Unit 1

The Saviour of Mankind

Learning Objectives:

By the end of this unit students will:

- learn the reading skills: skimming, scanning and summarizing
- know and learn about the mission of the Rasool (ﷺ)
- learn how his teachings has changed the world
- recognize and use adjectives in sentences
- use of thesaurus
- utilize informational sources like encyclopedias and internet

Pre-reading:

- Mention the condition of Arabia before Islam.
- How did Islam change the lives of the people?
- Who is the last Rasool of Allah Almighty?



For the Teacher:

- Conduct pre-reading activity to arouse the students' curiosity about the life of the Rasool (ﷺ).
- Make them predict about the text by looking at the title and the illustration.

1. Arabia is the land of unparalleled charm and beauty, with its trackless deserts of sand dunes in the dazzling rays of the tropical sun. Its starry sky has excited the imagination of poets and travellers. It was in this land that the Rasool (ﷺ) was born, in the city of Makkah, which is about fifty miles from the Red Sea.

   Where is Makkah situated?

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

   What type of competition was held at Ukaz?

3. In the fifth and sixth centuries, mankind stood on the verge of chaos. It seemed that the civilization which had taken four thousand years to grow had started crumbling. At this point in time, Allah Almighty raised a Rasool among themselves to lift the humanity from ignorance into the light of faith.
4. When Hazrat Muhammad (ﷺ) was thirty-eight years of age, he spent most of his time in solitude and meditation. In the cave of Hira, he used to retire with food and water and spend days and weeks in remembrance of Allah Almighty.
5. The period of waiting had come to a close. His heart was overflowing with profound compassion for humanity. He had a pressing urge to eradicate wrong beliefs, social evils, cruelty and injustice. The moment had arrived when he was to be bestowed with Nabuwat. One day, when he was in the cave of Hira, Hazrat Jibril (Gabriel) (عليه السلام) came and conveyed to him the following message of Allah Almighty:



For the Teacher:

- While-reading appropriate questions may be conducted.
- Guide the students to consult an atlas to locate the Muslim world.

اِقۡرَاۡ بِاسۡمِ رَبِّكَ الَّذِىۡ خَلَقَ ۚ﴿۱﴾ خَلَقَ الۡاِنۡسٰنَ مِنۡ عَلَقٍ ۚ﴿۲﴾ اِقۡرَاۡ وَ رَبُّكَ الۡاَكۡرَمُ ۙ﴿۳﴾
الَّذِىۡ عَلَّمَ بِالۡقَلَمِ ۙ﴿۴﴾ عَلَّمَ الۡاِنۡسَانَ مَا لَمۡ يَعۡلَمۡ ؕ﴿۵﴾

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

6. The revelation of the divine message which continued for the next twenty-three years had begun, and the Rasool (ﷺ) had arisen to proclaim the oneness of Allah (*Tauheed*) and the unity of mankind. His mission was to destroy the nexus of superstition, ignorance, and disbelief, and set up a noble conception of life and lead mankind to the light of faith and divine bliss.

What was the mission of the Rasool (ﷺ)?

7. Since this belief was threatening their dominance in the society, the pagan Arabs started to mount pressure on the Rasool (ﷺ) and his followers. They wanted them to renounce their cause and take to idol-worshipping. On one occasion, they sent a delegation to the Rasool's (ﷺ) kind and caring uncle, Abu Talib. They told him to restrain the Rasool (ﷺ) from preaching Allah Almighty's message, or face their enmity. Finding himself in a dilemma, he sent for his nephew, and explained to him the situation. The Rasool (ﷺ) responded with these memorable words:

Why did the pagan Arabs send a delegation to the Rasool's (ﷺ) uncle?

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

8. The Rasool's (ﷺ) uncle was so impressed with his nephew's firm determination that he replied:

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

9. And the Rasool (ﷺ) did go the way Allah Almighty had chosen for him. Imbued with divine guidance and firm resolve, the Rasool (ﷺ) encountered all the challenges with grace and dignity. In no time he elevated man to the highest possible level in both spiritual and worldly domains. He was also a driving force behind the Arab conquests, which have created an everlasting

impression on human history. No wonder, he is universally acknowledged as the most influential figure in history. In the words of Michael Hart, a great historian:

> "Muhammad (ﷺ), however, was responsible for both the theology of Islam and its main ethical and moral principles. In addition he played a key role in proselytizing the new faith, and in establishing the religious practices …. In fact as the driving force behind the Arab conquests, he may well rank as the most influential political leader of all time …. The Arab conquests of the seventh century have continued to play an important role in the human history, down to the present day."

10. Such a thorough transformation of man and society owes to the Rasool's (ﷺ) deep faith in Allah Almighty, to his love for humanity, and to the nobility of his character. Indeed, his life is a perfect model to follow. In reply to a question about the life of the Rasool (ﷺ), Hazrat Ayesha (رضی اللہ عنہا) said:

> "His morals and character are an embodiment of the Holy Quran."

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

يٰٓاَيُّهَا النَّبِيُّ اِنَّآ اَرْسَلْنٰكَ شٰهِدًا وَّ مُبَشِّرًا وَّ نَذِيْرًا ﴿۴۵﴾ وَّ دَاعِيًا اِلَى اللّٰهِ بِاِذْنِهٖ وَ سِرَاجًا مُّنِيْرًا ﴿۴۶﴾

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

Theme:

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

Glossary:

unparalleled	----------	unmatched
dunes	----------	sandy hills
dazzling	----------	extremely bright
tropical	----------	very hot
eloquence	----------	fluent
promulgation	----------	advent
dispensation	----------	spreading of message
verge	----------	edge
chaos	----------	confusion
crumble	----------	break into pieces
solitude	----------	the state of being alone
meditation	----------	thinking deeply in silence, especially for religious reasons
compassion	----------	strong feelings of sympathy for people who are suffering and a desire to help them
eradicate	----------	remove
bestowed with	----------	to confer as a gift
proclaim	----------	declare
nexus	----------	a complicated series of connections between different things
pagan	----------	disbeliever
renounce	----------	to state publically that you no longer have a particular belief
demolish	----------	destroy
dilemma	----------	a difficult situation, forced to choose one of two alternatives
theology	----------	religious beliefs
everlasting	----------	never-ending
proselytizing	----------	preaching
transformation	----------	complete change in somebody
embodiment	----------	living example

Oral Activity:

- Form groups and discuss the aspects of the life of the Rasool (ﷺ) related to justice and compassion.

Comprehension

A. Reread paragraph 5 of the unit and identify the sentences showing:

General statement

↓

Specific statement

Sometimes a topic sentence shows a general statement and supporting details are given as specific statement.

B. Answer the following questions.

1. What type of the land is Arabia?
2. Why was the Holy Quran sent in Arabic?
3. For which ability were the Arabs famous?
4. What was the condition of mankind before the Rasool (ﷺ)?
5. Why did the Rasool (ﷺ) stay in the cave of Hira?
6. What was the first revelation?
7. Why did the pagan Arabs threaten the Rasool's (ﷺ) uncle?
8. What did Hazrat Ayesha (رضی اللہ عنہا) say about the life of the Rasool (ﷺ)?

For the Teacher:

- Students should be asked to discuss how the teachings of the Rasool (ﷺ) can reform the present day society.
- Help students summarize the main points of the unit.
- Help students understand paragraph and its main components.

Vocabulary

To predict the meanings of the words from the text, we have to read the context carefully.

A. Write the contextual meanings of the following words. Then consult thesaurus to find out their synonyms.

dazzling, imagination, remarkable, composed, preservation, bestowed, message, superstition, abandon

B. Match column A with B to find the meanings of the words.

Column A	Column B
charm	eliminate
compose	belief
civilization	write
faith	culture
eradicate	attraction
eloquent	to confer as a gift
bestowed with	fluent
demolish	preaching
proselytizing	destroy
everlasting	living example
embodiment	never-ending
chaos	edge
verge	confusion
wonder	pride
dignity	surprise



For the Teacher:

- Help students use a thesaurus to locate the synonyms closest to the meanings of the given words in the context.

C. Use the following words in sentences.

century, conquest, influential, determination, delegation, quietly, urge, ignorance

Affixation is a process of word formation by adding a prefix or suffix to a root word.

• author	co-author
• necessary	unnecessary
• fair	unfair
• moral	immoral
• tie	untie
• danger	endanger
• conscious	unconscious
• fortune	misfortune
• kind	kindness
• care	careless
• postpone	postponement
• adjust	adjustment
• treat	treatment
• meaning	meaningful
• hard	hardship
• friend	friendship
• fond	fondness
• happy	happiness
• comfort	comfortable

D. Add appropriate prefixes or suffixes to the following root words to make other words.

one, belief, parallel, justice, flinching, knowledge, construction

For the Teacher:

- Help students understand the relationship of words and their meanings.

Grammar

Adjectives

An adjective is a word that modifies the noun or pronoun. It describes or point out a person, place or thing, or to tell the number or quantity.
e.g., a **famous** poet

•A. Choose the correct adjectives.

1. Ashfaq Ahmad was a _____ writer.
   a. famed b. famous
   c. famously d. infamous
2. This is a very _____ seminar.
   a. information b. informed
   c. informative d. informing
3. My mother becomes _____ if I get home late.
   a. anxiety b. anxious
   c. anxieties d. anxiously
4. It is _____ to get the correct information from the university office.
   a. advisable b. advisible
   c. advising d. advised
5. Who is _____ for this chaos?
   a. responding b. responsible
   c. responsive d. responded

B. Find out ten adjectives from the unit and use them in sentences.



For the Teacher:

- Help students find out the adjectives.

Conditionals: Type I (Open condition)

Conditionals of this type tell us that something will happen if a certain condition is fulfilled. The condition may or may not be fulfilled.

Example

If they arrive late, they will miss the bus.

C. Complete the sentences using the given verbs.

hurry, give, invite , sell, inform, go, win, help, allow, play

1. If I see Aslam, I'll _____ him to dinner tomorrow.
2. If I _____ out, I'll turn off the TV.
3. If you _____ tricks on people, they will not trust you again.
4. If the farmer_____ all his kiwi-fruit in the market, he will be very pleased.
5. I'll_____ you with your homework if I can.
6. I'll_____ you ride my bike if you like.
7. Will you _____ this basket to Auntie Sophie if you see her?
8. If we _____ , we'll catch the bus.
9. Will you_____ me, if you're going to be late?
10. If he works hard, he will _____ the competition.

D. Put the suitable verbs in the given blanks.

1. I _____ living in this house since 1970.

(has been, have been, was, will be)

For the Teacher:

- Help students recognize the structure and use of conditional type I.

2. He_____ here yesterday.

(has come, came, will come, come)

3. If you _____, I shall be available.

(will come, come, have come, came)

4. He _____ take the examination next year.

(will have, will, will be, shall)

5. He_____ to us tomorrow.

(comes, will come, came, had come)

Writing Skills

A. Summarize paragraph 2 of the unit in three to four sentences.

B. Write an essay on 'The Kindness of the Rasool (ﷺ)'. (170 – 200 words)

Oral Communication Skills

A. Ask the students to make groups and discuss the social evils present in the society along with their remedial measures.



For the Teacher:

- Illustrate the use of tenses learnt earlier.
- Guide the students to write the summary of the passage in their own words highlighting main points.
- Help students use appropriate expressions in the discussion.

Unit 2

Patriotism

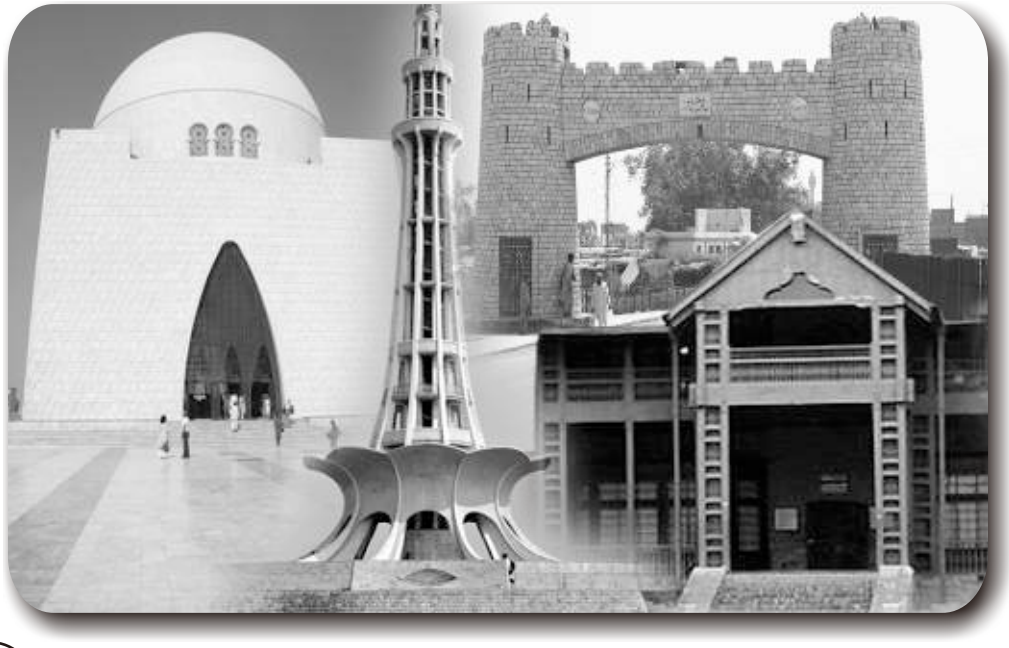
Learning Outcomes:

By the end of this unit students will:

- know the meaning of patriotism
- recognize the author's point of view
- comprehend the basic themes in the text
- know the use of dictionary
- identify the kinds of sentences and their use
- guess the contextual meanings of the words

Pre-reading:

- In your opinion who is a patriot?
- Can you give an example of patriotism?
- What qualities do patriots have?



For the Teacher:

- Conduct pre-reading activity to arouse the students' interest in the topic.
- Make them predict the contents of the text.

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

Who offers sacrifice for the country?

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

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

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

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

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

What is the highest military award of Pakistan?



For the Teacher:

- While-reading activities may be conducted to help the students interact with the text.
- Share with the students the importance of the Pakistan Movement.

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

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

Theme:

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



For the Teacher:

- Discuss in detail about patriotism. Give examples from history about patriots.
- Ask students to exchange views about the interests of the country and responsibilities of a citizen.

Glossary:

devotion	----------	loyalty
commendable	----------	admirable
supreme	----------	highest in status
value	----------	worth
native	----------	from one's motherland

Oral Activity:

Form five groups. Each group takes the responsibility to read and note details about the life of those soldiers who embraced martyrdom while fighting for their country. Visit the library or use the internet to research for the required details.

In the class, discuss your findings with your classfellows.

Comprehension

A. Answer the following questions.

1. How will you define patriotism?
2. What are the qualities of a patriot?
3. As a citizen of Pakistan what are your duties towards your country?
4. What makes us stay alert in the wake of foreign invasion?
5. Elaborate the given quote of Quaid-e-Azam Muhammad Ali Jinnah.

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



For the Teacher:

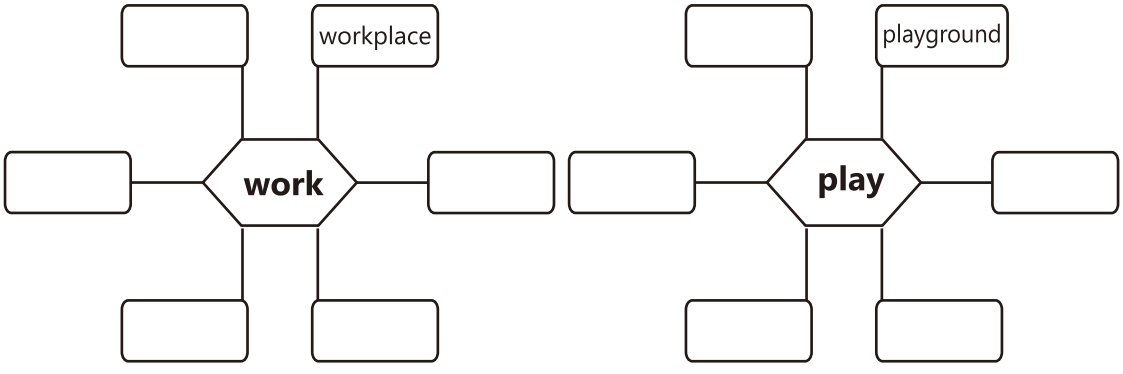
- Ask students to discuss in detail the life of great soldiers.

Vocabulary

A. Write the contextual and dictionary meanings of the following words.

No.	Words	Contextual meanings	Dictionary meanings
1.	conservation		
2.	instance		
3.	fidelity		
4.	shield		
5.	reward		

B. Make as many words as you can from these root words. An example is given for each root word.



C. Use the following words in sentences.

sacrifice
commendable
prosperity
invasion
motherland
responsible
nationalism

Dictionary Skills

Pronunciation key

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

Consonants

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

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

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

Vowels and diphthongs

i:	see	/si:/	
I	happy	/ˈhæpi/	
ɪ	sit	/sɪt/	
e	ten	/ten/	
æ	cat	/kæt/	
ɑ:	father	/ˈfɑ:ðə(r)/	
ɒ	got	/gɒt/	(British English)
ɔ:	saw	/sɔ:/	
ʊ	put	/pʊt/	
u	actual	/æˈktʃuəl/	
u:	too	/tu:/	
ʌ	cup	/kʌp/	
ɜ:	fur	/fɜ:(r)/	
ə	about	/əˈbaʊt/	
eɪ	say	/seɪ/	
əʊ	go	/gəʊ/	(British English)
ʊə	pure	/pjʊə(r)/	
aɪ	my	/maɪ/	
ɔɪ	boy	/bɔɪ/	
aʊ	now	/naʊ/	
ɪə	near	/nɪə(r)/	(British English)
eə	hair	/heə(r)/	(British English)

A. Give pronunciations of the following words with the help of pronunciation key in your dictionary.

patriot, sacrifice, identity, strength, instances, foreign, concerns



For the Teacher:

- Help students identify the pronunciations of the words with the help of pronunciation key given in their dictionaries.
- Give them good practice in pronouncing words correctly using pronunciation key.

Grammar

Modal Verbs

Modal Verbs combine with other verbs to form compound verbs.

Modal verbs and their functions

Modal Verbs	Functions
can, could, may, might, would	to indicate possibility
can, will, could, would	to indicate ability
must, will, shall	to indicate certainty
might, should, ought	to indicate probability
can, could, may	to indicate permission
should, must, need, ought to	to indicate obligation
used to	to indicate a past habit

Examples:

- May I ask you a few questions? (permission)
- Can you swim? (ability)
- You should keep your promise. (duty or obligation)
- We ought to help him. (moral obligation)



For the Teacher:

- Illustrate the use and function of modal verbs.
- Help students identify kinds of sentences and their use.

A. Use appropriate modals to:

1. describe your three abilities and capacities
2. ask teacher's permission for going out
3. ask a friend to lend you a book
4. express necessity to get up early
5. express duty/obligation to follow traffic rules
6. share some past habit

B. Identify the kinds of the following sentences. (exclamatory, assertive, interrogative, negative, imperative)

1. Art is another subject in which I am particularly interested.
2. What a beautiful painting!
3. Teach him to learn.
4. How would I know?
5. She did not make a false statement.

C. Punctuate the following.

quaid-e-azam was a nation builder and a great patriot he wanted to protect the values culture and traditions of the muslims of the subcontinent he gave the muslims a sense of identity by securing a separate homeland for them



For the Teacher:

- Help students punctuate the paragraph accurately.

Writing Skills

A. Summarize paragraph 4 of the unit in three to four sentences.

B. Summarize the unit in your own words.

C. Which steps should we take to make our nation patriotic?

D. Write an essay on any one of our national heroes. (170-200 words)

E. Write a short dialogue between a political activist and a teenager in which the political activist tries to make the teenager understand the importance of patriotism.



For the Teacher:

- **Guide students to write an essay on "The Role of a Teacher in Character Building" by explaining to them the following qualities of essay writing.**

✓ Write an introductory paragraph aiming at arresting interest of the reader.
✓ Use a separate paragraph for each key idea in the body of the essay.
✓ Include evidence (facts, quotations, etc), examples (analogy, anecdotes, etc), or different views (elaborating an idea/opinion) to support each key idea.
✓ Add a closing or summary paragraph with a synthesis of central idea, syntheses of each supporting idea, and a general concluding statement.
✓ Use correct conventions of grammar and punctuation. Make a proper choice of vocabulary.
✓ Write in simple, concise, clear, compact, direct and natural style.

To assess 'writing skills' sample rubric is given at the end of the book.

Unit 3

Media and Its Impact

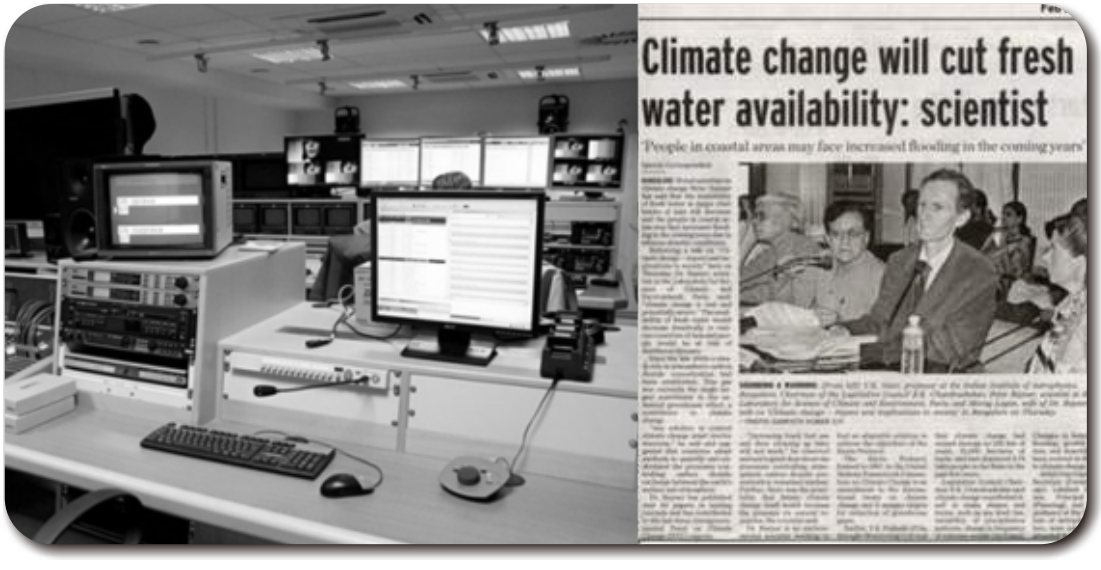
Learning Outcomes:

By the end of this unit students will:

- know the role and impact of media on society
- conduct and write an interview
- illustrate the use of pronouns learnt earlier
- identify subject-verb agreement
- read and write simple e-mails

Pre-reading:

- How does media bring people closer?
- Do you know the difference between an electronic media and a print media?
- Do you like reading newspapers? Which is your favourite newspaper?



