>Observing Henry trying to remove the slippers.</i>) 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.)
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. (Abel sits at the head of the table, 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 -----
Mrs. Jordan	(pointing to the bureau) Was it that one, Father?
Abel	Ah, that's it. What's it doing here? Eh? (A pause. <i>The clock on the mantelpiece strikes six. Everyone looks at it.</i>) 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 tell 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. (<i>A pause. Abel gazes round at them.</i>)
Abel	Oho! So that's why you're all in black today. You thought I was dead. (<i>He chuckles.</i>) That was a big mistake. (<i>He sits and resumes his tea.</i>)
Mrs. Slater	(<i>sobbing</i>) 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	(<i>sobbing</i>) 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. (<i>She pours out the tea.</i>)
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	(<i>drinking his tea</i>) 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. (<i>Rising</i>). Grandfather, do you know what the quarrel 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. (<i>He gets to the door.</i>) 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

Stanley Houghton (1881—1913)

Stanley Houghton was an English playwright and drama critic. He was born in Manchester (UK), where he worked in the cotton trade. Here he kept on his passion for the theatre. *The Dear Departed* (1908) was performed by Miss Horniman's Repertory Theatre. His plays such as **Independent Means (1909)**, **The Younger Generation (1910)**, **Master of the House (1910)**, **Fancy-Free (1911)** led up to the highly successful **Hindle Wakes (1912)**. His works often focused on contemporary social issues and human relationships, with a keen sense of satire, particularly focusing on the middle and working classes. He used humor to expose the flaws and contradictions in society, making his plays both thought-provoking and entertaining.



Glossary:

Words

shabby
precocious
hearth
gallivanting
speck
bureau
stupefied
impassive
piqued
sacred
malicious

Meanings

(of buildings, clothes, objects, etc.) in poor condition because they have been used a lot.
(sometimes disapproving) (of a child) having developed particular abilities and ways of behaving at a much younger age than usual
the floor at the bottom of a fireplace
to go from place to place enjoying yourself
a small piece of dirt
a desk with drawers and usually a top that opens down to make a table to write on
to surprise or shock somebody, to make somebody unable to think clearly
not showing any feeling or emotion
to make somebody annoyed or upset
very important and treated with great respect
having or showing hatred and desire to harm somebody or hurt their feelings

Reading and Critical Thinking

Comprehension

A. Answer the following questions:

- How are family relationships portrayed in "The Dear Departed"?
- Describe the character of Mrs. Slater regarding her plan to outshine the Jordans.
- What is the central conflict in "The Dear Departed"?
- How do the characters react when they find out Abel is still alive?
- What is the significance of the title "The Dear Departed"?
- How does Stanley Houghton use dialogues to reveal characters and advance the plot?
- What is the message in this play?
- What is the effect of the new will of grandfather on his daughters?

B. Critically evaluate the characters of Mrs. Slater and Mrs. Jordan.

C. Discuss the plot of the play. Use the 'Plot Diagram' given in the Unit 6 to discuss one-act play.

Vocabulary

A. Give the meanings and two synonyms of the following words using dictionary and thesaurus. Also use the words in your own sentences.

bureau, heartiness, jolly, delicate, fable, cemetery

B. Choose the correct option.

- The antonym of shabby:
a. cooperative b. elegant c. jolly d. sincere
- The antonym of impassive:
a. greedy b. fast c. coward d. expressive

For the Teacher:

- Facilitate students to read, view and analyse a variety of reading like poems of William Wordsworth, William Shakespeare 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 internet sources.

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 is given for you.

Aud (hear): audio, audible, audition, audience, auditorium

colour: _____

count: _____

play: _____

work: _____

faith: _____

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 he 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. Rubab said, "I will buy a computer."

Rubab said that she would buy a computer.

4. She said, "She can drive a car."

She said that she could drive a car.

5. Ali said, "Guests might come today."

Ali 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, "He 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. Ali said, "Alas! I have failed the examination."
10. He said, "Where are you going?"
11. He said to me, "Please excuse me I am too tired to go market."
12. She said, "Listen! Can you hear someone coming?"
13. Our teacher said, "The Sun always rises from 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?"

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 email 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. Work in groups. Each group will discuss the theme/ message in this one-act play with regard to human relationships in a society.
- B. Watch this one-act play on YouTube. Comment on the characters of Mrs. Slater, Mrs. Jordan and Ben in your own words.
- C. Enact this one-act play in the class.
- D. What role does humor play in "The Dear Departed"?
- E. Can you relate any part of this one-act play to your own experiences with regard to family relationships or societal expectations?

Writing Skills

For effective, appealing and purposeful writing, the writer must focus on spelling, punctuation, capitalization, and grammar which are mechanics for correct writing. Students are advised to consider all this while writing multiple paragraphs, essays, stories, poems or playscripts. You should do some writing regularly because you will learn to write by writing practice.



- A. Write a dialogue between a doctor and a patient highlighting the idea 'Prevention is better than cure'.

Tone: Tone is an author's or speaker's attitude, as revealed in selection of language or quality of voice.

Style: It means aspects of writing or speech which have an identifiable character generally used in a positive sense to express pleasing effects.

- C. Recapitulate the elements of a story.

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- 1. Write a story on the topic 'A Group of Children Discovered a Dead Body'.**
 - 2. Write a poem of your own (free verse/ rhyming couplets) on the Monsoons in the Summer Season. Use simple words.**

Hints: Focus on sensory details, figurative language (similes, metaphors, personification, etc.), your image toward poem.

Word bank: thunder, lightning, dark and white clouds, drops, the Sun, bright, cool breeze, water pools, swimming, rainbow, joyous feelings, etc.

- 3. Write one-act playscript on the following phenomena/ events/ problems/ issues in our daily lives. Don't forget to use (title of the play, characters, setting, telling the time and place where the play occurs, background in brackets, act and scene headings, dialogues and ending):**

1. Beauties of Nature
2. Magical Industrial Revolution
3. Caring the Mankind
4. School Councils in Public and Private Schools