

Test Edition

Grade

A Textbook of
English



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Khyber Pakhtunkhwa Textbook Board
Peshawar

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~~انگریزی~~ A Textbook of
Pedagogical Notes for English.

English

Grade

9

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حفیظ الرحمن

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محمد رفیق

Khyber Pakhtunkhwa Textbook Board
Peshawar

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INTRODUCTION

This revised edition of English Textbook for Class IX contains material from the original book as well as new entries agreed upon by the English subject experts at the Textbook Board, DCTE and private sector. The overall revision of the current edition was undertaken to align the textbook, amongst others, with the standards for textbooks included in the Minimum National Standards for Quality Education in Pakistan. Therefore, the current edition has been revised with a view to make it more representative textbook of the National Curricula 2006; in content, organization, presentation, layout, assessment, cultural values and elimination of all forms of biases.

This revised version of the textbook comprises new essays, stories, poems, fresh layout and design. The exercises have been carefully designed under new headings and now include speaking and listening components designed to develop oral-aural skills. The exercises provide ample opportunities for practice and contain drill as well as imaginative/creative tasks.

The exercises are based on these headings:

Context – Wide variety of reading material includes factual accounts, stories, environment, fantasy, adventures, fables and poetry.

Comprehension – relating directly to the context; to develop child's ability to read and comprehend.

Grammar – including formal areas of language study, syntax, structure, punctuation and its usage. The language and grammatical structures are elementary; there is ample revision and repetition.

Composition/writing – developing functional and creative writing skills.

Listening and speaking – involving listening skills, proper pronunciation, structure, functional vocabulary, expression and debating skills.

Editor

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Listening & Speaking	Comprehension	Grammar	Writing
Share an act of tolerance recently performed	Questions & answers, MCQs, true false	Nouns: countable & uncountable, collective, material & abstract, number of noun	Paragraph writing, summary of lesson, translation
Group discussions, recitation of poem	Questions & answers, MCQs, word sentences	Pronouns: relative pronoun, indefinite pronoun, pronoun antecedent agreement. Anaphoric & cataphoric reference	Paragraph writing, summary of lesson with the help of mind-map, translation
Role play	Questions & answers, MCQs, word sentences, phrases meaning	Articles, modal verbs, regular & irregular verbs, transitive and intransitive verbs	Essay writing with the help of mind map, paragraph writing, summary of the lesson, translation
Group discussion	Questions & answers, MCQs	question words, present & past participle, infinitive & infinitive phrases, gerund & gerund phrases	paraphrasing, summary of poem
Group discussion	Questions & answers, MCQs, word sentences	Tenses, present and past continuous tense	Comparison paragraphs, summary with the help of mind-map, translation
Role play	Questions & answers, word sentences	Adjectives: types & degree, formation of adjectives from nouns and verbs	Book review, review of lesson, translation
Group discussion	Questions & answers, MCQs	Adverbs: degree, position, kinds, adverbial phrases, comparison of adverbs	Paragraph writing, essay writing, summary of the lesson, translation

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Unit	Page	Title	Theme	Vocabulary
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Listening & Speaking	Comprehension	Grammar	Writing
Group discussion	Questions & answers, MCQs	Prepositions of position, time, movement and direction, prepositional phrases and clauses	Paraphrase, summary of the poem
Role play	Questions & answers, MCQs	Simple, compound and complex sentences	Summary of the story, paragraph writing, writing an autobiography
Group discussion	Questions & answers, MCQs, word sentences	Clauses & phrases, differentiate between main, subordinate and relative clause	Paragraph writing, essay writing, summary of the lesson with the help of mind-map
Group discussion	Questions & answers, MCQs	Punctuation marks: comma, colon, semi-colon, transition words	Essay writing, translation
Group discussion	Questions & answers, MCQs	Active and passive voice	Paraphrase, summary of the poem, essay writing
Expressing agreement and disagreement	Questions & answers	Punctuation marks: hyphen, dash, quotation marks	Application, formal & informal email, formal letter
Role play: Interviewing technique	Questions & answers	Punctuation marks: ellipsis, parenthesis	Descriptive writing with the help of mind-map, persuasive / argumentative essay
Group discussion	Questions & answers, MCQs	Direct & indirect speech	Paraphrase, summary of poem, essay writing

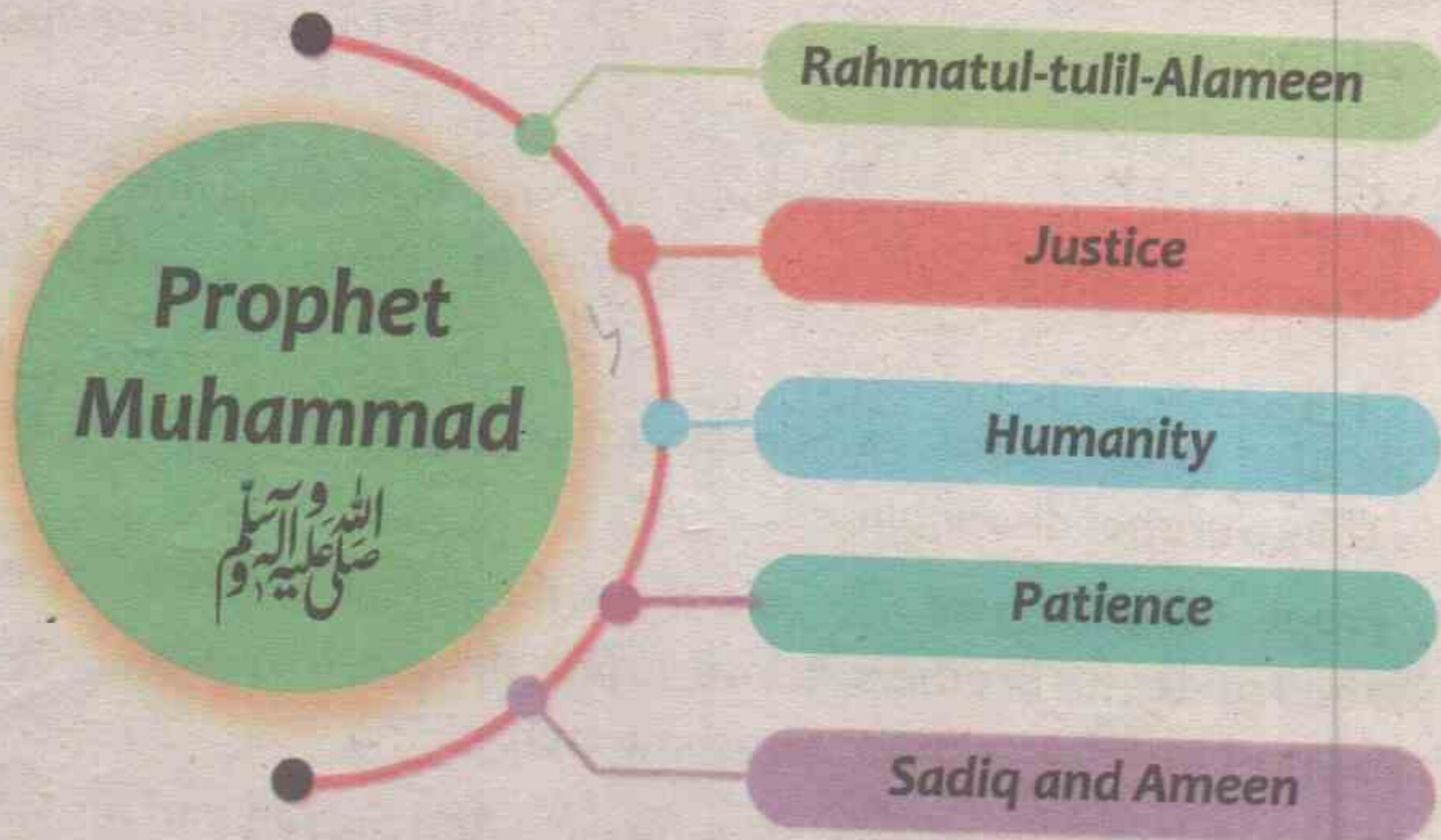
حکمت محمد ﷺ برداشت کا نمونہ

After reading the unit the students will be able to:

- ◆ use pre-reading strategies to predict the content of a text from topic / picture / title / headings, key words and visuals etc. by using prior knowledge asking questions and contextual clues.
- ◆ analyze passages in the text to identify the theme / general subject, key idea / central thought (a statement about general subject), and supporting details.
- ◆ apply critical thinking to interact with text and use intensive reading strategies to scan to answer short questions.
- ◆ use summary skills to extract salient points and develop a mind map to summarize a text.
- ◆ use dictionary to:
 - choose appropriate word definition.
 - identify part of speech.
 - recognize abbreviation used in a dictionary.
 - locate synonyms in a thesaurus.
- ◆ translate passages from English to Urdu:
 - use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate passage from English to Urdu.
 - understand that most phrases and idioms do not translate literally from one language to another.
- ◆ demonstrate use of more collective, countable and uncountable nouns, material and abstract nouns.
- ◆ apply the rules of change of number of nouns learnt earlier.
- ◆ recognize and demonstrate use of some nouns that change meaning in the plural form e.g. arm-arms – arm (a part of body), arms (weapons).

Pre-reading

Look at the mind map below to predict the content of the lesson.



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Reading

“O you who have believed, seek help through patience and prayer. Indeed, Allah is with the patient.” (Al-Baqarah 2:153)

By tolerance we mean a fair and objective attitude towards those whose lifestyle differs from ours. Tolerance is the virtue which enables a person to forebear the attitude, negative remarks and action with patience and calmness. The life of the Holy Prophet is a superb example of tolerance. It is his tolerance that let him forgive his worst enemies. Truly, he is an epitome of tolerance, forgiveness, patience and compassion. The Holy Quran describes him as Rahmatul-lil-Alameen, (mercy unto the whole mankind and the universe.)

While preaching Islam in Makah, the Quraish ostracised him and his family Banu-hashim. They lived in a valley called Shab-Abi-Talib. There was scarcity of food and water. The believers had no means of income and they were leading a very tough life for a period of three years. During this situation Prophet Muhammad

رہنا
پر سکون رہنا
متحمل
بلا
آسا
remained calm and tolerant and never thought about taking any sort of revenge.

Even after he had conquered Makah, the Holy Prophet Muhammad ﷺ taught his

followers to remain tolerant. After the conquest of Makkah, the Muslim army

entered Makkah humbly and peacefully. No house was robbed; no man or woman

was insulted. The Prophet ﷺ granted a general amnesty to the entire population

of Makkah.

After conquest of Makkah, when everybody gathered in Khana-e-Kaaba, the Holy

Prophet Muhammad ﷺ asked the people of Quraish, "What do you expect at my

hands?"

They all shouted in one voice, "Kindness and pity, gracious brother, gracious

nephew". They were not disappointed.

The Holy Prophet Muhammad ﷺ said the same forgiving words as Prophet

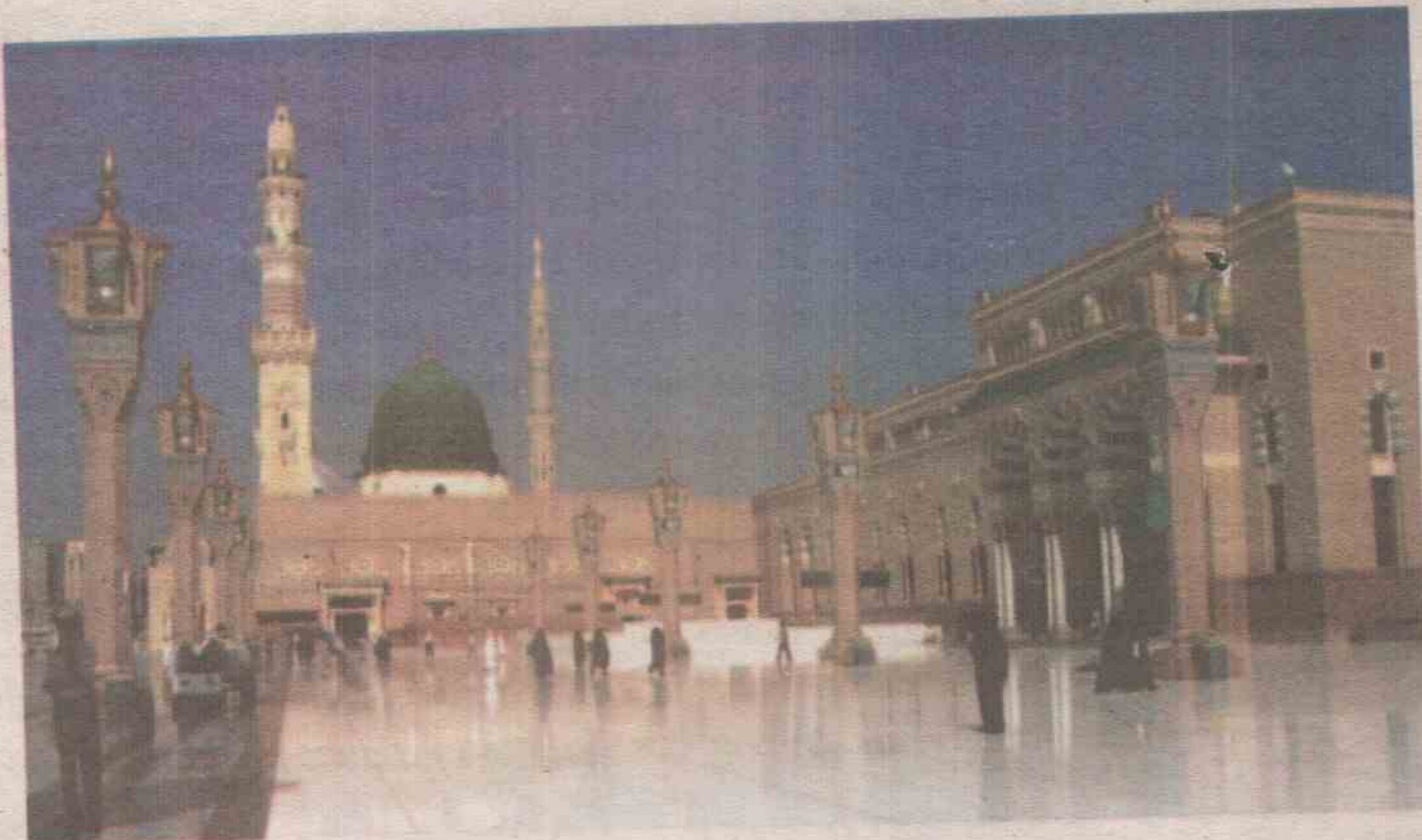
Yousuf عليه السلام had said to his brothers, "Have no fear this day, May Allah forgive you,

and He is the Most Merciful to those who show mercy".

The Holy Prophet Muhammad ﷺ, even forgave Abu Sufyan and his wife who

were the worst enemies of Prophet Muhammad ﷺ and Islam. He plotted many

times against the Prophet ﷺ but the Prophet Muhammad ﷺ never did so.



Similarly, the story of the Rabbi Zaid is one such epitome of learning from Muhammad practices, which reflects tolerance towards others. Once Prophet Muhammad was attending funeral of a man from the Ansar. Hazrat Abu Bakr, Hazrat Umar, Hazrat Usman and some other companions were with him. After the funeral prayer the Holy Prophet sat down close to a wall, and a Jewish Rabbi, Zaid ibn Sanah came towards him, he grabbed the Prophet by the edges of his cloak, looked at him in a harsh way, and said, "O Muhammad! Will you not pay me back my loan? I have not known the family of Abdul-Mutalib to delay in repaying debts." After seeing what the Rabbi did to Prophet Muhammad Hazrat Umar's eyes swelled with anger; he looked at the Rabbi and said: "O enemy of Allah, do you talk to the Messenger of Allah and behave towards him in this manner?" The Rabbi turned away and Prophet Muhammad said to Hazrat Umar, "You should have given us sincere counselling, rather than act as you did! Go and repay him his loan, and give him twenty Sa'a (a measurement of weight) extra because you scared him."

Hazrat Umar went to the Rabbi, repaid him the debt, and gave him an extra twenty Sa'a of dates. The Rabbi asked Hazrat Umar why and he replied, "The messenger of Allah ordered me to give it to you because I frightened you." The fact was that the Prophet Muhammad was not late in repaying the debt, the Rabbi was asking for the repayment days before the loan was due because he wanted to test Prophet Muhammad's tolerance. The Rabbi Zaid found that tolerance and perseverance took precedence over anger and that harsh treatment was repaid with kindness. The Rabbi Zaid immediately renounced his religion and testified before the Holy Prophet Muhammad that there was none worthy of worship but Allah alone and that Prophet Muhammad was His messenger.

The tolerance of the Holy Prophet Muhammad knew no bounds. He always treated people with kindness and compassion. Violence, anger and rudeness were never part of his personality. He showed tolerance in the face of adversity and kindness in the face of harsh treatment.

یقہ شردہ

حکیر

برداشت

سلوک

سلوک سکتا

GLOSSARY

words	meaning
compassion	a strong feeling of sympathy for people who are suffering and a desire to help them
debt	a sum of money that somebody owes
epitome	a perfect example of something
dreadful	very bad or unpleasant
restraining	to stop somebody/something from doing something
amnesty	a period of time during which people can admit to a crime or give up weapons without being punished
counselling	professional advice about a problem
perseverance	the quality of continuing to try to achieve a particular aim despite difficulties
debate	a formal discussion on an issue at a public meeting. In a debate two or more speakers express opposing views
precedence	the condition of being more important than somebody else and therefore coming or being dealt with first
adversity	a difficult or unpleasant situation
renounced	to state publicly that you no longer have a particular belief or that you will no longer behave in a particular way
testified	to say that you believe something is true because you have evidence of it
Rabbi	Jewish religious scholar
ostracised	to refuse to let somebody be a member of a social group; to refuse to meet or talk to somebody
opponent	a person that you are playing or fighting against in a game, competition, argument, etc.
scarcity	if there is a scarcity of something, there is not enough of it and it is difficult to obtain it
gracious	kind, polite and generous, especially to somebody of a lower social position
revenge	something that you do in order to make somebody suffer because they have made you suffer

COMPREHENSION

A. Answer the following questions:

1. What does the Quran say about tolerance?
2. The Holy Prophet Muhammad ﷺ was a man of extraordinary endurance? Explain.
3. How did the Prophet Muhammad ﷺ treat the people of Makkah after victory?
4. Why was the Rabbi asking for the repayment days before the loan was due?
5. What does the tolerance of Hazrat Mohammad ﷺ teach us?
6. What was the effect of Hazrat Mohammad's ﷺ kindness on the Rabbi?
7. What is the main idea of the lesson?

Choose the correct answer for the following statements.

1. Prophet Muhammad ﷺ said to Hazrat Umar, "Go and repay him his loan, and give him twenty Sa'a extra."

In this sentence "him" refers to _____.

- | | |
|---|--|
| a. <input checked="" type="checkbox"/> Rabbi Zaid | b. <input type="checkbox"/> Abu Sufyan |
| c. <input type="checkbox"/> Hazrat Umar | d. <input type="checkbox"/> Hazrat Usman |

2. The tolerance of the Holy Prophet Muhammad ﷺ knew no bounds.

In this sentence the phrase "knew no bounds" means _____.

- | |
|---|
| a. <input type="checkbox"/> his tolerance was immeasurable for Muslims |
| b. <input checked="" type="checkbox"/> his tolerance was not confined to Muslims only |
| c. <input type="checkbox"/> his tolerance was restricted to Muslims only |
| d. <input type="checkbox"/> his tolerance was confined to Muslims |

3. The Holy prophet ﷺ said, "A Muslim is he from whose hand and tongue the Muslims are safe".

This hadith means _____.

- a. a true Muslim does not hurt Muslims physically and emotionally
- b. a true Muslim does not bad mouth or curse anybody
- c. a true Muslim does not beat or injure anybody with his hands
- d. a true Muslim does not trouble anybody mentally

4. Truly, he is an epitome of tolerance, forgiveness, patience and compassion.

The word epitome in this sentence means _____.

- a. essence
- b. embodiment
- c. contrary
- d. example

5. The Prophet ﷺ granted a general amnesty to the entire population of Makkah.

The word amnesty in this sentence means _____.

- a. patience
- b. forgiveness
- c. tolerance
- d. acceptance

VOCABULARY

A. Find the meaning of the following words in the dictionary and identify the part of speech of the word through abbreviation used.

frightened

harsh

tolerance

convey

violence

reward

honesty

insult

B. Consult a thesaurus and find out the synonyms of the following words.

truth

rude

sincere

fear

kindness

forgive

argument

swell

WRITING

- A. Write a paragraph on the 'Patience of Prophet Muhammad ﷺ' using specific words, vivid verbs, modifiers etc. Use appropriate supporting details and transitional devices.
- B. Analyse the first paragraph in the text to identify the theme.
- C. Discuss tolerance with reference to the current world scenario? Write a paragraph of at least 100 words.

Do you remember?

Topic Sentence:

A topic sentence is a sentence, that states or suggests the main idea (or topic) of a paragraph.

Features of a topic sentence:

Specific words: Particular words that reflect the main idea.

Vivid verbs: Descriptive verbs that give detail of an idea.

Modifiers: An adjective or adverb that provides additional information.

Transitional devices: words or phrases that help carry a thought from one sentence to another, from one idea to another, or from one paragraph to another.

Write down the summary of the lesson "Prophet Muhammad ﷺ the Model of Tolerance".

Do you remember?

Writing a Summary:

- Do not rewrite the original piece.
- Keep your summary short.
- Use your own wording.
- Refer to the central idea of the original piece.
- Read with who, what, when, where, why and how questions in mind.
- Do not give your opinion.

E. Translate the following passage from English into Urdu.

Tolerance means the ability or willingness to endure the existence of opinions or behaviour that one dislikes or disagrees with. People who have less of this ability easily fall prey to aggression, haste reactions, anger and all other negative attitudes. Tolerance is one of the paths of winning Allah's will and happiness. In the Holy Quran, Allah has guaranteed those who are patient that He will give them reward without measure.

LISTENING & SPEAKING

Share with the class an act of tolerance you have performed recently.

GRAMMAR

Noun

A. Change the following sentences from singular to plural or from plural to singular.

1. A book is a good friend. Books are good friends.
2. A small car is a great vehicle. Small cars are great vehicles.
3. Are the students in the classrooms? As the student in the class^{room}
4. These glasses aren't for those women to wear. This glass isn't for this woman to wear.
5. The brush is under the chair. The brushes are under the chairs

Teacher's guideline

Tell the students that in order to translate a passage from English to Urdu they should:

- use the knowledge of literal and figurative meaning, grammatical gender and syntax (Urdu has a gender system which has only two genders, Masculine and Feminine. There is no neutral gender but there are several words) to translate passage from English to Urdu.
- understand that most phrases and idioms do not translate literally from one language to another.

Remind the students kinds of nouns and number of nouns.

B. Choose whether the following nouns are concrete or abstract nouns.

^{abstract} love	^{concrete} book	^{concrete} girl	^{abstract} intelligence
^{concrete} mouse	^{abstract} loyalty	^{concrete} laptop	^{abstract} peace

C. Choose whether the following nouns are countable or uncountable (count or uncount). Also use the words in sentences of your own.

coffee	tea	boy	soap
table	car	honey	keyboard

D. Fill in the blanks with a noun. Use each noun only one time.

② chairs ⑦ information ⑧ hair ① luggage ④ furniture

1. I don't have much _____, it's just two small bags.
2. They are going to tell you all you want to know. They are going to give you a lot of _____.
3. There is room for everybody to sit down. There are a lot of _____.
4. We have no _____, not even a bed or a table.
5. "What does Arif look like?" He's got a long beard and very short _____.

E. Complete the following sentences by using the following collective nouns.

flock ② ① herd swarm ③ bouquet gang ⑤

1. A herd of locusts attacked the crops.
2. A flock of birds is always a beautiful sight.
3. They welcomed the chief guest with a bouquet of flowers.
4. As we drove down the country side, we saw a herd of sheep grazing in the fields.
5. The gang of thieves has been arrested by the police.

Nouns that changes meaning in the plural form.

Words		Meanings
Singular	arm	part of body
Plural	arms	weapons
Singular	glass	a drinking container
Plural	glasses	glasses for eyes
Singular	content	in a state of peaceful state of mind
Plural	contents	the things that are included in something
Singular	spectacle	a visually striking performance
Plural	spectacles	a pair of glasses

Activity

Use the above words in sentences to make their meanings clear in singular and plural form.

Noun Phrase

A noun phrase is a group of words which functions as a noun in a sentence.

Examples:

- (i) **Spring time** is the most beautiful.
- (ii) Beyond was a **green and pleasant valley**.

G. **Pick out noun phrases from the following sentences.**

- (i) I expect our team to win.
- (ii) Do you know his age?
- (iii) Your coming poses a problem for us.
- (iv) His parents hoped for his success.
- (v) She would not admit her guilt.

اقبال کا نوجوانوں کو پیغام
Iqbal's Message to Youth

Waheedullah

After reading the unit the students will be able to:

- ◆ analyze passages in the text to identify the theme / general subject, key idea / central thought (a statement about general subject), and supporting details.
- ◆ apply critical thinking to interact with text and use intensive reading strategies to scan to answer short questions.
- ◆ illustrate use of pronouns learned earlier.
- ◆ identify and demonstrate use of relative pronouns.
- ◆ recognize the rules of using indefinite pronouns.
- ◆ illustrate the use of pronouns antecedent agreement.
- ◆ illustrate the use of anaphoric and anaphoric references.
- ◆ translate passages from English to Urdu:
 - use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate passage from English to Urdu.
 - understand that most phrases and idioms do not translate literally from one language to another.
- ◆ identify and recognize the functions of:
 - pronoun – antecedent relationships.
 - anaphoric and cataphoric references.
 - transitional devices used for coherence and cohesion at discourse level.
- ◆ analyze and understand common prefixes and suffixes and use that knowledge to determine the meaning of the unfamiliar words.

Pre-Reading

Iqbal wants to see the qualities of an eagle (shaheen) in his young nation. What are the qualities of an eagle that makes it superior to other birds?



Reading

Iqbal's message to youth:

Iqbal is one of the most outstanding poet and philosopher of the Indian sub-continent. His intellectual genius has reigned supreme in the area of Islamic philosophy during the 20th century and will direct and influence the Islamic intellectual tradition in the 21st century as well. His sublime poetry and philosophy inspired millions of Muslims to wake up to the reality of time and forge a destiny for themselves. He was very much aware of the fact that if youth of the Ummah had structured their real destiny then they could have led the Muslims of Sub-Continent out of the pit of subjugation earlier than they did.

Young generation is the standard bearers of any nation. If their energy is channelized in proper direction, it can bring sea change in the social, political and economic fabric of the nation. Keeping this view in mind, Iqbal focussed on the creative energy of the youth in his poetry.



محبت مجھے ان جوانوں سے ہے
ستاروں پر جو ڈالتے ہے کند

Iqbal's Naujawan is Mard-e-Momin, Mujahid, Shaheen, an explorer, an adventurer, and seer, whose aim is going higher and deeper like eagle (Shaheen) to explore new world in uncharted waters of creativity and intellectual pursuit. The youth of Iqbal is a strong believer in Ishq, a creative and dynamic energy that helps the youth to discover and subdue new stars of originality and individuality. Moreover, Iqbal's Noujawan is a Man of Khudi. The absolute Khudi is infinitely creative, "Know thyself and success shall be thine". Iqbal expresses if man becomes emperor of himself then he can lead the world in his own direction. And such a person can find out with his sagacity the pearl of future for the coming generation.

