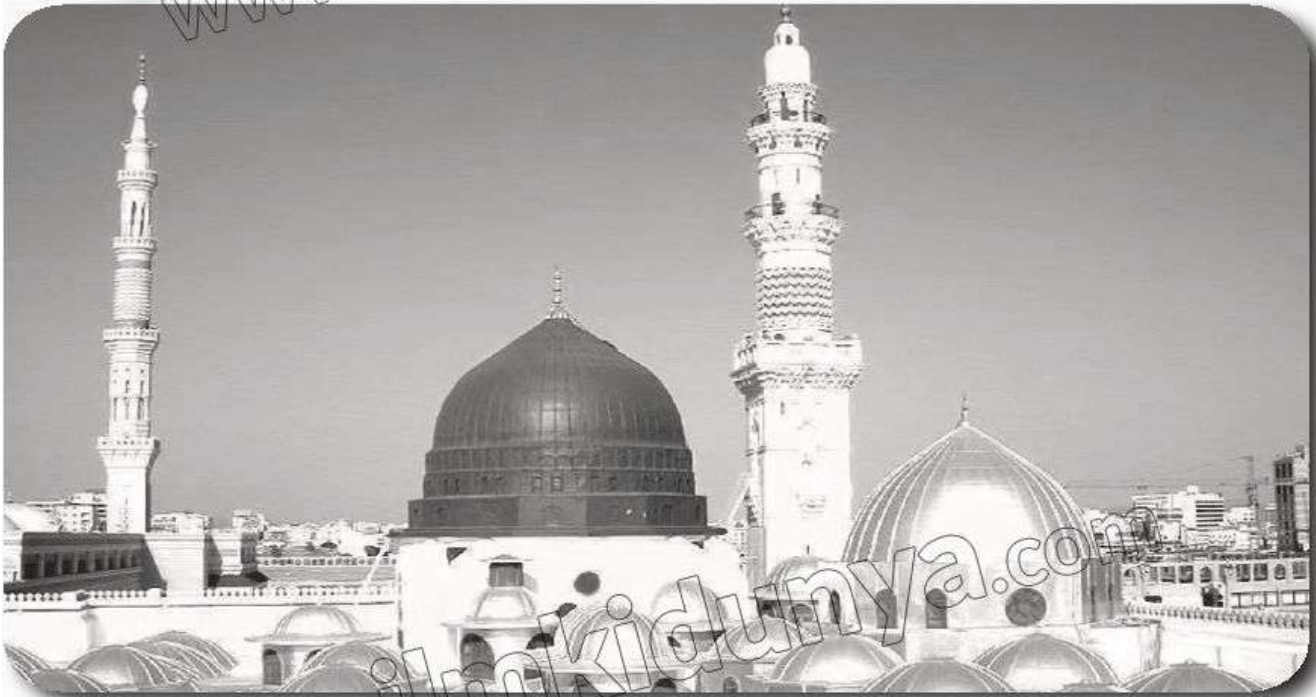


1

UNIT

The Saviour of Mankind



Learning Outcomes:

By the end of this unit students will:

- Speak confidently and fluently in a wide range of contexts, for example, (conflict resolution, panel discussion, role-play, dialogue, etc.) to fulfil different purposes (exposition, argumentation, etc.).
- Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the author throughout the text.
- Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose and intended audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.
- Examine the central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.
- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind-mapping using a variety of graphic organizers, free writing, and note-taking (Topics may be chosen from the list of themes, sub-themes and text types).
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Pre-reading:

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

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

2. The Arabs possessed a remarkable memory and were an eloquent people. Their **eloquence** and memory found expression in their poetry. Every year a

What kind of competition was held at Ukaz every year?

fair was held for poetical competitions at Ukaz. It is narrated that Hammad said to Caliph Walid bin Yazid: "I can recite to you, for each letter of the alphabet, one hundred long poems, without taking into account short pieces, and all of that was composed exclusively by poets before the **promulgation** of Islam." It is no wonder that Allah (سُبْحَانَهُ وَتَعَالَى) chose the Arabic language for His final dispensation and the preservation of His Word.

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

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

For the Teacher:

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

remembrance of Allah (سُبْحَانَهُ وَتَعَالَى).