For the Teacher:

- Discuss in detail the widespread role of media in the current scenario, its uses and abuses.
- Conduct pre-reading activities to activate students' prior knowledge and interest in the topic.

Miss Ayesha is the favourite teacher of class IX.The students eagerly attend her class.

Miss Ayesha enters the classroom with her usual smile, greets the students and takes the roll-call.

It is their tutorial day. The students are all geared up. They know what is about to come and they are prepared for it.

Guess the meaning of tutorial.

"Shall we start?", she asks politely.

"Yes", the students nod.

Teacher: "OK, as we have decided earlier, the topic for today's discussion is "The Role of Media and Its Impact".

To start with, let me state clearly that media is the most powerful mode of communication. It shares news and information with the people. Sometimes media spreads false news but generally it informs us about the facts around us.

Do you agree?

What type of information does media provide?

Students: Yes, we do.

Student 1: I would like to add a bit more to it.

Teacher: Yes, sure!

Student 1: Media helps people to share knowledge of the world. Their feelings and opinions are expressed through it. Media attracts the attention of a very large audience. Have you noticed that the first thing we do soon after entering the house is to switch on the television?

Teacher: There is no doubt about it.

For the Teacher:

- While-reading activities may be conducted to interact with the text. More while-reading questions may also be asked.

Student 2: Let me say that media has become a part of our life. It not only informs us but also entertains us.

Teacher: Absolutely right. Well, do you have any idea about the two major means of communication?

Student 3: There are two means of communication, electronic media and print media. The media includes film, radio, television, internet, books, magazines and newspapers. It provides us information as well as entertainment.

Teacher: Good! It's through media that the world has become a global village. There is coverage of all the important events of the world on television. We can have an easy access to all kinds of information through media.

Student 4: Can we say that the world is just a click away?

Teacher: May be, well, would any other student like to say something on it?

(Miss Ayesha points to the student sitting at the end.)

Student 5: Madam, in my opinion, media plays a very constructive role for the society. It raises awareness about many social issues like corruption, terrorism, drug addiction, and violation of human rights.

Teacher: Yes, you are right.

Student 6: Media has also become a mouth piece of the downtrodden.

Which is your fovourite TV programme? Why?

Teacher: Yes, well said. It would not be wrong to say that media is the most vigilant institution that keeps an eye on every segment of the society. Through debates, reports and talk shows it makes everyone answerable and accountable. That is why media has become an integral part of our lives. Now, I would invite one of you to sum up the discussion.

Student 1: I would conclude the discussion by saying that media can play a positive role and has a corrective impact if it works honestly.

Teacher: Good conclusion. I am happy that all of you have participated in this discussion and have expressed yourselves very well.

(The bell rings, Miss Ayesha says goodbye to the class and leaves.)

Theme:

The theme of the unit is to highlight the role and impact of media. It tells that media can mould the opinion and mind set of people. It has a deep impact on the lives of people. Media has turned the world into a global village.

Glossary:

impact	----------	effect
eager	----------	keen desire
geared up	----------	ready
integral	----------	essential
entertain	----------	amuse

Oral Activity:

Form groups and discuss the following.

1. How important is media in our lives?
2. What is the negative influence of media?
3. Is TV taking away the habit of reading? How?
4. Why should the government put a check on media?

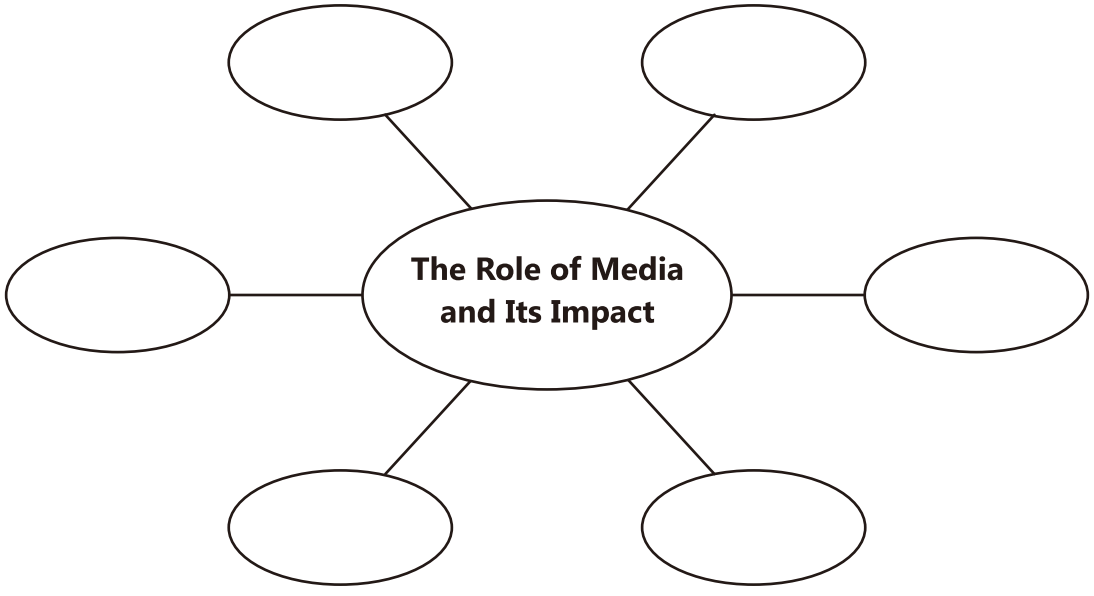


For the Teacher:

- Guide students to **present and explain their views clearly**. Also help them support or modify their opinions with reasons.
- Help them summarize the main points of the discussion for the benefit of the whole group.

Comprehension

A. Summarize the major points of the unit in the given mind map.



B. Answer the following questions.

1. What is the most important function that media performs?
2. What are the two major means of communication? Give three examples for each.
3. How does media provide entertainment?
4. What happens when media is allowed to play its role unchecked?
5. Give three reasons in support of your favourite TV programme.

C. Locate some books in your school library and write their titles in alphabetical order.

For the Teacher:

- Help students **understand card catalogue**.
- **Locate** and use the card catalogue.
- Identify three kinds of catalogue cards i.e. **author card**, **title card and subject card**.
- Use **case and shelf labels** in the **library**.
- Use the **reference section** in the library.

Vocabulary

A. Explain the following phrases as used in the text.

geared up, global village, a click away, constructive role, raise awareness, to keep an eye, a mouth piece of the downtrodden

B. Put these words in relevant columns to identify the part of speech these words belong to.

media	audience	means
eagerly	global	corrective
communication	information	impact
constructive	false	loudly

Nouns	Adjectives	Adverbs

Grammar

A. Change the following words into nouns. Fill in the blanks with nouns.

save, excited, devastating, active, helpless, hopeless , able, justify

1. Doctors are concerned with _____ of the patients.
2. In a state of _____ she cried loudly.
3. Floods often cause large scale _____.
4. Positive _____ will keep you healthy.
5. Her _____ was quite obvious.
6. She was in a state of _____.
7. She has the _____ required for the job.
8. Have you any _____ of this act?

B. Identify personal, possessive, reflexive and indefinite pronouns.

1. This is my book.
2. Salman is absent because he is ill.
3. You will hurt yourself.
4. Nobody was there to rescue the child.

C. Identify pronoun errors and rewrite the following sentences correctly.

1. Media plays a very constructive role for the society. They raises awareness about many social issues like corruption, terrorism, drug addiction and violation of human rights.
2. My would conclude the discussion by saying that media plays a positive role and has a corrective impact if they works honestly.
3. Good, very well concluded. I am happy that all of yours have participated in this discussion and have expressed himself very well.

D. Complete the sentences choosing the right options.

1. Media _____ a very constructive role for the society. (play/plays)
2. Media _____ also become a mouth piece of the downtrodden. (has/have)



For the Teacher:

- Help students understand that a word that is used instead of a noun is called a **pronoun**. Revise **kinds of pronouns**.
- Revise and explain the concept of **pronoun antecedent**. A pronoun always agrees with its antecedent.

Subject–Verb agreement

- Revise and explain Subject–Verb agreement that verb must agree with its subject in number and person. i.e., **a singular subject takes a singular verb** and a **plural subject takes a plural verb**.

For example

She takes after her mother. Teachers are respected everywhere. Two and two make four.

3. I am happy that all of you _____ expressed yourselves very well. (have/has)
4. Their feelings and opinions _____ expressed through it. (is/are)
5. Film, radio, television, the internet, books, magazines and newspapers _____ us information as well as entertainment. (provides/provide)

E. Change the voice.

Example:
- Ali eats an apple.
- An apple is eaten by Ali.

1. Media helps people to share knowledge.
2. Their feelings and opinions are expressed through it.
3. Media attracts the attention of a very large audience.
4. After entering the house we switch on the television.
5. It not only informs us but also entertains us.

F. Change the paragraph into Past Indefinite Tense.

Media helps people to share knowledge of the world. Their feelings and opinions are expressed through it. Media attracts the attention of a very large audience. Have you noticed that the first thing we do soon after entering the house is to switch on the television?

G. Punctuate the following.

there are two means of communication electronic media and print media the media includes film radio television internet books magazines and newspapers it provides us information as well as entertainment



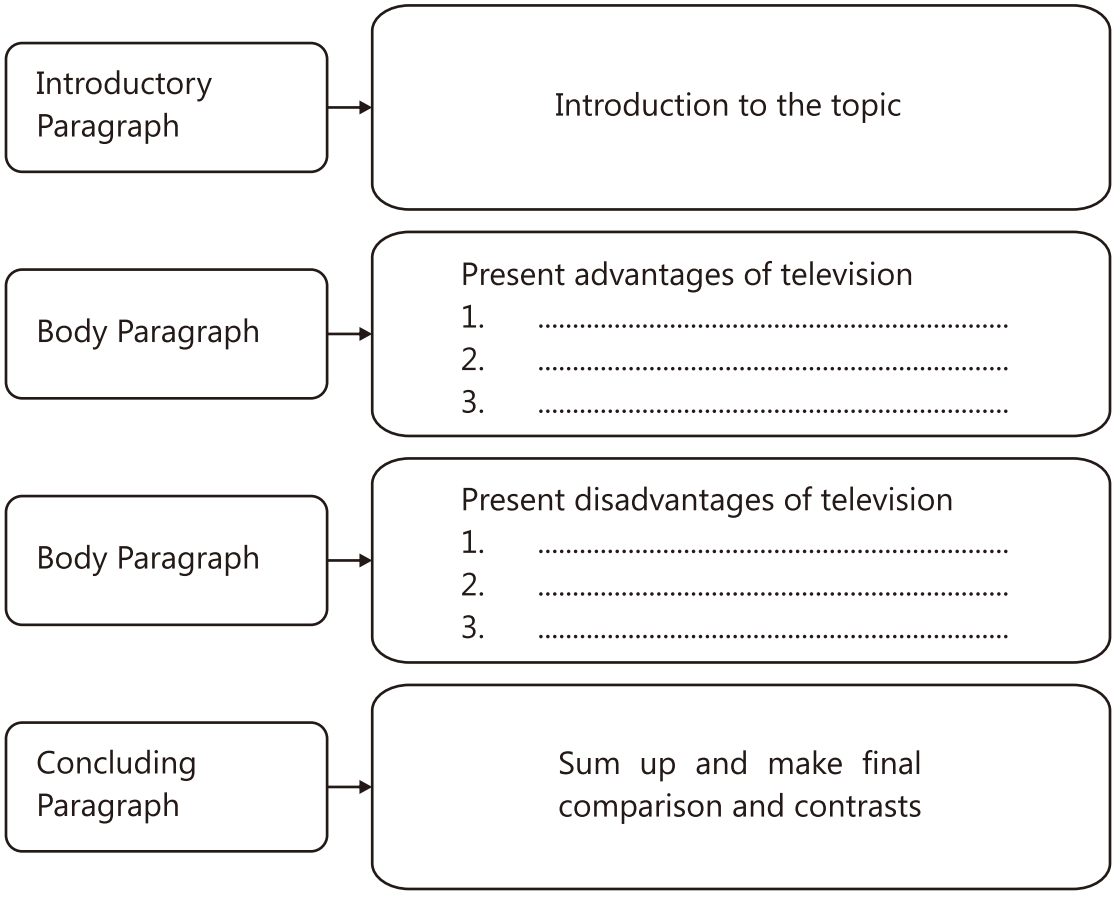
For the Teacher:

- Help students revise the **rules to change the voice**.
- Illustrate the rules and use of **Present and Past Indefinite Tense**.

Writing Skills

A. Write a paragraph on "Uses and Abuses of Internet/Mobile Phones".

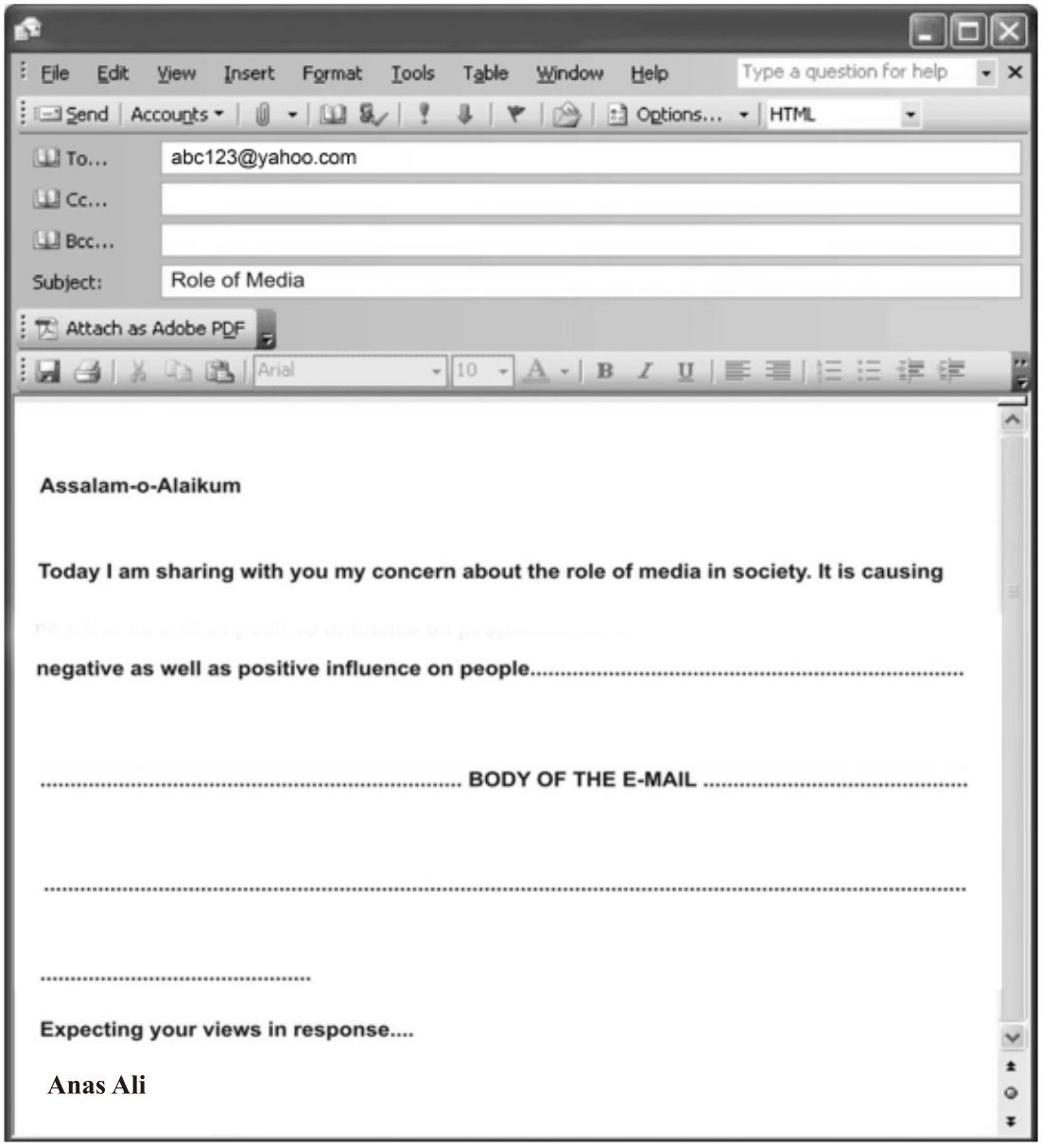
B. Write an essay on "Advantages and Disadvantages of Television", using the given mind map. (Word limit 170 – 200)



Writing e-mails

The format is the same as for fax and memo. You do not necessarily have to write Dear Sir/Madam/Mr. _____ to begin it or use a particular formula at the end. You can just sign your name. E-mails between friends and colleagues are usually informal in style.

Sample e-mail



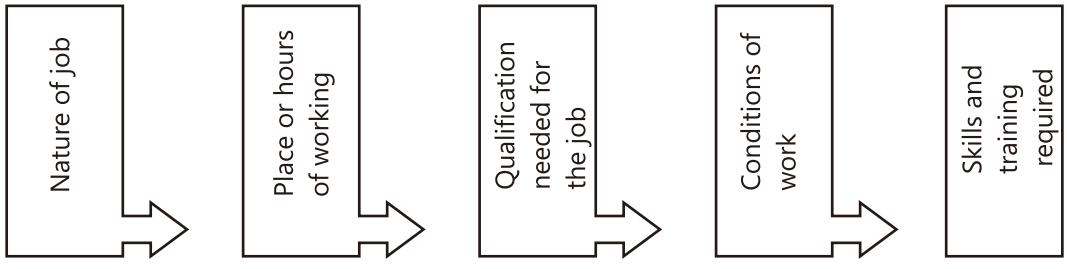
C. Write an e-mail to your friend telling him about sports event held in your school.

Oral Communication Skills

Interview

1. How did you first enter that field?
2. How has your job specification changed since you began your career?
3. What are the emerging trends that your are observing in your field?

(You can prepare more questions)





Unit 4

Hazrat Asma (رضی اللہ تعالیٰ عنہا)

Learning Outcomes:

By the end of this unit students will:

- know about the life of Hazrat Asma (رضی اللہ تعالیٰ عنہا)
- know, how the Muslim women served the cause of Islam
- know, how the Muslim women kept up their integrity in the times of hardship
- learn about the traits of honesty, truthfulness, valour and generosity
- learn about the use of punctuation marks
- recognize prepositions of time
- know about the essentials of paragraph writing

Pre-reading:

- What do you know about Hijrat-e-Madinah?
- Who accompanied the Rasool (صلی اللہ علیہ وآلہ وسلم) in this journey?
- Have you ever heard of the role of a Muslim woman in this venture?



For the Teacher:

- Help the students to use **pre-reading** strategies to predict the content of the text from the title and the illustration.
- Conduct pre-reading activities to arouse the students' interest in the role of the Muslim women for the cause of Islam.

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

Who were emigrants and where did they migrate to?

2. The preparation for this journey was made at the house of Hazrat Abu Bakr Siddique (رضی اللہ تعالیٰ عنہ). Hazrat Asma (رضی اللہ تعالیٰ عنہا) rendered useful services in this regard. She prepared food for this journey. She tied the food on the camel back with her own belt as nothing else could be found. For this service she was given the title of *Zaat-un-Nataqin* by the Rasool (صلی اللہ علیہ وآلہ وسلم).
3. During the perilous journey, it was very difficult for anyone to supply food to Hazrat Muhammad (صلی اللہ علیہ وآلہ وسلم). The situation was so delicate that the slightest mistake could have endangered the life of the Rasool (صلی اللہ علیہ وآلہ وسلم). This grand task was nicely undertaken by Hazrat Asma (رضی اللہ تعالیٰ عنہا), the daughter of Hazrat Abu Bakr Siddique (رضی اللہ تعالیٰ عنہ). Every night, with the pack of food, she would quietly venture towards the rugged mountains in which lay the cave of Thawr. She took care of the minute details in accomplishing the task. How difficult it must have been for her to traverse the rocky path at night, with the constant fear of being detected!
4. On the night of the migration, a tribal chief of the disbelievers, Abu Jehl, in a fit of fury headed towards Hazrat Abu Bakr Siddique's (رضی اللہ تعالیٰ عنہ) home. He began to knock

What do you understand by the phrase "in a fit of fury"?

For the Teacher:

- While-reading activities may be conducted to interact with the text. More while-reading questions may also be asked.
- Explain to them the title '*Zaat-un-Nataqin*' (ذات النطاقین) given to Hazrat Asma (رضی اللہ تعالیٰ عنہا) by the Rasool (صلی اللہ علیہ وآلہ وسلم).

at the door violently. Addressing Hazrat Asma (رضی اللہ تعالیٰ عنہا), he demanded, "Where is your father?" She politely replied, "How would I know?" This response shows the wisdom and courage of Hazrat Asma(رضی اللہ تعالیٰ عنہا). She didn't make a statement that would give him a clue. She simply posed a counter question that infuriated Abu Jehl. He slapped Hazrat Asma's (رضی اللہ تعالیٰ عنہا) face so hard that her ear-ring fell off but she remained steadfast and did not reveal the secret.