وہی ہے صاحب اسروز جس نے اپنی ہمت ہے
زمانے کے سمندر سے نکالا گوہر نسرودا

But the youth of Iqbal is not contented with what he has created or invented. The spirit of "Ishq", another name for perpetual struggle, spurs him to go beyond the star that he has discovered with his foresight. The motive of Iqbal's youth is to pursue his intellectual and spiritual goals and then continue his journey beyond these goals.

ہر اک مقام سے آگے مقام ہے تیرا
حیات ذوق سفر کے سوا کچھ اور نہیں

The life of Iqbal's youth is dynamic and not confined to limited material achievement and enjoyment of it. He enjoys the creative journey of exploration, discovery, inventions and innovations.

وہی جہاں ہے ترا جس کو تو کرے پیدا
یہ نگہ خشت نہیں جو تری نگاہ میں ہے

The youth of Iqbal is a seer and he soars from his discovered star to new nova of brilliance and inspiration.

ستاروں سے آگے چل اور ہیں

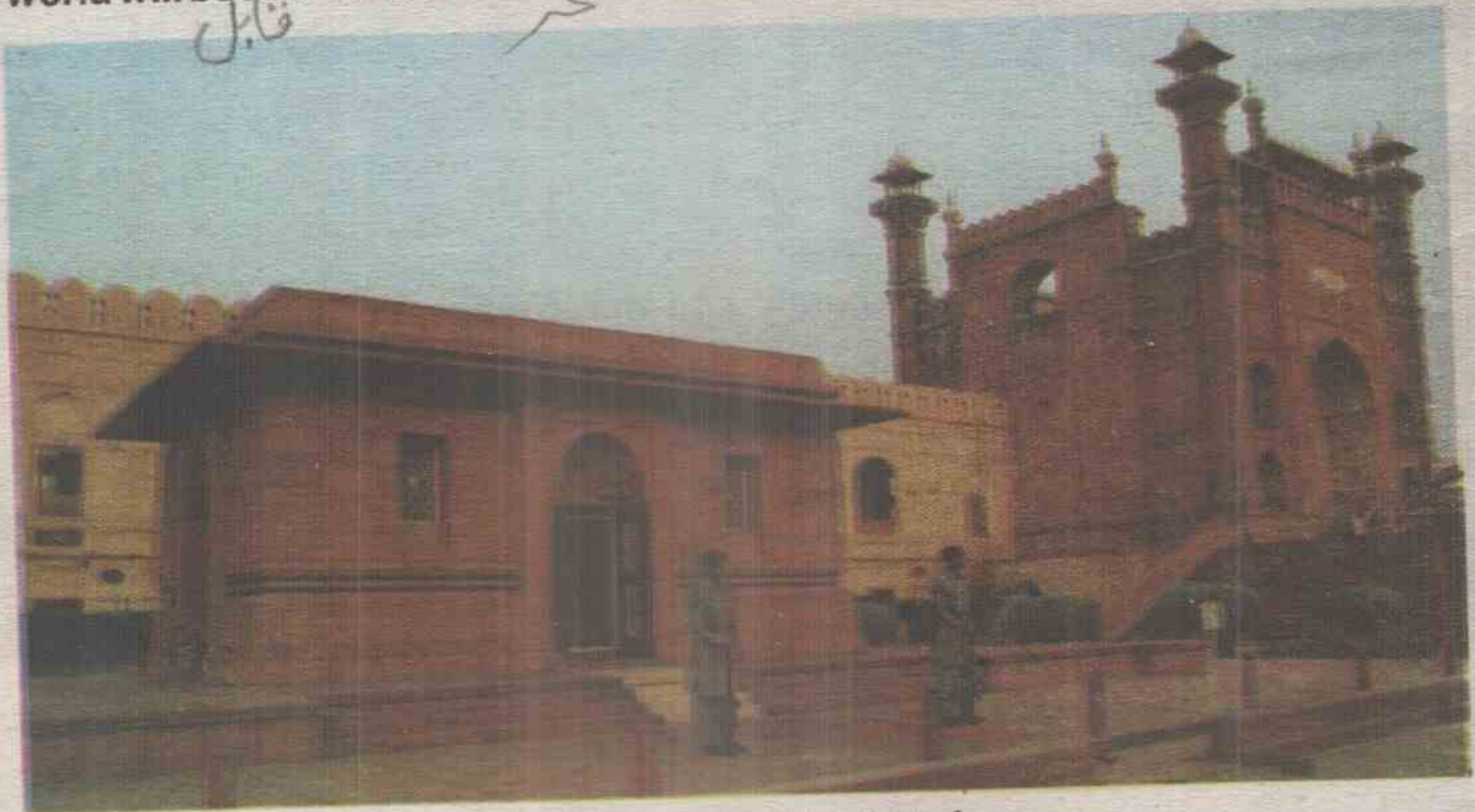
قائم چاہتا تھا ابھی عشق کے احسان اور بھی ہیں

These are the views of Iqbal about the youth of the nation. Iqbal wants to set higher benchmark for the new generation. He wants to inculcate in them the spirit of innovation and discovery, because youth are to lead and take the nation to the height of self-sufficiency and independence. The youth of Iqbal is not a thinking Hamlet but a man of action, mild in speech but enthusiastic in action, whether he is in the battlefield or in the company of friend, he is pure in head and heart.

گفتگو گرم دم جستجو

جنگ دم ہو یا بزم ہو پاک دل و پاکباز

It can be concluded that youth was the main focus of Iqbal. He declares youth a symbol of hope and future of the nation. If young generation is ready to contribute to the progress and prosperity of the Umma, the day is not far off when the whole Muslim community will rise as mighty power which no nation of the world will be able to subdue.



Allama Iqbal Tomb, Lahore

GLOSSARY

words	meaning
exploration	the act of travelling through a place in order to find out something about it or look for something in it
innovation	the introduction of new things, ideas or ways of doing something
invention	the ability to have new and interesting ideas
Hamlet	a character from Shakespearian play who would take too much time in thinking before taking an action
perpetual	continuing for a long period of time without interruption
foresight	the ability to predict what is likely to happen and to use this to prepare for the future
enthusiastic	feeling or showing a lot of excitement and interest about somebody/something
emperor	the ruler of an empire
thy	an English word that means "your"
urge	to put a lot of effort into making something successful or strong so that it will last
brilliance	intense brightness of light/ exceptional talent or intelligence
nova	a star showing a sudden large increase in brightness and then suddenly returning to its original state.
inspiration	a sudden brilliant or timely idea.

COMPREHENSION

A. Answer the following questions:

How is the youth standard bearer of a nation?

According to Iqbal how can the youth change themselves?

Read the 3rd paragraph and write down the key idea.

What is the main idea of the lesson?

According to Iqbal, the youth shouldn't confine to material achievement?

Express your view on this statement.

B. Choose the correct answer for the following.

1. His sublime poetry and philosophy inspired millions of Muslims. The opposite of the word sublime in this sentence means _____.
- a. beautiful b. inspiring
c. uplifting **d. irrational**
2. Whether he is in the battlefield or in the company of friend, he is pure in head and heart.

In this sentence "he" refers to _____.

- a. the youth** b. Iqbal
c. shaheen d. the author
3. "Know thyself and success shall be thine" means that _____.
- a. your desire to know who others are and what they want is the real success in life
b. your desire to know your nation and what they want is the real success in life
c. your desire to know who you are and what you want is the real success in life
d. your desire to know the worldly needs and to achieve them is the real success in life

4. The youth of Iqbal is not a thinking Hamlet but a man of action. In this sentence 'Hamlet' symbolises a person who _____.
- a. is taking prompt action
b. is talking too much
c. is taking quick decision
d. is taking too much time in making decision

B. Use the following words in sentences of your own.

nation

battlefield

determination

symbol

motive

confined

direction

goals

VOCABULARY

Prefix and Suffix

A prefix is a set of letters that is added to the beginning of a word to change its meaning.

Example:

- happy ----> **un**happy
- agree ----> **dis**agree
- understand ----> **mis**understand
- correct ----> **in**correct

A suffix is a set of letters that is added to the end of a word to change its meaning.

Example:

Suffix	Meaning	Example word
-able, -ible	able to be	terrible
-ful	full of	beautiful
-less	not having, without	toothless
-dom	place or state of being	freedom
-er	a person who does	worker
-ment	action or process	payment
-ness	state of being	happiness

A. Complete the sentences by writing the correct prefix in the blank space.
You can use a dictionary to help you.

dis- in- mis- re- un-

1. I just can't believe it! The story is un believable!
2. No, that answer is in correct. It is wrong.
3. Let's look at this information again. We should re view it before the test.
4. I saw Alina just a moment ago, but now I can't find her! She just dis appeared!
5. Oh, I'm sorry, I didn't hear you correctly. I mis understood you.

B. Complete the words by using the suffixes from the list.

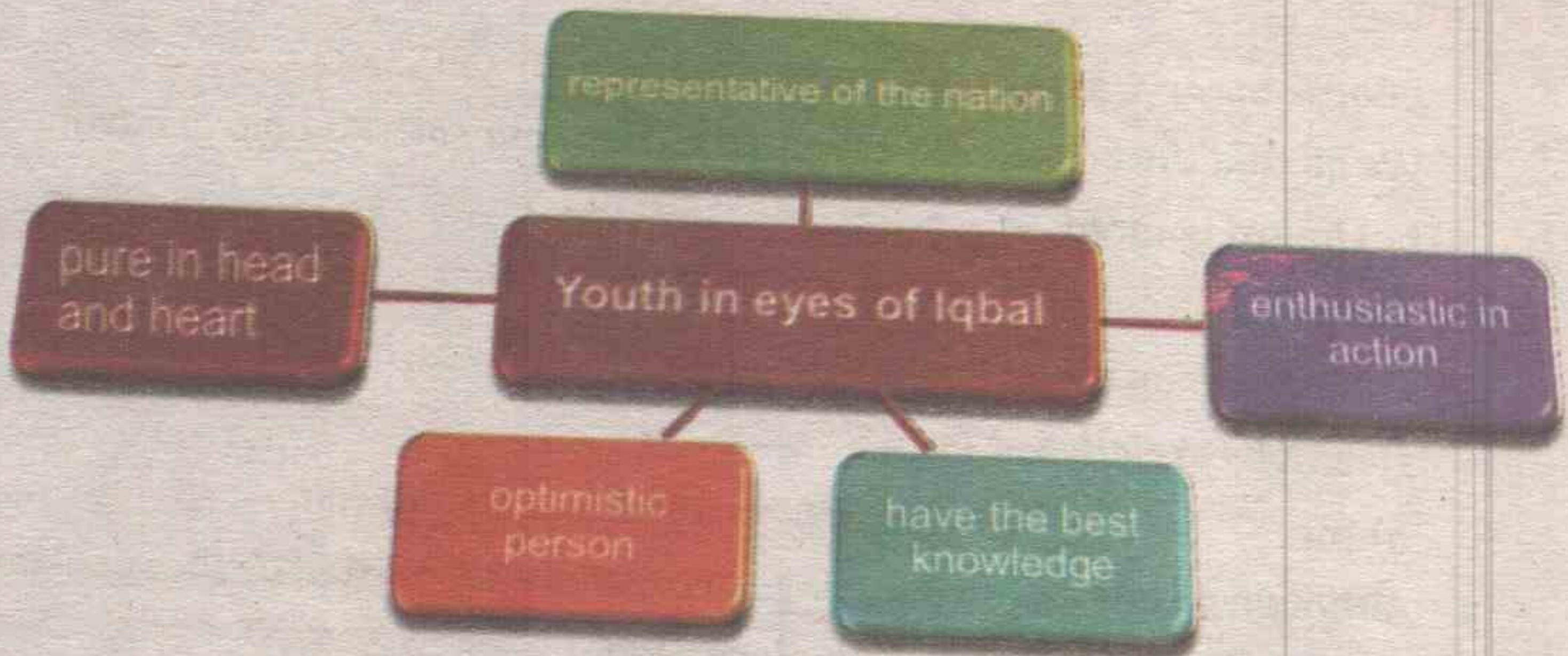
-ness -able -ment -ful -less

1. Fazila can't stay still. She always wants to move! She is rest less.
2. Rashida is very intelligent! She's ador able!
3. Maleeha can't remember anything! She's very forget ful!
4. I appreciate your great attitude. I am really thank ful.
5. The best thing about her is her kind ness.

WRITING

- Discuss Iqbal's youth with reference to today's Pakistani youth. Write a paragraph of at least 100 words.

D. Look at the mind-map below and describe youth from Iqbal's perspective.



E. Translate the following passage from English to Urdu.

These are the views of Iqbal about the youth of the nation. Iqbal wants to set higher benchmark for the new generation. He wants to inculcate in them the spirit of innovation and discovery, because youth are to lead and take the nation to the height of self-determination and independence. The youth of Iqbal is not a thinking Hamlet but a man of action, mild in speech but enthusiastic in action, whether he is in the battlefield or in the company of friends, he is pure in head and heart.

LISTENING & SPEAKING

Recite a poem of Allama Muhammad Iqbal in front of the class.
Share in groups Allama Iqbal as the dreamer of Pakistan.

Pronouns

A. Choose the appropriate options to complete the sentences.

- We all told the boss that we wanted to have our salaries paid in advance but he just ignored us.
 a) us b) we c) our d) his
- When the man asked me how I had got his address, I told him that I was given it by a relative of him.
 a) me b) his c) he d) him
- Although no one in the room seemed to follow any ^{one} said by the speaker, he never intended to simplify his language.
 a) anything b) anybody
 c) nothing d) anyone
- I hope you will enjoy yourself at the re-union party this weekend because I won't be able to be there myself.
 a) myself b) mine
 c) oneself d) yourself
- We decided to do all the cooking by ourselves instead of hiring a catering company for the party.
 a) of our own b) oneself c) by ourselves d) ours

B. Fill in the blanks with who / whom / that / which / when / where / whose / why. There may be more than one correct answer.

- The shop when I go to is closed.
- Your shop that will probably be shut down next year, is really old.
- I've met most of the people who are eager to take part in the competition.
- Do you know the reason why our offer was rejected.
- Do you remember the town where you were born in?

Teacher's guideline

Remind the students, pronoun and its kinds.

C. Put the following indefinite pronouns into the correct blanks.

anywhere

anyone

something

everyone

nothing

somewhere

someone

anything

everything

1. Can't you hear that Someone is knocking on the door?
2. I was wondering if you would like something to drink.
3. The family members have been badly injured in the accident. Is there anyone to help them?
4. Seema has just checked the internet; however, she couldn't find the article anywhere.
5. Unfortunately, this plant is already dead and there is nothing we can do about it.

Underline the pronoun in each sentence below. Circle the antecedent the pronoun refers to.

1. Saima walked to the park. She enjoyed jumping on the trampoline.
2. Shama loves to walk on the beach. She watches the sunset often.
3. Dawood enjoys playing basketball. He knows that it is his favorite sport.
4. Abrar, Jamal and Manan enjoy playing cricket. They love teamwork.
5. The shopper couldn't find his car in the parking lot.

Anaphoric and Cataphoric reference

- Anaphoric reference means that a word in a text refers back to other ideas in the text for its meaning.

Teacher's guideline

Pronoun antecedent agreement.

An antecedent is a word for which pronoun stands. The pronoun must agree with its antecedent in number. A singular pronoun must replace a singular pronoun and plural pronoun must replace a plural pronoun.

Example:

I went out with **Jameela** on Sunday. **She** looked confused.

In this example, the pronoun **she** is anaphoric reference because it refers to the noun **Jameela** that is introduced earlier in the text.

- ❖ Cataphoric reference means that a word in a text refers to another later in the text and you need to look forward to understand.

Example:

When **he** arrived, **Ashraf** noticed that the door was open.

In this example, the pronoun **he** is cataphoric reference because it refers to the noun **Ashraf** that is introduced later in the text.

- E. Underline the references used in the last paragraph of the lesson and specify whether it is cataphoric or anaphoric reference.

Quaid – A Great Leader

After reading the unit the students will be able to:

- use pre-reading strategies to predict the content of a text from topic / picture / title / headings, key words and visuals etc. by using prior knowledge asking questions and contextual clues.
- analyze passages in the text to identify the theme / general subject, key idea / central thought (a statement about general subject), and supporting details.
- apply critical thinking to interact with text and use intensive reading strategies to scan to answer short questions.
- use summary skills to extract salient points and develop a mind map to summarize a text.
- apply rules for use of articles (a / an / the) wherever applicable in speech and writing.
- illustrate use and functions of all modal verb.
- illustrate use of regular and irregular verbs in speech and writing.
- illustrate use of transitive and intransitive verbs.
- use dictionary to:
 - choose appropriate word definition.
 - identify part of speech.
 - locate synonyms in a thesaurus.
- translate passages from English to Urdu:
 - use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate passage from English to Urdu.
 - understand that most phrases and idioms do not translate literally from one language to another.

Pre-Reading

- Who do you think a leader is?
- Why do you think Quaid-e-Azam is a great leader?

Reading

It was August 7th, 1947, when a silver aircraft circled over the airport at Mauripur, Karachi. It was watched by a vast, excited crowd while smoothly landing. First to step out of the aeroplane was a tall and dignified man wearing a pure white Sherwani. As soon as he appeared, the whole crowd roared with one voice, "Pakistan Zindabad! Pakistan Zindabad!" And every one pushed forward to welcome him, to get as close to him as possible in order to see him clearly. For here was their great leader, Quaid-e-Azam, the founder and first Governor General of their new country. Here was their leader who had won Pakistan for them—Muhammad Ali Jinnah.

As he drove through the great sea of people that stretched from the airport to the city, through all the cheers and tears of joy and the never ending slogans of

"Pakistan Zindabad", the Quaid showed no signs of his feelings. He rarely did so. If he felt pride or joy in what he had done, he did not let anybody see it.

Through all the excitement of those first days in the life of the young nation, the man who had made it possible remained calm, serious and sober. Perhaps he was thinking of the millions of people who had become homeless when India and Pakistan became separate countries.



Teacher's guideline

- Conduct pre-reading and while reading activities effectively to develop student's interest in the lesson. Encourage them to share their ideas and views.

Perhaps he was thinking of the thousands who were being attacked and killed on the roads and railways as they tried to reach their homeland. Pakistan's first year was terrible; half a million Indian Muslims were either killed or imprisoned. Six and half million people left their homes and took refuge in Pakistan due to Indian atrocities. Quaid-e-Azam was shocked at these happenings. Despite this he extended the hand of friendship towards India with view that enemy of today may be friend of tomorrow.

There was much in those days of violence to sadden Jinnah who was a man of very strong feelings although he rarely showed it. Yet those who were close to him on Independence Day sometimes saw for a few moments a happier man. Once he went to the balcony of the Governor House, from where he could see without being seen, and as he looked on the crowd still cheering in the streets outside, he smiled. In that smile could be seen the warm hearted man behind the stern Quaid-e-Azam.

Muhammad Ali Jinnah was at this time tired and far from well but he had the satisfaction of knowing that the greater part of his work was done. By the force of his determination and leadership, a people who had once been a defeated group, with little to hope for, in an empire ruled by a foreign power, had become the greatest of



Teacher's guideline

- Help students to recognize the difference between hyphen and dash. Hyphen is used to divide a word such as Quaid-e-Azam.
- Dash is used to indicate that a sentence has been broken off e.g. you may belong to any religion or cast — we are all citizens of one state.
- Encourage students to share more information about the personality of Quaid-e-Azam.

ریاست
 قومی
 دنیا
 نظریات
 ملک
 قومی
 منقادوں
 تعلق
 سادات
 سہری
 یاد دلاتا
 داتا
 the Muslim States and the 5th largest nation in the world. Seventy million people, who once had no country to call their own, had become a nation — with great ideals and a great faith. A few days after he landed in Karachi, Muhammad Ali Jinnah told his people, "You are free to go to your temples: you are free to go to your mosques or to any other place of worship in this state of Pakistan. You may belong to any religion or caste — we are all citizens of one state." He was, of course reminding them of the Prophet's ﷺ teaching that all men are equal in the eyes of Allah.

GLOSSARY

words	meaning
dignified	calm and serious and deserving respect
empire	a group of countries or states that are controlled by one ruler or government
stern	serious and often disapproving; expecting somebody to obey you
stretched	being longer
slogan	a word or phrase that is easy to remember, used for example by a political party or in advertising to attract people's attention or to suggest an idea quickly
vast	extremely large in area, size, amount, etc.
cheering	loud shouting that shows support, praise or encouragement for somebody
foreign	in or from a country that is not your own
leadership	the state or position of being a person who leads a group of people, especially the head of a country, an organization, etc.
homeless	people who have no home
excitement	a feeling of great enthusiasm and eagerness.
refuge	the state of being safe or sheltered
violence	behaviour involving physical force intended to hurt, damage
determination	firmness of purpose.

COMPREHENSION

A. Answer the following questions:

1. Describe the person who had come out of the aeroplane at Mauripur, Karachi, on August 7, 1947.
2. Why did the crowd roar in one voice, "Pakistan Zindabad!"?
3. Why had people become homeless?
4. Why did the Quaid-e-Azam look satisfied?
5. What did the Quaid tell the people about equal rights?
6. Find a sentence from the text, having cause and effect.
7. Identify a sentence from text, expressing an opinion.

B. Choose the correct answer for the following.

1. As he drove through the great sea of people that stretched from the airport to the city _____

In this sentence the metaphor 'sea of people' conveys the idea that _____

- a. the people were moving like waves of the sea
- b. there was a very great number of people
- c. people were standing in a large area of salty water
- d. a large number of people gathered near the sea

As soon as he appeared the whole crowd roared with one voice, "Pakistan Zindabad!"

Using the comparison clue, the word roared in this sentence means _____

- a. an angry voice
- b. a long, deep voice
- c. an irritated voice
- d. an annoyed voice

Through all the excitement of those first days in the life of the young nation _____

In this sentence the phrase 'young nation' represents _____

- a. newly developed country
- b. undeveloped country
- c. not fully formed country
- d. an advanced country

Quaid-e-Azam, the man who had made it possible remained calm, serious and sober after independence because _____

- a. he was thinking of the millions of people who had become homeless
- b. he was thinking of ways to run the newly born nation
- c. he was thinking about his own family and friends
- d. he was thinking of the ways to accommodate millions of people

5. Muhammad Ali Jinnah was at this time tired and far from well.
In this sentence the phrase 'far from well' refers to _____

- (a) ill or ailing b. bedridden or disabled
c. cruel or infirm d. injured or hurt

C. What do you understand by the following phrases. Explain.

1. The cheers and tears of joy → Happiness
2. Far from well. → ill
3. Had become a nation. → Pakistan
4. Enemy of today may be friend of tomorrow. → India

D. Use the following words in sentences of your own.

excitement

ideal

rarely

vast

unity

VOCABULARY

E. Find the meaning of the following words from the dictionary and identify the part of speech of the word through abbreviation used.

ferocity

remind

determination

crowd

sober

F. Consult a thesaurus and find out the antonyms of the following words.

serious

violence

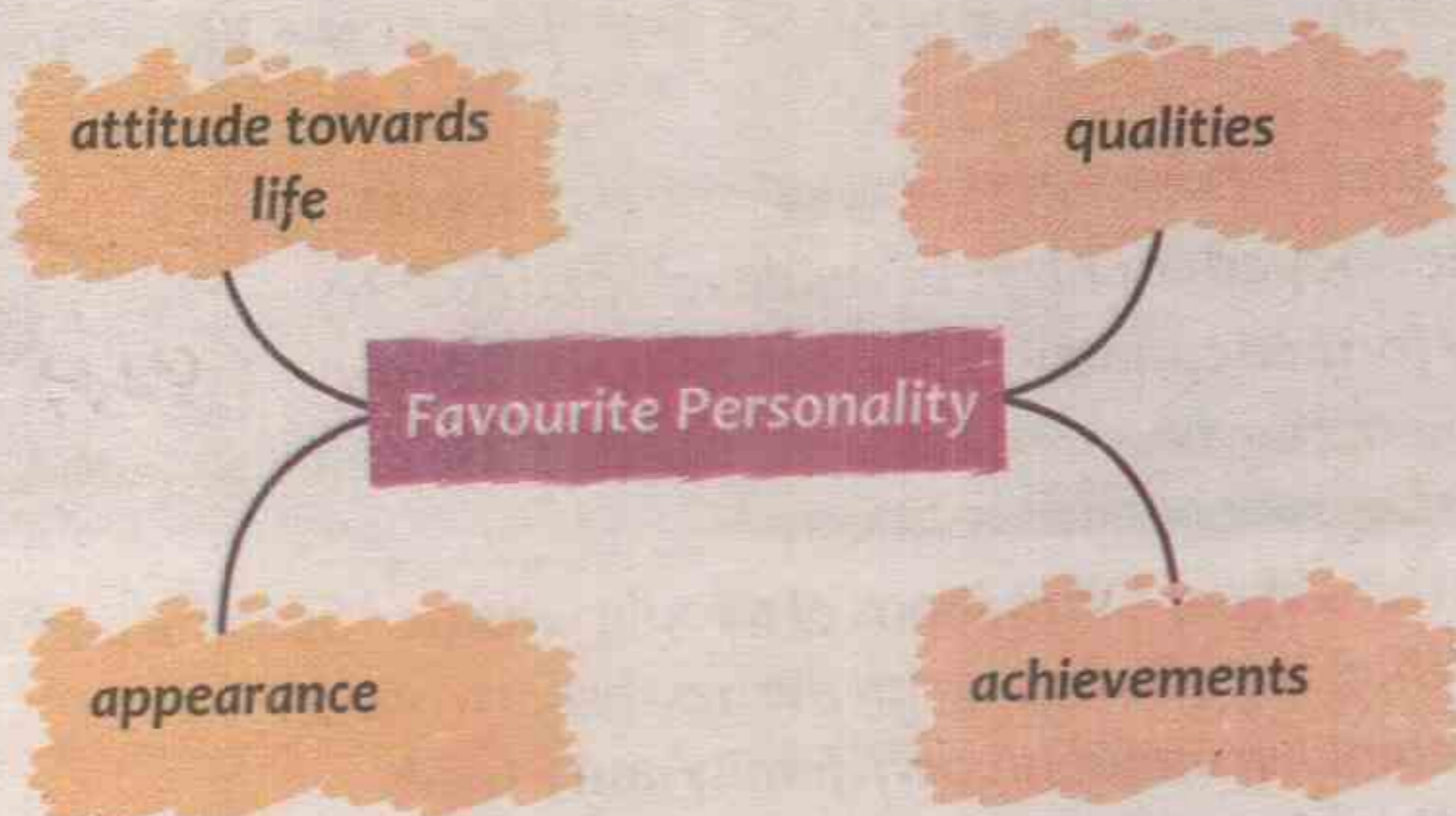
weakness

delight

harmony

WRITING

G. Write an essay on your favourite/ideal personality.



H. Analyse the last paragraph in the text to identify general idea and supporting details.

I. Write down the summary of the lesson "Quaid – The Great Leader".

J. Translate the following sentences from English to Urdu.

1. There was much in those days of violence to sadden Jinnah who was a man of very strong feelings although he rarely showed it.
2. Seventy million people, who once had no country to call their own, had become a nation — with great ideals and a great faith.
3. Through all the excitement of those first days in the life of the young nation, the man who had made it possible remained calm, serious and sober.
4. As he drove through the great sea of people that stretched from the airport to the city, through all the cheers and tears of joy and the never ending slogans of "Pakistan Zindabad", the Quaid showed no signs of his feelings.
5. First to step out of the aeroplane was a tall and dignified man wearing a pure white Sherwani.