5. The period of waiting had come to a close. His (صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) heart was overflowing with profound **compassion** for humanity. He (صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) 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 (صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) was in the cave of Hira, Hazrat Jibril (عليه السلام) (Gabriel) came and conveyed to him (صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) the following message of Allah (سُبْحَانَهُ وَتَعَالَى):

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝
الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

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

6. The revelation of the divine message which continued for the next twenty-three years had begun, and the Rasoolullah (صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) had arisen to

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

proclaim the Oneness of Allah (سُبْحَانَهُ وَتَعَالَى) (Tauheed) and the unity of mankind. His (صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) mission was to destroy the **nexus** of superstition, ignorance, and disbelief, and set up a noble conception of life and lead mankind to the light of faith and divine bliss.

7. Since this belief was threatening their dominance in the society, the pagan Arabs started to mount pressure on the Rasoolullah (صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) and his followers. They wanted them to **renounce**

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



For the Teacher:

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

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

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

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

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

9. And the Rasoolullah (ﷺ) did go the way Allah (سُبْحَانَهُ وَتَعَالَى) had chosen for him. **Imbued** with divine guidance and firm resolve, the Rasoolullah (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 (ﷺ) was also a driving force behind the Arab conquests, which have created an everlasting impression on human history. No wonder, he (ﷺ) is universally acknowledged as the most influential figure in history. In the words of Michael H. Hart, a great historian (The 100: A Ranking of the Most Influential Persons in History):

What did Michael H. Hart say about the Rasoolullah (ﷺ)?

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

10. Such a thorough **transformation** of man and society owes to the Rasoolullah's (ﷺ) deep faith in Allah (سُبْحَانَهُ وَتَعَالَى), to his (ﷺ) love for

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

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

يَا أَيُّهَا النَّبِيُّ إِنَّا أَرْسَلْنَاكَ شَاهِدًا وَمُبَشِّرًا وَنَذِيرًا ﴿٣٥﴾ وَدَاعِيًا إِلَى اللَّهِ بِإِذْنِهِ وَسِرَاجًا مُنِيرًا ﴿٣٦﴾

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

Theme

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

Glossary:

Words

Meanings

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

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

Comprehension

A. Answer the following questions:

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



For the Teacher:

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

7. How does the final Quranic verse (Quran 33:45-46) encapsulate the role and mission of the Rasoolullah (ﷺ)?
8. How does the author view the pre-Islamic Arabs? Write down the examples and the evidence supporting your inferences.

B. Reread paragraph 5 of the unit and identify:

i. What is the main idea of this paragraph?



ii. What details support this idea?

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

Vocabulary

Pronunciation key

The British pronunciations given are those of younger speakers of General British. This includes RP (Received Pronunciation) and a range of similar accents which are not strongly regional. The American pronunciation chosen are also as 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	/sɪŋ/
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/

Vowels and diphthongs

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

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

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

Dictionary Skill

Guide words

489 **polecat** **pollen**

(-ing) bit of kill with poleaxe; (esp. as **poleaxed** adjective) colloquial dumbfound, overwhelmed.

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

polemic /pə'lemɪk/ ● **noun** verbal attack; controversy; (in plural) art of controversial discussion. ● **adjective** (also **polemical**) involving dispute, controversial. □ **polemicist** /-sɪst/ **noun**.

police /pə'liːs/ ● **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.

policy¹ /'pɒləsi/ **noun** (plural **-ies**) course of action adopted by government, business, etc.; prudent conduct.

policy² /'pɒləsi/ **noun** (plural **-ies**) (document containing) contract of insurance. □ **policyholder** person or body holding insurance policy.

polio /'pɒliəʊ/ **noun** poliomyelitis, **poliomyelitis** /'pɒliəʊmaɪə'lartɪs/ **noun** infectious viral nervous system, with temporary or permanent paralysis.

Polish /'pɒlɪʃ/ ● **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'liːt/ **adjective** (-r, -st) having good manners, courteous; cultivated, refined. □ **politely** **adverb**; **politeness** **noun**.

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

political /pə'ltɪk(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 minorities; **political economy** study of economic aspects of government; **political geography** geography dealing with boundaries etc. of state; **political prisoner** person imprisoned for political reason.

politically **adverb** in a political way.

□ **politically correct** exhibiting political correctness.

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

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

poll /pɒl/ ● **noun** (often in plural) oting; counting of votes; result of voting, number of votes (recorded); questioning of sample of public opinion; head. ● **verb** take or receive votes; □ **vote**; record opinion of (person, group); cut off top of (tree etc.) or (esp. as **pollled** 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 /'pɒləd/ ● **noun** hornless animal; tree pollled to produce close head of young branches. ● **verb** make pollard of (tree).

pollen /'pɒlən/ **noun** fertilizing powder discharged from flower's anther.