Why was Abu Jehl furious?

5. Her grandfather, Hazrat Abu Quhafaa was a disbeliever at that time. He was very old and had become blind. He said to her, "Asma, I think Abu Bakr has taken all the wealth, leaving you and children empty-handed and helpless." At this, she instantly ran to a corner of the home. She gathered some pebbles and put them at the place where her father used to keep his money and jewels. She covered it with a piece of cloth. "Come grandfather, look! he has left all this for us." He touched the cloth and thought it was full of gold and jewels. His concern was alleviated and he felt relieved to know that Abu Bakr Siddique(رضی اللہ تعالیٰ عنہ) had left all his wealth at home.
6. Hazrat Asma (رضی اللہ تعالیٰ عنہا) was amongst the early few who accepted Islam. She was the daughter of Hazrat Abu Bakr Siddique (رضی اللہ تعالیٰ عنہ) and the stepsister of Hazrat Ayesha Siddiqua (رضی اللہ تعالیٰ عنہا). She was the wife of Hazrat Zubair bin al-Awwam (رضی اللہ تعالیٰ عنہ) and the mother of Hazrat Abdullah bin Zubair(رضی اللہ تعالیٰ عنہ). She died at the ripe old age of about a hundred years. Hazrat Abdullah bin Zubair (رضی اللہ تعالیٰ عنہ) used to say that he had not seen anybody more generous and open hearted than his aunt Hazrat Ayesha (رضی اللہ تعالیٰ عنہا) and his mother. Hazrat Asma(رضی اللہ تعالیٰ عنہا) was so generous that she sold her inherited

What are the other words you can use for "accepted"?

Note the sequence of events in the text. Classify and organize the main traits of Hazrat Asma (رضی اللہ تعالیٰ عنہا).



For the Teacher:

- Ask the students to classify their knowledge about Hazrat Asma (رضی اللہ تعالیٰ عنہا) with the headings of age, family and personality traits.
- Make students locate phrases and idioms in the text and their usage.

garden and gave away all the money to the poor and the needy. Nobody ever returned empty-handed from her doorstep.

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

Theme:

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

Glossary:

perilous	----------	dangerous
venture	----------	undertake
furiously	----------	angrily
refuge	----------	place of safety
instantly	----------	immediately
constant	----------	regular
detect	----------	to find out
ripe	----------	mature
reveal	----------	show

Oral Activity:

Answer the following questions orally.

- Discuss the salient features of the personality of Hazrat Asma (رضی اللہ تعالیٰ عنہا) .
- Name some prominent women in today's world. Share their achievements.
- What contribution can women make to the society in Pakistan?

Arrange a group discussion to comprehend the following statements.

- "Abu Bakr Siddique (رضی اللہ تعالیٰ عنہ) must have taken all the wealth leaving you and children behind empty-handed."
- "This grand task was nicely undertaken by Hazrat Asma (رضی اللہ تعالیٰ عنہا)."

Stress and Intonation:

Stress

Read the words carefully and note the stressed and unstressed syllables in them.

HUSband	aBOUT	aRRIVE
reMARkable	imPORtant	phoTOgraphy

In a dictionary the mark /'/ shows the main stress in a word.

Intonation: The rise and fall of the voice in speaking is intonation.

The words that are in bold show the intonation pattern.

1. **Do** you like it?
2. Do **you** like it?
3. Do you **like** it?
4. Do you like **it**?

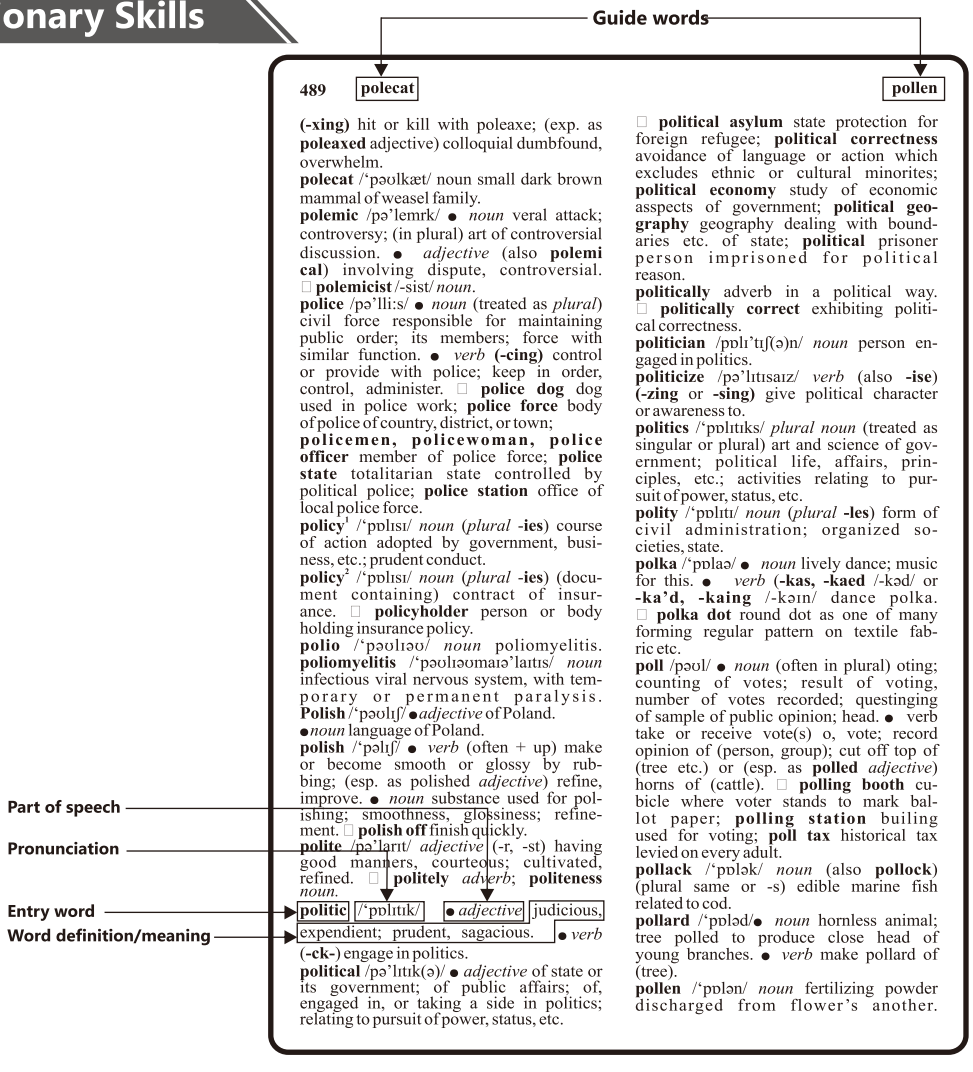
A. Find the stress words in the following paragraph.

The preparation for this journey was made at the house of Hazrat Abu Bakr Siddique (رضی اللہ تعالیٰ عنہ) . Hazrat Asma (رضی اللہ تعالیٰ عنہ) rendered useful services in this regard. She prepared food for this journey. She tied the food on the camel back with her own belt as nothing else could be found. For this service she was given the title of *Zaat-un-Nataqin* by the Rasool (صلی اللہ علیہ وآلہ وسلم) .

For the Teacher:

- Help students understand the stress in words and sentences. Ask them to rewrite above words with stress marks as given in the dictionary.
- Explain to them how shift in intonation within a sentence changes its meaning.
- Help them summarize the main points of the discussion for the benefit of the whole group.

Dictionary Skills



(-xing) hit or kill with poleaxe; (exp. as **poleaxed** adjective) colloquial dumbfound, overwhelm.
polecat /'pəʊlkæt/ noun small dark brown mammal of weasel family.
polemic /pə'lemrk/ ● *noun* veral attack; controversy; (in plural) art of controversial discussion. ● *adjective* (also **polemi cal**) involving dispute, controversial. □ **polemicist** /-sist/ *noun*.
police /pə'lli:s/ ● *noun* (treated as *plural*) civil force responsible for maintaining public order; its members; force with similar function. ● *verb* **(-cing)** control or provide with police; keep in order, control, administer. □ **police dog** dog used in police work; **police force** body of police of country, district, or town; **policemen, policewoman, police officer** member of police force; **police state** totalitarian state controlled by political police; **police station** office of local police force.
policy[1] /'pɒlɪsɪ/ *noun* (*plural* **-ies**) course of action adopted by government, business, etc.; prudent conduct.
policy[2] /'pɒlɪsɪ/ *noun* (*plural* **-ies**) (document containing) contract of insurance. □ **policyholder** person or body holding insurance policy.
polio /'pəʊlɪəʊ/ *noun* poliomyelitis.
poliomyelitis /'pəʊlɪəʊmaɪə'laɪtɪs/ *noun* infectious viral nervous system, with temporary or permanent paralysis.
Polish /'pəʊlɪʃ/ ● *adjective* of Poland. ● *noun* language of Poland.
polish /'pɒlɪʃ/ ● *verb* (often + up) make or become smooth or glossy by rubbing; (esp. as polished *adjective*) refine, improve. ● *noun* substance used for polishing; smoothness, glossiness; refinement. □ **polish off** finish quickly.
polite /pə'laɪt/ *adjective* (-r, -st) having good manners, courteous; cultivated, refined. □ **politely** *adverb*; **politeness** *noun*.
politic /'pɒlɪtɪk/ ● *adjective* judicious, expendient; prudent, sagacious. ● *verb* **(-ck-)** engage in politics.
political /pə'lɪtɪk(ə)/ ● *adjective* of state or its government; of public affairs; of, engaged in, or taking a side in politics; relating to pursuit of power, status, etc.
□ **political asylum** state protection for foreign refugee; **political correctness** avoidance of language or action which excludes ethnic or cultural minorites; **political economy** study of economic asspects of government; **political geography** geography dealing with boundaries etc. of state; **political** prisoner person imprisoned for political reason.
politically adverb in a political way. □ **politically correct** exhibiting political correctness.
politician /pɒlɪ'tɪʃ(ə)n/ *noun* person engaged in politics.
politicize /pə'lɪtɪsaɪz/ *verb* (also **-ise**) **(-zing** or **-sing)** give political character or awareness to.
politics /'pɒlɪtɪks/ *plural noun* (treated as singular or plural) art and science of government; political life, affairs, principles, etc.; activities relating to pursuit of power, status, etc.
polity /'pɒlɪtɪ/ *noun* (*plural* **-lies**) form of civil administration; organized societies, state.
polka /'pɒlkə/ ● *noun* lively dance; music for this. ● *verb* **(-kas, -kaed** /-kəd/ or **-ka'd, -kaing** /-kəɪn/ dance polka. □ **polka dot** round dot as one of many forming regular pattern on textile fabric etc.
poll /pəʊl/ ● *noun* (often in plural) oting; counting of votes; result of voting, number of votes recorded; questinging of sample of public opinion; head. ● verb take or receive vote(s) o, vote; record opinion of (person, group); cut off top of (tree etc.) or (esp. as **polled** *adjective*) horns of (cattle). □ **polling booth** cubicle where voter stands to mark ballot paper; **polling station** building used for voting; **poll tax** historical tax levied on every adult.
pollack /'pɒlək/ *noun* (also **pollock**) (plural same or -s) edible marine fish related to cod.
pollard /'pɒlәd/ ● *noun* hornless animal; tree polled to produce close head of young branches. ● *verb* make pollard of (tree).
pollen /'pɒlən/ *noun* fertilizing powder discharged from flower's another.

A. How many syllables do the following words have?

politically, polish, polka, poll, pollen

B. Give pronunciations of the following words with the help of the pronunciation key given in your dictionary.

emigrant, perilous, infuriated, knowledge, steadfast

For the Teacher:

- Help students identify guide words, entry words, syllable divisions, abbreviations and word definition in a dictionary.
- Explain how to identify pronunciation through pronunciation key.

Comprehension

A. Read paragraph 3 of the unit and identify:

Topic sentence →	
Supporting details →	

B. Read paragraph 4 of the unit and identify topic sentence, supporting details and concluding sentence of the paragraph.

C. Answer the following questions.

1. What happened when Abu Jehl asked about Hazrat Abu Bakr Siddique (رضی اللہ تعالیٰ عنہ) from Hazrat Asma (رضی اللہ تعالیٰ عنہ)?
2. Why was Hazrat Abu Quhafaa (رضی اللہ تعالیٰ عنہ) worried?
3. How did Hazrat Asma (رضی اللہ تعالیٰ عنہا) console her grandfather?
4. Who was Hazrat Abdullah bin Zubair (رضی اللہ تعالیٰ عنہ)?
5. Which incident in the story shows Hazrat Asma's (رضی اللہ تعالیٰ عنہا) love and respect for the Rasool (صلی اللہ علیہ وآلہ وسلم)?
6. Which incident in the story shows the generosity of Hazrat Asma (رضی اللہ تعالیٰ عنہا)?
7. What message do you get from the life of Hazrat Asma (رضی اللہ تعالیٰ عنہا)?
8. "Her life would always be a beacon of light for all of us." How?

For the Teacher:

- Help students analyze passage in the text to identify the theme, key idea and supporting details. Tell them supporting details are the phrases or sentences that support the main idea through definition, examples, facts and quotations.

Cataphoric Reference

An expression that refers to a later expression in the discourse is called a cataphoric reference.

Example:

The Rasool (صلی اللہ علیہ وآلہ وسلم) and **his companion**, Hazrat Abu Bakr Siddique (رضی اللہ تعالیٰ عنہ), migrated from Makkah to Madinah in the year 622 A.D.

Anaphoric Reference

An expression that refers to an earlier expression in the discourse is called an anaphoric reference.

Example:

Hazrat Asma (رضی اللہ تعالیٰ عنہا) was amongst the early few who accepted Islam. **She** was the daughter of Hazrat Abu Bakr Siddique (رضی اللہ تعالیٰ عنہ).

D. Tell whether the references given in these sentences are anaphoric or cataphoric.

1. Abu Jehl, the chief of the disbelievers, in a fit of fury headed towards Hazrat Abu Bakr Siddique's (رضی اللہ تعالیٰ عنہ) home. He began to knock at the door violently.
2. Her grandfather, Abu Quhafaa (رضی اللہ تعالیٰ عنہ) was a disbeliever at that time.
3. When Aslam was playing cricket, he hurt his hand.
4. Before she finished the work, Neelam had checked the mistakes once again.
5. Anees threw the stone. He broke the window.
6. When she entered the room, Zeba was surprised to see so many guests.
7. The city of gardens, Lahore, is also famous for its historical places.

For the Teacher:

- Help students identify and recognize the function of anaphoric and cataphoric reference.

Vocabulary

A. Choose the correct meanings of the underlined words.

i. It was so **delicate** a situation.

a) difficult b) easy

c) sensitive d) fragile

ii. Abu Jehl began to knock at the door **violently.**

a) politely b)slowly

c) forcefully d) angrily

iii. She simply posed a counter question that **infuriated** Abu Jehl.

a) pleased b) helped

c) enraged d) annoyingly

iv. She remained **steadfast** and did not reveal the secret.

a) patient b) firm and resolute

c) ready to face d) prepared for the worst

B. Consult a dictionary to find the meanings of the following words/ phrases and use them in sentences.

mad with anger, fit of fury, reveal the secret, resolute, alleviate, migration, companion, refuge, gave away, determined



For the Teacher:

- Illustrate to the students the use of dictionary to find appropriate meanings.

Grammar

Abstract Noun

Abstract Noun is the name of a quality, action, or state. Abstract Nouns are formed from adjectives, verbs and common nouns.

Example

She faced every calamity of life with **patience** and **valour.**

A. Underline the abstract nouns in paragraph 4.

B. Form abstract nouns from the following adjectives and verbs. Use these nouns in sentences of your own.

courageous, empty, difficult, generous, resolute, suffer

C. Put articles, where required.

1. Trees are grown on either sides of canal.
2. Her courage and patience are exemplary.
3. Kindness and tolerance are noble deeds.
4. Higher you go, cooler it is.
5. He is tallest boy in his class.
6. Dog is faithful animal.
7. Indus is largest river in Pakistan.
8. Mount Everest is highest peak in world.
9. Alizay is most intelligent girl in school.
10. Where are books which I bought a week ago?



For the Teacher:

- Recall the students' previous knowledge of kinds of noun.
- Demonstrate the use of abstract noun.
- Help them recall their previous knowledge of articles.

Prepositions of Time

Prepositions	Use	Example
in	months	in June, in September
	year	in 2011, in 1999
	seasons	in winter, in the summer of 2011
	part of the day	in the morning, in the afternoon, in the evening
	duration	in a second, in two weeks
at	part of the day	at night/ noon/ midnight
	time of day	at 8 o'clock, at midnight
	celebrations	at Eid
	fixed phrases	at the same time
on	days of the week	on Sunday, on Friday
	date	on the 20th of August
	special holidays	on the Iqbal Day, on my birthday
	a special part of a day	on the morning of October the 11th

D. Identify the prepositions in paragraphs 3 and 4 of the unit.

E. Fill in the blanks with suitable prepositions given below.

i. The Rasool (صلی اللہ علیہ وآلہ وسلم) migrated _____ Makkah to Madinah in 622 A.D.

a) between b) from c) after d) into



For the Teacher:

- Illustrate to students the use of prepositions of time.

ii. Abu Jehl, _____ a fit of fury headed towards Hazrat Abu Bakr Siddique's (رضی اللہ تعالیٰ عنہ) home.

a) with b) after c) in d) into

iii. He began knocking ____the door violently.

a) at b) on c) into d) about

iv. At this, she instantly ran ____ a corner of the home.

a) into b) through c) to d) towards

v. She has resolute faith ____ Allah Almighty.

a) of b) in c) at d) to

vi. She gave ____ all the money to the poor and the needy.

a) out b) through c) in d) away

vii. Her life would always be a beacon _____ light for all of us.

a) in b) of c) with d) into

F. Fill in the blanks with prepositions of time.

a. Ali is arriving _____ January 26 _____ 2 o'clock in the afternoon.

b. Saqib is leaving _____ Friday at noon.

c. Ashar worked for his law firm _____ 1995.

d. I met Shaheen _____ 9.00 am.

e. The doctor will see Alizay_____ the evening.

f. Sobia has her birthday ____ September 11.

g. We will have vacation_____ summer.

G. Punctuate the following using capital letters, commas and full stops.

the rasool (صلی اللہ علیہ وآلہ وسلم) and his close companion hazrat abu bakr siddique (رضی اللہ تعالیٰ عنہ) migrated from makkah to madinah in the year 622ad when the chiefs of various tribes of makkah came to know about the migration of the rasool (صلی اللہ علیہ وآلہ وسلم) and his close companion hazrat abu bakr siddique (رضی اللہ تعالیٰ عنہ) they got furious

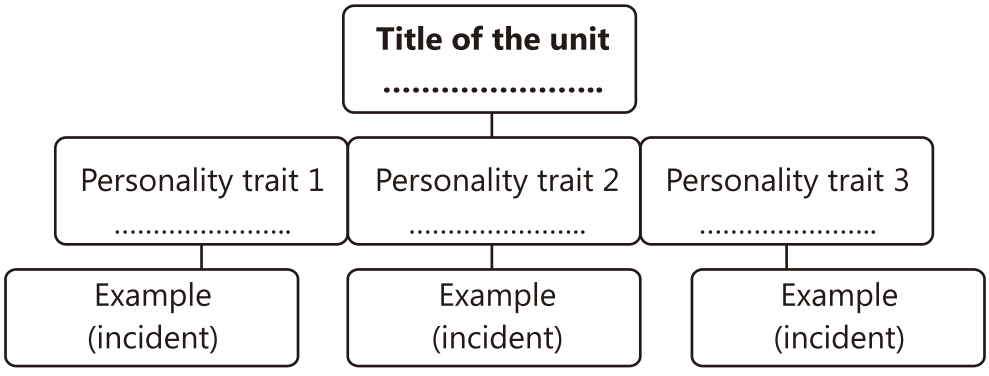


For the Teacher:

- Help students recall the rules of punctuation marks and capitalization, taught earlier.

Writing Skills

A. Summarize the unit by completing the following mind map.



B. Write a character sketch of Hazrat Asma (رضی اللہ تعالیٰ عنہا) . Then proofread and edit self and peer's work.

Checklist

Proofread and edit your work for:

- faulty sentence structures
- errors of subject/verb agreement
- unclear pronoun references
- errors of correct word forms
- errors of punctuations and spellings

For the Teacher:

- Help students understand paragraph writing with the details that a single paragraph deals with one topic only. A paragraph has the following parts; **topic sentence, supporting details, and concluding sentence**.
  - ► **Topic sentence** expresses the main idea of the paragraph and is usually the first sentence of it.
  - ► **Supporting details** are sentences that provide explanation and support to the topic sentence (main idea).
  - ► **Concluding sentence** is sentence that provides conclusion or gives a gist of the paragraph.
- The essentials of a good paragraph construction are: **a)** unity **b)** a good topical sentence **c)** logical sequence of thought **d)** variety **e)** a precise sum up.
- Help students proofread their own and peer's writing for errors mentioned in the checklist.
- **This practice of proofreading and editing may be carried out for writing activities throughout the book.**
- **To assess 'writing skills' sample rubric is given at the end of the book.**

Oral Communication Skills

A. Useful phrases for greetings

Informal/ friendly greetings	Formal/business greetings	To begin formal conversation	When meeting someone after a time
Hello! Hi! **Introducing yourself:** I would like to introduce myself I am...	Good morning! Good afternoon! Good evening! **<u>When meeting for the first time:</u>** Pleased to meet you. Nice meeting you. Glad to meet you. It's a pleasure meeting you.	How do you do? How are you? **Response:** Very well! **Response:** Fine, thank you.	Good to see you again. It's been a long time.