LISTENING & SPEAKING

Role play:

Make groups and share information and ideas about problems related to the very 1st year of Pakistan.

Article

A. Fill in the article **a**, **an** or **the** where necessary. Insert **X** where no article is used.

1. I like a blue T-shirt over there better than the red one.
2. Their car does 150 miles an hour.
3. Where's the USB drive I lent you last week?
4. Do you still live in X Bannu?
5. Is your mother working in an old office building?

Verbs

A. Which of the three sentences containing a modal auxiliary verb has the same meaning as the original one?

1. They are able to speak English well.
 - They can speak English well. ✓
 - They may speak English well.
 - They must speak English well.
2. There is a possibility of rain tomorrow.
 - It may rain tomorrow. ✓
 - It must rain tomorrow.
 - It will rain tomorrow.
3. Do I have to clean the kitchen?
 - Can I clean the kitchen?.
 - Must I clean the kitchen? ✓
 - Should I clean the kitchen?
4. Are you able to drive a tractor?
 - Can you drive a tractor? ✓
 - Must you drive a tractor?
 - Should you drive a tractor?

Teacher's guideline

Remind the students about verbs and articles. Also remind them about modal verbs.

5. We are not allowed to swim when the red flag is flying.

- We must not swim when the red flag is flying. ✓
- We need not swim when the red flag is flying.
- We should not swim when the red flag is flying.

3. Find the regular verb in each line and write it in the space provided.

1. read, feel, play, see →

Play

2. listen, do, go, make →

listened

3. know, help, say, think →

help

4. like, write, forget, eat →

like

5. take, bring, cut, clean →

clean

Decide whether the verbs in colour are transitive or intransitive.

1. She **was crying** all day long. *intransitive*
2. We **showed** her the photo album. *transitive*
3. The doctor **advised** me to exercise regularly. *transitive*
4. It **was raining** at that time. *intransitive*
5. She **laughed** at the joke. *transitive*

Do you remember?

Regular and irregular verb

A verb following the normal pattern of inflection is called regular verb. e.g. reach - reached - reached.

Irregular verb

A verb that does not follow the normal pattern of inflection is called irregular verb. e.g. go - went - gone.

Transitive and Intransitive verb

Transitive verb

A transitive verb is one that is used with an object: a noun, phrase, or pronoun. e.g. I **admire** your courage.

Intransitive verb

An intransitive verb does not have an object. e.g. The baby **was crying**.

After reading the unit the students will be able to:

- ❖ identify line and stanza.
- ❖ read poem and give orally or in writing:
 - main idea
 - theme and its development
 - summary
 - personal response with justification
 - paraphrase
- † use paraphrasing skills to paraphrase stanzas
 - mark thought groups in the stanza
 - restate the message in simple prose
 - replace poetic words with simple ones
- ❖ analyze how the poet uses language to appeal to the senses through use of figurative language including similes.
- ❖ recognize literary technique such as personification.
- ❖ describe the object being personified.
- ❖ deduce meaning of difficult words from context.
- ❖ demonstrate use of question words.
- ❖ make and use present and past participles.
- ❖ illustrate use of infinitive and infinitive phrases.
- ❖ illustrate use of gerund and gerund phrases.



Pre-reading

- What is nature?
- How do you enjoy the beauty of nature?
- Would you like to visit a place of natural beauty?

Reading

Wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
Almost, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze. 6

Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance. 12

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
Of wealth the show to me had brought: 18

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. 24



About the Poet

William Wordsworth was born on 7 April 1770 at Cockermouth in Cumbria. He was a major English poet. In 1799, Wordsworth settled at Dove Cottage in Grasmere in the Lake District. Wordsworth's well-known poem, *The Daffodils* was written at Dove Cottage. Wordsworth died on 23 April 1850.

GLOSSARY

Words	Meaning
wandered	to walk slowly around or to a place, often without any particular sense of purpose or direction
vales	valleys
host	great number or groups
fluttering	to move lightly and quickly; to make something move in this way
stretched	to make something longer, wider or looser, for example by pulling it; to become longer, etc. in this way
margin	a number of people or things in a more or less straight line.
sprightly	full of life and energy
gay	light-hearted and carefree / happy and cheerful
jocund	cheerful and light-hearted
gazed	to look steadily at somebody/something for a long time, either because you are very interested or surprised, or because you are thinking of something else
couch	a long comfortable seat for two or more people to sit on
pensive	thinking deeply about something, especially because you are sad or worried
vacant	empty; not being used
bay	a part of the sea, or of a large lake, partly surrounded by a wide curve of the land
solitude	the state of being alone, especially when you find this pleasant
tossing	to move or make somebody/something move from side to side or up and down

Teacher's guideline

Read the poem yourself and ask a few students to read it aloud.

COMPREHENSION

A. Read out the text and answer the following questions:

1. Is there any personification in this poem? If yes, where?
2. Write at least two lines showing similes.
3. What does the word "crowd" exactly mean?
4. Why does the poet compare himself to a cloud?
5. Write the main idea of the poem.
6. Do you like this poem? Why?

B. Choose the correct option.

1. 'I wandered lonely as a cloud' here 'I' refers to _____

- | | |
|---------------|------------------|
| a. the reader | b. the clouds |
| c. the poet | d. the daffodils |

2. They stretched in never-ending line

Along the margin of a bay

Here 'they' refers to _____

- | | |
|---------------|------------------|
| a. the clouds | b. the daffodils |
| c. the hills | d. the stars |

3. A Poet could not but be gay,

In such a jocund company:

Here 'jocund company' refers to the _____

- | | |
|------------------------|--------------|
| a. friends of the poet | b. daffodils |
| c. clouds | d. stars |

4. In the first stanza what was the poet doing?

- | | |
|--------------------------|-------------------------|
| a. walking aimlessly | b. writing a poem |
| c. looking at the clouds | d. looking at the stars |

Teacher's guideline

Tell the students that personification is literary device in which human qualities are attributed to inanimate objects or non human things. Further tell them that representation of an abstract quality in human forms is also called personification.

5. What wealth the show to me had brought:

By "wealth" the poet means _____

- a. company
- b. gold
- c. pleasure
- d. money

VOCABULARY

A. Deduce the meaning of the following words. Confirm your meaning from the dictionary.

oft
twinkle

never-ending
sparkling

glee
stretch

bliss

B. Can you tell which lines of the poem indicate:

- comparison of daffodils with stars
- speaker's solitariness to that of a cloud
- comparison of daffodils to a crowd of people
- comparison of daffodils to dancing humans

C. Which word of the poem means the same as:

- number of daffodils
- glance
- happy feeling
- deep thought
- blessing



WRITING

What is paraphrasing?

Paraphrasing is re-writing the poet's words or ideas in your own words without altering the meaning. A stanza takes the shape of prose. It is about the same length as the original, because the purpose is to re-phrase without leaving out any important point.

Keep the following points in mind while paraphrasing a poem.

- Mark thought groups in the stanza.
- Paraphrase the message in simple text.
- Change poetic words with simple ones.

Example:

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

Paraphrasing:

The poet says that whenever he lies on his bed in a gloomy mood or to take rest, the reflection of those beautiful daffodils comes to his mind. His heart begins to dance with the daffodils. His heart fills with the pleasure. This sight is a blessing of God and a permanent source of pleasure for the poet.

Now paraphrase the second stanza of the poem "The Daffodils".

How to summarize a poem?

Summary is putting down the main ideas of someone else's work in your own words. A summary is always shorter than the original because the idea is to include only the main points of the original work and leave out the irrelevant.

Keep the following points in mind while summarizing a poem.

- Read the poem thoroughly.
- Try to understand the meaning.
- Write down the points.
- Arrange the points in order.
- Find the conclusion.
- Write it in proper order.
- A summary is usually one-third the size of the original.

Now write the summary of the poem, The Daffodils.

L&S Listening & Speaking

Develop and practice a dialogue in group to exhibit appropriate convention of interruption.

G GRAMMAR

A. Use the correct form of the (present/ past) participle to fill in the blanks.

1. His _____ coat needs mending.

tattered tattering tatter tatters

2. A _____ stone gathers no moss.

rolling rolled roll rolls

3. A _____ opportunity never returns.

losing lost loss lose

4. He kept me _____.

waiting waited wait waits

5. She looked _____.

worried worrying worry worries

B. Fill in the correct participle form. (Present Participle, Past Participle)

1. He was sitting in an armchair _____ a magazine.

2. _____ in the company for many years, he knew everyone and everything.

3. The cup with milk _____ on the table.

4. _____ each other for ages, they had a lot to talk about.

5. _____ into a rich family, she got everything she wished for.

Infinitive and infinitive Phrase

Infinitive is base form of verb often preceded by 'to' and infinitive phrase consist of infinitive and related words.

C. Underline the infinitive in each sentence.

1. The best plumber to call is Mr. Amir.

2. His only ambition was to succeed at his job.

3. Each year Mansoor tried to find more deductions for his tax return.
4. To patch the hole in the tyre, the mechanic inserted a plug.
5. She learnt to read and write English in coaching academy.

Exercise 1 Combine the following simple sentences into a single simple sentence by using an infinitive.

1. I have engaged a private tutor. He will teach me English.
2. He is very weak. He cannot walk.
3. I looked out of the window of my carriage. I wanted to see the green pastures.
4. The proposal is quite unreasonable. It cannot be accepted.
5. He wants to gain the first position. He works hard for it.

Gerunds and Gerund Phrases

A gerund is a "verb + ing" used as a noun.

Examples:

- Swimming is good exercise.
- The girls enjoy swimming.
- The best exercise is swimming.
- She was scolded for swimming.

A gerund phrase consists of a gerund and related words.

Example:

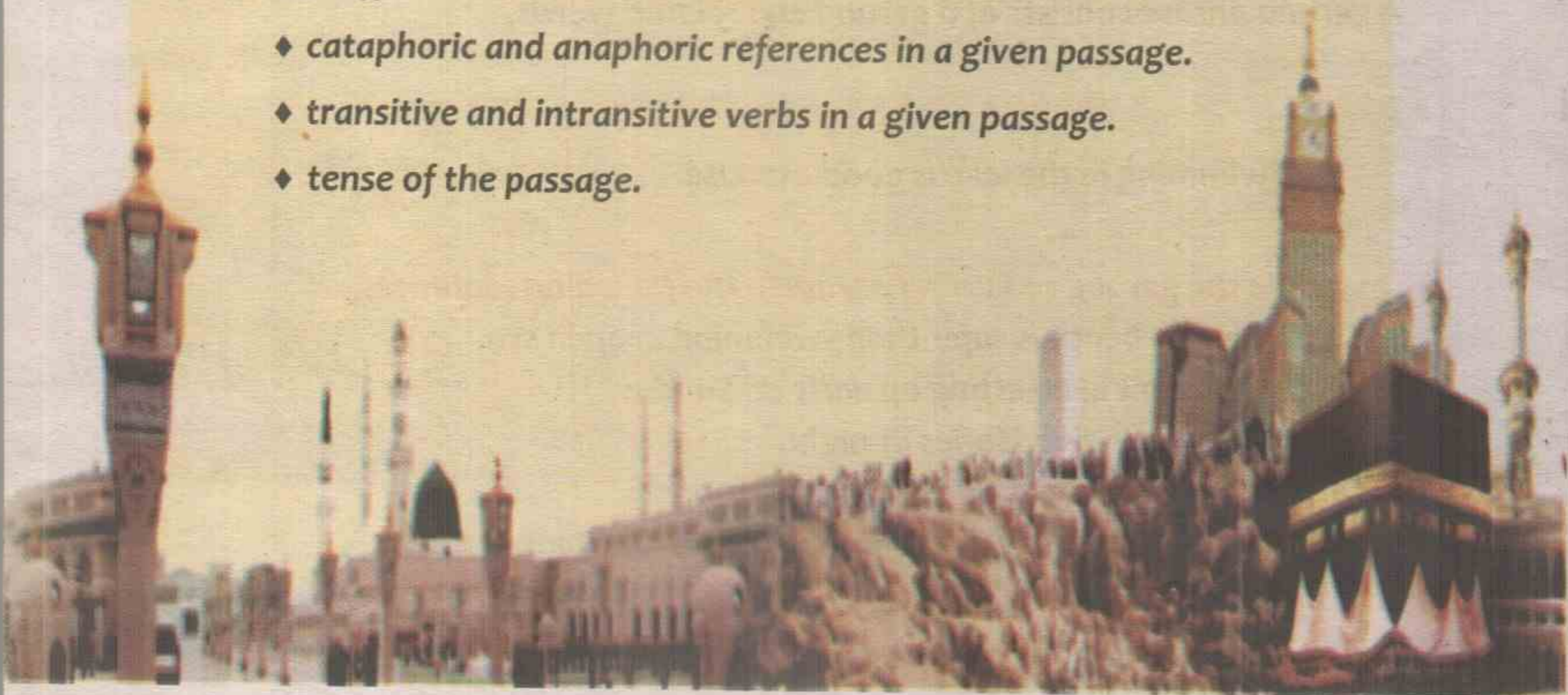
- Swimming in the lake is good exercise.

Exercise 2 Underline the gerund or gerund phrase in the following sentences.

1. Swimming at beach is safer than swimming in open sea.
2. Kareem doesn't like getting up early on Sunday.
3. Maria enjoys reading stories at night.
4. Leaving Swat changed Nazeer's career forever.
5. The darkness of the night prevented us from finishing the job.

After reading the unit the students will be able to:

- ◆ use pre-reading strategies to predict the content of a text from topic / picture / title / headings, key words and visuals etc. by using prior knowledge asking questions and contextual clues.
- ◆ analyze passages in the text to identify the theme/ general subject, key idea/ central thought (a statement about the general subject), and supporting details.
- ◆ identify, change the form of, and use present and past perfect continuous tenses.
- ◆ apply critical thinking to interact with text and use intensive reading strategies to scan to answer short questions.
- ◆ use summary skills to extract salient points and develop a mind map to summarize a text.
- ◆ identify:
 - ◆ cataphoric and anaphoric references in a given passage.
 - ◆ transitive and intransitive verbs in a given passage.
 - ◆ tense of the passage.



Pre-Reading

- Look at the mind map below to predict the content of the lesson.



Reading

When the Prophet Muhammad ﷺ migrated to Medina, this city was inhabited by different sections of people. They were the faithful followers of Muhammad ﷺ who had abandoned the ties of kith and kin and followed him ﷺ. They were known as Muhajireen or "Refugees". The new converts of Medina who had helped the Prophet ﷺ through thick and thin were known as Ansar or "Helpers". The other communities living in Medina were the idol worshippers and the Jews.

In order to create harmony and co-operation, the Prophet ﷺ first abolished the tribal distinction and grouped the inhabitants of Medina under one general name, Ansar or Helpers. He ﷺ knew that goodwill and support of all the sections of people were necessary for the creation of an Islamic state. He ﷺ knew that tolerance was necessary when different communities lived together. With these objectives in mind, the Prophet ﷺ drafted a charter which is generally known as the Medina Charter.

اس معاہدے کے اہم لفظات
The main points of the charter are:

All the communities signing the charter would form the common nationality. If any signatory of the charter was attacked by an enemy, others would defend him collectively. The Muslims, the Jews and other communities of this republic should be free to profess their own respective religion and perform religious ceremonies.

Individual and personal offences of trivial nature of any non-Muslim would be treated as such and no general liability would fall on the community to which the offender belonged. The oppressed should be protected. Henceforth, bloodshed, murder and violence should be Haram (abominable) in Medina. All disputes should be referred for decision to Muhammad the Prophet of Allah.

The importance of the charter lies in the fact that it announces the great principles of civic equality, freedom of worship and religious and racial tolerance.

This principle can also be seen in the perspective of the creation of Pakistan. Our founder, Quaid-e-Azam clearly told his people in 1947, at the time of creation of Pakistan: "You may belong to any religion, caste or creed — we are all equal citizens of one state".

In 1948, the General Assembly of the United Nation unanimously adopted the Universal Declaration of Human Rights. The declaration proclaims the religious, personal, civic, political, economic, social and cultural rights of human beings. The incorporation of the clauses of Medina Charter in the Universal Declaration of Human Rights by the UN shows that Islam is the greatest protector of Human Rights.

Teacher's guideline

- Make students recall the use of colon. Ask them to find examples of the use of colon.
- Revise with the students that parenthesis are used to mark off explanatory or supplementary material e.g. Haram (abominable). Ask students to find more examples of the use of parenthesis, to enclose numbers or letters in enumeration from newspaper or a magazine.

انسانی حقوق کے عالمی قافلہ

The Universal declaration of Human Rights:

- ◆ This Charter was approved on 10th December, 1948 and made public. There are thirty points in all. A few are being mentioned here.
- ◆ We are all free and equal. We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
- ◆ Don't discriminate. These rights belong to everybody, whatever our differences are.
- ◆ We all have the right to live, and to live in freedom and safety.
- ◆ Nobody has any right to hurt us or to torture us.
- ◆ We are all protected by the law. The law is the same for everybody. It must treat us all fairly.
- ◆ We all have the right to take part in the government of our country.
- ◆ We all have a right to lead a good life. Mothers and children, people who are old, unemployed or disabled, and all other people have the right to be cared for.
- ◆ Education is a right, primary education should be free.
- ◆ We have a duty to other people and we should protect their rights and freedoms.



GLOSSARY

words	meaning
abolish	to officially end a law, a system or an institution
abandon	to leave somebody, especially somebody you are responsible for, with no intention of returning
charter	a written statement describing the rights that a particular group of people should have
community	all the people who live in a particular area, country, etc. when talked about as a group
converts	to change or make somebody change their religion or beliefs
harmony	a state of peaceful existence and agreement
inhabited	with people or animals living there
kith and kin	friends and relatives
liability	the state of being legally responsible for something
migrated	to move from one part of the world to another
thick and thin	even when there are problems or difficulties
signatory	a person, a country or an organization that has signed an official agreement

منسوخ کرنا
چھوڑنا
صاف لہ
برادری
تبدیل کرنا
ہم آہنگی
مکین
رشتہ دار
ذمہ داری
ہجرت
ہر حال
دستخط کرنے والا

COMPREHENSION

A. Answer the following questions:

1. Why did the Holy Prophet ﷺ abolish the tribal distinction in Medina?
2. What did UN adopt unanimously?
3. How do we know that Islam is the protector of Human Rights?
4. Define tolerance and give examples from the text.
5. We must always honour our words. Why?
6. Write an account of an act of tolerance you have shown / seen.

B. Choose the correct answer for the following.

1. The faithful followers of Muhammad ﷺ who had abandoned the ties of kith and kin and followed him ﷺ.

In the sentence above, the phrase 'abandoned the ties' means _____.

- a. held onto relationships b. kept relationships
c. gave up relationships d. maintained relationships

2. The new converts of Medina who had helped the Prophet ﷺ through thick and thin were known as Ansar.

In the sentence above, 'new converts of Medina' refers to _____.

- a. the people of Medina, who newly accepted Islam
b. the people who newly migrated to Medina
c. the people of Medina, who newly refused to accept Islam
d. the people who left Medina to accept Islam

3. The Muslims, the Jews and other communities of this republic should be free to profess their own respective religion.

The opposite word of the word 'profess' in this sentence is _____.

- a. own up b. give up
c. put up d. take up

4. Which of the following is not a clause of the Universal Declaration of Human Rights by the UN.

- a. We are all free and equal, we are all born free.
b. We all have the right to live, and to live in freedom and safety.
c. Everybody has the right to hurt or to torture each other.
d. Education is a right, primary education should be free.

5. The oppressed should be protected.

The word 'oppressed' in this sentence means _____.

- a. free b. ill-treated
c. untroubled d. exempted

C. Use the following words in sentences of your own.

harmony

abolish

tyrannized

trivial

tolerance

Teacher's guideline

- Ask the students to create a class presentation on Madina Charter By comparing it with the Universal declaration of human rights.
- Tell the students that idioms do not translate literally from one language to another. Help them to find the Urdu Equivalents of "kith and kin" and "through thick and thin".

VOCABULARY

A. Search the text for the phrases meaning the same as:

- relatives
- peaceful co-existence
- good and bad times
- freedom

kith and kin
harmony
thick and thin
liberty

WRITING

- A. Compare Madina Charter with the UN Human Rights Charter.
 B. Develop a mind map and write down the summary of the lesson "The Madina Charter".
 C. Read the passage and answer the following questions.

When the Prophet Muhammad ^{intrans} migrated to Medina, this city was ^{comprehension} inhabited ^{Anaphoric} by different sections of people. They were the faithful followers of Muhammad ^{Intransitive} who had abandoned the ties of kith and kin and followed him ^{Intransitive}. They were known as Muhajireen or "Refugees". The new converts of Medina who had ^{Transitive} helped the Prophet ^{Intransitive} through thick and thin were known as Ansar or "Helpers".

I. State whether the reference in the first sentence is anaphoric or cataphoric? *The first sentence is Anaphoric reference -*

II. Locate at least two transitive and two intransitive verbs.

III. What is the main idea of the passage?

IV. Identify the tense of the passage.

transitive = must object

Intransitive = object

not must

Ans: Most the sentences are give in Past tense -

Ans: Transitive verb are: inhabited, helped while intransitive verbs are: migrated, followers -

Ans: The main idea of passage is that: the followers of prophet (Mahammad (S.A.W)) was migrated with him to madina. the faithful sacrificed alot - They even left their relative and helped through good and bad condition.

LISTENING & SPEAKING

Share with the class your point of view about peaceful co-existence.

Present Perfect Continuous Tense

This tense expresses an action that started in past and still continues in present. It is used to state an ongoing action that has started at a point in the past. A time-reference is also used in the sentence to show that when the action started in past or for how long the action continued.

The specific words '*since*' and '*for*' are used in sentence to show the time of action. The word '*since*' is used if the exact starting time of action is known or intended to be reflected in the sentence (e.g. since Monday, since 3 P.M). The word '*for*' is used to express the duration of time for which the action was continued (e.g. for three hours, for six months).

Structure of Sentence

Have + been + present participle

Examples:

- He has been teaching in this school for three years.
- They have been using their car for five years.
- She has not been studying her books for five days.
- Kids have not been playing games for five hours.
- Have you been going to your college since 2012?
- Has she been writing the report since 7th August 2011?

Past Perfect Continuous Tense

Past Perfect Progressive tense is used to describe an ongoing action that started in past and continued for some time in past. It expresses continued nature of an action that started and stopped at some point in the past. The sentence includes a 'time-reference' to show that when the action started in past or for how long the action was continued in past.

Structure of Sentence

had + been + present participle

Examples:

- She had been studying in that university since 2008.
- He had not been eating vegetables for three years.
- Had you been helping your parent for two years?

A. Use the words in brackets to write a possible answer to each question in the present perfect continuous tense. The first one has been done for you.

1. Why is Ali at night school? (learn, french)

He has been learning how to speak French.

2. Why hasn't Abrar done his homework? (take, dogs, walk)

3. Why did Nawab buy you a present? (help, project)

4. Why is Shehla busy on Saturday? (go, cooking lesson)

5. Why are you so angry? (wait, four hours)

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5. How long has Gul Khan been an artist? (paint, since high school)

B. Make past perfect continuous tense by using correct form of verb.

1. She _____ (sleep) for ten hours when I awoke her.

2. They _____ (live) in Bannu for three years when he lost his job.

3. They _____ (wait) at the station for 90 minutes when the train finally arrived.

4. They were very tired in the evening because they _____ (help) on the farm all day.

5. Tahir _____ (cycle) so his legs were sore in the evening.

Revision

Exercise 1: Tell whether each of the following noun is a common noun or a proper noun.

For each common noun, write a related proper noun. For each proper noun, write a related common noun.

Example: leader

Answer: leader, common noun --- Quaid-e-Azam, proper noun.

Common author common eid Proper Islamia college	Common mountain common park Proper France	Common teacher common friend Proper Karachi	Proper Prof. Kamal common city common hero	Common building common river common boy
---	---	---	--	---

Exercise 2: Identify the collective nouns in the following sentences and use them in new sentences.

- i. The ^{collective} staff quickly responded to the alarm.
- ii. The ^{collective} audience stood up and chaired the speaker.
- iii. Suddenly the ^{class} became very quiet.
- iv. The ^{collective} board met last night to vote on the budget.
- v. Her ^{collective} family is going to Nathiagali this weekend.

Exercise 3: Make plural of the following nouns and identify which of the nouns also change meaning in plural.

arm brother-in-law court room shoe lace Commander-in-chief

Exercise 4: Sort out uncountable nouns from the following and use them in sentences.

^U sugar	^C mango	start	^U flour	bread
orange	milk	tea	chocolate	candy

Exercise 5: Write three sentences having noun phrases and then underline the noun phrase. i) Our team won the match. ii) He is facing a problem.
iii) she confessed her guilt.

Exercise 6: Change the following sentences from singular to plural and from plural to singular.

- i. He is a smart boy. They are smart boys.
- ii. Is he a nice character? Are they nice characters?
- iii. Is this man a worker? Are these men workers?
- iv. Are the bottles on the table? Is the bottle on the table?
- v. The pencils are not in the boxes? The pencil is not in the box?

Exercise 7: Rewrite the following sentences by replacing the underline words with pronouns.

- i. Farid planted the cucumbers so that Farid would have the cucumber for salad. ^{he} ^{it}
- ii. The children loved the parrot and taught the parrot singing. ^{him}
- iii. When the alarm rang, I turned the alarm off. ^{it}
- iv. Salma washed the peaches and put the peaches in a bowl. ^{them}
- v. That is the watch that Saira's parents gave Saira as graduation present. ^{her}

Exercise 8: Underline the pronoun antecedent in the following sentences.

- i. Salman sent Roman the address of the house that he had bought.
- ii. The first thing that Mrs. Ali reads in the newspaper is the comic strips that she loves.
- iii. When Imran and Salman came in, they were laughing.
- iv. Although the tree lost several branches in the storm, it is still healthy.
- v. Khanum took down the curtains but she did not have time to wash them.

Exercise 10: Fill in the blanks with the article "a", "an" or "the" where necessary. Put a cross (X) where no article is used.

- i. Do you live in X Peshawar.
- ii. He is the teacher who taught us English.

iii. I bought an umbrella.

iv. He has a lovely cat.

Exercise 11: Which of the three sentences containing a modal has the same meaning as the original one?

i. She is not able to read Chinese.

- She cannot read Chinese.
- She may not read Chinese.
- She need not read Chinese.

ii. Do you think we are allowed to park here?

- Do you think we may park here?
- Do you think we must park here?
- Do you think we need park here?

iii. You don't have to do this exercise.