Part of speech

Pronunciation

Entry word

Word definition/meaning



For the Teacher:

- Explain that the meaning of a word or a phrase that is derived or concluded based on context clues and surrounding information rather than direct definition is called inferred meaning. It involves using logical reasoning and existing knowledge to understand the word within its context.
- Explain that context clues are hints found in the surrounding text that help deduce the meaning of an unknown word.
- Use pair and group work to allow students to share and refine their inferences.
- Explain the purpose of a dictionary.
- Point out the guide words ("polecat" to "pollen"). Explain they help locate words quickly.
- Identify "politic" as the entry word in bold. Explain the pronunciation guide (e.g., /'pɒlɪtɪk/).
- Identify the part of speech (e.g., adjective for "politic"). Read and discuss the definition of "politic".
- Explain the pronunciation key and its importance.
- Review consonant sounds and symbols.
- Explain vowel sounds and diphthongs.
- Discuss differences in pronunciation between British and American English.

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

Word	Pronunciation	Dictionary meaning	Part of Speech
imagination			
remarkable			
composed			
preservation			

C. Compare the dictionary definitions with your inferences.

Word Patterns

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

Example:

Base Word: Analyze

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

Prefixes, Suffixes, and Word Changes

1. Prefixes:

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



For the Teacher:

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

2. Suffixes:

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

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

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

Base Word	Noun Form	Verb Form	Adjective form	Adverb Form
advocate				

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

Grammar

Parts of Speech

Noun

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

Examples:

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

Sentences:

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

Pronoun

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

Examples:

- **Personal Pronouns:** I, you, he, she, it, we, they



For the Teacher:

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

- **Possessive Pronouns:** mine, yours, his, hers, its, ours, theirs
- **Reflexive Pronouns:** myself, yourself, himself, herself, itself, ourselves, yourselves, themselves
- **Demonstrative Pronouns:** this, that, these, those
- **Interrogative Pronouns:** who, whom, whose, which, what
- **Relative Pronouns:** who, whom, whose, which, that

Sentences:

- **She** is going to the market.
- This book is **mine**.
- **They** will finish the project tomorrow.

Verb

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

Examples:

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

Sentences:

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

Adjective

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

Examples:

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

Sentences:

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

Adverb

Definition: An adverb is a word that modifies a verb, an adjective, or another adverb.

Examples:

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

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

Sentences:

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

Preposition

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

Examples:

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

Sentences:

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

Conjunction

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

Examples:

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

Sentences:

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

Interjection

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

Examples:

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

Sentences:

- **Wow!** That was an amazing performance.
- **Ouch!** That hurts me.

- **Alas!** We have lost the match.

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

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

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

C. Choose the correct adjectives.

i. Ashfaq Ahmad was a _____ writer.

- a. famed b. famous c. famously d. infamous

ii. This is a very _____ seminar.

- a. information b. Informed c. informative d. informing

iii. My mother becomes _____ if I get home late.

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

iv. It is _____ to get the correct information from the university office.

- a. advisable b. advisable c. advising d. advised

v. Who is _____ for this chaos?

- a. responding b. responsible c. responsive d. responded

D. Fill in the blanks with the correct part of speech as indicated in the parentheses. (bright, they, did, Salma, under, wow, through)

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

Oral Communication Skills

A. Respond to the text through oral discussion.

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

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

B. Respond to the text by telling short stories.

- i. Retell the story of the first revelation in the cave of Hira in your own words.
- ii. Share a short story about a significant moment in the life of Hazrat Muhammad (حَاتُّوْ الرَّبِّيْنِ صَلَّى اللهُ عَلَيْهِ وَعَلَىٰ آلِهِ وَصَحْبِهِ وَسَلَّمَ) that demonstrates his compassion or determination.

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

- i. Listen to the passage read aloud by the teacher. Pay close attention to pronunciation and intonation. After listening, answer the following questions:
 - What emotions did you hear in the reader's voice?
 - How did the reader's pronunciation help you understand the text?
- ii. In pairs, take turns reading passages aloud and providing feedback on each other's pronunciation and intonation.
- iii. Participate in a class discussion where you listen to others' viewpoints and respond appropriately, using the correct pronunciation and intonation.

Writing Skills

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

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



For the Teacher:

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

Example (Brainstorming Ideas):

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

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

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

Example (Structuring):

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

iii. Organize your ideas using a mind map.

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

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

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