B. A new student has joined your class. Use the phrases from above and greet your new friend both formally and informally. Also, introduce yourself and ask for his/her introduction.

For the Teacher:

- Help students use appropriate social and academic conventions for effective oral communication with individuals and in groups, in both informal and formal settings.

Review I: Unit 1-4

Comprehension

A. Answer the following questions.

1. What happened when Abu Jehl asked about Hazrat Abu Bakr Siddique (رضی اللہ تعالیٰ عنہ) from Hazrat Asma (رضی اللہ تعالیٰ عنہ)?
2. Which incident in the story shows the generosity of Hazrat Asma (رضی اللہ تعالیٰ عنہا)?
3. What message do you get from the life of Hazrat Asma (رضی اللہ تعالیٰ عنہا)?
4. What was the first revelation?
5. What is the most important function that media performs?
6. What happens when media is allowed to play its role unchecked?
7. For which ability were the Arabs famous?
8. What are the qualities of a patriot?

Vocabulary

A. Choose the correct meanings of the underlined words.

1. It was so **delicate** a situation.

   a. difficult b. easy
   c. sensitive d. fragile

2. She remained **steadfast** and did not reveal the secret.

   a. firm and resolute b. patient
   c. ready to face d. prepared for the worst

3. **'vindictive'** means:

   a. dedicate b. revengeful
   c. experiment d. text

4. **astonish** means:

   a. make b. mix
   c. separate d. surprise

5. The students are all **geared up**.

   a. ready b. silent
   c. motivated d. keen

6. Their **eloquence** and memory found expression in their poetry.

   a. weak b. strong
   c. healthy d. fluency

7. **devotion** means:

   a. loyalty b. glamorous
   c. easy to know d. difficult to know

Grammar

A. Choose the correct options.

1. 'valour' is a/an _____ .

   a. material noun b. countable noun
   c. abstract noun d. uncountable noun

2. Some are born great. The underlined word is a/an _____ .

   a. possessive pronoun b. indefinite pronoun
   c. reflexive pronoun d. personal pronoun

3. My mother will be _____ if I get home late.

   a. anxiety b. anxious
   c. anxieties d. anxiously

4. Saqib is leaving _____ Friday at noon.

   a. on b. at
   b. by d. from

5. We are studying _____ English.

   a. a b. an
   c. the d. none of these

6. 'How cold the night is!' This is a/an_____ sentence.

   a. assertive b. interrogative
   c. exclamatory d. imperative

7. I _____ you ride my bike if you like.

   a. had given b. give
   c. will give d. gives

8. You _____ be punctual.

   a. ought to b. should
   c. must d. would

9. The boy laughs loudly. The underlined word is a/an _____ .

   a. intransitive verb b. regular verb
   c. transitive verb d. irregular verb

10. Open the window. The passive voice of this sentence is _____.

   a. The window be opened.
   b. Let the window open.
   c. Let the window be opened.
   d. Window let be opened.

Writing Skills

A. Write a paragraph on any social issue/topic.

- Write a clear topic sentence.
- Supporting details (examples, definition, comparison, clarification or explanation) to develop the main idea.
- Use appropriate pronoun-antecedent relationship and transitional devices within the paragraph.
- Order of arranging details, e.g. general to specific, sequential, etc.

B. Write any expository composition showing comparison and contrast between things, events, situations, places, actions, ideas or problems.

Oral Communication Skills

A. Select and use appropriate expressions for various functions.

- Ask and respond to questions of academic and social nature.
- Ask and express preferences, emotions, wishes, needs and requirements by giving reasons.
- Express satisfaction/dissatisfaction, approval/disapproval, and agreement/ disagreement (fully and partially) politely.
- Express refusal politely.
- Seek and offer a piece of advice.

Unit 5

Daffodils

William Wordsworth (1770-1850)

Learning Outcomes:

By the end of this unit students will:

- understand the poet's purpose and point of view
- construct the meaning of the poem through understanding the key theme
- identify the speaker in the poem
- interpret the imagery in the poem
- paraphrase the poem
- summarize the poem following the summary skills
- respond to the poem by giving a personal point of view
- relate the context of the speaker in the poem to real life situation
- illustrate the use of present and past participles

Pre-reading:

- What is the picture about?
- Have you ever seen daffodils?
- Do you know where daffodils grow?



For the Teacher:

- Conduct pre-reading activity to arouse the students' interest in the topic.
- Make them predict from the title and the illustration about the contents of the text.

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

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

How do you compare the daffodils with the stars?

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

How does the poet feel in the company of the daffodils?

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.



For the Teacher:

- While-reading activity may be conducted to interact with the text. More while-reading questions may be asked.
- Recite the poem with proper stress and intonation and note how reading poetry is different from reading prose.
- Explain the use of figurative language and literary techniques such as simile and personification.
- Tell the students about the use of semicolon (;) and exclamation mark (!).

Notes and Comments:

William Wordsworth was born at Cockermouth in Cumberland-UK, on April 7th, 1770. His passion for Nature is well known. That is why he is referred to as the poet of nature. Wordsworth is a true worshipper and ardent lover of nature. It was a creed for him. According to him, nature is a teacher and preacher. In this poem the poet has presented before us the healthy ,ennobling ,purifying and enduring impact of nature on human beings.

Some of the famous poems by Wordsworth to be read and enjoyed are;

To the Cuckoo, Lucy Grey, The World is too Much with Us, The Two April Mornings, It is a Beauteous Evening, Solitary Reaper ,We are Seven

Theme:

We probably have some moments in our life that we replay in our memory – images to which photographs or videos cannot do justice because they cannot capture our feelings. In this poem, William Wordsworth captures both the images and feelings concerned with a special moment in his life. The poem is a tribute to nature and its manifestations in all its glory. It beautifully presents before us not only the attractive and exciting beauty of nature but also the purifying and enduring impact of it on human beings.

Glossary:

fluttering	----------	moving in the air, flying
glee	----------	joy, happiness
host	----------	in large number
jocund	----------	happy
twinkle	----------	shine with a light that keeps changing from bright to faint, and from faint to bright
pensive	----------	thoughtful
solitude	----------	loneliness

Oral Activity:

Form groups and discuss the following.

- What have you understood is the key theme of the poem.
- Discuss various aspects of nature as described in the poem.
- Work in pairs to prepare a **presentation** on the topic of "Daffodils". In your presentation, read Wordsworth's poem aloud to the class and explain your feelings.

Guidelines to prepare presentation

Content	**Presentation**
• provide adequate background of the topic • explore topic in sufficient depth • appropriate conclusion	• introduction of the topic briefly and clearly • supporting facts and examples
Organization	**Style**
• state objectives well • cover major areas of the topic • organize presentation in a proper sequence • manage time well	• speak with confidence (and alertness) • proper use of audio/visual aids • use body language • conduct question/answer session

Comprehension

A. Answer the following questions.

1. What is the central idea of the poem?
2. What do the daffodils represent in the poem?
3. What "wealth" do memories of the scene give to the poet?
4. List the words that heighten the sound effect in the poem.
5. How has the poet heightened the impact of the poem by using the figurative language?



For the Teacher:

- Help students create and deliver class presentation on the topic by following the guidelines given above.

Figures of Speech

Simile

A simile is a figure of speech in which **like** or **as** is used to make a comparison between two ideas that are basically dissimilar.

Examples: a. Her eyes twinkled like stars. b. She was as busy as a bee.

Metaphor

If we write a comparison between two things and omit the word 'like' then we are using a metaphor.

Examples: a. He proved a lion in the fight.
b. His heart is red, red rose.

Personification

It is a figurative language technique where an object or idea is given human characteristics or qualities.

Examples: a. The candle flame **danced** in the dark.
b. The sunflowers **nodded** in the wind.

Imagery

Imagery is the construction of details used to create mental images in the mind of the reader through the visual sense as well as the senses of touch, smell, taste and sound.

Examples of imagery:

visual	–	huge trees in the thick and dark forest
auditory	–	the rustling of leaves
smell	–	scent of apples
taste	–	sweet and juicy oranges
touch	–	rugged and rough path

A. In "Daffodils" similes are used in stanzas 1 and 2. Can you tell what two things are compared in each of these stanzas?

B. Pick out one example of personification from the poem.



For the Teacher:

- Help students analyze how a poet uses language to appeal to the senses through the use of figurative language including similes, metaphors and imagery.
- Help them recognize literary techniques such as personification.

C. Here is a list of a few Similes, Metaphors and Personifications. Can you identify them? Write 'S' for Simile, 'M' for Metaphor and 'P' for Personification.

Time is money.		the apple of my eye	
as busy as a bee		as cunning as a fox	
The wind whispered the rumors of the forest.		Brown grass was begging for water.	
as gentle as a lamb		as wise as an owl	
The sorry engine wheezed its death cough.		blanket of snow	
the heart of lion		as black as a crow	

D. Underline the words and phrases that depict imagery in the poem.

Vocabulary

A. Use a thesaurus to find three more synonyms of the following words.

saw glance gaze ....

shine twinkle sparkle ....



For the Teacher:

- Help students explore the use of synonyms with varying shades of meaning used for various purposes. Ask them to consult dictionary to know their literal meanings.

Connotation

Connotation means the attitude and feeling associated with a word as opposed to its literal meaning.

Example: **solitude:** a positive connotation
lonely: a negative connotation

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

i. gaze: _____
stare: _____
ii. shine: _____
glare _____
iii. hoard: _____
collect _____

C. Use the words given in activity B in sentences of your own.

Grammar

Collective Noun

A singular noun, such as ***committee*** or ***team***, that refers to a group of people, animals or things is called collective noun. **For example:**

Crowd in this poem refers to a collection or a large number of daffodils.

A. Write the collective nouns of the following.

a. a collection of ships
b. a collection of singers
c. a collection of cattle
d. a collection of soldiers



For the Teacher:

- Help students analyze how a poet uses language to affect meaning through the use of **synonyms** with different connotations.
- Demonstrate the use of **collective noun**.

B. Underline the prepositions of place in the poem.

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

behind, beside, next to, under, over, along, across

Conjunctions

Conjunctions join words and sentences. There are two kinds of conjunctions.

Types	Functions	Examples
Coordinating conjunctions	These conjunctions join sentences of equal rank.	but, or, nor, either, also, however, only, so, hence
Subordinating conjunctions	These conjunctions join sentences, one of which is dependent on the other.	because, that, while, unless, as, when, since, if, though

D. Fill in the blanks with appropriate conjunctions.

1. He ran fast _____ he missed the train.
2. Wait _____ I return.
3. Work hard _____ you should fail.
4. I did not come _____ you did not invite me.
5. You will get a prize _____ you deserve it.

E. Use any five coordinating conjunctions and any five subordinating conjunctions in sentences of your own.

For the Teacher:

- Illustrate the use of **conjunctions.**

Use of Present and Past Participles

Participle

A participle is a verb form used as an adjective to modify nouns and pronouns.

Present Participle

All the present participles end in **-ing:**

Examples:
the laugh**ing** lady
the fall**ing** temperature
the sting**ing** remark

Past Participle

The past participles of all regular verbs end in **-ed:**

Examples:
the tir**ed** dancer
the injur**ed** player
the crack**ed** vase

However, irregular verbs have various past participle endings (such as thrown, ridden, built, and gone).

F. Underline the participles in the following sentences.

1. He was so shocked due to the accident that he could not speak.
2. The galloping horse scared the child.
3. I don't want that burnt toast.
4. Don't be frightened. That dog doesn't bite.
5. The lorry was carrying stolen goods.
6. Everybody was excited preparing the things for the trip.
7. If the children are bored, take them to the park.

G. Make five sentences using the present participles and five sentences using the past participles.

For the Teacher:

- Help students use the Present and Past Participles as adjectives.

Writing Skills

Paraphrasing

Paraphrasing is re-writing a poet's utterances or ideas in one's own words without altering the meaning of the original. Thus a stanza takes the shape of the prose. It is of the same length as the original because the purpose is to re-phrase without going into any unnecessary details.

A. Paraphrase the last stanza of the poem.

Summary Writing

A summary is a shorter (condensed) version of an oral, visual or written text. Following are the four basic steps in preparing a summary, providing a logical and organized approach to the process of summary writing.

1. Reading:

A good summary depends to a large extent on good reading, to understand the original text.

2. Outlining:

Outlining involves, making notes that may help you compose a summary such as noting author's purpose, topic sentence, supporting details and main idea.



For the Teacher:

- Help students use paraphrasing skills to paraphrase the stanza by marking thought groups in the stanza then restating the message in simple prose, by replacing poetic words with simple ones.
- Help students understand and apply the summary writing skills to write summary of the poem.

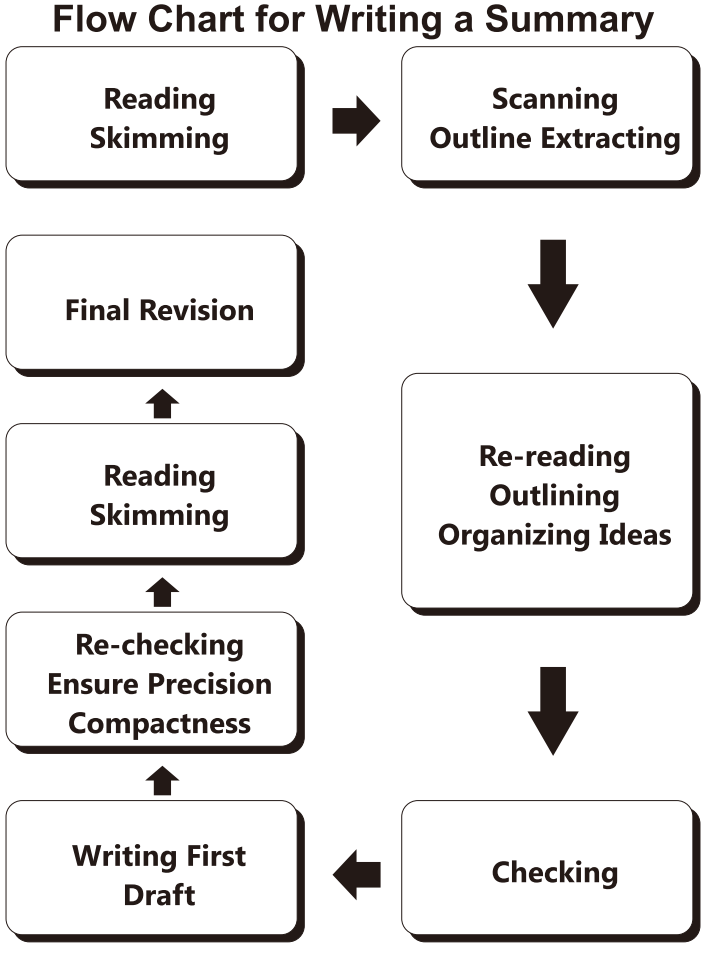
3. Checking:

At this stage the accuracy of outline notes is judged by comparing them with the original passage. Necessary changes can be made in it at this stage.

4. Writing:

At this stage a few necessary changes if any are made. A review of the summarized version is important to make the summary accurate, fluent, and error free.

B. Write the summary of the poem "Daffodils".



Oral Communication Skills

Express Satisfaction/Dissatisfaction

Useful phrases to express satisfaction:

a. Yes please.
b. Really! You did very well.
c. I am happy to find this out.
d. I trusted you a lot and you proved it.

Useful phrases to express dissatisfaction:

a. No please.
b. I am sorry but I am not happy with the result.
c. You have disappointed me.
d. I regret giving you the responsibility.

A. Use the language of satisfaction and dissatisfaction and act out role-plays on the following situations.

1. Father is dissatisfied with the performance of his son in the matriculation exam. However, the son shows satisfaction over his result.
2. You are satisfied with your performance in the debates. Your teacher however expresses dissatisfaction and asks you to improve your presentation skills.
3. Your friend is satisfied with getting cricket match tickets. On the contrary, you express dissatisfaction on the types of seats allotted to you in the stadium.



For the Teacher:

- Help students use appropriate expressions to show satisfaction and dissatisfaction politely.

Unit 6

The Quaid's Vision and Pakistan

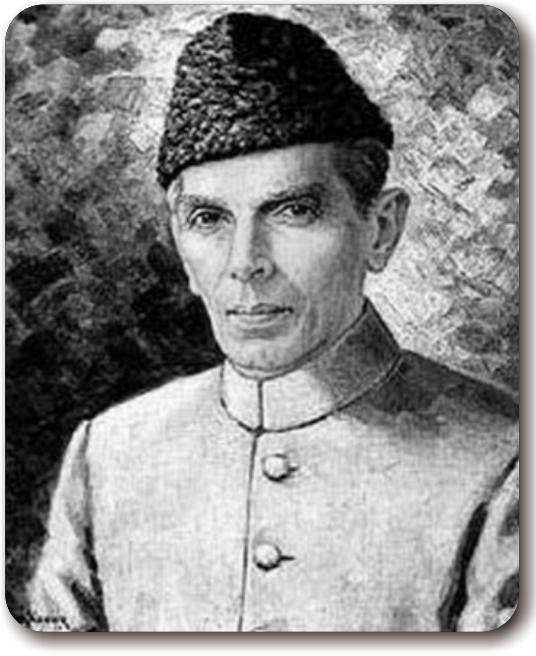
Learning Outcomes:

By the end of this unit students will:

- know about a national pride
- discuss the qualities of a good orator
- write about a personality
- learn participatory citizenship and peaceful co-existence
- illustrate use of kinds of adverb, infinitives and gerunds
- know the use of conditional sentences

Pre-reading:

- What do you infer about the text from the given title and the picture?
- Share the information you already have about Quaid-e-Azam.
- What was the Quaid's role in the freedom movement of Pakistan?



For the Teacher:

- Conduct pre-reading activities to assess the students' prior knowledge and arouse their interest in the topic.
- Explain to the students the leadership qualities of Quaid-e-Azam.
- Tell them the struggle he made for the achievement of Pakistan.

1. During the early and difficult times of Pakistan's emergence, Quaid-e-Azam Muhammad Ali Jinnah, undertook a countrywide tour. He aimed at raising people's spirit.

Why did the Quaid have to take long tours during the early days of independence?

"Do not be overwhelmed with the enormity of the task," he said in a speech at Lahore, "There are many examples in the history of young nations, building themselves up by sheer determination and force of character. You are made of sterling material and second to none. Keep up your morale. Do not be afraid of death. We should face it bravely to save the honour of Pakistan and Islam. Do your duty and have faith in Pakistan. It has come to stay."

2. The entire journey of the great leader's struggle for a separate homeland for the Muslims of the subcontinent was based on the pivot of the Muslim unity and the oneness as a nation. He talked about Pakistan in such clear terms that even a common man could understand it.

Why did the Quaid want the oneness of the whole nation?

"We are a nation," he affirmed three years before the birth of Pakistan, "with our own distinctive culture and civilization, language and literature, art and architecture, names and nomenclature, sense of values and proportion, legal laws and moral codes, customs and calendar, history and traditions, aptitude and ambitions — in short, we have our own distinctive outlook of life."

3. The ideology of Pakistan was based on the fundamental principle that the



For the Teacher:

- While-reading activity my be conducted to interact with the text, more while-reading questions may be asked.

Muslims are an independent nation. Any attempt to merge their national and political identity will be strongly resisted.

4. Quaid-e-Azam was a man of strong faith and belief. He firmly believed that the new emerging state of Pakistan based on the Islamic principles would reform the society as a whole. In his Eid message, September 1945, Quaid-e-Azam said, "Islam is a complete code regulating the whole Muslim society, every department of life collectively and individually."

Are we working according to the expectations of the great leader?

5. Today the Quaid's Pakistan is facing numerous challenges. We have forgotton how much struggle the Muslims had made under the dynamic leadership of Quaid-e-Azam Muhammad Ali Jinnah. We can overcome our present difficulties by following the Quaid's golden motto, "Faith, Unity and Discipline". We can make our nation strong by remembering his advice to the youth, "It is now up to you to work, work and work; and we are bound to succeed."

What is the result of neglecting the advice of the Quaid?

Theme:

The theme is the national pride and the role of the hero in the art of nation-building. Our great leader Quaid-e-Azam was profoundly concerned for his nation as well as for Pakistan. His goal was not only the achievement of Pakistan but also to stabilize the nation and the state simultaneously. For the accomplishment of this mission he undertook countrywide tours at the cost of his health. He strived for the unity of the masses and the welfare of Pakistan and its people.



For the Teacher:

- Explain to them how much he was concerned for the unity among the Muslims of the subcontinent.
- Explain to them how we can overcome our national problems by following his advice.

Glossary:

aptitude	----------	natural ability
fundamental	----------	basic or primary principle
enormity	----------	enormousness
overwhelmed	----------	affected deeply
pivot	----------	central point
numerous	----------	many
sterling	----------	of the highest quality

Oral Activity:

Discuss the following in groups.

a. Why did Quaid-e-Azam ignore his ever failing health?
b. Why did he wish for a complete harmony and unity among the people of Pakistan?
c. What can be the outcome of ignoring the Quaid's advice?

Comprehension

A. Answer the following questions.

1. How much confidence did Quaid-e-Azam have in his nation?
2. What was the Quaid's concept of our nation?
3. What was the ideology of Pakistan in view of Quaid-e-Azam?
4. What can be the possible solution to our present problems?
5. How can we become a strong nation?



For the Teacher:

- Help students summarize the main points of the discussion for the benefit of the whole group.

Vocabulary

A. Encircle the option for the underlined words that relates to the text.

1. "We are a nation," he affirmed three years before the birth of Pakistan.

   a. told b. said emphatically c. broke in

2. We have our own distinctive outlook of life.

   a. distinguish b. powerful c. wavering

3. Keep up your morale.

   a. wealth b. fortitude c. voice

4. Do not be afraid of death.

   a. attended to b. scared c. squared up

5. We should face it bravely to save the honour of Pakistan and Islam.

   a. repair b. cope with c. correct

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

morale, voyage, ambition, nomenclature, identity, distinctive, emergence, struggle, numerous, strong, ideology

C. Write the antonyms of the following words.

confidence, honour, belief, separate, unity, political

D. Use the following idioms in sentences.

bits and pieces, man in the street, raising spirit, pass through, fall a prey

What is a denotation?