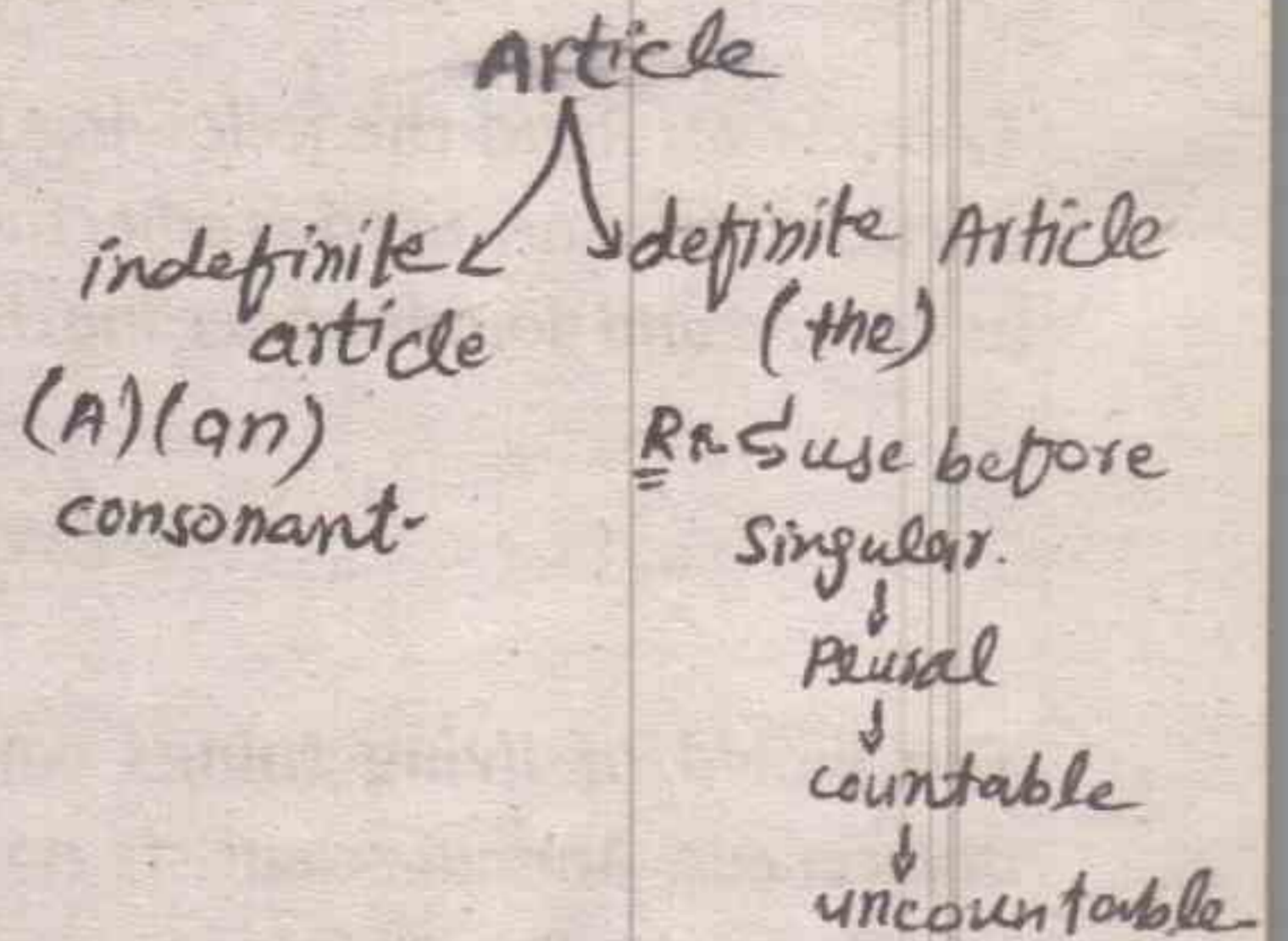
- You must not do this exercise.
- You need not do this exercise.
- You should not do this exercise.

iv. We have to stop when the traffic lights are red.

- We can stop when the traffic lights are red.
- We may stop when the traffic lights are red.
- We must stop when the traffic lights are red.

v. Am I allowed to ask a question?

- May I ask a question?
- Must I ask a question?
- Should I ask a question?



transitive .. must object

Intransitive: have not object.

Irregular = 2nd and 3rd form are same - (have ed)

regular = 2nd and 3rd form are d/t (have not ed)

Exercise 12: Find irregular verbs from the following list and use them in sentences.

watch

be

have

meet

put

buy

cook

teach

catch

find

answer

lose

want

tell

set

when

sell

build

drink

open

Exercise 13: Find transitive verbs from the following list and use them in sentences.

give eat drink keep
go run look sleep

Exercise 14: Read the following introduction from a report. Circle the present participle that are used as adjective. Underline the present participle that are used as gerund and double underline the gerund phrases.

The World of Living Things

The world of living things can be grouped according to similarities and differences. Animal scientists do this by studying how members of the animal kingdom are alike. This is not always an easy task. Even within the same group of animals there may be surprising differences. For example, while most mammals are land-living animals, some like the bat are flying creatures. The aquatic mammals, such as the whale and the dolphin, move from place to place by swimming. Others, like the mole, are digging animals that use their burrows for escaping from predators. Therefore the animals' "moving in different ways" is not a very useful method of classifying them. Instead, scientists rely on the classifying of a wider group of features, such as whether the animal has a backbone (vertebrates) or not (invertebrates).

Exercise 15: Form gerunds from the verbs in the box and use them to complete the sentences below.

steel	cycle	skip	hike	paint
surf	race	make	cheat	bake

- i. In many countries, cycling can provide an economical way of moving around.
- ii. surfing is exciting, especially if you catch a big wave.
- iii. Laila is talented in painting and has received awards in many art competitions.

- iv. My friend's hobby is baking so she is going to make a big cake for my birthday.
- v. He was accused of cheating in the examination.
- vi. hiking is strenuous on mountain trails.
- vii. skipping is easy, but only if your rope is of the correct length.
- viii. Yaciny is a dangerous sport.
- ix. Settling into a new school involves making new friends.
- x. The thief admitted stealing the priceless painting.

Exercise 16: Change the verb into correct form of present perfect tense.

1. She has been (be) sick.
2. I have been (finish) my task.
3. Rashida has been (qualify) the exam.
4. You have been (make) beautiful painting.
5. They have been (plan) for starting business.

Exercise 17: Use appropriate verb form to complete the sentence in past perfect continuous tense.

1. She had been (play) for two hours.
2. They had been (wait) for you since Wednesday.
3. Karim had been (teach) since 23rd July 2007.
4. Haleema had been (study) since morning.
5. They had been (run) their business for ten years.

After reading the unit the students will be able to:

- ◆ use pre-reading strategies to predict the content of a text from topic / picture / title / headings, key words and visuals etc. by using prior knowledge asking questions and contextual clues.
- ◆ apply critical thinking to interact with text and use intensive reading strategies to scan to answer short questions.
- ◆ read a text to:
 - make connections between their own lives and the characters, events, motives and causes of conflict in texts.
 - make inferences and draw conclusion about character using supportive evidence from the text.
 - compare characters in the literary selection to near similar ones in real life.
- ◆ classify adjectives into different types.
- ◆ change and use degrees of adjectives.
- ◆ follow orders of adjective in sentences.
- ◆ form adjective from nouns and verbs.
- ◆ translate passages from English to Urdu:
 - use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate passage from English to Urdu.
 - understand that most phrases and idioms do not translate literally from one language to another.

Pre-Reading

Do you like humorous stories?

Have you ever heard about Nasiruddin?



Reading

Every year Nasiruddin Day is celebrated in Turkey with great pomp and show. The age in which he lived is not exactly known. There are even doubts about the country of his birth. The Iranians claim that he was an Iranian. The Turks have their own claim. The latest claim is that of the Russians who say that he was born in Bukhara. Whatever his place of birth, and nationality might have been, the fact remains that his anecdotes are famous all over the world. Several volumes of stories about Nasiruddin have been published in England. A translation of stories relating to the funny situations of his life has been published in Chinese. In Russia a novel has been published about the life of Nasiruddin. Several volumes of his stories have been published in Urdu and Pashto. They are often repeated by the people.

The stories of Nasiruddin are popular because they deal with the experiences of day to day life. He had been a tailor, a merchant, a doctor and a judge. He had travelled widely. Here are a few amusing stories about Nasiruddin.

Nasiruddin requested a friend named Jalal to accompany him on a journey. "Only on one condition", said Jalal "that you lend me your cloak because mine is worn out". Nasiruddin gave a new and very fine cloak to Jalal. On the way Nasiruddin met another friend and said to him, "Sir, meet my friend Jalal. The cloak that he is wearing is mine." When the friend had left, Jalal protested, "Why did you tell that man that the cloak was yours?" Nasiruddin promised that he would not repeat the mistake.

Teacher's guideline

- Tell the students that anecdote is a short amusing or interesting story about a real incident or person.

جوں ہی آگے بڑھے ملا
 As they proceeded further and visited another friend at his house, Nasiruddin introduced his friends thus, "Here is Jalal, an old friend of mine. The cloak that he is wearing is his own." Jalal became furious and warned Nasiruddin not to speak a word about the cloak. When they visited another of Nasiruddin friends, he introduced his friend. "Meet my friend Jalal. The cloak that he is wearing - OH! I'm not supposed to say a word about it."



2. A farmer brought a letter to Nasiruddin and requested him to read it for him. Nasiruddin wanted to be excused, saying that he could not do so because he was illiterate. The farmer said, "You are wearing such a big turban and still cannot read a letter". Nasiruddin placed his turban on the head of the farmer and said, "Now you have the turban on your head. Read the letter".

3. Nasiruddin had two daughters. One was married to a farmer; the other to a brick-maker. One day both of them came to see him. The farmer's wife said, "My husband has just sown a crop of wheat. If it rains, he will buy me an ornament". The other said, "I hope it does not. My husband has just made a large number of bricks which are ready for baking. If it does not rain, he will buy me an ornament". Nasiruddin said, "I can pray for either of you, but I do not know for which one I should pray".

4. Once thieves entered Nasiruddin house. He hid himself in a cupboard. The thieves, after ransacking the house, reached the cupboard and opened it. They asked him why he was hiding himself here. Nasiruddin answered, "Because of shame that there is nothing worthy of you in my house."

5. One day Nasiruddin was riding his horse. The horse took fright and started to gallop. A person asked Nasiruddin where was he going so fast. "Do not ask me, ask my horse", he replied.

6. Once Nasiruddin was very angry with his wife. His wife asked him to go out and walk on the road. When he had walked for two days, he met a man going

towards his house. Nasiruddin said to him, "When you reach my house, please ask my wife whether I should continue walking".

7. Someone asked Nasiruddin about his age. He answered, "Three years older than my brother. "How", the man asked. "My brother told someone that I was two years older than him. Since one year has passed when he said that, it means that now I am three years older than him. If I grow at this rate, I shall soon be his grandfather".

8. Nasiruddin went to see a rich man, "Give me some money," he requested. The rich man asked, "Why?"

Nasiruddin said, "I want to buy an elephant". "If you have no money, you can't afford to keep an elephant," replied the rich man. "I came here," said Nasiruddin, "to get money, not advice".

9. Nasiruddin climbed into someone's Kitchen garden and started filling a sack with everything that he could lay his hands on. The gardener saw him and came running, "What are you doing here?" he asked. "I was blown here by a wind," replied Nasiruddin. "And who uprooted the vegetables?" Asked the gardener. "I caught hold of them to stop myself being swept along". "And how comes that there are vegetables in that sack?" "That is just what I was wondering about when you interrupted me", Nasiruddin said.

10. A neighbor called on Nasiruddin and said, "I want to borrow your donkey." "I am sorry," said Nasiruddin, "but I have already lent it out". As soon as he had spoken, the donkey brayed. The sound came from Nasiruddin's stable. "But Nasiruddin, I can hear the donkey in there," the man said. As he shut the door in the man's face, Nasiruddin said with dignity, "A man, who believes the words of a donkey in preference to my words, does not deserve to be lent anything".

GLOSSARY

words	meaning
pomp	the impressive clothes, decorations, music, etc. and traditional customs that are part of an official occasion or ceremony
claim دعوئی کرنا	to say that something is true although it has not been proved and other people may not believe it
anecdote خاتر چھپنا	a short, interesting or amusing story about a real person or event
merchant تاجر	a person who buys and sells goods in large quantities, especially one who imports and exports goods
cloak چھو یا الجھاکوٹ	a type of coat that has no sleeves, fastens at the neck and hangs loosely from the shoulders, worn especially in the past
worn out بھٹا پیرانا	badly damaged and/or no longer useful because it has been used a lot
furious غصہ ہونا	very angry
turban پلہری	a long piece of cloth wound tightly around the head, worn, for example, by Muslim or Sikh men
ornament زیںساوزیاں	an object that is used as decoration in a room, garden/yard, etc. rather than for a particular purpose
ransacking لوٹا جانا، چھپنا	to make a place untidy, causing damage, because you are looking for something
fright خوف	a feeling of fear
gallop تیز دوڑنا	to move very fast and each step includes a stage when all four feet are off the ground together
blown ہوا کی	to be moved by the wind
uproot اٹارنا	to pull a tree, plant, etc. out of the ground
interrupt مداخلت کرنا	to say or do something that makes somebody stop what they are saying or doing
bray گڑھ کی	loud unpleasant sound of a donkey
preference ترجیح	a greater interest in or desire for somebody/something than somebody/something else

COMPREHENSION

A. Answer the following questions:

1. What are Nasiruddin's stories famous for?
2. Which anecdote from the lesson you liked the most? Why.
3. Explain the point of laughter in the last story?
4. How were the thieves treated by Nasiruddin?
5. What was Nasiruddin's explanation to the gardener?
6. Have you ever come across a humorous person like Nasiruddin? Compare the character of Nasiruddin with that real life person.
7. Write a note on character of Nasiruddin using evidence from the lesson.

VOCABULARY

B. Use the following words in sentences of your own.

popular worn out turban gallop blown ornament

A. What do you understand by the following terms from the lesson?

"worthy of you" means

"to get money not advice" means

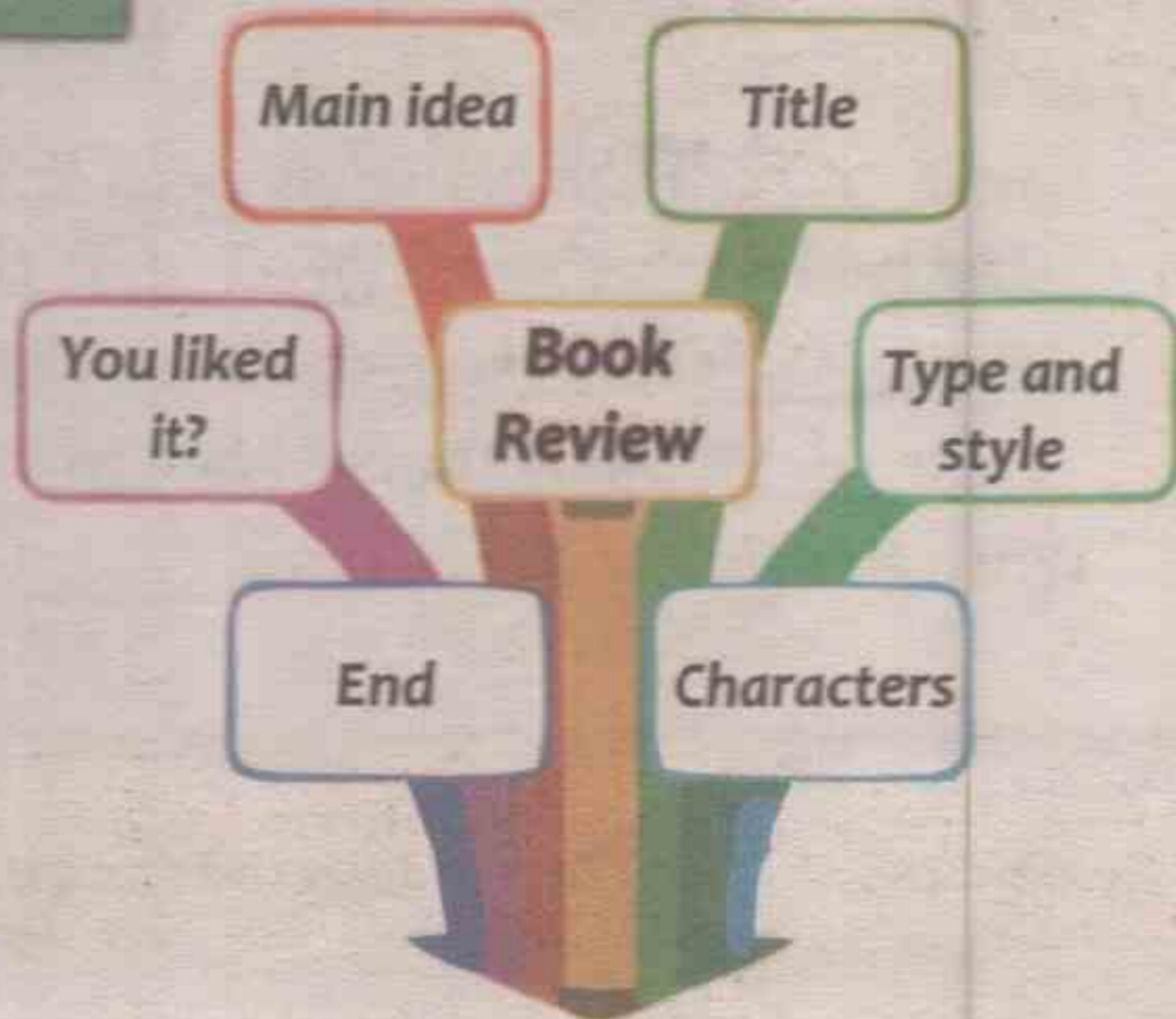
"being swept along" means

"experiences of day-to-day life" means

آپ کی حقیقت کے مطابق
رقم حاصل کرنے کیلئے آیا ہوں نصیحت کیلئے نہیں
کسی چیز کو ہوائے ساتھ ادا کرنا
روزمرہ زندگی کے تجربات مطابقت عام زندگی
کے تعلقات۔

WRITING

How to write a book review?



- A. Write a review of the lesson Nasiruddin.
 B. Translate the following passage from English to Urdu.

A farmer brought a letter to Nasiruddin and requested him to read it for him. Nasiruddin wanted to be excused saying that he could not do so because he was illiterate. The farmer said, "You are wearing such a big turban and still cannot read a letter". Nasiruddin placed his turban on the head of the farmer and said, "Now you have the turban on your head. Read the letter".

LISTENING & SPEAKING

Role play: In a group of two carry out an interview in which the interviewer asks questions about the lesson from reviewer.

GRAMMAR

Adjective

A. Complete the following sentences using an adjective belonging to the categories specified.

- We had to take a short route to reach our destination. (Adjective of quality)
- We should be good citizens. (Adjective of quality)
- He is wearing red suit. (Adjective of colour)
- Burj Al-Khalifa is the tallest building in the world. ((Adjective of size)
- The earth is oval. (Adjective of shape)

B. Complete the following sentences using the appropriate degree of the adjective given in the brackets.

- He is rich^{er} than his neighbors. (rich) H/w
- The brides were much you^{nger} than the grooms. (young)
- He is intelle^{gent} student of the class. (intelligent)
- He is clever^{er} than I thought him to be. (clever)
- When the old woman became strong^{er} she began to move about. (strong)

Teacher's guideline

Remind the students about adjectives and its degrees.

C. Complete the following sentences using proper order of adjective.

1. He was wearing a _____ shirt.

- dirty old flannel
- flannel old dirty
- ✓ • old dirty flannel

2. Pass me the _____ cups.

- plastic big blue
- ✓ • big blue plastic
- big plastic blue

3. He sat behind a _____ desk.

- big wooden brown
- ✓ • big brown wooden
- wooden big brown

4. I used to drive _____ car.

- a blue old German
- an old German blue
- ✓ • an old blue German

5. She gave him a _____ vase.

- small Egyptian black
- black Egyptian small
- ✓ • small black Egyptian

FORMATION OF ADJECTIVES

Adjectives can be formed from nouns and verbs by adding these suffixes: -al, -ous, -ly, -able, -y, -ed, -ing, -ful, -less, -ive, -ic.

D. Use the word given in bracket at the end of the sentences to form a suitable adjective.

1. Hameed writes in a simple and understand^{ing} way. (understand)
2. The party was much more enjoyful than I had expected. (enjoy)
3. I wish I had magical powers. (magic)
4. Maria came to me in a very emotional state. (emotion)
5. My sister is allergic to cats. (allergy)

E. Find adjectives from the lesson and change them into comparative and superlative degrees.

ADJECTIVE PHRASE

An adjective phrase serves the same purpose as an adjective. That means it modifies a noun.

F. Identify the adjective phrases in the following sentences.

1. Have you ever seen an elephant with a white skin?
2. He was wearing a crown made of gold.
3. There I met a girl with blue eyes.
4. Wild beasts in small cages are a sorry sight.
5. A man with a long beard came to see me.

G. In each of the following sentences replace the adjective in colour by adjective phrase of the same meaning.

1. It is a **white** elephant. It is an elephant with a white skin.
2. He lived in a **stone** house. He lived in a house made of stone.
3. The king wore **golden** crown. The king wore a crown made of gold.
4. She wore a **diamond** necklace. she wore a necklace made of diamond.
5. It was **horrible** night. it was night of horrible

The Two Bargains

After reading the unit the students will be able to:

use pre-reading strategies to predict the content of a text from topic / picture / title / headings, key words and visuals etc. by using prior knowledge asking questions and contextual clues.

analyze passages in the text to identify the theme / general subject, key idea / central thought (a statement about general subject), and supporting details.

apply critical thinking to interact with text and use intensive reading strategies to scan to answer short questions.

use summary skills to extract salient points and develop a mind map to summarize a text.

illustrate use of adverbs learnt earlier.

recognize varying positions of adverbs in sentence according to their kind and importance.

identify and use degrees of comparison of adverbs.

use adverbial phrases and clauses.

use dictionary to:

- choose appropriate word definition.
- identify part of speech.
- recognize abbreviation used in a dictionary.

comprehend a text and answer questions on it.

Pre-reading

- Look at the picture and predict what the lesson is about?



Reading:

Arabia is a desert land where water is scarce. Even if water is found it is not always suitable for drinking. In olden days people had to travel long distances to fetch water and sometimes they had to remain without it for a day or even more. When the Holy Prophet ﷺ migrated to Medina, there was only one well of sweet water in town. It was called Bair-e-Roma. The well was owned by a Jew who sold its water at a high price. The companions of the Prophet ﷺ were generally poor and found it hard to get water. One day they came to the Holy Prophet ﷺ and apprised him about their condition. The Holy Prophet ﷺ was sitting in Masjid at

Teacher's guideline

Conduct pre-reading and while reading activities effectively to develop student's interest in the lesson. Encourage them to share their ideas and views.

at that time and many of his ﷺ companions were there too. He looked around and said, "Is there anyone here who would like to purchase paradise for himself in return for Baire Roma?" Hazrat Usman رضي الله عنه stood up and went out quietly.

He went to the Jew and offered to buy the well from him. The Jew did not agree to sell it at first but then he thought it to be more profitable to make Hazrat Usman رضي الله عنه a partner as he was a rich businessman. He, therefore, agreed to sell half of his share in the well to Hazrat Usman رضي الله عنه for twelve thousand dirhams (silver coins). It was agreed that Hazrat Usman رضي الله عنه would receive all the income from the well for one day and the Jew for the next. Hazrat Usman رضي الله عنه returned to the Masjid and offered his share in the well to the Holy Prophet ﷺ. It was proclaimed in Medina that everyone could carry as much water, free of cost, as they/she liked, on the day appointed for Hazrat Usman رضي الله عنه. The Muslims as well as the Jews made full use of Hazrat Usman's رضي الله عنه generosity and carried enough water to last for the next day as well.

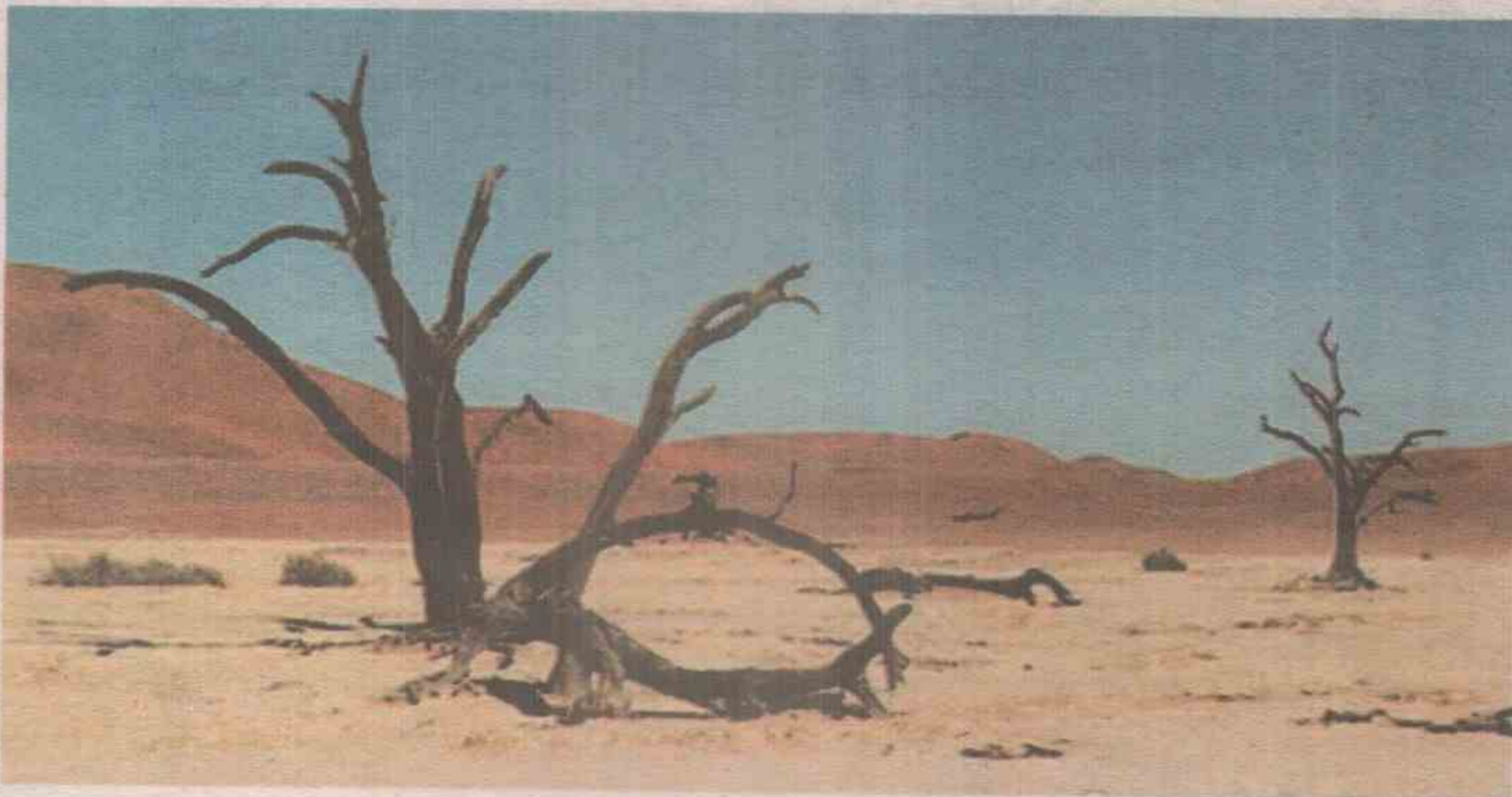
The Jew learnt a bitter lesson. Whereas he had hoped to make more money, he made none at all. He went to Hazrat Usman رضي الله عنه and offered to sell the other half of the well also. Hazrat Usman رضي الله عنه could have refused to buy it, for the Muslims had no longer any difficulty, but such was his generosity that he paid the Jew ^{ما يشاء} whatever he asked for his share. The well was dedicated as an endowment to the people of Madina. The well exists in Medina to this day and is known as Baire Usman or Usman's well.