Denotation is the literal or dictionary meanings of the words. For example, the word 'snake' in a dictionary will have the denotative meaning scaly and legless. The denotation, therefore, refers to the most basic or specific meaning of a word.

What is a connotation?

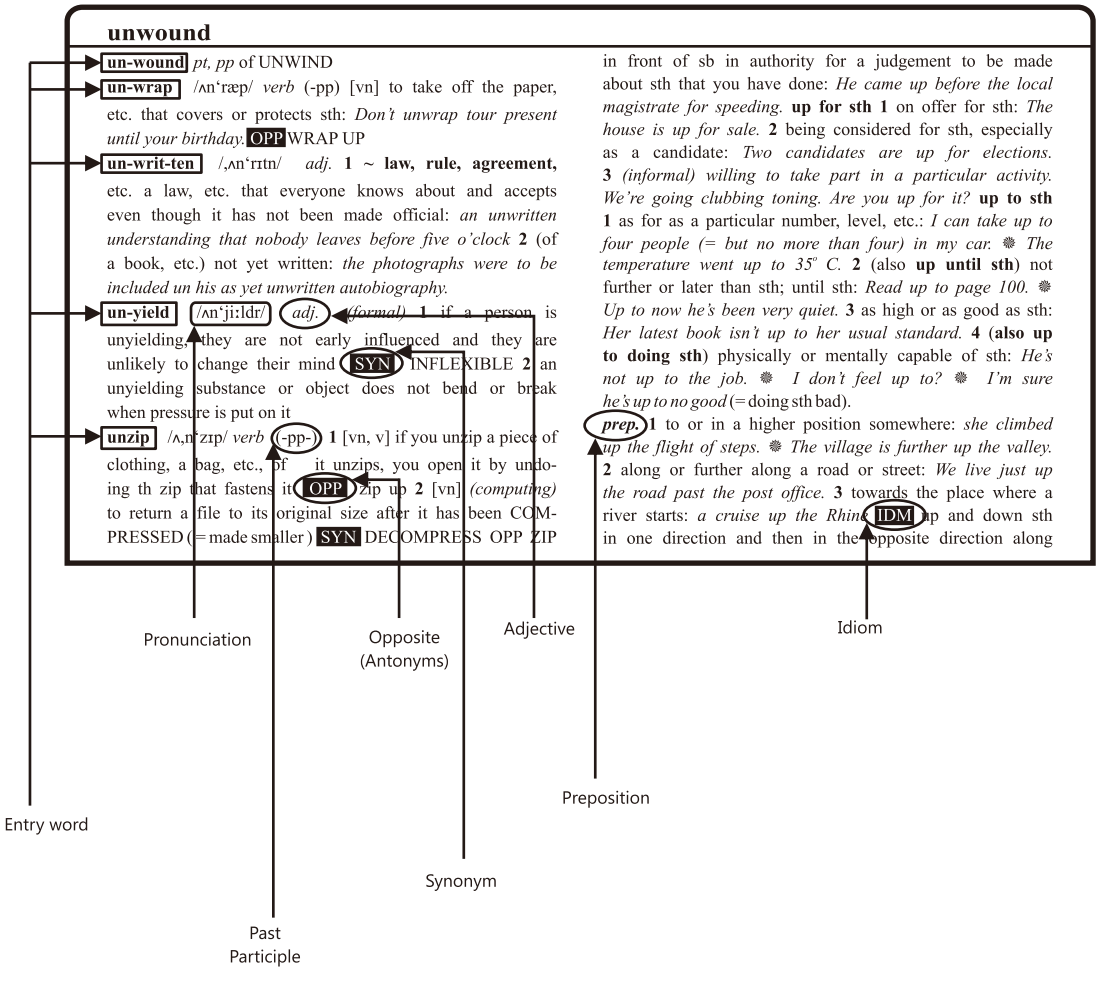
Connotation, on the other hand, refers to the idea that is suggested by or associated with a word. The connotative meaning of a word exist together with the denotative meaning. The connotations for the word 'snake' could include evil or danger. It has the connotation of someone who cannot be trusted.

Connotations can be positive or negative. For example, the word 'thin' can have a positive connotation of 'smart' and a negative connotation of 'skinny'.

E. For each of the words given in the column, give one similar meaning (denotation) and one negative and positive connotation.

No.	Words	Denotative meaning	Positive connotation	Negative connotation
1.	fat	overweight	plump	obese
2.	notorious			
3.	spinster			
4.	stern			
5.	proud			
6.	shrewd			
7.	economical			
8.	fail			

Dictionary Skills



A. Identify the primary and secondary stress in the following words.

unwritten, unwrap, Abraham, president, teach, ponder

For the Teacher:

- Explain to the students the difference between the primary and secondary stress.

Grammar

Adverbs

A word that modifies the meaning of a verb, an adjective, or another adverb is called an adverb. Adverbs usually come in the following positions in a sentence.

Example: She was singing beautifully **(adverb of manner)** at a concert **(adverb of place)** last Sunday **(adverb of time)**.

Infinitives

a. You are free **to go** to your masjid.
b. He made the people **work**.

The words given in bold have no subject. We say that **to go** is the infinitive of the verb. Sometimes **"to"** is used as in example **"a"**, sometimes infinitive without **to** is used as in example **"b"**.

Gerunds

A gerund is that form of the verb which ends in **–ing**, and has the function of a noun.

a. **Painting** is a good fun.
b. I like **painting.**
c. My favourite hobby is **painting**.

In these sentences **painting** does the work of a noun forming the subject, object and complement.

Conditionals: Type III (unfulfilled condition)

Conditionals of this type say that something did not happen because a certain condition was not fulfilled.

Example: **Had** we paid heed to his warnings and advice, we **would not have** got entangled into petty pursuits that have brought forth only disunity and disharmony among our ranks.

A. Find the kinds of adverb in the unit.

1. Adverb of manner ----------
2. Adverb of place ----------
3. Adverb of time ----------
4. Adverb of frequency ----------
5. Adverb of degree ----------

B. Write five sentences using adverbs of manner, place and time in the correct sequence.

C. Make sentences using the following verbs followed by the infinitives.

saw, promised, wanted, began, asked, told, decided

D. Complete these phrases by adding gerunds and use them in sentences.

good at _____ accused of _____

sad at _____ tired of _____

E. Complete the following conditionals.

1. If you had studied hard _____.
2. If you had come to me _____.
3. If I had seen him _____.

F. Write ten sentences using the past perfect tense.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



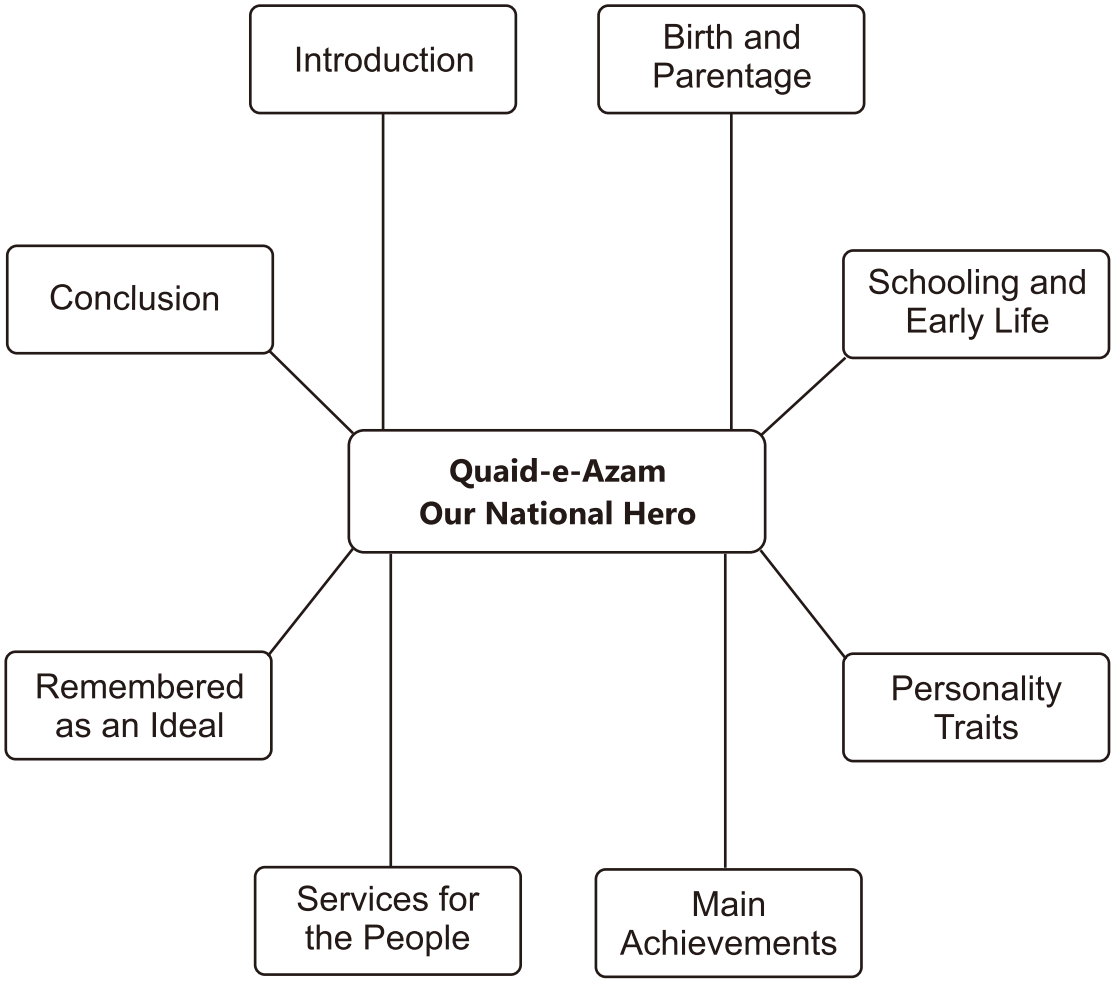
For the Teacher:

- Help students recognize the structure and the use of conditionals Type III.
- Illustrate the use of past perfect tense to the students.

Writing Skills

A. Write a paragraph on Quaid-e-Azam as a progressive and moderate democrat. (60-70 words)

B. Write an essay on "Quaid-e-Azam – Our National Hero" with the help of following mind map.



For the Teacher:

- Guide students to develop a mind map to focus on the relevant points.

Oral Communication Skills

Youngman: Excuse me. Is there a supermarket near here?

Policeman: Yes. There's one near here.

Youngman: How shall I get there?

Policeman: At the traffic lights, take the left first and go straight on. It's on the left.

Youngman: Is it far?

Policeman: Not really.

Youngman: Thank you.

Policeman: Don't mention it.



For the Teacher:

- Help them practice the dialogue in pairs with appropriate stress and intonation.
- Illustrate the use of adverbs and kinds of adverbs.
- Illustrate the use of infinitives and infinitive phrases, gerunds and gerund phrases.

Unit 7

Sultan Ahmad Masjid

Learning Outcomes:

By the end of this unit students will:

- know about the Blue Masjid (Istanbul – Turkey)
- appreciate the Muslim architecture
- utilize the dictionary skills/thesaurus skills
- recognize varying positions of adverbs in sentences
- illustrate the use of the present perfect continuous tense
- know about the essentials of descriptive writing

Pre-reading:

- Name some of the historical places in Pakistan.
- Tell the names of some important masajid in Pakistan.
- What do you know about Turkey?



For the Teacher:

- Conduct pre-reading activity to arouse the students' interest in the topic.

1. The Sultan Ahmad Masjid is one of the most impressive monuments in the world. It is also known as the Blue Masjid because of the blue tiles that embellish its interior. Situated in Istanbul, the largest city in Turkey and the capital of Ottoman Empire from 1453 to 1923, it has become the most popular tourist attraction.

   Who started the construction of the Blue Masjid?

2. It was constructed between 1609 and 1616, during the rule of Ahmad I. As was the custom, this masjid like the other masajid of the time, comprises a tomb of the founder, a madrassah and a hospice.

3. The construction of the masjid started in 1609. The royal architect Sedefhar Mehmat Aga, was appointed by the Sultan as in-charge of the project. The opening ceremony was held in 1616. Unfortunately, the Sultan could not see the completion of the masjid in his life. It was completed in the reign of his successor Mustafa I.

   In whose reign was the construction of the Blue Masjid completed?

4. The Blue Masjid reflects the architectural style of both the Ottoman masjid and Byzentine church. Hagia Sophia, a masjid, one of the wonders of the Muslim architecture, was also kept in view as a model. The Blue Masjid even today is considered to be unmatched in splendour, majesty and size.

5. The masjid has a spacious forecourt surrounded by a continuous vaulted arcade. It has ablution facilities on both the sides. In the centre, there is a fountain which is rather small in contrast with the magnitude of the courtyard. A heavy iron chain is hung at the upper part of the court entrance at

   For what purpose does a heavy iron chain hang there?



For the Teacher:

- While-reading activity may be conducted to interact with the text. More while-reading questions may be asked.
- Explain the contribution of the Muslim rulers to art and architecture.
- Briefly tell about the Ottoman Empire.
- Give an introduction of Ahmad I.

the western side. This side was meant for the Sultan alone. The chain was put there so that the Sultan had to lower his head every time he entered the court. It was the symbolic gesture to ensure the humility of the ruler in the face of the divine power.

6. The interior of the masjid at the lower level is lined with more than 20,000 hand-made ceramic tiles in more than 50 different tulip designs. At the gallery level, the design becomes flamboyant with representation of flowers, fruit and cypresses.
7. The upper level of the interior is adorned with blue paint. More than 200 stained glass windows with intricate designs allow natural light to brighten up its interior and the chandeliers further illuminate it with their glow. The decorations include A'yat from the Holy Quran. The floors are covered with carpets.
8. The most important element in the interior of the masjid is the *mehrab*, which is made of finely carved marble. To the right of the *mehrab* is a richly decorated pulpit. The masjid is so designed that even when it is most crowded, everyone in the masjid can listen to and look at the *Imam*.
9. The royal room is situated at the south east corner. It has its own pulpit that used to be decorated with jade and roses.

Where is the royal room situated?

10. The Blue Masjid has six minarets. Four minarets stand one each at the four corners of the masjid. Each of these pencil shaped minarets has three balconies, while the other two at the end of the forecourt, have only two balconies.
11. In the evening, a large number of tourists and Turks gather in the park facing the masjid to listen the call to the evening namaz. The masjid is flooded with lights and so are the hearts of the believers with divine love. Though much has been lost of the Blue Masjid over the years yet it has not lost the love of its visitors. The masjid is still one of the most visited monuments of the world.

Theme:

The theme of this unit is to highlight the significance of the Islamic architecture. The world of Islam has a splendid heritage of art and architecture in which they excelled throughout the history. Masajid have always been the prominent feature of the Islamic architecture. The essay not only highlights the glory of the Sultan Masjid but also throws light on the skill and ability of the architects of the time.

Glossary:

impressive	----------	remarkable
hospice	----------	an inn, a short living place for travellers
embellish	----------	decorate
flamboyant	----------	colourful, bright
interior	----------	inside
carved	----------	imprinted
adorned	----------	decorated
appointed	----------	selected

Oral Activity:

Form groups and discuss the following.

- What makes the Blue Masjid famous in the world?
- Which feature of the masjid does appeal to you the most and why?

Prepare a class presentation on "The Role of Masjid in the Islamic Culture".

Comprehension

A. Answer the following questions.

1. Why is the Sultan Ahmad Masjid also known as the Blue Masjid?
2. Who was appointed as the architect of the masjid?
3. What was the purpose of hanging a heavy iron chain at the entrance of the court?
4. How does the interior of the masjid look?
5. Why do you think the madrassah and the hospice were part of the masjid?
6. Who constructed Masjid Sophia?



For the Teacher:

- Ask the students to follow guidelines to prepare presentation given on page 53.
- Consult an encyclopedia or surf the internet to find information about famous masajid in Pakistan.

Vocabulary

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

embellish, integrate, splendour, majesty, illuminate

B. Circle the correct antonyms from the given choices of the underlined words.

1. The Sultan Ahmad Masjid is one of the most **impressive** monuments in the world.
   a. ugly b. unimpressive c. remarkable
2. Situated in Istanbul, **the largest** city in Turkey.
   a. smallest b. greatest c. populated
3. A **heavy** iron chain is hung at the upper part of the court entrance on the western side.
   a. big b. bold c. light
4. The **upper** level of the interior is adorned with blue paint.
   a. lower b. outer c. higher
5. The floors are **covered** with carpets.
   a. spread b. exposed c. decorated

C. Use the following words in sentences.

impressive, dexterously, spacious, humility, flamboyant

D. What do the following abbreviations stand for?

USA, UK, UAE, ICU, MBBS, Ph.D, M. Phil, PAF, NADRA, UN, ISSB, WAPDA, PCTB, MNA, MPA, IMF, WHO, WTO, UNESCO, UNICEF

Grammar

Position of Adverbs

A. Place the adverbs at appropriate positions.

1. She comes here. (often)
2. He goes to Lahore. (sometimes)

3. The teacher was late. (hardly ever)
4. We are tired by the end of the day. (usually)
5. I have posted a letter to them. (just)
6. He did his work. (carefully)

Degrees of Comparison

Some adverbs, like adjectives also have three degrees of comparison.

Example

The masjid is so designed that even when it is **most crowded**, everyone in the masjid can listen to and look at the *Imam*.

The masjid still remains to be one of the **most visited** monuments of the world.

B. Complete this table with appropriate degree of adverbs.

Positive degree	Comparative degree	Superlative degree
kept much		
sang beautifully		
slept little		
looked good		
arrived early		

C. Use the above degrees of comparison in sentences as given in example.

1. They came early this morning.
2. I came earlier than him.
3. He came earliest of all.

For the Teacher:

- Help students recognize **varying positions of adverbs in the sentences** according to their kinds and importance.
- Help them **to use the degrees of comparison of adverbs**.

Present Perfect Continuous Tense

The structure of the Present Perfect Continuous Tense is:

Subject + auxiliary verb + auxiliary verb + main verb

has/have been base + ing

There are basically two uses of the Present Perfect Continuous Tense:

1. An action that has just stopped or recently stopped

We use the Present Perfect Continuous Tense to talk about an **action** that started in the past and stopped recently.

Examples

1. I'm tired [now] because I**'ve been running.**
2. Why is the grass wet [now]? **Has** it **been raining?**
3. You don't understand [now] because you **have**n't **been listening.**

2. An action continuing up to now

We use the Present Perfect Continuous Tense to talk about an **action** that started in the past and is continuing **now.** This is often used with **for** or **since.**

We often use **for** and **since** with the Present Perfect Continuous Tense.

- We use 'for' to talk about a **period** of time - 5 minutes, 2 weeks, 6 years.
- We use 'since' to talk about a **point** in past time - 9 o'clock, 1st January, Monday.

Examples

1. I **have been reading for** 2 hours. [I am still reading now.]
2. We'**ve been studying since** 9 o'clock. [We're still studying now.]
3. For how long **have** you **been learning** English? [You are still learning now.]

D. Put *for* or *since* in the blanks.

1. I have been studying _____ 3 hours.
2. I have been watching TV _____7pm.
3. Tara hasn't been feeling well _____2 weeks.
4. Tara hasn't been visiting us _____March.
5. He has been playing football _____ a long time.
6. He has been living in Bangkok _____he left the school.

E. Make five sentences using the present perfect continuous tense and convert them into negative and interrogative sentences.

Writing Skills

A. Write down the summary of the unit. Focus on the following points.

- history of the masjid
- architecture
- importance

B. Describe in your own words the architecture of any historical place in Pakistan.

Oral Communication Skills

Litter Bug!

Ahmad: Hey! Did you see what that boy did?
Naeem: Yeah! He threw a plastic bag into the street. He doesn't care about our environment. He's a litter bug.
Ahmad: Do you care about our environment?
Naeem: Yes, I do. There's too much pollution. Everybody should care about environment.
Ahmad: I agree. "Hey, litter bug! Pick up that trash"!
Naeem: Look! He's picking it up! Thanks for caring about the environment!



For the Teacher:

- Help students make a mind map for summary writing to develop focus on their writing.
- Make pairs and give students good practice in presenting the dialogue with proper stress and intonation patterns.

Unit 8

Stopping by Woods on a Snowy Evening

Robert Frost (1874 – 1963)

Learning Outcomes:

By the end of this unit students will:

- construct the meaning of the poem through understanding the key theme
- identify the speaker in the poem
- identify alliteration in the poem
- interpret the imagery in the poem
- paraphrase and summarize the poem
- respond to the poem by giving a personal point of view
- use adjective phrases and adverb phrases

Pre-reading:

- Does the title reflect the theme of the poem?
- What makes nature poems appealing to you?



For the Teacher:

- Help students read the poem aloud with proper stress and intonation, then read it silently to infer the theme of the poem.

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

What hidden meanings do the following words convey to us?
woods, house, horse, harness bell, downy flake

Note the alliteration and imagery in the poem.

Notes and Comments:

Robert Frost was a famous American poet. He was born in San Francisco on March 26, 1874. He was an internationally acclaimed poet who won the famous Pulitzer Prize for four times. His poetry focuses on the theme of nature in which he embedded the contemporary and philosophical issues of his time. He died in Boston on January 29, 1963.

Other poems by Robert Frost:

Birches, After Apple Picking, Mending Walls, Desert Places, Home Burial, The Road not Taken

Theme:

The poem points out at the attractive and exciting beauty of nature and simultaneously hints at the need to carry on with the daily affairs of life. The world of fantasy is very inviting. But one must maintain balance between the world of reality and imagination.

For the Teacher:

- While-reading activity may be conducted to interact with the poem. More while-reading questions may be asked.