Teacher's guideline

- Encourage the students to narrate any other incident from the lives of any of the four Caliphs highlighting their humanity.
- The text is an excellent example of love for humanity and generosity. Discuss with the students that generosity is not only giving money but your time and energy too.

During the days of Caliph Umar رضي الله عنه ^{بسبب} shortage of food, famine broke out in Arabia. Hazrat Umar رضي الله عنه was greatly distressed. He did all he could to lessen the hardships of the people. All the food that was brought into Madina was purchased by the Caliph for the Bait-ul-mal and distributed among the people. One day he learnt that a thousand camel-load of flour belonging to Hazrat Usman رضي الله عنه had reached Medina. Hazrat Umar رضي الله عنه went to him straight away and offered to buy the entire stock from him at 25% profit.

Hazrat Usman رضي الله عنه, however turned down the offer and said, "I have another buyer who is offering me much more". The Caliph said, "I can offer you 50 % profit". Hazrat Usman رضي الله عنه still declined. Hazrat Umar رضي الله عنه raised his offer to 100% but Hazrat Usman رضي الله عنه did not agree and said, "I have a buyer who is offering me even more. The Caliph offered to pay three times the price of the flour, then four times and even five times. Hazrat Usman رضي الله عنه rejected all these offers. Hazrat Umar رضي الله عنه got up angrily and said, "Usman رضي الله عنه, why have you become so hard hearted now, whereas you used to be generous in the days of the Holy Prophet ﷺ". He answered, "I am only doing business and I would sell my goods to the one who would give me the greatest profit." The Caliph raised his offer higher and higher until he was willing to pay nine times the price of the flour as profit.



Hazrat Usman رضي الله عنه then stood up calmly and said, "Umar رضي الله عنه, I have already sold my stock. The buyer is Allah who has promised to pay me at least ten times the price as profit and may raise it to seventy or even seven hundred times. Go and distribute the flour among the people in the name of Allah." The Caliph was so touched by the generosity of Hazrat Usman رضي الله عنه that he wept. He then embraced him and begged forgiveness for the harsh words he had used earlier. Then it was distributed among the people happily and generously.

GLOSSARY

words	meanings
bitter تلخ	making you feel very unhappy; caused by great unhappiness
broke out	to start suddenly
decline سب سے پیچھے ہٹنا	to say that you will not do something that somebody has asked you to do
famine قحط	a lack of food during a long period of time in a region
generosity سخاوت	willing to give somebody money, gifts, time or kindness freely
proclaim دعویٰ کرنا	to publicly and officially tell people about something important
scarce قلت	there is not enough of it and it is only available in small quantities
touched چونا	feeling happy and grateful because of something kind that somebody has done; feeling emotional about something
turn down انکار کرنا	to reject or refuse to consider an offer, a proposal, etc. or the person who makes it
advise باخبر	to tell or inform somebody of something
endowment وقفہ	give or bequeath an income or property to a person or institution

COMPREHENSION

A. Answer the following questions:

1. Why did Hazrat Umar رضي الله عنه weep?
2. Why did the Jew agree to Hazrat Usman's رضي الله عنه offer?
3. What simple steps can you incorporate into your life to foster generosity?
4. How did the Jew learn a bitter lesson?
5. What is the role of generosity in Islamic history?
6. Service to humanity is liked by Allah. Elaborate.
7. What did Hazrat Usman رضي الله عنه do when the Holy Prophet صلى الله عليه وسلم said, "Is there anyone here who would like to purchase paradise for himself in return for Bair-e-Roma?"
8. Why did Hazrat Usman رضي الله عنه keep on rejecting the offer of Hazrat Umar رضي الله عنه?
9. Identify a real life situation / problem that could be improved with generosity and how will you display personal generosity to that situation / problem?

B. Choose the correct answer for the following.

1. When the Holy Prophet صلى الله عليه وسلم said, "Is there anyone here who would like to purchase paradise for himself in return for Baire Roma?" Hazrat Usman رضي الله عنه stood up and went out quietly to _____.
 - a. ask the owner of Bair-e-Roma to give people water
 - b. make a bargain with the owner of the well
 - c. avoid the question asked by Holy Prophet صلى الله عليه وسلم
 - D. talk with the people about the problem they were facing
2. Hazrat Usman رضي الله عنه, turned down Hazrat Umar's رضي الله عنه offer and said, "I have another buyer who is offering me much more".
The other buyer was offering _____.
 - a. nine times the price of the flour
 - b. 25 times the price of the flour
 - c. ten times, seventy times or even seven hundred times the price of the flour
 - d. three times the price of the flour

3. The people could not get water from Bair-e-Roma because _____.
- it was not always suitable for drinking
 - they had to travel long distances to fetch water
 - it was owned by a Jew who sold its water at a high price
 - the water was very sweet
4. How was the food distributed among the people of Madina?
- it was distributed among the people happily and generously.
 - it was distributed among the people with high price.
 - it was distributed among the people sadly and charitably.
 - it was distributed among the people stingily.
5. It was proclaimed in Medina that _____ on the day the well belonged to Hazrat Usman رضي الله عنه.
- Muslims could carry, free of cost, as much water as they liked
 - everyone could carry as much water as he liked free of cost
 - everyone could carry water after payment of certain cost
 - Muslims could carry limited amount of water free of cost

VOCABULARY

A. Look up the meaning of the following words in the dictionary and make sentences to clearly bring out the meaning.

- difference between 'fetch' and 'bring'
- difference between 'famous' and 'notorious'
- difference between 'crime' and 'sin'
- difference between 'desert' and 'barren'

لکھو دیتا، لانا

B. Write the contextual meanings of the following words.

well

calmly

embraced

begged

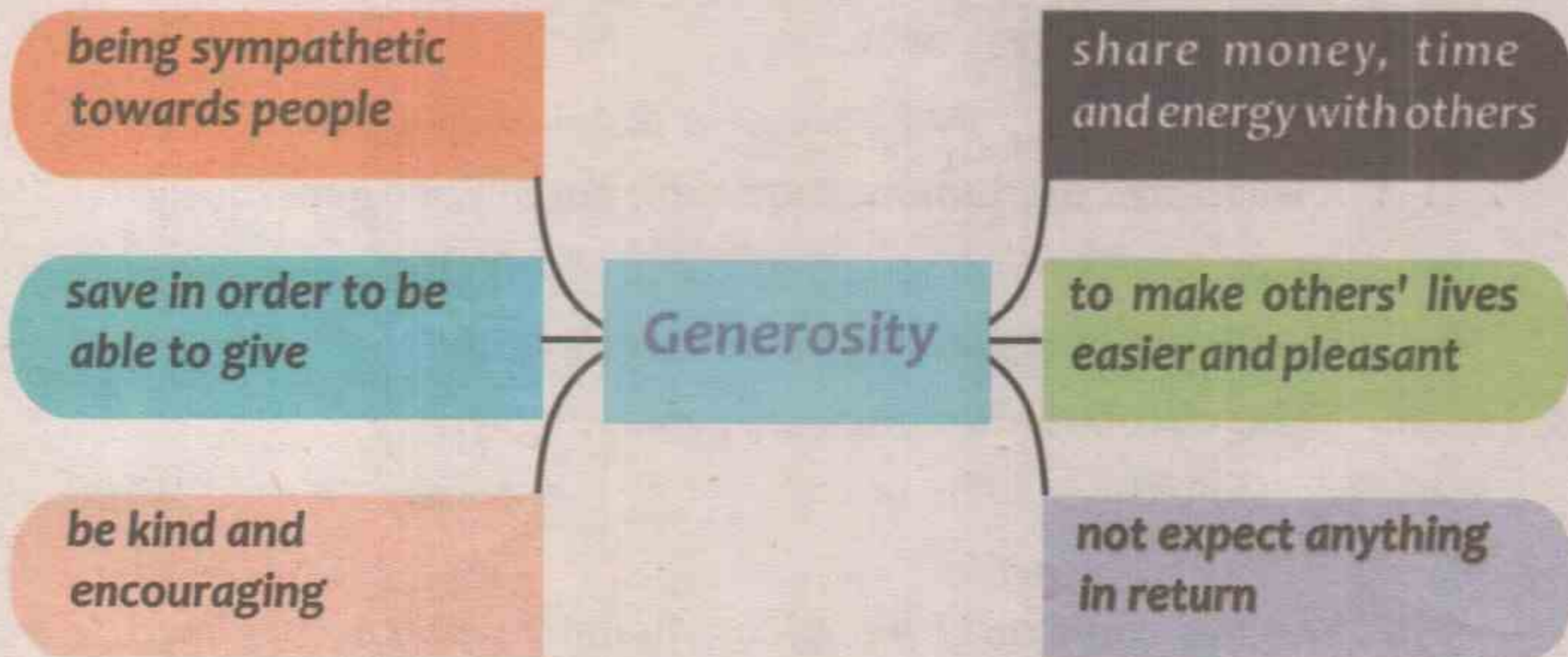
load

profitable



WRITING

- A. Write an essay of about 100 – 150 words on “Generosity” using the mind-map below.



- C. Your grandfather has left you money but you have to spend some amount in helping mankind / underprivileged. How will you do it?
- D. Write down the summary of the lesson “The Two Bargains”.
- E. Read the passage and answer the following questions.

The Jew learnt a bitter lesson. Whereas he had hoped to make more money, he made none at all. He went to Hazrat Usman رضي الله عنه and offered to sell the other half of the well also. Hazrat Usman رضي الله عنه could have refused to buy it, for the Muslims had no longer any difficulty, but such was his generosity that he paid the Jew whatever he asked for his share. The well was dedicated as an endowment to the people of Madina. The well exists in Medina to this day and is known as Baire Usman or Usman's well.

- I. What is the main idea of the passage?
- II. Locate at least three adjectives.
- III. Identify the tense of the passage.
- IV. Why did the Jew go to Hazrat Usman رضي الله عنه?

Teacher's guideline

- Discuss with the students the difference between financial and moral help.
- Tell the students that underprivileged or less fortunate means those who have less money and fewer opportunities than most people in society.
- Discuss ways through which they can be helpful to mankind.

LISTENING & SPEAKING

Work in pairs and express your personal ideas / feelings / emotions on economic inequality in society and how can it be minimized. Share your views in front of the class.

GRAMMAR

Adverbs and Adverbials

* adjective & adverb is adverbial.

Adverbs are words used to modify verbs. Adverbs can also be used to modify adjectives and other adverbs.

Fill in the blanks with suitable adverbs from the box. The same adverb can be used more than once.

20% occasionally	40% sometimes	80% usually	rarely	10% once
very	0% never	mostly	60% often	100% always

1. I usually go to bed at 10 o'clock.
2. I have never been to the China.
3. I have been to Mardan just once.
4. I mostly take a bath before I go to bed.
5. My grandparents live in Karachi. I visit them occasionally.
6. My friends are very helpful.
7. I was always impressed with her performance.
8. I sometime go for a walk in the park.
9. I read English novels rarely.
10. They often go out.

Teacher's guideline

Remind the students about adverb.

B. Rewrite the sentences, adding the adverb in the correct place.

1. She is at home. (rarely) *she is rarely at home.*
2. He opened the door. (quietly) *He opened the door quietly.*
3. Can I sit down? (here) *Can I sit down here?*
4. The students listened. (attentively) *The students listened attentively.*
5. We live in Abbottabad. (now) *we now live in Abbottabad.*

Positive Comparative & Superlative and Positive.

1. Comparative adverbs compare the action (verb) of two people or things.

Example: Samina ran faster than Jameela.

Superlative adverbs compare the action (verb) of a group larger than two.

Example: Sikandar sang loudest in the choir.

2. For the adverbs that end in -ly:

Comparative form: add more as in more sweetly

Superlative: add most as in most sweetly.

3. Short adverbs:

hard, fast, early, late

Comparative: use -er ending, as in later

Superlative: use -est ending as in latest

Change words ending in y to i, as in earlier, earliest.

4. Special adverbs: well, badly

Comparative: use better, worse

Superlative: use best, worst

C. Complete each sentence with the correct form of the adverb in parentheses.

1. Our father arrived _____ than the rest of the family. (late)
2. My sister looked _____ than Amara did. (beautifully)
3. Your husband, Kamal, writes _____ of all. (well)
4. Mrs. Haseeb speaks _____ than Mrs. Amir. (clearly)
5. Mother prepares chicken _____ than grandmother does. (well)

Adverbial Phrases

An adverbial phrase is a group of words that act together as an adverb, giving more information about a verb, adjective, or other adverb in a sentence. The adverbial phrase answers the same questions as a regular adverb: how/how much, when, or where.

D. Underline the adverbial phrase. On the line, write the question it answers.

1. We expect our grandparents to arrive in about an hour. _____
2. My cousin watches television almost as much as you do. _____
3. The weatherman says it will rain all day. _____
4. Your brother plays soccer better than my brother does. _____
5. Our friend drives on Mondays. _____

Adverbial Clauses in Sentences

An adverb clause, like all clauses, has a verb and usually a subject. It is connected to the rest of the sentence with a subordinating conjunction, such as because, when, if, or although. Because it contains a subordinating conjunction, the adverb phrase is a dependent clause: it cannot stand alone as a complete sentence. It functions much as a single word adverb does: modifying a verb; adjective; or another adverb. However, an adverb clause may also modify an entire clause or phrase. It describes where, when, why, how, or how much something is happening.

Example:

- Although it was late, Jameela continued to read her book.

The adverb clause is although it was late. The subordinating conjunction is although. The adverb clause tells when Jameela was reading.

E Underline the adverb clause in each sentence below.

1. Because no one was home, the thieves robbed the house.
2. If Basheer calls, please tell him I am on my way.
3. Palwasha climbed the stairs after she finished her dinner.
4. He takes exercises before he goes to school.
5. You should visit the monument before you leave town.
6. He takes exercises before he goes to school.

After reading the unit the students will be able to:

- ◆ identify line and stanza.
- ◆ read poem and give orally or in writing:
 - main idea
 - theme and its development
 - summary
 - personal response with justification
 - paraphrase
- ◆ use paraphrasing skills to paraphrase stanzas:
 - mark thought groups in the stanza.
 - restate the message in simple prose.
 - replace poetic words with simple ones.
- ◆ read and analyze how the poet uses language to:
 - appeal to the senses through use of figurative language including similes and metaphors.
 - affect meaning through use of synonyms with different connotation and denotation.
 - create imagery.
- ◆ describe the object being personified.
- ◆ deduce meaning of difficult words from context.
- ◆ Illustrate use of prepositions of position, time, movement and direction.
- ◆ Use prepositional phrases and clauses.

Reading

امید پر رکھنے والی چیز۔

"Hope" is the thing with feathers -

جو روح میں رہتی ہے۔

That perches in the soul -

اور اس الفاظ کے بصیرت سے گانے گاتی ہے۔

And sings the tune without the words -

اور اسکی یہ موسیقی رگڑ لیں رکتی

And never stops - at all -

4

اور اسکی شیرین موسیقی طوفان میں بھی گائی دیتی ہے۔

And sweetest - in the Gale - is heard -

خواب وہ طوفان کتنا ہی تند رکیوں نہ ہو۔

And there must be the storm -

جو چھوٹے پرندے کو پریشان کرتی ہے

That could abash the little Bird

جو زیادہ لوگوں کو متاثر کرتی ہے

That kept so many warm -

8

میں نے اسے شدید سردی میں بھی سنا ہے۔

I've heard it in the chilliest land -

یا معلوم ہے سردی میں بھی

And in the strangest Sea

پہاں تکساکہ مشکوٹ میں

Yet - never - in Extremity,

اس نے مجھ سے چھوٹا سا ٹکڑا لیا

It asked a crumb - of me.

12

About the Poet

Emily Dickinson is considered as one of the most original 19th century American poets. She was born in Amherst, Massachusetts, to a family, well known for educational and political activity. Her father was a lawyer and treasurer of the local college. Her mother was a religious, hardworking housewife. Emily was educated at Amherst Academy. She lived a secluded life. Her works have been a source of much comfort to the distressed hearts. Hope is such an example. She died at the age of fifty five.

Teacher's guideline

Tell the students that poet uses language to appeal to the senses through use of figurative language and literary technique such as personification and metaphor.

GLOSSARY

words	meaning
abash پیریشانی ہونا / شرمندہ ہونا	embarrassed and ashamed because of something that you have done
crumb لوالہ	very small piece of food, especially of bread or cake, that has fallen off a larger piece
gale طوفان	an extremely strong wind
perches ٹھکانا / رہنا	(of a bird) to land and stay on a branch, etc.
sore سندھ	part of body that is painful, and often red, especially because of infection or because a muscle has been used too much
tune دُھن	a series of musical notes that are sung or played in a particular order to form a piece of music
extremity حالات مشکل ترین	the furthest point, end or limit of something
strangest نامعلوم	unusual or surprising, especially in a way that is difficult to understand

Teacher's guideline

- Read the poem aloud yourself and by having students take turns read a stanza.
- Tell the students difference between implicit and explicit.

COMPREHENSION

A. Read out the text and answer the following questions:

1. What is the implicit and explicit meaning of the poem 'Hope is the thing with feathers'?
2. What is the theme of the poem 'Hope is the Thing with Feathers'?
3. How does the bird react to hardships in the poem 'Hope is the Thing with Feathers'?
4. Discuss how 'Hope' and 'the Thing with Feathers' are similar. What does the poem reveal about hope?
5. What do you understand by 'And sore must be the storm'?
6. Do you like this poem? Why?
7. Read the first stanza of the poem and write the following.
 - Which abstract noun is described as having living characteristics?
 - What living characteristics does this item have?

B. Choose the correct option.

1. The Poet's comparison of hope to a bird is made in the form of _____.
 - a. personification
 - b. simile
 - c. alliteration
 - d. metaphor
2. The poet uses the words 'gale' and 'storm' as metaphor. What do these words represent?
 - a. times of bad weather
 - b. hard or painful times
 - c. pleasant times
 - d. times of success and growth
3. "Hope is helpful in times of pain, sorrow and difficulty". Which of the following lines from the poem best support this statement?
 - a. "Hope" is the thing with feathers -
That perches in the soul -
 - b. And sings the tune without the words -
And never stops - at all -
 - c. And sweetest - in the Gale - is heard -
And sore must be the storm -
 - d. Yet - never - in Extremity,
It asked a crumb - of me.

4. The poet says that 'And sings the tune without the words'. Why the bird of hope sings in a tune that has no words?

- a. to emphasize that hope does not need to be put into words to be felt
- b. to point out that it is very difficult for people to express whether they feel hopeful or not
- c. to suggest that people are unable to understand the feeling of hope
- d. to indicate that people who are always hopeful are also often forgetful.

5. Read the following lines of the poem

And sore must be the storm
That could abash the little Bird
That kept so many warm –

What does the word "abash" mean in the above lines.

- a. to confuse
- b. to support
- c. to praise
- d. to silence

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VOCABULARY

Imagery

Imagery means to use figurative language to represent objects, actions, and ideas in such a way that it appeals to our physical senses.

The word "imagery" is associated with imaginary pictures that we draw in our minds, by use of particular words that create visual representation of ideas.

Example:

1. It was dark and dim in the forest.

The words "dark" and "dim" appeal to our sense of sight.

2. The children were screaming and shouting in the fields.

"Screaming" and "shouting" appeal to our sense of hearing.

3. He smelled the aroma of coffee.

"Smelled" and "aroma" appeal to our sense of smell.

objects:-

Imagery
↓
To appeal the physical sense ← figure of speech (simile, metaphor)

4. The girl ran her hands on a soft satin fabric.

The idea of "soft" in this example appeals to our sense of touch.

5. The fresh and juicy orange is very cold and sweet.

"Juicy" and "sweet" - when associated with oranges - have an effect on our sense of taste.

Imagery needs the aid of figures of speech like simile, metaphor and personification, in order to appeal to the physical senses.

Imagery in Poetry

When all at once I saw a crowd,

Almost, of golden daffodils;

Poets use language to appeal to the senses through use of imagery. In the line above the poet uses the sense of sight to create a host of golden daffodils beside the lake.

→ Human Reaction, feeling, emotion

Connotation and Denotation

Connotation and Denotation are two principal methods of describing the meanings of words.

Connotative meaning, or connotation, refers to the emotions or human reactions and feelings that come from a word. Connotation meaning could be of positive and negative associations.

Denotation is the precise, literal definition of a word that might be found in a dictionary.

Example: if you look up the word snake in a dictionary, its denotative meanings is "any of numerous scaly, legless, sometimes venomous reptiles having a long, tapering, cylindrical body and found in most tropical and temperate regions." The connotations for the word snake could include evil or danger.

A. Write the connotative and denotative meanings of the following words from the poem.

warm gale sea extremity chilliest

B. Which lines of the poem indicate metaphor and imagery?

C. Specify whether the following lines from the poems you have read earlier, represent personification, simile, metaphor or imagery.

1. I wandered lonely as a cloud.
2. He stirred his Velvet Head.
3. Even if they are a crowd of sorrows,
4. I faked a small smile and then shifted away.
5. Which is the bliss of solitude; ✕
6. They looked like frightened Beads, I thought-
7. A host of golden daffodils;
8. This being human is a guest house.
9. The weed before me was dying or dead.
10. Ten thousand saw I at a glance, ✕

D. Which words/phrase in the poem mean the same as:

- react to hardships _____
- hope never stops _____
- found everywhere _____
- lives in the soul _____
- effect of hardships _____

WRITING

- a. Paraphrase the first and second stanza of the poem 'Hope is the Thing with Feathers.'
- b. Write a summary of the poem 'Hope is the Thing with Feathers.'

LISTENING & SPEAKING

Share 'why we shouldn't lose hope.' Express your ideas in front of the class.

GRAMMAR

Prepositions

A preposition shows a relationship between ideas in a sentence. Prepositions usually answer the questions where or when. They often tell the location of a person or an object in time or space.

Use the common prepositions from the word bank to complete the sentences.

to	from	in	for	with
at	our	across	along	down

- The princess lives _____ the castle.
- I bought some milk _____ the grocery store.
- My sister sat _____ my mom _____ the bus.
- When we got ready for dinner, I had to take my books _____ the table.
- We took a trip _____ town last week.
- He is _____ home.
- Her apartment is _____ the second floor.
- The boat will take you _____ the river.
- The street runs _____ the seafront.
- I prefer to ride my bike _____ the hill.

Prepositional Phrases and Clauses

A preposition is a part of speech, just like a noun or a verb. It connects a noun or pronoun to another word in the sentence, showing us the relationship between

them. Prepositions usually answer the questions where? or when?, telling us about a person or object's location in either time or space. This information often needs to be given using a group of words rather than a single word. We call that group of words a prepositional phrase.

B. Rewrite each of the sentences below, adding a prepositional phrase from the list below.

across the yard

with sprinkles

at the park

in a few days

by the hunters

1. The children played sea saw.
2. The cup cake is yours.
3. The lion was killed.
4. We will be back.
5. Lubna rode her bicycle.

C. Write a sentence using the prepositional phrases below.

1. about the book
2. over the river
3. on Tuesday
4. by the chair

D. Underline the prepositional phrase in each sentence. Circle the preposition.

1. My grandparents enjoyed boating on the beautiful lake.
2. Spiders do not usually build webs in a busy area.
3. Our cricket team played well during the championship tournament.
4. The sun shone brightly in the afternoon.
5. I saw a wonderful painting by Sadequain.

After reading the unit the students will be able to:

- read text to make predictions about story knowledge line / content, characters, using contextual clues and prior knowledge.
- analyze story elements: characters, events, setting, plot, theme, tone, point of view.
- recognize the author's purpose and point of view.
- classify use convert and make declarative (affirmative and negative), interrogative, exclamatory and imperative sentences.
- identify and differentiate between simple, compound and complex sentences.
- use summary skills to extract salient points and develop a mind map to summarize a text.
- use dictionary to:
 - choose appropriate word definition.
 - identify part of speech.
 - recognize abbreviation used in a dictionary.
 - locate synonyms in a thesaurus.
- translate passages from English to Urdu.
- analyze story elements: characters, events, setting, plot, theme, tone, point of view.
- identify the speaker or narrator in a selection.
- recognize the author's purpose and point of view.
- analyze to use in their own writing features of an expository composition showing comparison and contrast between things, events, situations, places, action, idea or a problem.
- select and use appropriate expression for various functions to ask and express preferences, emotions, wishes needs and requirements by giving reasons.
- identify and differentiate between simple, compound and complex sentences.