Glossary:

woods	----------	forest
queer	----------	strange
harness	----------	control
downy	----------	soft, feathery
flake	----------	very small loose mass of snow

Comprehension

A. Answer the following questions.

1. Who is the speaker in the poem?
2. Whom does the speaker refer to in the first stanza of the poem?
3. Why does the speaker stop on 'the darkest evening of the year'?
4. Why does the horse impatiently await the next move of his master?
5. The speaker in the poem is captivated by the beauty of nature. Why doesn't he stop for long to enjoy nature's beauty?

B. Some statements are directly supported by the poem, some are inferences based on evidences from the text while some are not supported by any evidence. Put a tick in the right column.

Statements	Directly supported by the poem	Inference based on some evidence from the poem	Statement not supported by any evidence
It is a cold and dark winter.			
The speaker knows the owner of the woods.			



For the Teacher:

- Explain to the students that sometimes ideas in writing are not stated directly but are given in the form of clues. The reader draws meanings by carefully studying these clues which are called **evidences**. When meaning is not stated directly but is reached through examining evidences, it is called an **inference**.

Statements	Directly supported by the poem	Inference based on some evidence from the poem	Statement not supported by any evidence
The speaker feels guilty about stopping in the woods.			
The speaker thinks about his commitments and restarts his journey.			
The speaker is tired and wants to rest.			
The horse feels strange to stop unexpectedly .			
The speaker appreciates the beauty of nature.			

C. Paraphrase the following.

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

Vocabulary

Alliteration

Alliteration refers to the repetition of the same consonant sound in words which are used closely together in the poem.

Examples : Whose woods .....
His house .....
..see me stopping .....

Imagery

Imagery is the construction of details used to create mental images in the mind of the reader through the visual sense as well as the sense of touch, smell, taste and sound.

Examples of imagery:

visual	-	huge trees in the thick and dark forest
auditory	-	the rustling of leaves
smell	-	scent of apples
taste	-	sweet and juicy oranges
touch	-	rugged and rough path

A. Underline the words and phrases that depict clear imagery in the poem.

B. Identify alliterations and metaphors in the poem.

C Here are some words opposite in meaning. Match the columns.

Column A	Column B
village	melt
stopping	water
snow	silence
frozen	city
darkest	shallow
sound	moving
downy	hard
deep	brightest

D. Circle the correct options.

i. The poem is suggestive of profound thoughts about _____.

a. a scene of woods in winter
b. reality of life and death
c. a song of enjoyment



For the Teacher:

- Help students read and analyze literary techniques such as alliteration and repetition.

ii. The poem presents a conflict between _____.

a. the poet and his friend
b. the obligations of life and desire to escape from them
c. the poet and forces of nature

iii. After reading the poem we _____.

a. feel fed up of life
b. wish to sleep for a long time
c. get ready to face the challenges of life

iv. The poem conveys to us only _____.

a. a surface meaning
b. a profound thought
c. no meaning at all

v. Dark woods symbolize _____.

a. darkness spread around the poet
b. death and departure to another world
c. darkness in the mind of poet

Grammar

Adjective Phrase

An adjective phrase is a group of words that does the work of an adjective.

Examples

a. I like to see a **smiling** face. (adjective)
b. I like to see a face **with a smile** on it. (adjective phrase)

Adverb Phrase

An adverb phrase is a group of words that does the work of an adverb.

Examples

a. Ali ran **quickly**. (adverb)
b. Ali ran **at a great speed**. (adverb phrase)



For the Teacher:

- Illustrate the use of adjective phrases and adverb phrases.

A. Replace each of the following underlined adjective phrases by an adjective.

1. He wore a turban made of silk.
2. He is a man without a friend.
3. Nobody likes a person with bad temper.
4. It is of no use.
5. He is a man of sense.

B. Replace each of the following underlined adverbs by an adverb phrase.

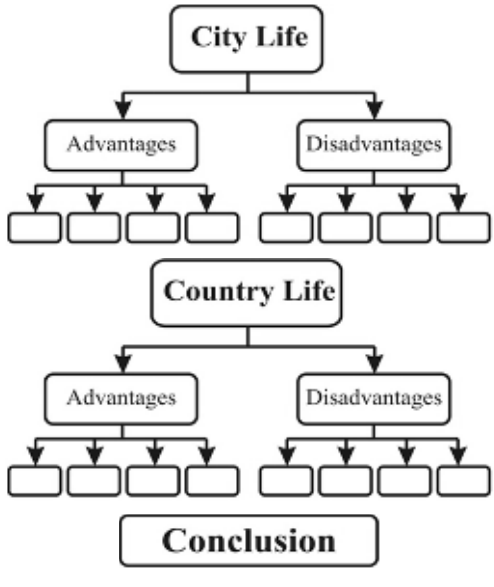
1. The pigeon flies swiftly.
2. He built his house there.
3. He tried hard.
4. He spoke eloquently.
5. Did Sara behave well?

C. Make three sentences using adjective phrases and three sentences using adverb phrases.

Writing Skills

A. Summarize the poem "Stopping by Woods on a Snowy Evening".

B. Write an essay contrasting living in the city with living in the country. (170-200 words)



For the Teacher:

- Recapitulate the essentials of writing a good summary.
- Help students to complete the mind map first to develop focus on their writing.

Oral Communication Skills

Expressions to refuse politely

- No please.
- I am really sorry.
- I am sorry but this is not possible.
- I regret to inform you that...
- I am afraid I can't do it.
- I apologize for not accepting the offer.
- Sorry I'm unable to do it right now.

A. Work in pairs. Read the situations below and respond using expressions of polite refusal.

No.	Situation
1	Your friend requests to borrow your book
2	Your cousin requests to use your computer.
3	Your friend wants to take you to a party.
4	You request your teacher to extend the date of the exam.

B. Form groups and discuss a situation where you faced difficulty. How did you tackle the situation?

For the Teacher:

- Help students use appropriate expressions for polite refusals.

Review II: Unit 5-8

Comprehension

A. Answer the following questions.

1. What do the daffodils represent in the poem?
2. How has the poet heightened the impact of the poem by using the figurative language?
3. What was the Quaid's concept of our nation?
4. How can we become a strong nation?
5. What does love of our country demand from us?
6. How does the interior of the masjid look?
7. Why was a separate royal room attached to the masjid?
8. Why does the horse impatiently await the next move of his master?

B. Paraphrase the following lines.

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

Vocabulary

A. Choose the correct options.

1. Branches of the tree were covered with blanket of snow. In this sentence we find an example of _____.

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

2. Keep up your <u>morale</u>.

   a. wealth b. fortitude
   c. section d. voice

3. The floors are <u>covered</u> with carpets. The underlined word is an antonym of _____.

   a. spread
   b. exposed
   c. stretched
   d. enclosed

4. The little birds are <u>piping</u> yet. The underlined word is a synonym of _____.

   a. twittering
   b. crying
   c. weeping
   d. yelling

Grammar

A. Choose the correct options.

i. The police dispersed the <u>crowd</u>. The underlined word is a/an _____.

   a. countable noun
   b. material noun
   c. collective noun
   d. uncountable noun

ii. The dog sat _____ his master.

   a. beside
   b. along
   c. across
   d. over

iii. Wait _____ I return.

   a. before
   b. unless
   c. if
   d. till

iv. I heard a noise _____ from the room.

   a. came
   b. coming
   c. come
   d. will come

v. He spoke <u>very loud</u>. The underlined word is an adverb of _____.

   a. manner
   b. frequency
   c. degree
   d. time

vi. We watched him go. The underlined word is a/ an _____.

a. past participle
b. gerund
c. present participle
d. infinitive

vii. He is fond of cooking. The underlined word is a/an _____.

a. gerund
b. present participle
c. infinitive
d. past participle

viii. If you had studied hard, you _____ succeeded.

a. would
b. will
c. will have
d. would have

ix. The shoe is pressing on my toe. The underlined phrase is a/an _____.

a. preposition phrase
b. noun phrase
c. adjective phrase
d. adverb phrase

x. Which of the following is an appropriate sentence?

a. We are tired usually by the end of the day.
b. We are tired by usually the end of the day.
c. We are usually tired by the end of the day.
d. We are tired by the end of the day usually.

Writing Skills

1. Write a paragraph on any social issue/topic.

- Write a clear topic sentence.
- Supporting details (examples, definition, comparison, clarification or explanation) to develop the main idea.
- Use appropriate pronoun - antecedent relationship and transitional devices within the paragraph.
- Order of arranging details, e.g. general to specific, sequential, etc.

2. Write any expository composition showing comparison and contrast between things, events, situations, places, actions, ideas or problems.

3. Write an essay on a general subject:

- With a clear introductory paragraph.
- Provide key ideas which prove, explain or support the central thought.
- Use separate paragraphs for each key idea.
- Incorporate evidence (facts, quotations), examples (analogies, anecdotes. etc), or different views (elaborating an idea/opinion) to support each key idea.
- Use appropriate transitional devices to connect ideas within and between paragraphs.
- Add a closing or summary paragraph with a synthesis of central idea, synthesis of each supporting idea, and a general concluding statement.
- Use correct conventions of grammar and punctuation.
- Use appropriate vocabulary.

Oral Communication Skills

1. Prepare a class presentation on various aspects of nature as described in the poem "Daffodils".
2. Prepare a class presentation to discuss **"Do we follow the principles laid down by the Quaid?"** Give arguments in favour and against and also give a conclusion.
3. Prepare a presentation on **" The Muslim Architecture".**
4. Discuss the significance of imagery in the poem **"Stopping by Woods on a Snowy Evening".**

Unit 9

All is not Lost

Learning Outcomes:

By the end of this unit students will:

- scan the text to look for the contextual meanings
- recognize the rules of changing the narration of statement, requests/ orders and questions
- know the use of compound prepositions
- illustrate the use of past perfect continuous tense
- organize the ideas in a clear, structured and logical manner

Pre-reading:

- Which idea comes to your mind when you look at the picture and the title of the story?
- What do you think is the role of a nurse in the treatment of a patient?



For the Teacher:

- Conduct pre-reading activity to arouse the students' interest in the topic.
- Make them predict from the title and the illustration about the contents of the text.

1. It was the beginning of my profession as a nurse. I worked in the Intensive Care Unit (ICU) of the neurology ward. As a young professional, I wished to save the world. I was excited to see the patients making quick recoveries from devastating accidents, yet I was pained to nurse those who were struck with acute neurological disorder.

   What is an ICU in a hospital?

2. One day, standing at the bedside of a young patient , I wondered if she could make the same recovery like others. Hira had received severe head and spinal injuries as she was hit by a speeding bus while crossing a busy road. I took her lifeless arms in my hands and tried to do several exercises on her but in vain. Also, I asked her younger sister to come and talk to her, thinking that the voice of a near and dear one might activate the nearly dead neurons. She could see but not talk. Her eyes showed a certain helplessness. I could read her mind through her eyes. Perhaps she wanted to say, "Please help me."

   To what extent does the recovery of a patient depend upon the doctor and the nurse?

3. A fellow nurse came near me and asked, "Rahila, what are you doing? Fighting a lost battle?" I was shocked at first to hear a colleague making a hopeless comment. Then I replied, "I'm trying to make her brain process by her sister's voice. Also, I am doing my best to ensure that her arms and legs get proper exercise. This might help her walk like a normal person." Meanwhile, a senior doctor on duty, walked in. He gave me an ironic smile and said, "If you spend most of your duty hours on one patient, we will have to recruit more nurses to attend the other patients. Please go and see the other patients. We do not have much hope for her. I don't think that she can ever walk again."



For the Teacher:

- While-reading activity may be conducted to interact with the text. More while-reading questions may be asked.

4. I was upset. The advice to leave the patient unattended did not seem right. I knew that she had suffered from major neural damage, but she needed to be given a chance. An inner voice somewhere within me spoke, "Try once for her."

What do you infer about her professional skills from the expression, "Try once for her"?

5. I went to the senior nurse and told her that I wanted to help this patient and work with her more closely. The senior nurse looked at me with utter surprise and remarked that she had orders from the doctor in-charge to shift her to the general ward. The doctors thought that she was a hopeless case and the bed must be spared for other patients. I was shocked to hear this. The patient's family also requested me to help them fight the case. Something needed to be done. I could not leave my patient fighting a lost battle on her own. I made up my mind to risk my career and help the patient. I requested the senior doctors to allow me attend this young helpless patient. Somehow, I was able to make the patient stay in the ICU.

Identify kinds of noun used in the text.

6. I continued to work on Hira. But she was not making much recovery. I felt as helpless as she was to see her lie on bed in a miserable state. Could I be able to justify my stance before the senior doctors? I did not lose hope. I continued to work with patience and kept doing exercises with her. Gradually, I could see her making a slight recovery. One day, I was thrilled to see, she lifted her little finger. All was not lost!

7. I was sent on a three months training course to Karachi. I made all possible attempts to leave my patient in good hands. I returned after three months to see my patient's bed taken up by another. My feet froze to the ground. I did not have the courage to ask, "What happened?"

8. As I stood near the bed with several questions popping in my mind, I felt a gentle pat on my shoulder. I turned around and see a young woman, smiling at me. "Are you looking for your patient?" she said and gave me a big hug. "Thank you for everything you did! I know you did not allow them to make me

lead a crippled life."

9. I stood still, until her family came around with big smiles on their faces. Thanks to Allah, she was my patient, standing and walking on her own feet. I could not recognize her without the machinery and tubes around her body. She walked on crutches, which she would leave in a few months. I was glad that my efforts bore fruit. But most of all, I was happy that Allah Almighty had helped me win a lost battle.

10. She and her family had entered into a considerable bond of friendship with me. I was humbled by their sense of gratitude towards me. I felt a sense of renewed strength in me. 'Where there is a will there is a way.' I was proud to be a nurse.

Theme:

Some people consider nursing as an underrated profession. It is not being valued like some other professions. So, this story highlights the importance of nursing profession and how the sincere effort and strong determination of a nurse saves a patient from a near crippling stage.

Glossary:

neurology	----------	study of nerves and nerve cells
devastating	----------	shocking
neurons	----------	nerve cells
recruit	----------	employ
popping in	----------	appearing
crutches	----------	support
gradually	----------	slowly
miserable	----------	very unhappy

Oral Activity:

Form groups and discuss the following points.

a. How important is the nursing profession?
b. Is the profession of nursing valued in Pakistan?

Prepare a group presentation on "The Problems of Nursing Profession".

Comprehension

A. Answer the following questions.

1. Why did the nurse ask Hira's sister to come and talk to her?
2. Why did the nurse disagree with the doctor's point of view?
3. Why did the nurse ask herself the question: "Could I be able to justify my stance before the senior doctors?"
4. Describe some qualities of the nurse in the story.
5. Why did the nurse say, "Where there is a will there is a way"?



For the Teacher:

- Engage students in a discussion about the importance of the nursing profession.
- Stress the point that all professions are noble and important, we should do justice to them like the nurse in the story.

B. Rearrange these sentences in correct sequence.

1. We do not have much hope for her.
2. As a young professional, I wished to save the world.
3. I could not leave my patient fighting a lost battle on her own.
4. I was proud to be a nurse.
5. One day I was thrilled to see, she lifted her little finger. All was not lost!
6. The advice to leave the patient unattended did not seem right.
7. Thanks to Allah, she was my patient, standing and walking on her own feet.
8. One day, standing at the bedside of a young patient, I wondered if she could make the same recovery like others.

Vocabulary

A. Match column A with column B.

Column A	Column B
beside	prove myself right
ironic	decided
made up	at the side of
justify my stance	conveying opposite sense

B. Identify the phrases and idioms in the unit and use them in sentences.

C. Use the following words in sentences first as verbs and then as nouns.

care, walk, surprise, request, need, state

Examples

First go straight, then **turn** left. (verb)
It is my **turn** now. (noun)

Grammar

A. Rewrite the following paragraph. Put in articles "a" "an" and "the" to replace > where necessary.

'Where there is > will there is > way' is > famous proverb. Many > wise men has approved it. It is > altogether wrong notion to ignore it. > people who adopt this fine principle, find > ultimate victory. > man who does not act upon this rule cannot succeed in > life. What > lesson it has for all of us!

Direct and Indirect Narration

Direct speech means the exact words that someone says. These are enclosed with quotation marks, which are called inverted commas.

Examples

a. I replied, "I'm trying to make her brain process by her sister's voice."
b. "Are you looking for your patient?" she said.
c. The doctor said, "Please go and see other patients."

Indirect speech does not consist of the actual words of the speaker but conveys the full sense of what he said.

Examples

a. I replied that I was trying to make her brain process by her sister's voice.
b. She asked me whether I was looking for my patient.
c. The doctor requested me to go and see other patients.

B. Recapitulate your previous knowledge about Direct and Indirect Narration and answer the following questions.

1. Can you identify the tenses of the reported speech of above examples?
2. What are the rules to change direct statements into indirect statements?
3. What are the rules to change interrogative sentences?
4. What are the rules to change imperative sentences into indirect speech?



For the Teacher:

- Help students recognize the rules of changing the narration of statements, imperative sentences and questions.

C. Rewrite paragraph 3 of the unit in the Indirect Speech.

D. Change the narration of the following sentences.

1. He said to him, "What are you reading?"
2. He said, "You have made a mistake."
3. She said, "Do not waste your time."
4. He said to me, "Will you watch a drama tonight?"
5. She said to her sister, "Please listen to me."

Compound Prepositions

Compound prepositions are two or more words working together as one word and functioning as a preposition.

Example

He couldn't attend the seminar **because of** his brother's marriage.

E. Complete the sentences with the given compound prepositions.

along with, according to, in front of, away from, because of ,instead of

1. _____ my teacher, it is a great book.
2. He had to retire _____ ill health.
3. I am standing _____ the school building.
4. He is coming _____ his friends.
5. I am _____ my home right now.
6. He left for Sialkot _____ Lahore.

Past Perfect Continuous Tense

The structure of the Past Perfect Continuous Tense is:

Subject + auxiliary verb + auxiliary verb + main verb

had been base + ing

Use of the Past Perfect Continuous Tense

The Past Perfect Continuous Tense is like the **Past** Perfect Tense, but it expresses longer actions in the **past** before another action in the past.

Example

Rahim started waiting at 9am. I arrived at 11am. When I arrived, Rahim **had been waiting** for two hours.

We also use **for** and **since** with the Past Perfect Continuous Tense.

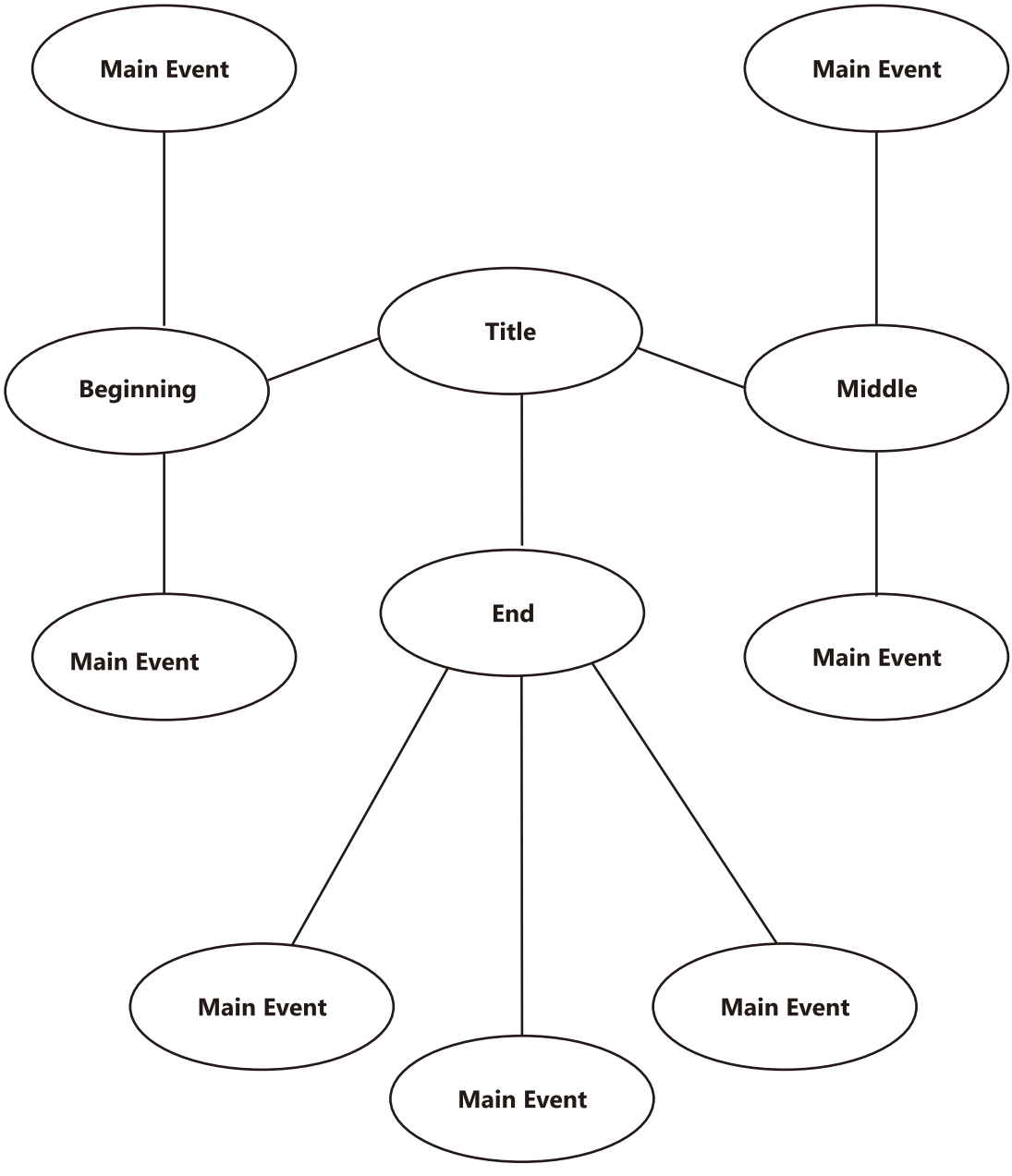
F. Write the Past Perfect Continuous forms of the verbs given in brackets.