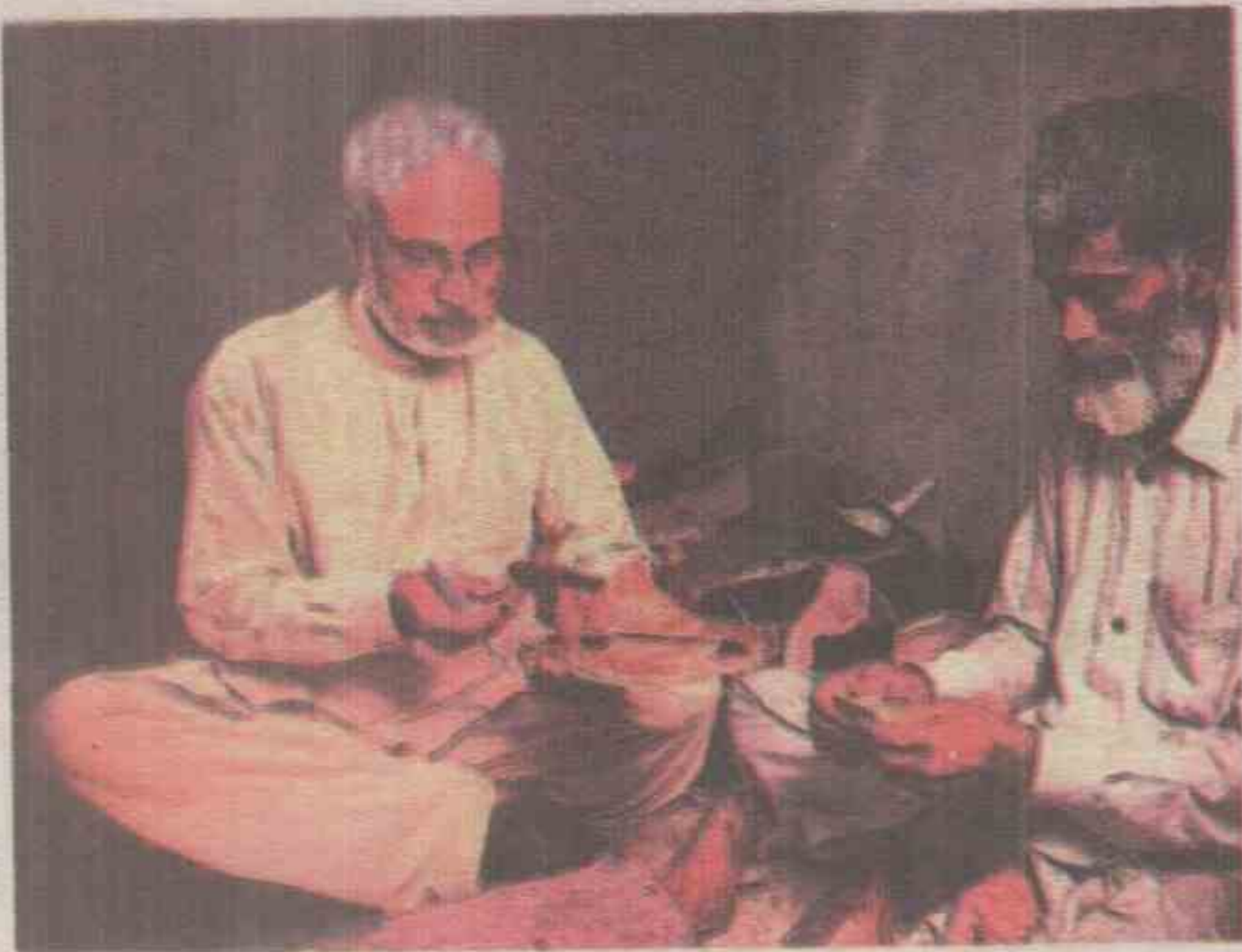
Pre-Reading

- What are the things that you should keep in mind before buying shoes?
- What kind of shoes do you like?
- Where do you buy your shoes from?

Reading

I first met him in my youthful days in the holy month of Ramazan, when my father took me to his shop for ordering a pair of new shoes for the coming Eid. His shop was in a small but busy street of Qisa Khawani Bazar. A monstrous size black "Peshawari Chappal" overhung on the faint coloured wooden door of his shop. The inside of the shop was as quiet and serene as that of a sacred holy place. There were some old wooden stools and in the window some pairs of shoes were visible. A big smooth square shaped stone, a heavy wooden mallet, an ^{awl} and three legged anvil, can be observed in the right side of the shop. The rest of the shop was as barren as desert because he made only those pairs of shoes that were ordered. At the far end of wall of the shop was hanging a small signboard, showing Zarin Gul & Brothers.

The shoes that Zarin Gul made never failed to fit in the feet and they lasted extraordinarily longer than usual. To make shoes – such shoes as he made – seemed to me then and seems to me now, mysterious and wonderful. I still remember my hesitant remarks, while stretching out to him my youthful foot. "Isn't it awfully hard to make shoes in such tough conditions?" The serpentine wrinkles ^{لکیریں} wriggled on his smiling face and he answered, "It is an art".



Zarin Gul remarks about shoes making and their suitability to different people were so authoritative and final that nobody dared reject them. My father, though chieftain of the area, would accept his views about a particular pair of shoes with brisk nod.

It was not possible to go to him often because there was something in his shoes that was beyond the temporary. It would not be wrong to say that durability was stitched into them. I cannot forget that day on which I had to say to him, "Zarin Gul Kaka, my last pair of shoes makes a creaking sound, you know". He looked at me with strange looks as if expecting me to withdraw the statement and then said, "It shouldn't have creaked". "It did, I am afraid," I said with quivering tone. At that he lowered his eyes, as if hunting for the memory of those pair of shoes. I really felt sorry that I mentioned this petty thing, which looked to him so serious and grave. "Send them back," he said, "I will look at them". "Some shoes are bad from birth. If I can do nothing with them, I will give back the amount you paid for them."

When I went abroad to pursue my higher studies and career and could not have the opportunity to meet Zarin Gul, the fantastic shoe-maker for several years. After several years I returned to Peshawar. And the first shop I went to was my old friend, Zarin Gul's. I had left a man of fifty; I came back to one of sixty-five, worn and torn like an overused pair of shoes. He shook his bony hand with me, but the grip of his hand was as tight as it was many years ago. At first, he did not know me. But when I got myself introduced, his brooded eyes sparkled with smile. "Do you want any shoes?" he asked. "I can make them quickly, because I have plenty of free time." Then he looked at my 'branded shoes' and said, "Those are not my shoes." His tone was not one of anger, or of sorrow, not even of contempt, but there was in it something quiet that froze my blood. He put his hand down and pressed a finger on the place where my left shoes was not quite

Teacher's guideline

- Ask the students to identify the speaker or narrator in the lesson.

comfortable. "It hurts you there," he said, "Do the big shoe-making companies have no self-respect?" And then he spoke bitterly against the big multi-nationals that have extended their tentacles to the shoe-making trade. He told me how these companies had hired the craftsman of shoemaking trade. "These big firms use their hands not their brain or experience." I asked Zarin Gul Kaka why he didn't join these big firms if his trade was not doing well. His reply was crisp and blunt, "I am an artist not machine who will blindly follow their irrational and stupid dictations." "They get it all," he continued, "by advertisement, not by work." "They took it away from us and presently we have no work." Looking at his crumpled leathered face, I saw things I had not noticed before, bitter thing and bitter struggle. His face and voice made so deep an impression on me that during the next few minutes I ordered many pairs. I wanted to make him advance payment but he refused, though he badly needed money, by saying, "pay it when the shoes are ready to deliver."

A week later, I came to where his shop had been, I was surprised to see that the monstrous size black 'Peshawari Chappal' was no more hanging on the wooden door of his shop. A big size signboard, displaying the name of a famous shoe-brand was hanging on his shop. I went in and said, "Zarin Gul Kaka." "No sir," a smartly dressed young man replied, "No, but we can attend to anything with pleasure, we've taken the shop over." "Yes, yes," I said, "but where is Zarin Gul Kaka?"

"Oh!" he answered, "dead."

"Dead! But I have to receive the shoes that I ordered last week."

"Ah!" he said, "poor old man starved himself. Slow starvation, the doctor called it! He never gave himself time to eat; never had a penny in the house. All went in rent and leather." As I was coming back with heavy heart, the words of Zarin Gul, the fantastic shoemaker was tinkling in my mind, "Do the big shoe-making companies have no self-respect?".

GLOSSARY

words	meaning
crisp	fresh and clean; new and slightly stiff without any folds in it
grave	a dignified seriousness due to heavy responsibilities or cares
contempt	the feeling that somebody/something is without value and deserves no respect at all
bitterly	a way that shows feelings of sadness or anger
dictations	the act of speaking or reading so that somebody can write down the words
irrational	not based on, or not using, clear logical thought
starvation	the state of suffering and death caused by having no food
 tinkling	a light high ringing sound
brooded	to think a lot about something that makes you annoyed, anxious or upset
risk	showing a desire to get things done quickly
nod	to move your head up and down to show agreement, understanding, etc.
riggle	twist and turn with quick movements
serpentine	like a serpent or snake
impression	an idea, a feeling or an opinion that you get about somebody/something, or that somebody/something gives you
craftsman	a skilled person, especially one who makes beautiful things by hand
overused	to use something too much or too often
mysterious	difficult to understand or explain; strange
hesitant	slow to speak or act because you feel uncertain, embarrassed or unwilling
mallet	a hammer with a large wooden head
awl	a small pointed tool used for making holes, especially in leather
anvil	an iron block on which a blacksmith puts hot pieces of metal before shaping them with a hammer
barren	not good enough for plants to grow on it

COMPREHENSION

A. Answer the following questions:

1. Why is Zarin Gul different from other businessmen?
2. How did the author come in touch with the Zarin Gul Brothers?
3. Describe the shoemaker and his shop.
4. What were Zarin Gul's priorities in making shoes?
5. What is the setting of the story?
6. What is the conflict about in the story?
7. What was the author's opinion about Zarin Gul as a shoe maker?
8. Why did the author visit the shop after a long time?
9. What was Zarin Gul's complaint against 'big firms'?
10. Retell the story in the form of a dialogue.

B. Choose the best option to answer each question.

1. Zarin Gul Brothers' shoes were extremely durable because he never compromised on _____.
a. money
b. quality
c. labour
d. quantity
2. "It is an art!" About what did Zarin Gul say so?
a. dealing with clients
b. shoe / chappal making
c. competition with big firms
d. advertisement of shops and products
3. I was again in Peshawar.... In this sentence "I" refers to _____.
a. Zarin Gul's elder brother
b. the author
c. the author's father
d. Zarin Gul

4. Zarin Gul Brothers was taken by a new firm because _____.
- Zarin Gul died of starvation
 - Zarin Gul never advertised his shop and products
 - the new firm produced better quality shoes
 - Zarin Gul produced poor quality shoes

VOCABULARY

- Find and underline the direct quotations enclosed in quotation marks from the context.
- Rewrite five sentences from the story which have adverbs.
- Find the meaning of the following phrases and use in sentences.

look up

look down

look after

look in

look out

WRITING

- Write down the summary of the story The Fantastic Shoemaker.
- Write a story of at least 100 words with the help of following beginning.
It was a stormy night. Saad was sleeping in his bedroom. All of a sudden
.....
 - use appropriate similes and metaphors for comparison and contrast
 - connectives of comparison and contrast
- Write a personal narrative / autobiography.
 - An autobiography is an account of a person's life written or otherwise recorded by that person.

Teacher's guideline

Explain to the students that moral meaning of a story is not explicit (clearly stated), they are implied. Moral is what we can learn from a story, it must be inferred.

Themes / meaning / morals are about the real world.

Explain to the students how the small world of the story is connected to the big world.

◆ How to write an autobiography?

1. Choose a story that you really want to tell like winning an award, getting a job, first day in school, an injury, losing a loved one, discovering a hobby, meeting your best friend, going away to camp, or learning something about yourself.
2. Generate ideas for your autobiography through brainstorming or mind map and write an outline.
3. Use vivid details to describe the setting of your autobiography.
4. Include clear statement of personality traits at that time.
5. Include significant details and an incident used to portray personally.
6. Use the first person perspective (I, me, my, mine) when writing your autobiography.
7. Consider organizing your story in a chronological manner.

LISTENING & SPEAKING

Share with the class your point of view about 'contribution of labourers'. Ask and express preferences, emotions, wishes, needs and requirements by giving reasons.

GRAMMAR

Sentence Structure

Independent clause: An independent clause can stand alone as a sentence. It contains a subject and a verb and is a complete idea.

- ◆ I like spaghetti.
- ◆ He reads many books.

Dependent clause: A dependent clause is not a complete sentence. It must be attached to an independent clause to become complete. This is also known as a subordinate clause.

- ◆ Although I like spaghetti,...
- ◆ Because he reads many books,...

Subject: A person, animal, place, thing, or concept that does an action.

Linking verb: A linking verb is a verb that joins the subject of a sentence to the complement. It is sometimes called a copula or a copular verb.

Here are some examples of linking verbs:

- The sky is blue.
- In the schools are enclosed rooms.
- The finger is long.

Object: A person, animal, place, thing, or concept that receives the action.
Prepositional Phrase: A phrase that begins with a preposition (i.e., in, at for, behind, until, after, of, during) and modifies a word in the sentence.

A prepositional phrase answers one of many questions. Here are a few examples: 'Where? When? In what way?'

- ◆ I like spaghetti for dinner.
- ◆ He reads many books in the library.

English Sentence Structure

The following statements are true about sentences in English:

- A new sentence begins with a capital letter.
 - ◆ He obtained his degree.
- A sentence ends with punctuation (a period, a question mark, or an exclamation point).
 - ◆ He obtained his degree.
- A sentence contains a subject that is only given once.
 - ◆ Saleem obtained his degree.
- A sentence contains a verb or a verb phrase.
 - ◆ He obtained his degree.
- A sentence follows Subject + Verb + Object word order.
 - ◆ He (subject) obtained (verb) his degree (object).
- A sentence must have a complete idea that stands alone. This is also called an independent clause.
 - ◆ He obtained his degree.

Simple Sentences

A sentence consisting of only one clause, with a single subject and predicate.

Here are a few examples:

- She read.
- She completed her literature review.
- He organized his sources by theme.
- They studied traffic rules for many hours.

Compound Sentences

A compound sentence contains at least two independent clauses. These two independent clauses can be combined with a comma and a coordinating conjunction or with a semicolon.

Here are a few examples:

- ◆ She completed her literature review, and she created her reference list.
- ◆ He organized his sources by theme; then, he updated his reference list.
- ◆ They studied traffic rules for many hours, but they realized there was still much to learn.

Complex Sentences

A complex sentence contains at least one independent clause and at least one dependent clause.

Identify each of the following sentences as simple, compound, complex.

1. This is a simple sentence.

Simple Compound Complex

2. I like playing basketball, and my brother likes playing tennis.

Simple Compound Complex

3. I'll help you if you help me.

Simple Compound Complex

4. Her name is Sachiko and she comes from Japan.

Simple Compound Complex

5. My mother cooked dinner while I was doing my homework.

Simple Compound Complex

6. While the dog chased the cat, it barked loudly.

Simple Compound Complex

7. Although he worked hard, he did not do well in the examination.

Simple Compound Complex

8. The boy did not go to the zoo because they went to the park.

Simple Compound Complex

Technology in Everyday Life

After reading the unit the students will be able to:

- use pre-reading strategies to predict the content of a text from topic / picture / title / headings, key words and visuals etc. by using prior knowledge asking questions and contextual clues.
- translate passages from English to Urdu:
 - use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate passage from English to Urdu.
 - understand that most phrases and idioms do not translate literally from one language to another.
- apply critical thinking to interact with text and use intensive reading strategies to scan to answer short questions.
- use summary skills to extract salient points and develop a mind map to summarize a text.
- analyze sentences for clauses and phrases. Identify and differentiate between main, subordinate and relative clauses.
- use dictionary to:
 - choose appropriate word definition.
 - identify part of speech.
 - recognize abbreviation used in a dictionary.
 - locate antonyms in a thesaurus.
- demonstrate use of phrases and clauses.



The automatic work is called technology-

Pre-Reading

- What comes in your mind when you hear the word technology?
- When do you think technology began?
- Name a few technological things that we use in our daily life.

Reading علم المنفعة والرفق

The importance of technology in our daily lives is undeniable. Technology plays a vital role in our life and it has added to our lives. From kitchen, bedroom, living room, bathroom, to any other place of your home or office, technological equipment is present in different form and manifestation. In today's dynamic world, life without technology is very strenuous if not impossible. The offshoots of technological development have stretched out to diverse fields of health science, communication, agriculture, architectural, engineering, and transportation systems. The significance of technology will get more intelligible if we dwell on these fields in some detail.

تعميرات

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Below Are Some Of The Uses Of Technology Today:

1. Technology has been of great use is the health sciences industry. Modern electronic equipment have been discovered which have improved the quality of treatment people receive at the health institutions as well as increasing their survival chances from various ailments. Another notable benefit of technology is that it has enabled doctors to discover most health problems while they are still in the developing stages, and treat them before they develop into advance stages.

فائدة



2. Communication across the globe is now easy. The

The present of a thing and further do changes in it & called innovation.

invention and use of internet has changed the world into a global village. People hailing from different geographical regions can virtually communicate through video calls, e-mails as well as many social media platforms. Business owners have realized the power of using internet to achieve more customers for their products easily by creating business websites where customers click on the items to buy them in the comfort of their homes. In the past communication was limited to letter writing and waiting for postal services to deliver your message. Today technology has made communications easy. Now you can draft a business message and email it or fax in a second without any delays. The recipient will get the message and will reply you instantly. Similarly, telephone has evolved over the decades in terms of technology as the scientists have realized the need for people to communicate at anytime, anywhere. This necessity has led to invention of portable cellular phones which have taken communication a notch higher as people can network easily. The device is also fun to use as they are coupled with extraordinary entertainment features such as games.



3 Another importance of technology in our daily lives is that it has eliminated the bulkiness associated with paperwork. With technology, information can now be stored virtually in various storage devices such as compact disks and microchips. More so, the information stored in these technological devices is secured with passwords and codes which are only known to the ^{owner} proprietors of the information, making it a better way of storing confidential information. مالک

خفیہ / رازدار

4 We cannot fail to mention that technology has been of great benefit to agricultural industry. It's now possible to determine the climatic changes as well as climatic conditions that favor various plants. Likewise, today it is possible to grow crops in a desert by use of agricultural biotechnology. With biotechnology, plants have been engineered to survive in drought conditions. Through genetic engineering scientists have managed to

اپنی مہارت کسی میں استعمال کیے
design

introduce traits into existing genes with a goal of making crops resistant to droughts and pests.



5. Natural forces affect and disrupt human life and daily economic activities. For example floods wash away farmland and homes, they carry out fertile top soil and disrupt the growth of crops. Also fires burn buildings, crops and forests which affect human life. However, technology has enabled humans to build large dams which can harbor excess water and use that water to generate power. Also fire is tamed to heat ^{under control} our homes and process industrial materials. Wind is being used to generate electricity. We have converted solar energy ^{شمس، توانایی} to power which is being used in homes and businesses.

6. Transportation is one of the basic areas of technological activity. Both businesses and individuals have benefitted from the new technologies in the travel industry. Time is money, so we must have fast and efficient means of transport. Try to imagine life without well-developed transportation systems. I think of transportation in the same light as food, clothing and shelter. It has become a basic need, because we use advanced transport means like cars, trains and airplanes to go to work, to transport goods, to go shopping, to visit friends and families and so much more. However, in recent times the transportation technology has become very fast and efficient.



The positive effects of technology on society has brought progress and allowed us to reach new heights that were never conceived of before. Without science and technology we are left stagnant.

affect → بر الأثر

effect → (النتيجة) → مؤثر →

GLOSSARY

words	meaning
disrupt	to make it difficult for something to continue in the normal way
benefit	an advantage that something gives you; a helpful and useful effect that something has
drought	a long period of time when there is little or no rain
proprietors	the owner of a business, a hotel, etc.
traits	a particular quality in your personality
genes	a unit inside a cell which controls a particular quality in a living thing that has been passed on from its parents
notch	a level on a scale, often marking quality or achievement
illments	an illness that is not very serious
bulkiness	large and difficult to move or carry
conceive	to form an idea, a plan, etc. in your mind; to imagine something
stagnant	not developing, growing or changing

COMPREHENSION

1. Answer the following questions:

1. What is the role of technology in daily life?
2. Discuss how you use technology at home and in your personal life.
3. How does technology help transportation?
4. What is the importance of technology in agriculture?
5. How is technology being used to generate cheap electricity?
6. What is the impact of technology on medicine?
7. Does technology impact culture and society? How?

2. Choose the correct answer for the following.

1. The invention and use of internet have reduced the world into a global village.

“Global village” refers to the world as a single community linked by _____.

- | | |
|-------------------|----------------------|
| a. transportation | b. telecommunication |
| c. medicine | d. agriculture |

2. Communications are made a lot easier by _____.

- | | |
|-------------------|----------------|
| a. transportation | b. pigeons |
| c. mobile phones | d. electricity |

3. Another importance of technology in our daily lives is that it has eliminated the bulkiness associated with paperwork.

‘Bulkiness associated with paperwork’ means massive paperwork that is difficult to _____.

- | | |
|------------------------------------|---------------|
| a. be written | b. understand |
| c. moved from one place to another | d. be read |

4. Time is money, so we must have fast and efficient means of transport.

‘Time is money’ means _____.

- a. time is easily available, we should not hurry to do things
- b. time is valuable, it's better to utilize it properly
- c. time is cheap, we should waste it
- d. time is difficult to be found, it's costly

5. Large amount of data usually involved in research can be easily accessed through _____.

- a. internet b. libraries
c. telephone d. people

Use the following words in sentences of your own.

technology

agriculture

transportation

fertile

invention

VOCABULARY

C. From the text look up the phrases meaning the same as:

- genetic modification _____
- store water _____
- calling _____

D. Consult a thesaurus and find out the antonyms of the following words.

store

desert

friend

delay

benefit

WRITING

E. Write an essay on any scientific discovery of 21st century.

F. Develop a mind map and write down the summary of the lesson "Technology in Everyday Life".

G. Translate the following sentences from English to Urdu.

- Transportation is one of the basic areas of technological activity.
- Technology has been of great use in the health industry.
- Communication across the globe is now easy.

- Natural forces affect and disrupt human life and daily economic activities.
- Technology has been of great benefit to agricultural industry.

LISTENING & SPEAKING

Share with the class your point of view about 'Contribution of Technology in our Daily Life'. Express satisfaction/ dissatisfaction, approval/ disapproval, and agreement/ disagreement (fully and partially) politely.

GRAMMAR

What is a Phrase?

A phrase is a collection of words that may have nouns or verbals, but it does not have a subject and action verb. The following are examples of phrases:

- leaving behind the dog
- smashing into a fence
- before the first test
- after the devastation
- between ignorance and intelligence
- broken into thousands of pieces
- because of her glittering smile

In these examples above, you will find nouns (dog, fence, test, devastation, ignorance, intelligence, thousands, pieces). You also have some verbals (leaving, smashing), but in no case is the noun functioning as a subject doing a predicate verb. They are all phrases.

What is a Clause?

A clause is a subject or group of subjects and a predicate or group of predicates working together. A sentence can have as few as one clause, or it may have many clauses. Clauses are to sentences what rooms are to houses. A sentence may have

only one clause like a studio apartment may have only one room, or a sentence may have many clauses like a house may have many rooms. Clauses are the building blocks of longer sentence.

Identify the phrases in the following sentences and state their kind.

1. He was a man of great wealth.
2. The principal was an old man of friendly disposition.
3. The workers belonged to a tribe dwelling in the hills.
4. There I met a boy with red hair.
5. Only a man with plenty of money can buy a car of such beauty and power.
6. He was a young man of great promise.
7. He wore a turban made of gold.
8. He ran with great speed.

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Revision

Exercise 1: Underline the adjectives in the following sentences.

- i. The team has had enough practice.
- ii. She did not eat any fruit.
- iii. He is a noisy boy.
- iv. They showed much patience.
- v. This is a Pakistani cloth.

Exercise 2: Change these words into adjectives and write their comparative and superlative degrees. One is done for you.

harm _____ harmful more harmful most harmful

- i. love _____
- ii. grace _____
- iii. music _____
- iv. juice _____
- v. fool _____
- vi. dust _____
- vii. nation _____
- viii. child _____
- ix. danger _____
- x. comfort _____

Exercise 3: Use the correct degree of adjective in the following sentences.

- i. This is the _____ tree in the garden. (tall)
- ii. She is a _____ woman. (wise)
- iii. He is the _____ of all brothers. (young)
- iv. Prevention is _____ than cure. (good)
- v. Your composition is the _____ of all. (bad)

Exercise 4: Complete the following sentences using proper order of adjectives.

1. All the students liked the _____ teacher.

- handsome new English
- English new handsome
- new handsome English

2. He recently married a _____ woman.

- young beautiful Punjabi
- beautiful young Punjabi
- beautiful Punjabi young

3. This is a _____ movie.

- new Pakistani wonderful
- wonderful Pakistani new
- wonderful new Pakistani

4. He is a _____ player.

- brave smart pakistani
- Pakistani brave smart
- smart brave Pakistani

5. It's in the _____ container.

- large blue metal
- blue large metal
- blue metal large

Exercise 5: Underline the adverb in the following sentences. Next to each adverb, identify which of the five questions is answered by the adverb: How?, When?, Where?, How often?, or To what extent or degree.

1. As he ran quickly, he suddenly stumbled.
2. Weather forecasters, frequently make mistakes.
3. If you will wait here, Mr. Khan will see you shortly.
4. The extremely fierce storm damaged the town extensively.
5. The load shifted slightly, and the truck lurched dangerously.

Exercise 6: Complete the following sentences by choosing the correct degree of adverb.

1. My younger brother plays hockey _____ than me. (well/ better)
2. She sings _____. (well/ best)
3. She works _____ than me. (more quickly/quickly)
4. He listened to me _____. (more carefully/ carefully)
5. The player hit the ball _____. (forcefully/ more forcefully)

Exercise 7: Use the following degrees of adverb in sentences.

- | | |
|---------------------|---------------------|
| i. more carefully | ii. most carefully |
| iii. less expensive | iv. least expensive |
| v. less fairly | vi. least fairly |
| vii. better | viii. best |
| ix. worse | x. worst |

Exercise 8: Change the following sentences by using adverbial phrases in place of the underlined adverbs. One is done for you.

All ran quickly. (All ran with great speed)

1. He answered me rudely.
2. The stone fell here.
3. She is sleeping now.
4. She attempted the paper carefully.
5. My brother drives carefully.

Exercise 9: Fill in the blanks with suitable preposition from the list given below.

between with till for beneath
across around about of from

1. He is fond _____ tea.
2. She was angry _____ me.
3. Let us hope _____ the best.
4. They were absent _____ the class.

5. He will reach in _____ twenty minutes.
6. My village is _____ the river.
7. The earth moves _____ the sun.
8. They are sitting _____ the tree.
9. There is a river _____ the two cities.
10. Wait _____ tomorrow.

Exercise 10: Use the following prepositional phrases in sentences.

abide by

absent from

accused of

appear before

care for

died of

Exercise 11: Put a tick (✓) in the correct box to show whether it is a simple or a compound sentence. Then circle the conjunction in the compound sentence.

Sa	Sentence	Simple sentence	Compound sentence
1.	It is very hot in the afternoon.		
2.	I'm living now but I will be back in an hours time.		
3.	Dad took out a thousand rupees note and gave it to the cashier.		
4.	The fishermen went out in the morning and came back with a lot of fish.		
5.	Rahim said good bye to everyone.		
6.	Every country celebrated the new year.		
7.	We were planning to go to the zoo but our car broke down on the way.		
8.	Ms. Naheed was not feeling well, so she went to see the doctor.		
9.	Uncle Khan is teaching me to drive.		
10.	Would you like to go to the museum or to the zoo?		

Exercise 12: Identify the phrases in the following sentences and state their kind.

1. You can buy it in all places.
2. He replied in a very rude manner.
3. How does he live without any worries?

Exercise 13: Underline the clauses in the following sentences and state whether they are adjective clause, adverb clause or noun clause.

1. The angler said that he hadn't caught any fish that morning.
Adjective clause Adverb clause Noun clause
2. I wondered if she was free.
Adjective clause Adverb clause Noun clause
3. Though he didn't receive formal schooling, he is clever and industrious.
Adjective clause Adverb clause Noun clause
4. The boys who misbehaved in the class were suspended.
Adjective clause Adverb clause Noun clause
5. He who laughs last laughs best.
Adjective clause Adverb clause Noun clause

Exercise 14: Re-write the following sentences using appropriate punctuation marks and capital letters wherever necessary.

1. my best friend and his family are moving to swat
2. you dont look happy to see me do you
3. you shouldnt have done this to Jameel
4. there is a large rain forest in south america
5. I have never been to changa manga

Exercise 15: Change the following sentences into passive voice.