1. Saleem was sitting on the chair, out of breath. He _____ (run).
2. We _____ (walk) along the road for 20 minutes when a car stopped and the driver offered us a lift.
3. I _____ (do) my homework for two hours when my friend came.
4. They _____ (take) exercise since morning.
5. The patient _____ (cry) with pain when the doctor arrived.

G. Make five sentences using the Past Perfect Continuous Tense and convert them into negative and interrogative sentences.

Writing Skills

A. Write a summary of the story in your own words retelling the nurse's struggle and how the problem was solved.



B. Write a personal narrative, focusing on the following points.

1. Include choice of period in your life.
2. Include clear statement of personality traits at that time.
3. Include significant details and an incident to portray personality.

After writing a narrative piece of writing, revise and edit according to the checklist given below.

- ► Have I chosen only the most interesting events in my life?
- ► Do I have enough interesting story about these events?
- ► Have I organized the events in a chronological order?
- ► Have I kept a conversational tone in the first person?
- ► Do I have a strong, satisfying conclusion?
- ► Have I checked spellings and punctuation marks?

Unit 10

Drug Addiction

Learning Outcomes:

By the end of this unit students will:

- become aware of the dangers of drugs
- recognize the sensitivity of crime and learn to say **"no"**
- chalk out a prevention plan for drug victims
- raise awareness about the benefits of rehabilitation centers
- guess the meanings of words from the context
- identify and demonstrate the use of relative pronouns
- identify and use adjective clauses in sentences

Pre-reading:

- Read the title of the text and discuss the effects of drug addiction.
- What message does this picture convey?
- How can you help a drug addict lead a normal life?



For the Teacher:

- Conduct pre-reading activity to arouse the students' interest in the topic.
- Make them predict from the title and illustration about the contents of the text.

1. Drug addiction is a common problem all over the world today. There are many forms of drug addiction, but the most dangerous of all is the absolute dependence on it. Long-term use of drugs causes permanent mental and physical sickness. Some kinds of drugs that cause disturbance of mind and body are heroin, marijuana, tobacco, valium, cocaine and alcohol.

Are the drug addicts aware of the dangers of drugs?

2. Drug addiction is caused by the environmental factors. A few important environmental factors that may cause drug addiction are bad peer influence and troubled domestic background. When young people remain in bad company and do experiments in the name of adventure, they may fall a prey to addiction. The people who are dissatisfied and discontented with their lives may also resort to drug addiction in order to seek an escape from responsibilities of life.

Which environmental factors are responsible for drug addiction?

3. The most important measure to be taken in this regard is the rehabilitation and recovery of a drug addict. In many countries, including Pakistan, addicts, their families and friends consider it a taboo to share their problem with others. They feel embarrassed to talk about it for fear of being declared an outcast. This not only makes the cure difficult but in most of the cases the addicts die due to lack of timely treatment and counselling.

4. Rehabilitation centres are the best places for the recovery process of the addicts. Complete medical support and guidance is provided to these people in these centres. Drug abusers, therefore, must be taken to proper



For the Teacher:

- While-reading activity may be conducted to interact with the text. More while-reading questions may be asked.

and certified rehabilitation centres where proper treatment and cure is available for them. However, this requires rapid identification of the problem of drug addiction and full cooperation of the victims with the team of these centres.

What treatment is available at the rehabilitation centres for drug victims?

5. The other factor that contributes to the rehabilitation of the drug victim is proper counselling. The sooner it is done the better it is for the victim. The counselling process must continue even after the drug abuser is rehabilitated because of the dangers of a relapse. Doctors, family and friends must continue to critically watch and counsel the victim for better motivation and adjustment.

What do you understand by the term "counselling"?

6. Drug addiction is really a very serious threat to any society. In Pakistan alone, there are almost five million drug addicts. Addicts undergo numerous economic, social and health problems. The governments all over the world have been trying to eliminate drug addiction from society but still more efforts are needed to completely wipe it out. This can only be made possible if the people become increasingly aware of the threats that drugs pose. They should vow firmly to live a healthy and meaningful life.

Theme:

The theme revolves around the harmful effects of drug addiction. It also refers to the importance of the rehabilitation centers in treating drug addicts. It highlights the vital role that counselling plays in making people live a healthy life.

Glossary:

absolute	----------	complete, perfect
influence	----------	have effect upon
taboo	----------	forbidden
curative	----------	healing
rehabilitation	----------	recovery
relapse	----------	go back to

Oral Activity:

Drug addiction is a growing problem in Pakistan. Every year many young people fall victim to this life threatening problem.

a. Make groups and chalk out a prevention plan against drug addiction. Prepare a class presentation on prevention plan.

b. Discuss in class how can awareness be raised among people about the rehabilitation centres and its benefits.

Comprehension

A. Answer the following questions.

1. What are the causes of drug addiction?
2. What are the effects of drug addiction?
3. What important role do the rehabilitation centres play to control drug addiction?
4. What is the role of counselling in preventing drug addiction?



For the Teacher:

- Explain to students the harmful effects of drug addiction on human health and life.
- Make students aware of their civic responsibility to tackle and rehabilitate the addict.

5. Why do families feel reluctant to take the drug victims to drug rehabilitation centers?
6. What are the responsibilities of the families to ensure complete recovery of the drug addicts?

Vocabulary

A. Write the contextual and dictionary meanings of the following words.

No.	Words from the text	Contextual meanings	Dictionary meanings
1	long-term		
2	dependence		
3	peer		
4	outcast		
5	rapid		
6	rehabilitation		
7	critically		

B. Make a list of cognates used in the text.



For the Teacher:

- Tell students that Cognates are the words that are the same or nearly the same in pronunciation, meaning and sometimes in spelling in two different languages .e.g., bus, pen, mobile, etc.

Grammar

Relative Pronoun

A relative pronoun joins ideas. It gives additional information about the subject or object e.g. who, which, that, whom, whose.

Example

The people **who** are addicted to drugs undergo many serious problems.

Adjective Clause

An adjective clause is a group of words which does the work of an adjective. It usually begins with a relative pronoun such as who, whom, that, which, whose.

Example

The umbrella **which has a broken handle** is mine.

A. Use 'who, whom, that, which, whose' in the following sentences.

1. These are the colour pencils _____ I want to buy.
2. I know the woman _____ child was hurt.
3. The old lady _____ we met in the shop was Amina's grandmother.
4. This is the girl ____stood first in the class.
5. Shazia likes the candies _____ her father brought from the market.

B. Use the following relative pronouns in sentences.

who, which, that, whom, whose



For the Teacher:

- Help students identify and demonstrate the use of relative pronoun.
- Help them identify and use adjective clauses.

C. Underline adjective clauses in the following sentences. Also encircle the relative pronouns.

1. He tells a tale that sounds untrue.
2. People who eat too much die early.
3. I met the woman whose son had helped me.
4. He is the man whom we all respect.
5. I have an urgent piece of work which I must do.

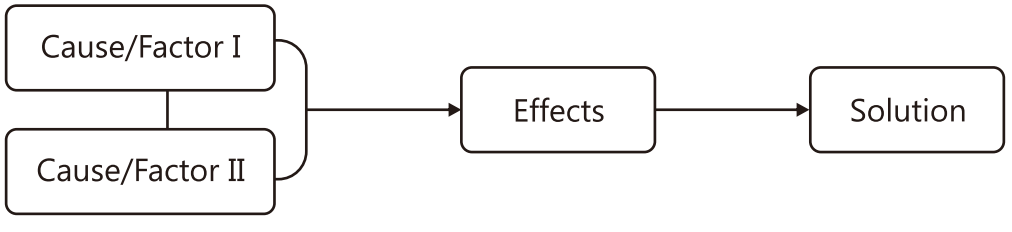
D. Write suitable adjective clauses.

1. Where is the book _____?
2. Any student _____ will be punished.
3. I know the woman _____.
4. That is the girl _____.
5. Where is the man _____.

E. Pick out three passive sentences from the unit. Change these sentences into active voice.

Writing Skills

A. Summarize the unit "Drug Addiction" with the help of following mind map.



B. Write an essay on "Drug Abuse, a Threat to Society". (170 - 200 words)

For the Teacher:

- Help students first make a mind map to develop focus on their writing.

Unit 11

Noise in the Environment

Learning Outcomes:

By the end of this unit students will:

- recognize the author's purpose and point of view
- share information and ideas about noise pollution
- analyze cause and effect relationship of noise in the environment
- write a unified paragraph with its necessary elements
- negotiate solutions to the problem of noise pollution
- recognize transitional devices in sentences
- identify and use adverb clauses
- write and revise application and formal letters in extended social and academic environment

Pre-reading:

- Which idea comes to your mind when you look at the title and illustration of the unit?
- In what ways are you affected by noise pollution?
- What do you do to protect yourself from noise pollution?



For the Teacher:

- Conduct pre-reading activity to arouse the students' interest in the topic.
- Make them predict from the title and the illustrations about the contents of the text.

1. Noise pollution is defined as any form of noise that disrupts the normal functioning of life. If left unchecked, it can have serious effects on the mind and body of humans.

What is normal functioning and how is it disrupted?

2. Noise pollution is one of the biggest source of discomfort, stress and nuisance in Pakistan. In urban areas and big cities, noise pollution has reached to a dangerous level. For instance, a survey by the Punjab Environmental Protection Agency claims that the level of noise in Lahore has reached 91 decibels whereas a maximum of 75 decibels is acceptable. This means that the mental and physical health of so many people is already at risk.

3. The major causes of noise pollution in Pakistan are traffic on roads, construction sites, careless use of electronic appliances and loud speech patterns. Noise coming from different modes of transport, i.e. vehicles, airplanes, trains, ships, proves to be highly stressful for human communities. With the population growth and development in urban areas, the vehicular traffic has also multiplied. This has given rise to noise pollution, largely in the form of unwarranted honking by drivers. Also, the mushroom growth of residential colonies near airports and railway stations has exposed residents to permanent and unavoidable source of noise pollution.

Identify topic sentences, supporting sentences and concluding sentences of the paragraphs.

4. Another source of noise pollution in urban areas is the work on construction sites. Construction work in urban areas is usually slow and time-consuming. The use of transport and equipment at construction sites, its grilling and piercing sound is a big source of noise pollution. It not only disturbs the

For the Teacher:

- While-reading activity may be conducted to interact with the text. More while-reading questions may be asked.
- Help students analyze passages in the text to identify the key idea/central thought and supporting details e.g. cause and effect.

general public but also affects the construction workers by causing mental fatigue.

5. Use of technology is another cause of noise pollution. For example, unmonitored use of mobile phones, electricity generators, music systems and TV, all become irritants from time to time. People usually do not switch off their mobiles or put them on silent modes when they enter offices, hospitals, schools and colleges. They also use electricity generators excessively in residential areas and put other residents ill at ease. Moreover, listening to loud music or TV on a loud volume is another source of noise pollution. For this, people need to develop some civic responsibility so that others may not be in trouble because of their careless actions.

How does technology increase noise pollution? What are technology-based irritants?

6. Noise pollution causes not only environmental damage but it also has a negative impact on human health. It can cause aggression, hypertension, high stress levels, hearing loss, restlessness, depression and insomnia. Insomnia can further lead to anxiety, bad temper and emotional stress. In addition, noise pollution can seriously affect the learners, it gives them unnecessary mental and physical tension.

What are the harmful effects of noise pollution on human health?

7. In Pakistan, there is a dire need to bring down the noise levels, coming from different sources. The government must gear up and utilize various means to control unwarranted noise levels. For example, the Punjab Environment Protection Agency recommends around 55 decibels of noise level in residential colonies and 75 decibels in commercial areas. These figures must be strictly enforced by the government. Furthermore, the government should ensure smooth traffic flow, block noise emitting vehicles from roads, use noise barriers where necessary, and expedite construction work to minimize noise pollution. Also, the residential societies should come forward to frame and enforce rules in their areas to check unnecessary noise producing agents.

Offices, hospitals and academic institutions should strictly prohibit the use of mobile phones for better noise management. Moreover, people should be discouraged to speak loudly in these areas.

8. Noise pollution is a serious issue and needs attention at local and state level. People must develop awareness about the dangerous impact of noise on human health. It is, therefore, a need to acquire more civic sense and responsible attitude to avoid the unnecessary use of noise pollution irritants in the environment. Only then our country would be a much quieter and peaceful place to live in.

How can we cope with the serious issue of noise pollution?

Theme:

The unit gives awareness about the negative impact of noise pollution on human health. It describes the major contributors of noise pollution and how they affect mental and physical health. It also outlines various solutions to combat the problem of noise pollution.

Glossary:

distracts	----------	disturbs
immense	----------	huge
mushrooming	----------	growing
excessively	----------	extremely
patrolling	----------	guarding
insomnia	----------	sleeplessness
irritant	----------	annoying

Oral Activity:

Group Discussion

Form groups of four and make a plan to control the effects of noise pollution in your school. First, list the sources that produce noise around your school. For every source, find a practical solution to overcome the problem of noise pollution. Share your findings in a class presentation.

Comprehension

A. Cause, effect and solutions

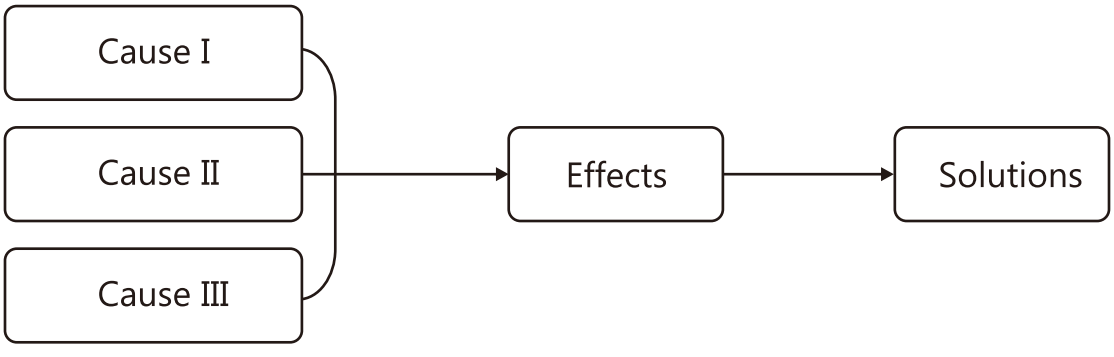
Do you worry about pollution? Complete the table below with your partner(s). List the causes of noise pollution. What are their effects? Can you think of some solutions to these problems?

Causes of noise pollution	Effects of noise pollution	Solutions
honking	irritability	strict rules to check honking

B. Answer the following questions.

1. How do you define noise pollution?
2. How is transport a source of noise pollution?
3. How is construction work a cause of noise pollution?
4. How is the use of technology causing noise pollution?
5. Why is noise dangerous for human health?
6. What kind of precautions may reduce noise coming from electronic devices?

C. In paragraphs 3, 4, 5,6 and 7 the writer is describing the causes, effects and solutions of noise pollution. Identify and summarize these using the given mind map.

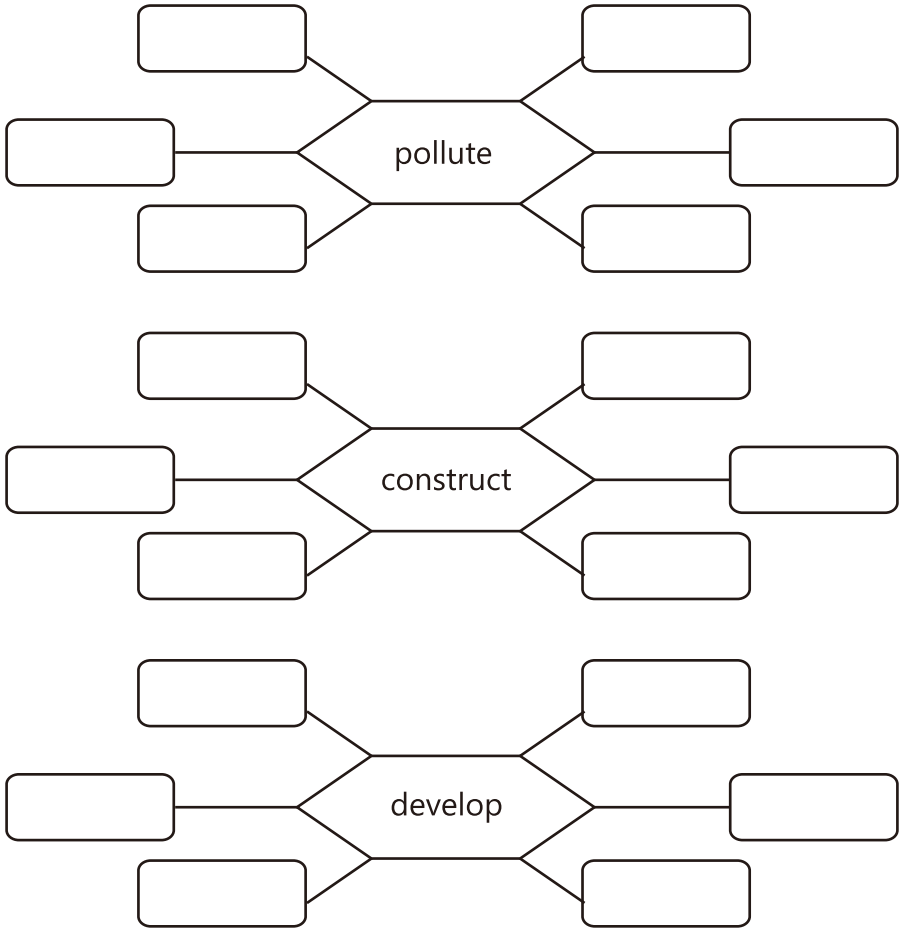


Vocabulary

A. Write the synonyms of the following words.

disrupts	(Para 1)	nuisance	(Para 2)
rapid	(Para 3)	piercing	(Para 4)
unmonitored	(Para 5)		

B. Form other words using the given root words.



C. Choose five words you have made from the root words and use them in sentences.

For the Teacher:

- Tell students about cause and effect relation and solution.

Grammar

Transitional Devices

Transitional devices are the words and phrases that connect parts of your writing. They link sentences and paragraphs together to maintain continuity of ideas.

The following is a list of some commonly used transitional words or phrases.

Types	Transitional Devices
addition	and, again, besides, finally, further, furthermore, too, next, lastly, moreover, in addition, first (second, etc.)
comparison	but, yet, on the other hand, however, nevertheless, on the contrary, by comparison, where, compared to, although, meanwhile, after all, in contrast
emphasis	definitely, extremely, obviously, in fact, indeed, absolutely, positively, naturally, always, forever, never, certainly
sequencing	first, second, third, next, then, following this, at this time, now, at this point, after, afterward, subsequently, finally, consequently, previously, thus, therefore, hence, next
exemplification	for example, for instance, in this case, on this occasion, to demonstrate, to illustrate, as an illustration
summarization	in brief, on the whole, summing up, to conclude, in conclusion, therefore, accordingly, thus, as a result, consequently

A. Identify the transitional devices in paragraphs 8 and 9.



For the Teacher:

- Illustrate the use of transitional devices.
- Explain to students that transitional devices link/connect sentences within and beyond paragraphs.

B. Read the sentences and insert appropriate transitional devices in the blanks given below.

1. It was announced that doctors' salaries would be increased, _____ doctors ended their strike.
   a. as a result b. certainly c. and
2. Amjad is an excellent teacher. _____he explains the subject matter very well and makes sure that all students understand the concepts.
   a. consequently b. meanwhile c. for example
3. Amina speaks English very well. _____ she does not assist her friends in learning to speak English.
   a. however b. further c. thus
4. The government has levied more taxes. _____the salary structure has not been improved.
   a. in fact b. but c. hence
5. Salma is a good speaker. _____ she also writes very well.
   a. in addition b. consequently c. next

Adverb Clause

An adverb clause is a group of words which does the work of an adverb. It usually begins with a subordinating conjunction such as, after, because, until, where, while, unless, as, when, since, if, though, wherever.

Example

He finished first **<u>though he began late</u>**.

C. Underline adverb clauses in the following sentences. Also encircle the subordinating conjunctions.

1. You may sit wherever you like.
2. He will pass if he works hard.
3. We shall wait here until you come.
4. I did not buy it because it was very expensive.
5. Do it before you forget.



For the Teacher:

- Help students identify and use adverb clauses.

D. Supply suitable adverb clauses.

1. Nobody likes him _____.
2. She sings exactly _____.
3. I will not go out _____.
4. It shall remain _____.
5. _____, I spoke to his brother.

E. Use the following subordinating conjunctions in sentences.

since, unless, though, while, as, when, after

F. Identify and write these clauses in the relevant columns of the table.

1. Asif plays hockey as he enjoys it.
2. Shazia could not catch the bus because she was late.
3. Ali could not finish his test of Mathematics on time although he knew all the answers.
4. Arifa quickly ate her lunch as she was very hungry.
5. Harris is back from work so he must take rest.
6. You must work hard if you want to succeed in life.

No.	Independent Clauses	Dependent Clauses
1		
2		
3		
4		
5		
6		



For the Teacher:

- Explain to students that adjective clauses and adverb clauses are always dependent clauses.

G. Read the following sentences and tick the right adverbial clause given in brackets.

1. The train left the station as Asad arrived. (adverbial clause of place, adverbial clause of time)
2. You can put it wherever you like. (adverbial clause of place, adverbial clause of reason)
3. After the thief had stolen money, he left the home quickly. (adverbial clause of time, adverbial clause of manner)
4. He was very pleased that you have passed. (adverbial clause of place, adverbial clause of reason)
5. He failed because he had not worked hard. (adverbial clause of reason, adverbial clause of place)

Use of comma to separate a dependent clause from the main clause.

a. In a sentence which has an independent and a dependent clause, a comma is used to separate the two, if the sentence starts with the dependent clause.

b. The dependent clause usually starts with any of these subordinating conjunctions: **while, as, although, because, since, if, after, before, until**.

c. If the same sentence starts with an independent clause, no comma is required.

Examples

a. While I was eating, the doorbell rang.

   The doorbell rang while I was eating.

b. Because her alarm clock had been broken, she was late for class.

   She was late for class because her alarm clock had been broken.

c. If you are sick, you must see a doctor.

   You must see a doctor if you are sick.

d. When the rain stops, we will clean the driveway.

   We will clean the driveway when the rain stops.

H. Mark the sentences as correct or incorrect. Put a comma to make the sentence correct.

1. Because Aliya had missed her school bus she was late for school.
2. After Kalim comes home he will take you to the book shop.
3. The class will have the swimming lesson if the instructor comes tomorrow.
4. When it rains I 'll bring an umbrella to school.
5. Although Mr. Asif was sick, he went to work.

Writing Skills

A. Write a paragraph on "The Effects of Land Pollution on Human Health".

B. Write an application to the principal of your school for arranging separate bins for dry waste (plastic, glass, paper).

C. Write a letter to the Executive Officer of Environmental Protection Agency in your city, informing him about the irregular collection of solid waste in your area.



For the Teacher:

- Tell the students that dry waste i.e. used papers, juice boxes and bottles can be recycled. Such material should be disposed of in the respective bins.
- Arrange students' visit to a Recycling Plant.

Sample Letter

Examination Hall — The heading
City A. B. C — The heading
April 20, 2018 — The date

The inside address:
The Chairman
Punjab Curriculum & Textbook Board
Lahore.

The subject: Shortage of Textbooks

The salutation: Dear/Sir/Madam

The body:
We are students of 9th class.We are confronted with the problem of the paucity of textbooks in the area. This state of affairs is causing a great loss to our studies.
We want to draw your attention to this grave issue and hope for an instant favour. Kindly ensure availability of the textbooks in the area at the earliest.
Hope for a favourable response.

The complementary close: Sincerely,

The signature:
_____
Students of all the sections of 9th class

Oral Communication Skills

Expressions of Advice

I think you should---
I don't think you should---
You ought to---
You ought not to---
If I were you---
If I were in your place---
If I were in your position---
I suggest that you---

For the Teacher:

- Guide students to write a formal letter following the given flow chart and sample.
- Help them write and revise the pattern of formal letters and applications in extended social and academic environment.
- Guide them to write the address on the envelope clearly and in proper format.

Unit 12

Three Days to See

Learning Outcomes:

By the end of this unit students will:

- skim and scan the text
- know about the role models depicting professionalism
- use of conditional sentences
- analyze a narrative and bring out the central theme
- identify and differentiate simple, compound and complex sentences
- recapitulate transitional devices

Pre-reading:

- What does the title suggest?
- Have you ever heard about Helen Keller?
- Do you know any person who is deprived of sight? Share your information.



Helen Keller (1880-1968) after an illness was left blind and deaf at the age of 19 months. Keller wrote 'The World I Live In' in 1908 giving readers an insight into how she felt about the world.

1. Sometimes, I have thought that it would be an excellent rule to live each day as if we die tomorrow. Such an attitude would emphasize sharply the values of life. We should live each day with gentleness, vigour, and a keenness of appreciation which is often lost when time stretches before us in the constant panorama of more days and months and years to come. There are those, of course, who would adopt the epicurean motto of "eat, drink, and be merry" but most people would be chastened by the certainty of impending death.

How can you relate the underlined phrase with this paragraph?

2. In stories, the doomed hero is usually saved at the last minute by some stroke of fortune, but almost always his sense of values is changed. He becomes more appreciative of the meaning of life and its permanent spiritual values. It has often been noted that those who live, or have lived, in the shadow of death bring a mellow sweetness to everything they do.
3. Perhaps I can best illustrate by imagining what I should most like to see if I were given the use of my eyes, say for just three days.
4. On the first day, I should want most to see the people whose kindness, gentleness and companionship have made my life worth living.
5. The next day – the second day of sight – I should arise with the dawn and see the thrilling miracle by which night is transformed into day. I should behold with awe the magnificent panorama of life with which the sun awakens the sleeping earth.

Why is the arising of the sun so special for the author?



For the Teacher:

- While-reading activity may be conducted to interact with the text. More while-reading questions may be asked.
- Help students analyze the chronological order of arranging paragraphs 4 to 8.

6. This day I should devote to a hasty glimpse of the world; past and present. I should want to see the pageant of man's progress, the kaleidoscopic of the ages. How can so much be compressed into one day? Through the museums, of course.

7. The following morning I should greet the dawn, anxious to discover, new delights, for I am sure that, for those who have eyes which really see, the dawn of each day must be perfectly new revelation of beauty. This according to the terms of my miracle is to be my third and last day of sight.

What does the revelation of beauty mean to her?

8. I shall have no time to waste in regret for longing; there is so much to see. The first day I devoted to my friends, animate and inanimate. The second revealed to me the history of man and nature. Today I shall spend in the workaday world of the present, amid the haunts of men going about the business of life. And where can one find so many activities and conditions of men as in New York? So the city becomes my destination.

Why has she no time to waste in longings?

9. Now and then I have tested my seeing friends to discover what they see. Recently, I was visited by a very good friend who had just returned from a long walk in the woods, I asked her what she had observed. "Nothing in particular," she replied. I might have been incredulous had I not been accustomed to such responses, for long ago I became convinced that the seeing see little.

10. How was it possible, I asked myself, to walk for an hour in the woods and see nothing worthy of note? I, who cannot see, find hundreds of things to interest me through mere touch. I feel the delicate symmetry of a leaf. I pass my hands lovingly on the smooth skin of a silver birch, or the rough shaggy bark of a pine. In spring, I touch the branches of trees hopefully in search of a bud, the first sign of awakening Nature after her winter's sleep. I feel the delightful, velvety texture of a flower, and discover its remarkable convolutions; and something of the miracle of Nature is revealed to me. Occasionally, if I am fortunate, I place my hand gently on a small tree and feel the happy quiver of

a bird in full song. I am delighted to have the cool waters of a brook rush through my open fingers. To me, a lush carpet of pine needles or spongy grass is more welcome than the most luxurious Persian rug. To me the pageant of seasons is a thrilling and unending drama, the action of which streams through my finger tips.

What is the meaning of the underlined phrases?

11. If I were the president of a university, I would set up a course called "How to Use Your Eyes". The professor would try to show his pupils how they could add joy to their lives by really seeing what passes unnoticed before them. He would try to awaken their dormant and sluggish faculties.

Explain the difference between facilities and opportunities.

Notes:

Helen Keller, (1880-1968) after an illness was left blind and deaf at the age of 19 months. At the age of seven years, Anne Sullivan took charge of her. She was a 20 year old graduate of the Perkins School for the Blind.

Helen Keller's formal education ended when she received her BA degree, but throughout her life she continued to study. There are many publications to her credit. During her life time she received awards of great distinction. She showed the world that there are no boundaries to courage and faith.

Theme:

Helen Keller, a remarkable woman, has masterfully portrayed the feelings of the deprived people. Physical fitness, according to the author, is a boon, least appreciated by those who are blessed by it. According to her, we must always remain mindful of the blessings of Almighty Allah.

Glossary:

bark	----------	the outer covering of a tree
birch	----------	a tree with smooth branches
chastened	----------	to make someone feel sorry for what he has done
doomed	----------	certain to fail, suffer, die, etc
inanimate	----------	not alive the way people, animals or plants are
mellow	----------	become less extreme in behavior
pageant	----------	a series of interesting events
panorama	----------	a view of wide area of land
shaggy	----------	having long and untidy hair
stroke	----------	a mark made by moving a pen, brush, etc
texture	----------	the feel of a fabric or substance

Oral Activity:

a. Have a discussion on the facilities available in our country for special children. Are you satisfied with the arrangements?
b. Discuss the importance of cooperation with special children.

Comprehension

A. Answer the following questions.

1. Who was Helen Keller?
2. Describe the thought expressed by the author in the first paragraph.
3. What makes you feel that the author is sad and depressed?
4. How do you get an impression that Hellen Keller was a great admirer of Nature?
5. "People who are deprived of sight are not devoid of imagination." Discuss it referring to the text.
6. "To me the pageant of seasons is an unending drama," Comment.



For the Teacher:

- Help students summarize the main points of the discussion for the benefit of the whole group.

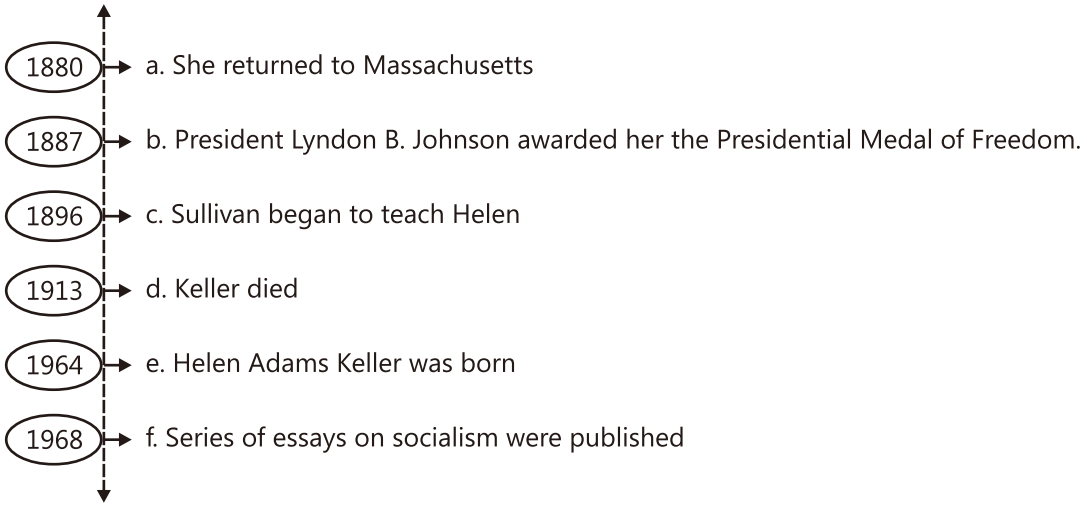
B. Read the life history of Helen Keller.

Helen Adams Keller was born on June 27, 1880, in Tuscumbia, Alabama - the USA. Keller was not born blind and deaf; it was not until she was 19 months old that she contracted an illness. In March 1887, Anne Sullivan began to teach Helen to communicate by spelling words into her hand. Starting in May, 1888, Keller attended the Perkins School for the Blind. In 1894, Helen Keller moved to New York to attend the Wright-Humason School for the Deaf, In 1896, she returned to Massachusetts and Keller entered The Cambridge School for Young Ladies before gaining admittance, in 1900, to Radcliffe College. In 1904, at the age of 24, Keller graduated from Radcliffe, becoming the first deaf and blind person to earn a Bachelor of Arts degree.

Keller wrote The World I Live In in 1908 giving readers an insight into how she felt about the world. Out of the Dark, a series of essays on socialism was published in 1913. Her spiritual autobiography, My Religion, was published in 1927.

Keller suffered a series of strokes in 1961 and spent the last years of her life at her home. On September 14, 1964, President Lyndon B. Johnson awarded her the Presidential Medal of Freedom. In 1965 she was elected to the National Women's Hall of Fame at the New York World's Fair. Keller died in her sleep on June 1, 1968, at her home.

Arrange the details of Helen Keller's life history in chronological order.



Vocabulary

A. Consult a dictionary to find the meanings of the given words.

sluggish, quiver, animate, panorama, buoyant, dormant, manifold, convolutions, kaleidoscopic, epicurean, impending

B. Encircle the most appropriate contextual meanings of the underlined words.

i) apparently means:

a) obviously b) as it appears c) clearly

ii) manifold means:

a) different types b) many layers c) an object

iii) quiver means:

a) to demonstrate b) to shake slightly c) to act amusingly

C. For each of these words from the passage, give one word or short phrase which has the same meaning.

emphasize	(line------2)	appreciative	(line----10)
lush	(line-----43)	pageant	(line----21)

Grammar

Conditionals: Type II (imaginary condition)

Conditionals of this type are used when we talk about something which we do not expect to happen or which is purely imaginative.

Example

If I were the president of a university, I would set up a course called "How to Use Your Eyes".

For the Teacher:

- Help students identify the structure and use of conditionals type II.

Kinds of Sentences

There are three kinds of sentences according to structure: simple, compound and complex.

a. Simple Sentence:

All main clauses can stand as simple sentence when the rest of the sentence is removed.

Examples

1. Most of us take life for granted.
2. When we are in a buoyant health, death is all but unimaginable.
3. Sometimes it was as long as a year, sometimes as short as twenty four hours.

In the above examples, the main clauses stand as complete simple sentences, even without the rest of the sentence.

b. Compound Sentence:

A compound sentence contains two or more main clauses.

Examples

1. Night came on and the room grew dark.
2. He is rich, but he is not happy.

c. Complex Sentence

A complex sentence consists of one or more main clauses and one or more subordinate clauses.

Examples

1. It is the same old story of not being grateful (main clause)for what we have until we lose it (subordinate clause).
2. If I were the president of a university (subordinate clause), I would set up a course called "How to Use Your Eyes" (main clause).

A. Complete the following conditionals.

1. If I were the education minister_____.
2. If you had a degree _____.
3. _____you would get first position.
4. If he stopped smoking _____.
5. We could win the match _____.

For the Teacher:

- Help them identify and differentiate between simple, compound and complex sentences.

B. Make three Conditionals Type II sentences.

C. Match the halves to make complete sentences.

If you had not drunk water from that well	your teeth would go bad.
If you eat sweets all the time	you might hit somebody's
If you don't use a mosquito net	you may fall off.
If you don't keep food in the fridge	you may catch malaria.
If you cycle with things in your hand	it will go bad in hot weather.
If you wave the stick in the air	you wouldn't have fallen in.

D. Pick out simple, compound and complex sentences from the text.

E. Identify and write the simple, compound and complex sentence in the given column.

He came to see me, but I was not present at home.	
She wrote an article in the newspaper.	
We shall die one day or the other for we are immortal.	
They finished the work in time.	
My mother always prays for my success.	
The boy stood on the burning deck.	
I called him but he gave me no answer.	
A guest who stays a long time is not welcomed.	
I soon returned home because I was upset.	

F. Identify *hyphens* and *dashes* in the following sentences.

1. The injured woman is thirty-five years old.
2. You are the friend – the only friend – who offered to help me.
3. This is very important – are you listening to me?
4. Samina ate three-quarters of a large size pizza.

5. Mr. Aziz is a well-known person in the town.
6. We went to the USA – and met a very old friend there.
7. My neighbour wanted us – my daughter, my son and me – to meet her guests.
8. My great-grandfather owned a big house in his home town.

Writing Skills

A. What does the author mean by saying "the seeing see little". Explain it in a paragraph.

B. What is the 'epicurean motto'? Discuss.

C. Write a paragraph on the difficulties of a special child.

How to write a book review of a simple story book?

- Write a summary of the book. (A brief outline of the plot – with brief description of the characters. Evaluate the **plot**, **character** and **setting**.
- Gather information about the author.
- Give your own opinion about what you liked and what you did not like.
- Revise, and proofread the review.

SAMPLE BOOK REVIEW

The Old Man and the Sea

The novel tells us about a fisherman's heroic struggle with nature. The fight begins when the old man Santiago hooks a giant marlin after months without a catch. The old man puts up a powerful effort to conquer the huge fish fighting exhaustion, hunger, injury and even a group of sharks. The novel, written in Hemingway simple style is a timeless tale of courage and adventure.



For the Teacher:

- Tell the students, who are special children and why do they need different environment and set up from the normal people.

E. Read any of these texts written by Helen Keller and write a book review.

1. The Story of My Life **2. The World I Live In**

Oral Communication Skills

Ali: I'd like to improve my English. Can you give me an advice?

Bilal: Of course. What about joining an English class?

Ali: I've already joined one. But it's a difficult language.

Bilal: Keep trying. Don't give up.

Ali: But how can I learn it fast?

Bilal: How about watching English movies and plays on TV?

Ali: They speak very fast. I can't follow them.

Bilal: Start reading good books.

Ali: What else?

Bilal: You should do language exercises on the internet. Some language websites can be accessed free of cost.

Ali: That sounds like a good idea. I'll try it. Thanks!

Review III: Unit 9-12

Comprehension

A. Answer the following questions.

1. Describe some qualities of the personality of the nurse in the story.
2. What are the causes of drug addiction?
3. What is the role of counselling in preventing drug addiction?
4. What are the responsibilities of the families to ensure complete recovery of drug addicts?
5. How do you define noise pollution?
6. How is transport a source of noise pollution?
7. What kind of precautions may reduce noise coming from electronic devices?
8. Who was Helen Keller?
9. What did she want to introduce in universities and why?
10. "To me the pageant of seasons is an unending drama," Comment.

Vocabulary

A. Choose the correct option.

1. The opposite of 'satisfied' is _____ .

   a. unsatisfied b. in satisfied
   c. non-satisfied d. dissatisfied

2. Choose the correct spelling.

   a. convolutions b. convolushuns
   c. convoleutions d. convalutions

3. Which of the following means the same as 'gradually'?

   a. quickly b. speedily
   c. steadily d. hurriedly

4. Which of the following does not mean the same as 'manifold'?

   a. various b. few
   c. many d. diverse

Grammar

A. Choose the correct options.

1. The teacher said to us, "Work hard."

   a. The teacher said to us to work hard.
   b. The teacher told us to work hard.
   c. The teacher advised us to work hard.
   d. The teacher asked us to work hard.

2. Which of the following is a phrase?

   a. It is of no use. b. He is well.
   c. in an unwise manner d. over there hangs the great dark bell

3. Beside the ungathered rice he lay. The underlined phrase is a/an_____ .

   a. adjective phrase b. noun phrase
   c. preposition phrase d. adverb phrase

4. He led a life devoid of blame. The underlined phrase is a/an_____ .

   a. adverb phrase b. noun phrase
   c. adjective phrase d. preposition phrase

5. The moment which is lost is lost forever. The underlined word is a/an _____ .

   a. indefinite pronoun b. reflexive pronoun
   c. possessive pronoun d. relative pronoun

6. Why don't you go along _____ your brother?

   a. to b. with
   c. by d. for

7. The government has levied more taxes. _____the salary structure has not been improved.

   a. in fact b. but
   c. hence d. whereas

8. That was the reason <u>why he came late</u>. The underlined clause is a/an _____.

   a. adverb clause b. adjective clause
   c. noun clause d. none of these

9. He came <u>when night had fallen</u>. The underlined clause is an adverb clause of _____.

   a. condition b. place
   c. time d. reason

10. They can stay <u>where they are</u>. The underlined clause is an adverb clause of _____.

    a. condition b. place
    c. time d. reason

11. I am glad <u>that you like it</u>. The underlined clause is an adverb clause of _____.

    a. condition b. place
    c. time d. reason

12. If I were you, I would not do that. This sentence is conditional _____.

    a. type I b. type II
    c. type III d. none of these

Writing Skills

A. Write a unified paragraph on any social issue/topic.

- Write a clear topic sentence
- Supporting details (examples, definition, comparison, clarification or explanation) to develop the main idea.
- Use appropriate pronoun-antecedent relationship and transitional devices within the paragraph.
- Order of arranging details, e.g. general to specific and sequential, etc.

B. Write any expository composition showing comparison and contrast between things, events, situations, places, actions, ideas or problems.

C. Write an essay on a general subject:

- With a clear introductory paragraph.
- Provide key ideas which prove explain or support the central thought.
- Use separate paragraphs for each key idea.
- Incorporate evidence (facts, quotations), examples (analogies, anecdotes, etc), or different viewpoints (elaborating an idea/opinion) to support each key idea.
- Use appropriate transitional devices to connect ideas within and between paragraphs.
- Add a closing or summary paragraph with a synthesis of central idea, synthesis of each supporting idea, and a general concluding statement.
- Use correct conventions of grammar and punctuation.
- Use appropriate vocabulary.

D. Write formal letters to people in extended social and academic environment for various purposes. Write the address on the envelope clearly and in proper format.

E. Write and revise applications to people in extended environment using correct format, layout and tone.

Oral Communication Skills

A. Prepare a group presentation on **"The Problems of Nursing Profession".**

B. Discuss in class the importance of rehabilitation centres.

C. Discuss and share your findings to stop noise pollution.

D. Prepare a presentation on the life of Hellen Keller.

Sample rubric for marking paragraphs and essays at grade IX level

Content: convincing, pertinent, specific, perceptive	05	2.5
Point of View: clear, consistent, appropriate in approach	03	1.5
Paragraph/Essay Organization: logical, coherent, unified, suitable to purpose, orderly development to an effective or conclusion	05	2.5
Language Use and Style: **Sentence Structure:** skillful use of a variety of sentence patterns (such as contrast, balance, repetition, and exclamation) **Diction:** vocabulary appropriate for grade level, vivid, precise. **Style:** interesting, original, expression suited to content, flow	05	2.5
Mechanics: correctness in punctuation, spelling, and grammar	02	01
Total	**20**	**10**

Sample rubric for assessment of marking letters at grade IX level

Format	03
Contents: clear, specific, appropriate in approach	05
Mechanics: punctuation, spelling, and grammar	02
Total	**10**

Sample rubric for assessment of students' oral presentation

Put a (✓) in the column when students demonstrate the skill	**Student name/ Roll No.**	**Student name/ Roll No.**	**Student name/ Roll No.**
1. Introduction was short, clear and interesting			
2. Topic was clearly explained			
3. Used relevant information			
4. Used facts and examples to support claims			
5. Spoke clearly and distinctly			
6. Was confident throughout the presentation			
7. Maintained eye contact with the audience			
8. Used visual aids (charts, OHP, slides) effectively			
9. Handled questions and comments properly			
Note: This can be adapted as "agree/disagree/don't know" for peer evaluation. Description and marks for criteria 1-9 for analytic marking.			