1. The teacher praised the boy.
2. Everyone liked the idea.
3. Alia sang a song.

Exercise 16: Re-write the following changing the active sentences into passive and passive sentences into active.

1. She gave the beggar a five rupee coin.
2. They are painting the walls.
3. The car has been fixed by the mechanic.
4. She accepted their invitation with pleasure.

Safety First

After reading the unit the students will be able to:

- analyze passages in the text to identify the theme / general subject, key idea / central thought (a statement about general subject), and supporting details.
- apply critical thinking to interact with text and use intensive reading strategies to scan to answer short questions.
- use summary skills to extract salient points and develop a mind map to summarize a text.
- use dictionary to choose appropriate word definition, identify part of speech and recognize abbreviation used in a dictionary.
- translate passages from Urdu to English.
- apply rule of capitalization wherever applicable.
- illustrate use of punctuation marks learned earlier.
- recognize and rectify faulty punctuation marks in given passages and own work.
- recognize and use comma to separate:
 - subordinate clause which precedes a main clause.
 - a non-defining relatives clause.
 - coordinate clauses joined by one of the pure conjunction.
- recognize and use colon to separate indefinite clauses when there is a sharp antithesis.
- recognize and use semi colon between:
 - parts of a compound sentence when no conjunction is used.
 - the clauses of a compound sentence before conjunctive adverbs.

Prediction : پیش گوئی

Predict = پیش گوئی

پیش گوئی

Pre-reading

Look at the picture and predict what the lesson is about?



صن سگری فینا

Babar

Asalam-o-Alliakum my dearest friend! Where were you yesterday? We had a terrific cricket match in the stadium.

Asim

Walaik-um-Asalam! I could not come for the match because I took a First Aid class yesterday.

ابتدائی طبیعی امداد

Babar

Really? What is first aid? What did you learn?

Asim

First aid is the help given to a sick or injured person until full medical treatment is available. First aid is about using your commonsense in ways that will keep that person safe without doing harm.

علاج ← علاج ← علاج

Babar

You mean if a friend has an accident or someone collapses (perhaps from a heart attack) then the first person there will be the first aider or the person who will help the casualties till help arrives.

دل کا درد

Asim

Yes, my dear friend.

Babar

It's a great idea for older children and adults to do a first aid course so that they know what to do to help others. Tell me more, what else did you learn?

Asim

A lot of stuff. We were taught to have a first aid kit at home, school and work place.

Babar

What is a first aid kit? What should I keep in my first aid kit?

تھیلا

Lie = لیتے رہنا, Lie = گھوٹا → This phenomena is called Punj.

مستعمل فصلکے طبی اہ بنی

A basic first aid kit may contain:

- adhesive plasters in a variety of different sizes and shapes
- small, medium and large sterile gauze dressings → باریک کپڑا
- at least two sterile eye dressings
- triangular bandages → اٹکھوں والے کپڑے
- crêpe rolled bandages → زخم پٹی
- safety pins → حفاظتی سرئی
- disposable sterile gloves
- tweezers → قابل استعمال دستارے
- scissors → قباچی
- medicines → ادویات



When and where do you use a first aid kit?

Make sure you know how to properly use all the items in your kit, especially the medications. Train others in your family to use the kit.

You may be the one who needs first aid.

You are right, just having a first aid kit is not enough. One must know how to use it.

Exactly, first aid is all about what to do in emergency situations. For example, what should you do if you burn yourself on a hot stove?

My grandma says that you should put butter on a burn.

No! That's the worst thing to do!

Oh. Then maybe you should put ice on the burn.

No, the first thing you should do when you get a minor burn is run cool (not cold) water over the burn area for about 20 minutes. Later, cover it with a sterile, non-adhesive bandage or clean cloth.



How about this? What should you do if someone is choking?

That's easy. Hit them on the back.

No. You might lodge the object in their throat more and make things worse. First you should make sure they are really choking. If they can

کھانسی ہوا
 بات کرتا talk or cough that means that air is getting through and you should just let them cough. If they can't talk or cough, you should do the abdominal thrust. کھانسی

Babar How do you do that?

لے بیٹا
Asim You wrap your arms around the person and quickly pull in and up with your fist. The air that's forced up dislodges the object. خون بہنا چیز

دسی طرح Similarly, what would you do if someone cuts his arm and is bleeding really badly? کاشا

Babar Panic.

Asim Take a deep breath to calm down a little.

Call on the emergency phone number for help and in the mean while you should put a cloth over the wound, apply pressure, and elevate it.



Babar Great. My grandfather is old and ill, God forbid if he gets a heart attack. What should I do? دلا کا دورہ جا کر یا جانتے

Asim Call medical help as soon as possible.

In the meanwhile, you need to ease the strain on his heart, so make him as comfortable as possible. A half-sitting position, with his head and shoulders supported and his knees bent is best.



Babar That is good information, otherwise we normally make the patient lie down. Please tell me another thing, often when we play in sun or accidentally hurt a person, the nose bleeds. What should be done in that case? حالت

Asim Sit the person up straight and drop their head slightly forward. Apply finger and thumb



نتوں

ہاں پڑھیں/پڑھیں

pressure on the soft part of nostrils below the bridge of the nose for at least 10 minutes.

سیکھا

Bal ar

Wow! There is so much to learn. I think I need to take this class.

Asi n

Everyone should take a first aid class.

پہلے سیکھی کو

ایک کلاسی طبی املا

GLOSSARY

words	meanings
collapses	to fall down or fall in suddenly, often after breaking apart
choking	to be unable to breathe because the passage to your lungs is blocked or you cannot get enough air; to make somebody unable to breathe
thrust	to push something/somebody suddenly or violently in a particular direction; to move quickly and suddenly in a particular direction
elevate	to give somebody/something a higher position or rank, often more important than they deserve - raise
wound	an injury to part of the body, especially one in which a hole is made in the skin using a weapon
dislodge	to force or knock something out of its position
emergency	a sudden serious and dangerous event or situation which needs immediate action to deal with it
adhesive	a substance that you use to make things stick together
lodge	make or become firmly fixed or stuck in a place.
nostrils	either of the two openings at the end of the nose that you breathe through

COMPREHENSION

A. Answer the following questions:

1. What is first aid?
2. Discuss a situation in which you provided first aid to someone.
3. What will you do if someone cuts his foot and is bleeding?
4. You're having lunch with a friend and he begins to choke on some food. How can you help?
5. A passenger travelling in bus with you is complaining of breathlessness and a tight pain in the chest. You suspect a heart attack. What should you do?

B. Choose the correct answer for the following.

1. A burn should be immersed or placed under cold water for at least
 - a. 5 minutes
 - b. 10 minutes
 - c. 15 minutes
 - d. 20 minutes
2. If you friend cut his finger and it bleeds profusely, you should
 - a. put the injured finger in some cold water.
 - b. apply direct pressure over the wound.
 - c. give him an aspirin
 - d. let him bleed till emergency doctor arrives.
3. What should one do if one's nose bleeds.
 - a. lie upside down
 - b. run towards home
 - c. give jerks to one's head
 - d. press his/her nostrils in finger and thumb
4. Which one of the following should be avoided if someone gets heart attack:
 - a. call medical help as soon as possible
 - b. ease the strain on the heart
 - c. rest him/her in half sitting position
 - d. press his/her chest

نہیں کرنا

VOCABULARY

A. Look up the meaning of the following words in the dictionary and make sentences to clearly bring out the meaning.

- difference between 'look' and 'search'
- difference between 'buy' and 'purchase'
- difference between 'hide' and 'conceal'
- difference between 'learn' and 'educate'
- difference between 'reward' and 'award'

B. Write the contextual meaning (that relates to the text) of the following.

bleed

accident

burn

attack

pressure

WRITING

A. Write an essay of about 100 – 150 words on "Natural Disaster".

B. In your opinion, how should schools be equipped to face floods, earthquake and fire (natural and man-made).

C. Translate the following sentences from Urdu to English.

- I have already applied for the post. - میں پہلے ہی نوکری کے لیے درخواست دے چکی ہوں۔
- I have not received his letter for several days. - مجھے کئی روز سے اس کا خط نہیں ملا ہے۔
- I have completed my work. - میں اپنا کام ختم کر چکا ہوں۔
- Has he come home before it rained? - کیا بارش ہونے سے پہلے وہ گھر آ گیا تھا؟
- The boys have plucked the flower before the gardener came. - باغبان کے آنے سے پہلے لڑکے پھول توڑ چکے تھے۔
- He is known to me for three years. - میں اسے تین سال سے جانتا ہوں۔
- He has deceived me. - اس نے مجھے دھوکا دیا ہے۔

دھوکا

LISTENING & SPEAKING

Work in pairs and express your personal ideas / feelings / emotions on effects of calamities and how can it be minimized. Share your views in front of the class.

GRAMMAR

Punctuation

- 1. Choose the correct sentence.
 - a. this is what i ate for breakfast an apple and a bowl of cereal.
 - b. This is what I ate for breakfast, an apple and a bowl of cereal.
 - c. this is what i ate for breakfast: an apple and a bowl of cereal.
 - d. this is what i ate for breakfast, an apple and a bowl of cereal.
- 2. Choose the correct sentence.
 - a. he knocked several times, no one came to the door.
 - b. He knocked several times; no one came to the door.
 - c. he knocked several times: no one came to the door.
 - d. he knocked several times no one came to the door.
- 3. Choose the correct sentence.
 - a. my sister loves mysteries; my brother likes comics.
 - b. My sister loves mysteries, my brother likes comics.
 - c. my sister loves mysteries my brother likes comics.
 - d. my sister loves mysteries: my brother likes comics.
- 4. Choose the correct sentence.
 - a. here is what you need to get at the supermarket bananas bread milk and biscuits.
 - b. here is what you need to get at the supermarket: bananas bread milk and biscuits.
 - c. here is what you need to get at the supermarket; bananas, bread, milk and biscuits.
 - d. Here is what you need to get at the supermarket: bananas, bread, milk and biscuits.

Teacher's guideline

Remind the students about capitalization, colon and semi colon.

5. Choose the correct sentence.

- a. the window was open I looked out over the empty fields.
- b. The window was open, I looked out over the empty fields.
- c. the window was open: I looked out over the empty fields.
- d. the window was open; I looked out over the empty fields.

Throughout the following paragraph. You will find a number of empty paired brackets: []. Replace each set of brackets with a comma or a semicolon.

Exercise: **PASTA**

Pasta [] a large family of shaped [] dried wheat pastes [] is a basic staple in many countries. Its origins are obscure. Rice pastes were known very early in China [] pastes made of wheat were used in India and Arabia long before they were introduced into Europe in the 11th or 12th century. According to legend [] Marco Polo brought a pasta recipe with him from Asia in 1295. Pasta quickly became a major element in the Italian diet [] and its use spread throughout Europe. Pasta is made from durum wheat flour [] which makes a strong [] elastic dough. Hard durum wheat has the highest wheat protein value. The flour is mixed with water [] needed to form a thick paste [] and then forced through perforated plates or dies that shape it into one of more than 100 different forms.

Punctuation marks and capital letters

Rewrite the following sentences using appropriate punctuation marks and capital letters wherever necessary.

1. river ravi flows through lahore
2. eiffel tower is the most famous monument in france
3. my brother is a singer
4. where have you been all this while
5. you look hot are you ill
6. come here at once
7. abrar is a smart boy
8. sania couldn't believe her eyes when she saw the bicycle
9. india is the seventh largest country in the world
10. karachi is the capital of sindh

The Old Woman

Joseph Campbell

After reading the unit the students will be able to:

- identify line and stanza
- read poem and give orally or in writing:
 - main idea.
 - theme and its development.
 - summary.
 - personal response with justification.
 - paraphrase.
- use paraphrasing skills to paraphrase stanzas:
 - mark thought groups in the stanza.
 - restate the message in simple prose.
 - replace poetic words with simple ones.
- read and analyze how the poet uses language to:
 - appeal to the senses through use of figurative language including similes and metaphors.
 - affect meaning through use of synonyms with different connotation and denotation.
 - create imagery.
- describe the object being personified.
- deduce meaning of difficult words from context.
- use active and passive voice appropriately in speech and writing according to required communicative function.

theme = Humanity

سابقہ

Pre-reading

- What do the pictures below have in common?
- What does the phrase "respect your elders" mean?
- How do you show respect to your elders?



Reading

As a white candle ایک سفید موم کی طرح

In a holy place, ایک مقدس مقام پر

So is the beauty بس یہ خوبصورتی ہے

Of an aged face. ایک بوڑھے چہرے کی 4

As the spent radiance ایک استعمال شدہ کی طرح

Of the winter sun, سرمائی آہویس کی طرح

So is a woman ایک عورت ہے

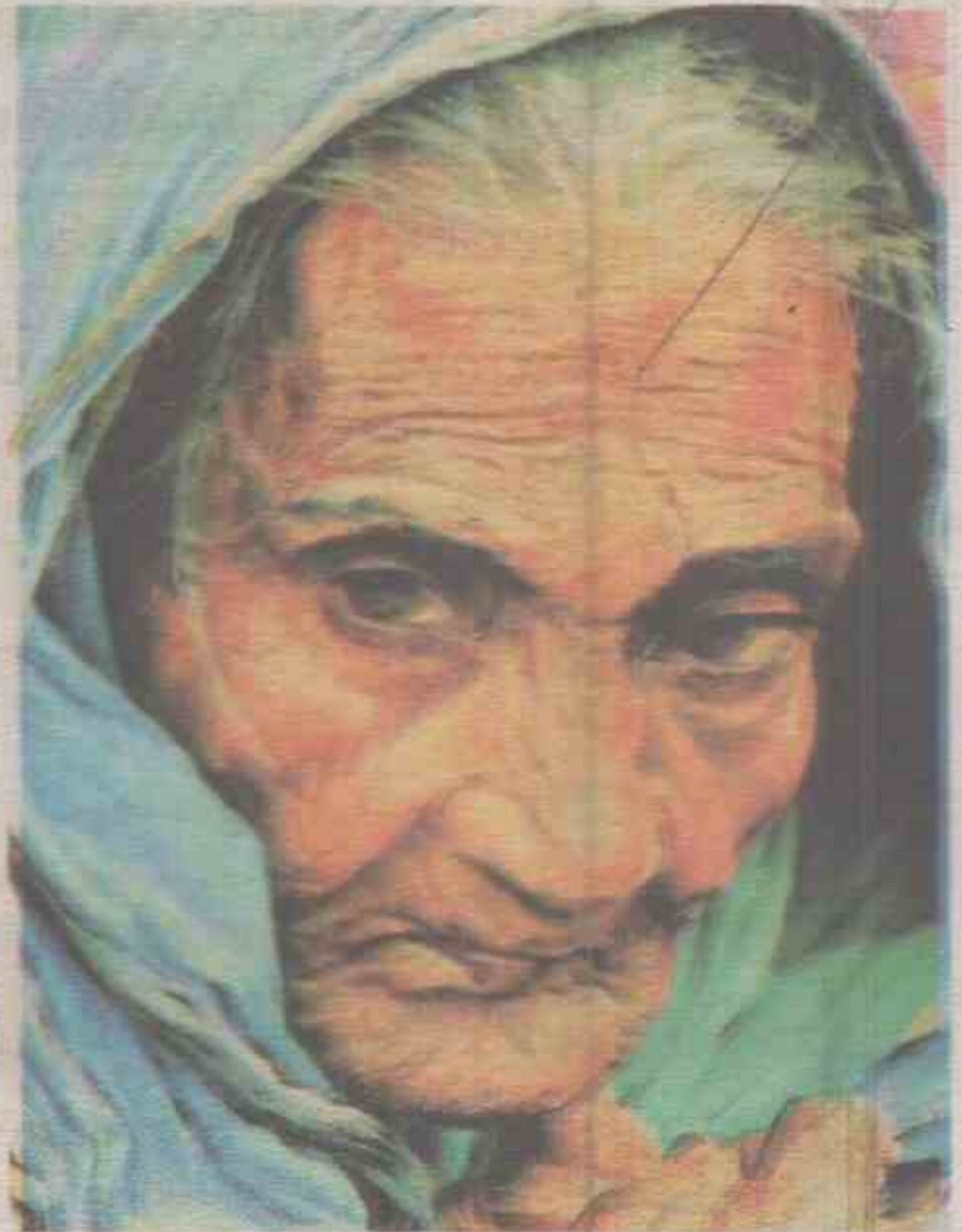
With her travail done, جو سختی 8 محنت کر چکی ہے

Her brood gone from her, اس کے بچے اس کو چھوڑ کر جا چکے ہیں

And her thoughts as still اسکی سوچ ابھی تک 7

As the waters پانی کی طرح شفاف ہے

Under a ruined mill. ایلٹرا اب چلی کے نیچے 12



About the Poet

The poet Joseph Campbell was born in 1906 in White Plains, New York. He won name and fame as a writer, poet and athlete. As an athlete, he was among the fastest half-mile runners in the world. His first published work was, "Where the Two Came to Their Father". The poem, "The Old Woman" has been taken from his collection of poems. He describes the old age of a woman. The beauty of a woman vanishes and she looks like a white candle in her old age.

GLOSSARY

Words	meaning
radiance	a special bright quality that shows in somebody's face, for example because they are very happy or healthy
travail	an unpleasant experience or situation that involves a lot of hard work, difficulties and suffering
brood	a person's child or children
ruined	destroyed or severely damaged so that only parts remain

Teacher's guideline

- Read the poem aloud yourself and ask a few students to read it.
- Explain to the students how the poet has used figurative language and literary technique such as imagery and simile in the poem.

COMPREHENSION

1. Read out the text and answer the following questions:

1. Who does the poet praise in the poem 'The Old Woman'? Explain how.
2. What does a white candle represent in the poem 'The Old Woman'?
3. What is the message in the poem 'The Old Woman'? Explain briefly.
4. Why does the poet compare old woman to a 'white candle in a holy place', the winter sun and the water under a ruined mill in the poem 'The Old Woman'?
5. Do you like this poem 'The Old Woman'? Why?
6. What words in the poem help establish imagery?
7. How many lines and stanzas are there in this poem?

Choose the correct option.

Poet's comparison of old woman to a white candle is made in the form of _____

- | | |
|--------------------|-------------|
| a. personification | b. simile |
| c. alliteration | d. metaphor |

The poet compares the old woman with 'the spent radiance of the winter's sun'. What does it mean?

- a. old woman is weak but with rich experience of life
- b. old woman is strong and with wide experience of life
- c. old woman is symbol of beauty and sunshine
- d. old woman is symbol of success and growth

"Her brood gone from her" means _____

- | | |
|----------------------|----------------------|
| a. her beauty gone | b. her children gone |
| c. her strength gone | d. her wealth gone |

4. The poet says that 'As the waters under a ruined mill'. What does it mean?

- a. to emphasize that there is steadiness and maturity in the life of an old woman
- b. to point out that it is very difficult for old women to show whether they feel confident or not
- c. to suggest that old women do not usually have the feeling of hope
- d. to indicate that wide range of experience is an extra ornaments in the life of old lady

5. What does 'travail done' mean based on the poem?

- a. difficulties of an old woman neither vanished nor runs away
- b. laborious life of an old woman
- c. calmness and wisdom in the life of an old woman
- d. natural beauty vanished in an old woman

VOCABULARY

- A. Identify the similes in the poem 'The Old Woman'.
- B. Which lines of the poem 'The Old Woman' indicate imagery?
- C. Pick out rhyming words from the poem 'The Old Woman'.

WRITING

- a. Paraphrase the first and third stanza of the poem The Old Woman.
- b. Write the summary of the poem The Old Woman.
- c. Write an essay of about 100 words on "Appreciating and Respecting Elders."

LISTENING & SPEAKING

Imagine you recently had an English test. In pairs express hopes and fears regarding your performance/result in the test.

GRAMMAR

Active and Passive voice

A Sentences are given in the active voice. Change them into the passive voice.

1. I have finished the job.
2. They built this house in 1990.
3. He has bought a new car.
4. I wrote a letter.
5. They sent the parcel on Monday.
6. The police caught the thief yesterday.
7. She baked a cake.
8. I read a book.
9. She gave the beggar a five rupee coin.

B Rewrite the following changing the active sentences to passive and passive sentences to active.

1. The thieves have been arrested by the police.
2. The marvelous performance delivered by the children enthralled us.
3. He has been invited to their party.
4. We have shipped your order.
5. The girl recited the poem beautifully.
6. The guests enjoyed the party.
7. The child impressed everyone with his polite manners.
8. A girl from Bannu won the first prize.
9. The readers like the latest book of the writer.

Teacher's guideline

Remind the students about rules of changing voice.

Letter to the Newspaper Editor

After reading the unit the students will be able to:

- write and revise formal letters to people in extended social and academic environment for various purposes. Write the address on the envelope clearly and in proper format.
- write and revise application to people in extended environment using correct format, layout and tone.
- analyze letters to editor to recognize effective ways of explaining and presenting an idea, a point or an opinion.
- write and revise letters to editor expressing ideas, points or opinions by supporting it with anecdotes, quotations, examples, analogies etc.
- analyze and compare various informal and formal emails to note differences of conventions, vocabulary, style and tone.
- write informal and formal e-mail in extended social and academic environment.
- recognize and use quotation marks to enclose:
 - both parts of an interrupted quotation.
 - usual or peculiar terms to which attention is directed to make the meaning clear.
- recognize and use hyphen to indicate the division of a word at the end of the line.
- recognize and use dash as a separator to indicate that a sentence has been broken off, or to indicate a new direction of thought.
- express agreement (fully and partially) politely.

Pre-reading

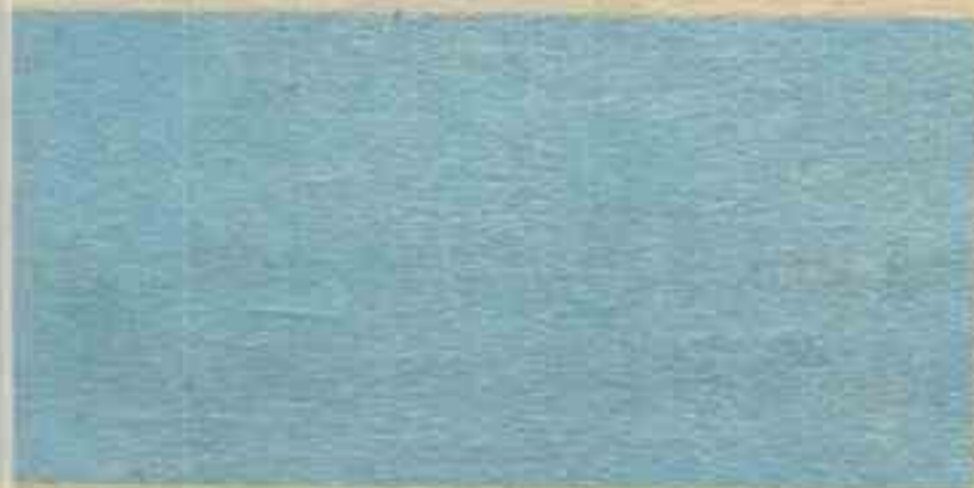
Letter Writing

Letter can be formal or informal. There is a specific format for formal letter. The formal letters are written for various purposes.

- to ask for information
- to offer thanks, congratulations or condolences
- to ask advice or express a view
- to give reference

Format of a Formal Letter

Your address



Date



Recipient's address



Dear

Greetings



Your letter

Yours

Closing farewell

PERFECT24U.COM

News paper and magazine both are the ways of communication

Reading through print print Media but the difference is that House # B-106, Newspaper contain short articles and magazine Shah Jahan Complex, contain long articles, newspaper on daily Shami Road, Peshawar. basis while Magazine are weekly or on November 27, 2017 Monthly basis.

The Editor,
The Frontier Post,
Peshawar.

جناب اعلیٰ
Dear Sir,

The media has the power of educating people, the good and the bad. Since it affects the eyes, the ears and the mind simultaneously nothing can overcome the influence of the media. The media should perform a noble mission of enlightening people and discourage sectarian, communal and divisive trends. Therefore, through your esteemed paper I would like to highlight the bright and dark sides of the media and request the related authorities to boost the positive influences and curb the negative impacts of media on the general communities.

Firstly, the term media is derived from Medium, which means carrier or mode. Media denotes an item specifically designed to reach a large audience or viewers. The term was first used with the advent of newspapers and magazines. However, with the passage of time, the term broadened by the inventions of radio, TV, cinemas and Internet.

Secondly, in the world of today, media has become almost as necessary as food and clothing. It is true that media is playing an outstanding role in strengthening the society. Its duty is to inform, educate and entertain the people. It helps us to know current situation around the world. The media has a strong social and cultural impact upon society. Because of its inherent ability to reach large number of public, it is widely used to convey message to build public opinion and awareness.

Thirdly, the original idea behind the creation of various 'media means' was to entertain masses. Radio, TV, cinemas and magazines spend most of their resources targeting on entertaining items and programs. Because of the growing

حکومت / گورنمنٹ
 زور دے سکتی ہے
 حکومت
 حقائق
 اعتماد
 مثبت
 مثبت
 کی دلچ
 ظاہری تناظر
 عوام
 لوٹش
 سنیت
 میدیا

opinion, the influence of media can make or break the government.
 In perspective of the above actualities, it is trusted that the Government and the general public will try their hardest to use media positively.

Thanking in anticipation.

آداب مخلصانہ
 Sincere regards,
 Abrar Khan

GLOSSARY

words	meaning
actualities	the state of something existing in reality
influence	the effect that somebody/something has on the way a person thinks or behaves or on the way that something works or develops
distortion	a change in the shape, appearance or sound of something so that it is strange or not clear
tender	an offer to carry out work, supply goods, or buy land, shares, or another asset at a stated fixed price
epidemic	(of something bad) occurring more and more frequently in a particular place
sectarian	connected with the differences that exist between groups of people who have different religious views
communal	shared by, or for the use of, a number of people, especially people who live together
divisive	causing people to be split into groups that disagree with or oppose each other
esteemed	great respect and admiration; a good opinion of somebody
overseer	a person whose job is to make sure that other workers do their work

COMPREHENSION

A **Answer the following questions:**

1. What is media? Explain with references from text.
2. What is meant by misuse of media? How can it be stopped?
3. How should students take benefits from internet and avoid its bad effects?
4. Do you think television is useful source of information? Why.
5. How can media bring about religious harmony?
6. Find out transitional devices in the text.

VOCABULARY

A Find the meaning of the following words from the dictionary and identify the part of speech of the word through abbreviation used.

ownership

anticipation

authority

enhancement

marketing

advertisement

B. Consult a thesaurus and find out the antonyms of the following words.

hardest

truth

substandard

baseless

advantage

extensive



Writing Applications

**The Principal,
Government High School,
Hayatabad Peshawar.**

Subject: Request for a Recreational Trip

Sir,

With due respect I request you to allow our Grade 9th-A to go to Nathiagali on a recreational trip. Since exams are over, we want to enjoy and relax.

It is requested to kindly arrange a recreational trip for us.

I shall be very grateful for this act of kindness.

Yours obedient student

Saad Inam

(Monitor) 9th-A

Date: Dec. 12, 2017

Writing formal and informal Emails

It is important that you use the correct style when writing an email.

Think about	Formal	Informal
Purpose	Business and important messages	Informal messages
Audience	Business and work colleagues	Friends and family
Style and accuracy Don't use slang, exclamation marks or smilies in formal email	Professional – accurate spelling, punctuation and grammar Thank you for your prompt response	Friendly – accuracy is less important Thx 4 email, will call you l8r! 😊 x
Beginning and ending Emails is a fairly new format and there are no agreed rules for starting and ending. Remember to use a format style when writing business or work emails.	Start and end appropriately Dear Mr/Mrs/Abrar Dear Sir/ Madam Yours sincerely (if you know their name) Yours faithfully (if you don't know their name) Regards Kinds regards (use first name if you know the person or if they have asked you to)	No rules – your choice
Use of contractions No contraction: "I will not be able to come to the meeting". Contraction: "I won't be able to come to the party".	No contractions Thank you very much for the voucher. I am looking forward to spending it next time I visit your shop.	Contractions can be used Thanks so much for the vouches – I'm chuffed, can't wait to spend it! Just gotta decide what to buy LOL!
Common contractions	I am We are You are Will not Was not	I'm We're You're Won't Wasn't

Informal Email	Formal Email
From: To: Subject:	From: To: Subject:
Hi/ Hello	<ol style="list-style-type: none"> 1. Dear Mr. _____/Mrs. _____ 2. Dear Sir or Madam
Text When you write an INFORMAL EMAIL you can use informal language and contractions.	Text When you write a FORMAL EMAIL you shouldn't use informal language and contractions. Usual beginning: I am writing to + purpose
Please write soon/ looking forward to hearing from you. Best wishes/ kind regards/ love	I look forward to hearing from you Best wishes/ kind regards/ <ol style="list-style-type: none"> 1. Yours sincerely 2. Yours faithfully

- Write an application to your principal for remission of fine.
- Write an email to your friend congratulating him / her on success in exam.
- Write an email to Editor of a Newspaper on road accidents and rash driving.
- Write a letter to Director, Peshawar Development Authority (PDA) to take measures to improve sanitary conditions in your area. Follow the format of a formal letter.

Teacher's guideline

Ask the students to write an application to the principal for admission in new class and also revise with them the correct layout/format and tone.

LISTENING & SPEAKING

Expressing Agreement

Practice the dialogues below in pairs to express agreement.

With Parents

- Mother:** Well done Rani. We really didn't expect such a great performance from you.
- Father:** You acted very well. We are proud of you.
- Mother:** I liked the way you fell down. You were so natural.
- Rani:** Thanks Mom. Thanks Dad.
- Father:** I think Rabia could have put more life into her role.
- Mother:** Quite right. And what about Sadaf? Her dialogues were very ineffective.
- Rani:** We all tried very hard to improve her performance but I suppose the ability to act is inborn.
- Mother:** Yes, I quite agree.

GRAMMAR

Complete the following sentences by using the transition words given below.

even so

furthermore

nonetheless

indeed

therefore

however

as a result

consequently

1. The dog barked all night _____ the neighbors had no sleep.
2. Humeri bought a new dress _____ she also bought shoes and a purse.
3. The police had no clues for the case _____ tips were still coming in.
4. I have five hundred rupees _____ I don't want to spend it.

Teacher's guideline

Remind the students the use of transitional devices.

5. We got up early this morning _____ we were sleepy all day.
6. The band played her favourite song _____ it was the whole audience's favorite song.
7. Sania forgot about the test _____ she didn't do well on it.
8. They had salad before dinner _____ they were still hungry when the main course arrived.

Include Quotation Marks Where Needed

1. Javed blurted out, I'll go last, I really don't mind.
2. Javed said, Nobody else wants to go last.
3. Sara stammered, I really don't want to go to bed!
4. The odds are, we'll come in last, sighed Abrar, but at least we'll finish.
5. Do you think the cake is done? Inquired her mother.

Dash or Hyphen

A dash is a punctuation mark used to separate a group of words, not parts of words like a hyphen. A dash is longer than a hyphen. A dash can be used as a substitution. A hyphen is a short, single-character line which connects word parts.

Directions:

Write whether to use a dash or hyphen. Then, re-write each sentence.

Example: My favorite colors are; red and blue.

Answer: Dash (_____) My favorite colors are _____ red and blue.

1. There are thirty five players on the team.
2. The Beach Boys (a popular 60's band) gave a performance.
3. One third of the people did not show up for the event.

In the following sentences, insert hyphens where needed. Then, tell what rule supports the usage: compound word, compound number, or dividing syllables.

1. Ali's dad is thirty seven years old.
2. Does Khan have a sister in law?
3. Jacky is my well trained dog.
4. This textbook has twenty two chapters.
5. After dinner we visited my great grandmother.
6. A dash is a punctuation mark used to separate a group of words, not parts of words like a hyphen

Biodiversity in Pakistan

After reading the unit the students will be able to:

use pre-reading strategies to predict the content of a text from topic / picture / title / headings, key words and visuals etc. by using prior knowledge asking questions and contextual clues.

identify and analyze appropriate expressions and interviewing techniques to conduct and give short interviews of a friend or relative on specific topics.

write a persuasive / argumentative essay on a given topic.

anticipate and respond to opposing arguments by defending point of view with factual evidence, quotations, expert opinion, logical reasoning and commonly held beliefs.

interpret the situation in a visual cue and with the help of mind map giving vocabulary, structure and sensory details to write a short description.

use dictionary to:

- choose appropriate word definition.
- identify part of speech.
- recognize abbreviation used in a dictionary.
- locate synonyms in a thesaurus.

translate passages from English to Urdu:

- use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate passage from English to Urdu.
- understand that most phrases and idioms do not translate literally from one language to another.

recognize and use parenthesis (Round Brackets) to:

- enclose numbers or letters in enumerations in the text.
- express and amount in numbers previously expressed in words.
- mark off explanatory or supplementary material.

recognize and use omission marks or ellipses to signify the omission or deletion of letters or words in sentences.

اثرات منہجیدہ جس کے جانوروں اور پودوں منسلک جانور یہ مسکن - جنگلات کی
 forest habitat, with its associated flora and fauna, will have serious implications

for the nation's other natural and agricultural ecosystems. ^{ماحولیاتی نظام زرعی اور قدرتی (دوسرے قوم کے)}

Perhaps the best known of Pakistan's endangered mammals is the snow leopard, ^{برف والا چیتا ہے}
 which makes its home in the mid-level elevations of the Himalayas. Threatened by ^{خطرہ لاحق ہے}

poaching and loss of habitat, the snow leopard is iconic among endangered ^{مسلک جانوروں کی وجہ سے}

species in the Himalayan Range. In the lower subtropical regions of Pakistan, ^{پاکستان}

small populations of tigers still exist. Other endangered land mammals, in ^{ممالک}

Pakistan include: the Asian elephant; hog deer, Asiatic wild ass; woolly flying ^{اڑنے والا}

squirrel; Kashmir muskdeer; and the fishing cat. Markhor, the national animal, is ^{جانور قومی}

on the brink of extinction, too. This wild goat is classified as "near threatened" by ^{خطرہ کے نزدیک}

the International Union for the Conservation of Nature. ^{قدرت حفاظت}

The bird most at risk of extinction in Pakistan is the red-headed vulture. Another ^{گرگس سرخ سر}

vulture species found in the region, the Egyptian vulture is also globally ^{بڑی سبط}

endangered. Another, the white-headed duck, maintains a population stronghold ^{برقرار}

in Pakistan as it declines in other countries. Similarly, the Indus River dolphin, is a ^{ڈولفین دریا سندھ}

freshwater dwelling cetacean species found in the Indus River. There is serious ^{سنگرہ}

threat to this specie because of the water regulatory barrages constructed on the ^{بنائے}

Indus River. Shortage of water and water diversion to meet agricultural needs of ^{کے ضروریات زرعی}

the country resulted in extirpation of Indus River dolphin. Accidental mortality of ^{حادثاتی موت}

Indus River dolphins is attributed to ^{وصف}

entanglements in fishing nets as by- ^{مچھلی جال}

catch of fish, unsustainable fishing ^{لام}

practices and entrapment in ^{زرعی}

irrigation canals. Contamination of ^{مچھلی}

river water due to agrochemicals ^{مچھلی کے}

and industrial waste significantly ^{مچھلی کے}

contribute to deterioration of Indus ^{مچھلی کے}

river dolphin's core and potential ^{مچھلی کے}

habitats. ^{مچھلی کے}

likewise, Balochistan's forests are ^{مچھلی کے}



جنوب

one of the most extensive and oldest juniper ecosystems of the world. These provide habitats to many unique birds, mammals and species of plants that have a very restricted range of distribution. This extensive open woodland is spread between 2100-3000 m. Juniper is an extremely slow growing species and attains only one-inch diameter growth and one cubic feet in 50 years. At higher elevations the trees have become stunted and dwarfed and form large prostrate patches on rocks, especially on wind exposed slopes in the Ziarat, Zarghun and Harboi Ranges.

منع

طینت

دکون

Juniper forests include some of the oldest trees of the country. Unfortunately, this national heritage is facing threat from a parasitic disease caused by a small plant - the dwarf mistletoe. This parasite is expanding in the Ziarat juniper tract and it needs immediate attention to protect the ecosystem, which is providing habitat to several endemic species of shrubs and herbs in the forest under growth.

In this backdrop, the government of Pakistan has short listed 6 parks for protection of biodiversity. These include Lal Sohanra National Park (Bahawalpur-Punjab), Kirthar National Park (Sindh), Khunjerab National Park (Northern Areas), Chiltan Hazarganji, National Park (Balochistan), Margalla Hills National Park (Islamabad) and Chitral Gol National Park (Khyber Pakhtukhwa). Further, Pakistan has 14 National Parks, 99 Wildlife Sanctuaries, and 96 Game Reserves

with the aim of preserving and conserving the biodiversity.

Kirthar National Park has the distinction of being the first park on the UN list of protected areas.

There are certain challenges which Pakistan is facing, these are, political instability, lack of technical and institutional capacity, lack of financial

حفظ و بقا
محفوظ
حفاظت
کثیر تر فوجی پارک
امساز حاصل
پارک
علاقوں
حفاظت
چیلنجز
سیاست
اداریہ
نظامی
تعمیراتی



resource, lack of awareness, insufficient access to local knowledge, legal
 impediments, limited public and stakeholder participation, lack of
 mainstreaming of biodiversity with other sectors, lack of transfer of technology
 and expertise, inadequate engagement of scientific community, poverty,
 increasing population, climate change and natural disasters. It is high time that
 we act now otherwise the biodiversity will vanish and the next generation would
 see only pictures, movies and stuffed toys of biodiversity.

GLOSSARY

words	meaning
inadequate	not enough; not good enough
engagement	an arrangement to do something at a particular time, especially something official or something connected with your job
mainstreaming	to make a particular idea or opinion accepted by most people
preserving	to keep a particular quality, feature, etc.; to make sure that something is kept
endemic	regularly found in a particular place or among a particular group of people and difficult to get rid of
woodland	an area of land that is covered with trees
potential	that can develop into something or be developed in the future
reversion	the act of changing the direction that somebody/something is following, or what something is used for
Cetacean	a marine mammal of the Order of Cetacea e.g. a whale, a dolphin etc
extirpation	to remove or destroy totally

COMPREHENSION

A. Answer the following questions:

1. Describe the natural beauty of Pakistan?
2. How can we preserve Pakistan's fauna and flora?
3. Name some endangered species of animals and plants in Pakistan.
4. Search the internet and find about the endangered peacocks?
5. How can we contribute as individuals to save nature?
6. What type of challenges is Pakistan facing while preserving nature.

VOCABULARY

B. Find the meaning of the following words from the dictionary and identify the part of speech of the word through abbreviation used.

threat

specie

financial

stakeholder

parasite

exposed

C. Consult a thesaurus and find out the synonyms of the following words.

endangered

entrapment

extirpation

restricted

preserve

LISTENING & SPEAKING

Interviewing Techniques

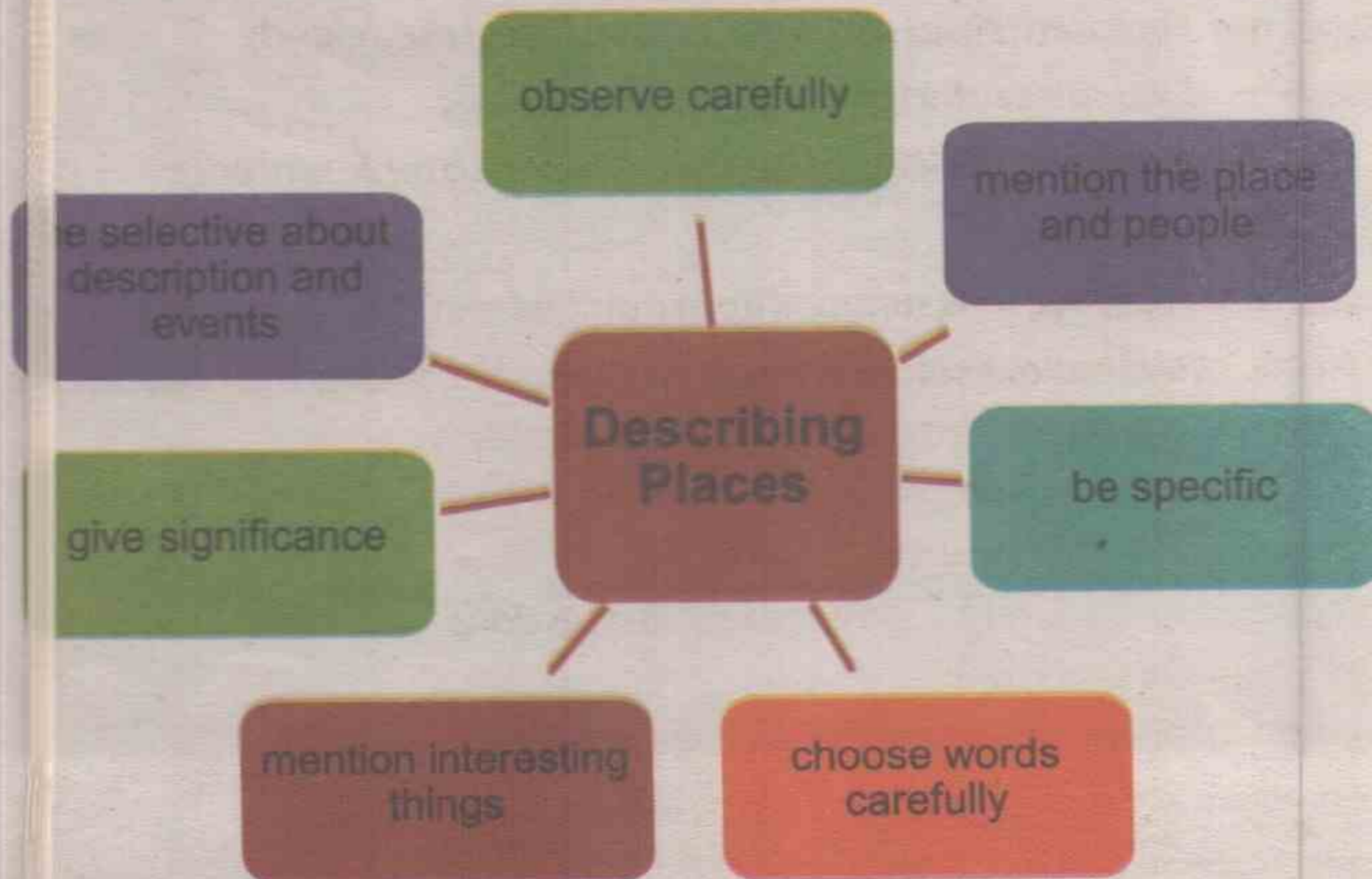
- introduce self and others
- prepare and ask relevant questions for an interview
- give appropriate responses in an interview
- make notes of the responses in an interview
- respond appropriately and effectively to questions
- use language that is appropriate
- demonstrate sensitivity and respect to others
- compile the oral responses of the interview in written form

Role Play: Imagine a cricketer is visiting your school. Below is a list of interview questions, make pairs (interviewer and interviewee) and practice the dialogue in front of the class. Use appropriate expressions and interviewing techniques to conduct and give short interview.

- How is your life journey as a cricketer?
- What brought you to cricket?
- What struggles did you go through?
- How much practice do you do?
- How do you keep balance between professional and personal life?
- How were you in school?
- If not a cricketer, then what?
- Who is your hero outside of cricket?
- Which bowler were you most scared of?

WRITING

A. Write description of Chitral Valley with the help of the following mind map.



B. Persuasive Essay

Structure

I. Introduction

1. Topic and controversial issue introduced effectively
2. Both sides of opinions presented with brief reason
3. Your own position stated clearly
4. Three supporting reasons stated in parallel structure

II. Body

Paragraph 1

1. Topic sentence (stating 1st reason) presented clearly
2. Examples sufficient, relevant and specific
3. Closing remarks relating the examples to topic sentence

Paragraph 2

1. Topic sentence (stating 2nd reason) presented clearly
2. Examples sufficient, relevant and specific
3. Closing remarks relating the examples to topic sentence

Paragraph 3

1. Topic sentence (stating 3rd reason) presented clearly
2. Examples sufficient, relevant and specific
3. Closing remarks relating the examples to topic sentence

III. Conclusion

1. Three reasons summed up in a unique way
2. Pointed out solution or called for action, giving the reader a sense of ending

C. Write a persuasive/argumentative essay on Preservation of Nature.

Parentheses

Parentheses add emphasis to the words contained in the parentheses. One way parentheses are used in writing is to give information that might interrupt the normal flow of the sentence. Sometimes this information adds to reader's understanding of the rest of the sentence. Parenthesis (round brackets) is used to:

- enclose numbers or letters in enumerations in the text
- express an amount in numbers previously expressed in words
- mark off explanatory or supplementary material

Example:

Hamid Ullah Khan (the architect) built castles and bridges.

The information in the parentheses, called a parenthetical element, may also be information that is unrelated to the sentence or unnecessary.

Re-write the following sentences placing parenthesis in the correct place.

My mother likes although I don't know why old folk music.

All tiger species especially the South China tiger are endangered.

I'll get back to you tomorrow Friday.

Which country countries do you want to visit?

You put fifty-four 54 books on that shelf.

Ellipsis

An ellipsis is a series of three dots (...) which shows that some text has been left out. The ellipsis is used to shorten a passage. The omitted text does not change the meaning of the original text and is unnecessary to its meaning. It may also be used to show a pause, a hesitation, or an incomplete thought, especially in quotations. Note there is a space before and after the ellipsis. If the ellipsis is at the end of a quotation followed by a speaker reference, there is no comma.

Example:

1. The guests... were impressed by the library.

2. "I'm confused..." said Gulmeena.

Rewrite each sentence below omitting text and using an ellipsis.

1. We were cautioned by the 8th grade World History teacher Mrs. Petersen not to run in the halls.
2. The important point to make, and I cannot say it too often, is that music and art are important factors in a culture.
3. He couldn't run fast enough, although he tried with all his might, to catch the carriage as it travelled down the road.
4. I thought the party was nice.
5. Abrar said, "There's nothing inside."

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Abou Ben Adhem

J. H. Leigh Hunt

After reading the unit the students will be able to:

- ▶ identify line and stanza
- ▶ read poem and give orally or in writing:
 - main idea
 - theme and its development
 - summary
 - personal response with justification
 - paraphrase
- ◆ analyze how the poet uses language to appeal to the senses through use of figurative language including similes
- ◆ recognize literary technique such as personification, metaphor and imagery
- ◆ deduce meaning of difficult words from context
- ◆ demonstrate use of question words
- ◆ recognize the rules of and change the narration of statements, request / orders and questions.

Pre-reading:

- Who was Abou Ben Adhem?

Reading:

Abou Ben Adhem (may his tribe increase!)

Awoke one night from a deep dream of peace,

And saw, within the moonlight in his room,

Making it rich, and like a lily in bloom,

An angel writing in a book of gold:—

5

Exceeding peace had made Ben Adhem bold,

And to the presence in the room he said,

"What writest thou?"—The vision raised its head,

And with a look made of all sweet accord,

Answered, "The names of those who love the Lord."

10

"And is mine one?" said Abou. "Nay, not so,"

Replied the angel. Abou spoke more low,

But cheerly still; and said, "I pray thee, then,

Write me as one that loves his fellow men."

14

The angel wrote, and vanished. The next night

It came again with a great wakening light,

And showed the names whom love of God had blest,

And lo! Ben Adhem's name led all the rest.

18

Teacher's guideline

- Read the poem aloud yourself and ask a few students to read it.
- Explain to the students how the poet has used figurative language and literary technique such as imagery and simile in the poem. Also remind them about imagery learnt earlier.

About the Poet

James Henry Leigh Hunt was born 19 October 1784 in Southgate, Middlesex and died on 28 August 1859 in London. As a writer, Hunt was a jack-of-all-trades, achieving early success as a critic, essayist, journalist, and poet, and establishing himself as an editor of influential journals in an age when the periodical was at the height of its cultural influence. "Abou Ben Adhem" is probably the best known poem of Leigh Hunt.

GLOSSARY

words	meaning
peace	serenity/ mental solace
bloom	a flower (usually one on a plant that people admire for its flowers)
writer	writes/ writing
you	a word meaning 'you', used when talking to only one person who is the subject of the verb
best	to ask God to protect somebody/something/ 2 nd form of bless
vanish	to disappear suddenly and/or in a way that you cannot explain
raised	at a higher level than normal

COMPREHENSION

A. Read out the text and answer the following questions:

1. Why was Abou Ben Adhem's name on top of the list?
2. What is the main idea of the poem?
3. Describe the character of Abou Ben Adhem in your own words.
4. Write down the implied and explicit meanings of the poem.
5. Mentioned the other words used by the poet to refer to the angel.
6. Give brief description of the angel in Abou Ben Adhem.

B. Choose the correct option.

1. The poet says, 'may his tribe increase', it means:
 - a. that the number of Abou Ben Adhem's children should increase
 - b. that the number of people in Adhem's country should increase
 - c. that the number of good people like Abou Ben Adhem should increase
 - d. the number of bad people unlike Abou Ben Adhem should increase
2. The words like 'lily in bloom' is:
 - a. simile
 - b. metaphor
 - c. personification
 - d. imagery
3. The name of Abou Ben Adhem was on the top of the list because he:
 - a. loved dreams
 - b. loved wealth
 - c. loved fellow human beings
 - d. loved peace
4. Abou Ben Adhem's room look beautiful and bright because of
 - a. the presence of bright moonlight
 - b. the presence of an angel in the room
 - c. the blooming lilies in the room
 - d. his good deeds

5. Abou Ben Adhem 'spoke more low' these words means:
Abou Ben Adhem spoke

- | | |
|-----------|-----------|
| a. boldly | b. humbly |
| c. slowly | d. firmly |

VOCABULARY

- A. Which lines of the poem indicate imagery?
- B. Pick out rhyming words from the poem.
- C. Identify different figures of speech from the poem.

WRITING

Write a short poem on a theme similar to the one in 'Abou Ben Adhem'.

Write the summary of the poem 'Abou Ben Adhem'.

Write an essay of about 100 words on 'Haqooq-ul-Ebad'.

Paraphrase the first and third stanzas of the poem 'Abou Ben Adhem'.

LISTENING & SPEAKING

Make groups to share the idea on 'Humanism'.

GRAMMAR

A. Change the following into indirect speech.

1. The girl said, "It gives me great pleasure to be here this evening."
2. The man said, "I must go as soon as possible."
3. She said, "I don't want to see any of you; go away."
4. The teacher says, "If you work hard, you will pass."
5. He said, "I have won."
6. He said, "Let's wait for her return."
7. Alice said, "How clever I am!"
8. "Which way did she go?" asked the young man.
9. He said to me, "Where are you going?"
10. "Please wait here till I return," she told him.

B. Change the following into direct speech.

1. She told her mother that she was going to the market.
2. His friends told me that they would go home the following Sunday.
3. The teacher told he had been very regular in his work.
4. Zarak Khan told me that he had finished his work.
5. The teacher said the earth moves around the sun.
6. He said that she was not going home that day.
7. He asked me if I had brought the pens.
8. The boy asked me if that was the place we had visited before.
9. The judge told the witness to tell the truth.
10. The prisoner begged the judge to forgive him.

Teacher's guideline

Remind the student the rules of change of narration.

Revision

Exercise 1: Insert quotation marks where needed.

1. She's been known to sing beautifully, commented Ali.
2. The blog entry she posted is called easy recipes.
3. The talent show begins immediately after lunch, said Ibrar.
4. Did you see the talent show? asked Jan?
5. There might be a rainbow after the rainfall, said our teacher.

Exercise 2: In the following sentences, insert hyphens where needed. Then, tell what rule supports the usage: compound word, compound number, or dividing syllables.

1. On our way to the vacation of our dreams, we noticed several hitch hikers.
2. When you are proofreading your writing, always remember to put punctuation where needed.
3. When Irum was twenty nine years old, she got married in Peshawar.
4. The student who studies days in advance usually does excellent on a test.
5. There are many people that feel self-confident about speaking in front of large crowds.

Exercise 3: Rewrite each sentence below omitting text and using an ellipsis.

1. The children played in the playground on all the equipment including the swings, the slide, the monkey bars, and the merry-go-round.
2. When we think about it carefully, and we should be careful to think about it, the use of punctuation is a science and an art.
3. The dog looked at the large cat and then looked away.
4. "No, no, no, no!" exclaimed Horace.
5. The flower arrangement was unusual.

Exercise 4: Rewrite each sentence placing parentheses in the correct places.

1. I wanted to go on Monday my day off! but no one else did.
2. Belize formerly British Honduras is in Central America.

3. If you want to be healthy, you must 1 eat good food, 2 get sufficient exercise, and 3 get adequate sleep.
4. I need 100 hundred rupees for few days.
5. That movie reminded me I remember it well about the adventure we had.

Exercise 5: Change the following sentences into indirect speech.

1. He said, "I have got a toothache".
2. Manahil said, "I am very busy now".
3. "Hurry up," she said to us.
4. "Give me a cup of water," he told her.
5. She said, "I am going to college."

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ABOUT THE AUTHORS

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Prof. Hamidullah Khan has been teaching English language and literature at Intermediate, Graduate and Postgraduate levels. He has served in many positions in Higher Education Department, Government of Khyber Pakhtunkhwa. He has also served as Senior Subject Specialist (English) at Khyber Pakhtunkhwa Textbook Board, Peshawar. He has co-authored and edited textbooks from class I to XII for Khyber Pakhtunkhwa Textbook Board, Peshawar. He has been member of the National Review Committees, Curriculum Wing, Federal Ministry of Education, Islamabad and Provincial Textbook Review Committees (PTRC), DCTE Khyber Pakhtunkhwa, Abbottabad for the review of textbooks of English developed by the Provincial Textbook Boards and Private Publishers.

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Aamna Aamad has taught English language and literature at various levels. She has served in diverse fields of education; both formal and informal. She has also worked in the documentation of curriculum implementation framework and various pedagogical training and assessment.

Aamna Aamad has also been author of textbooks of English for grade 4, 5, 6, 7 & 8 according to National Curriculum 2006 for Khyber Pakhtunkhwa Textbook Board, Peshawar.

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