



Theme Entrepreneurship

Subtheme Success stories of entrepreneurs' women



Grammar and Vocabulary

- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- Recognise and use correlative conjunctions including pairs such as “both/and” “either/or,” neither/nor,” “not/but” and “not only/but also.” etc.
- Use all types of tenses correctly in speech and writing.



Students' Learning Outcomes



Reading and Critical thinking

- Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose and intended audience.
- Analyse various types of biographies and autobiographies connected to different fields and professions. (e.g., a person's life story in print and multimedia), determining which details are emphasized in each type.
- Read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources:
 - Personal recounts (e.g., diary entries, biographies).
- Choose words and phrases for effect.



Oral Communication

- Use rhetorical questions for a range of audiences.



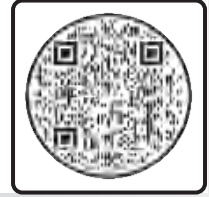
Writing

- Write multiple paragraphs of free writing for fluency, creativity, brainstorming or pleasure.
- Research for short projects to answer a question (including a self-generated question) or solve a problem; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation while writing or presenting their assignment.

Pre-reading

☞ “Woman occupies an exceedingly important place in the world. In view of her capabilities, nature has assigned vast duties to her. If you fail in them, you will not only harm your individual self but also severely hurt your collective life.”—**Fatima Jinnah**

☞ **What does this quote mean here?**



Empowered women play a key role in making positive changes. **Women’s empowerment** not only helps women personally but also makes society stronger. When a nation empowers its women, it gains diverse perspectives, talents and skills, leading to new ideas and progress. Women’s empowerment is like a cornerstone, essential for building a fair, equal and successful society and nation.

These **trailblazing** women bring innovation, resilience, and a unique perspective to the **entrepreneurial sphere**. From founding tech startups to championing social enterprises, female entrepreneurs are rewriting the narrative of success and paving the way for a more inclusive and diverse business. In this era of empowerment, the rise of female entrepreneurs is not just a testament to individual achievement; it is a **catalyst** for societal change and economic progress. Following are the trailblazing women who bring innovation, resilience and a unique perspective to the entrepreneurial sphere.

Raheema becomes an Entrepreneur

A determined and ambitious young woman, Raheema, has faced numerous challenges in her life journey. Hailing from the rural town of Ghouseabad near Quetta, this 18-year-old belongs to a financially struggling family. Orphaned at the tender age of five, she found solace living with her uncle’s family. Unfortunately, Raheema experienced another loss with the passing of her uncle. To compound matters, her aunt remarried and abandoned not only Raheema but also her cousins. However, a transformative opportunity emerged in Raheema’s life when she learned about the initiative by the Gender Equality Program (GEP) aimed at empowering Home-Based Women Workers (HBWWs).

Raheema dropped out of school when she was in grade seven, as she did not have the finances to pay for tuition fees. She took up carpet weaving with her cousin Fatima, to meet house expenses. Additionally, both girls also sold home-made products they had embroidered and stitched to shopkeepers for a very low profit. This is around the time that Balochistan Environment and Education Journey (BEEJ) formed a group of HBWWs under Grant Cycle 7A entitled ‘Promoting improved livelihoods for informal sector workers.’ After a Training of Trainers (TOT)

Key Term

Women empowerment (noun)

refers to the process of granting women the tools, resources, and opportunities to exercise control over their lives, make choices, and participate actively in social, economic, and political domains.

Glossary

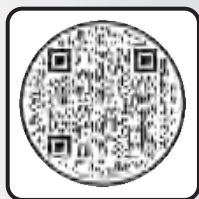
empowered given the authority or power to do something; made stronger and more confident (ماختیار)

trailblazing make it possible for others to follow (پیشروئی)

entrepreneurial sphere the world of entrepreneurship, where individuals take risks to create and manage businesses (کاروباری میدان)

catalyst a person or thing that causes a change (انگیز عمل)





While Reading

What do you understand by the term, 'inauguration'?

Glossary

vocational- connected with the skills, knowledge, etc. that you need to have in order to do a particular job (پیشہ ورانہ)

full-fledged- completely developed; with all the qualifications necessary for something (مکمل)

dispute- an argument between two people, groups or countries; discussion about a subject on which people disagree (تنازعہ)

conducted on Product Ideation and Designing by MOGH consultants who are working in collaboration with BEEJ, she was given a clear vision of product customization. Raheema learned the importance of colour combinations and designs, a concept she was alien to prior to the training. Equipped with this knowledge, she now tailors her products to the market's demand with the result that she sells at a profit. She and her cousin have established their own centre in which they have formed about five groups consisting of 100 students organised on the basis of their level of **vocational** training.

Raheema and Fatima have also formed women groups of 20-25 members, each of whom is also given training on product customization. The BEEJ team has been instrumental in helping Raheema and Fatima display their products which include embroidered dresses and wall clocks. After the formal **inauguration** of their Trade Facilitation Community Centre (TFCC), many people from Non-Government Organizations (NGOs), International Non-Government Organizations (INGOs) and Government institutions visited the centres and through the linkages of BEEJ both women received direct orders. Some of the organizations that have placed orders are Catholic Relief Services, BEEJ, and Women's Bank. Today, Raheema stands as one of the group leaders within the HBWWs Community of Ghousabad, a group established by the BEEJ under Gender Equity Program (GEP). Raheema is a **full-fledged** entrepreneur now.

Khadija's Efforts Pay Off

There was a time when Khadija, a mother of two, struggled to make ends meet, but today, she is the leader of the Home-Based Women Workers (HBWWs) group formed by the BEEJ under GEP Grant Cycle 7A on 'Promoting Improved Livelihood for Informal Sector Workers'.

She vividly recalls the day when she first met the BEEJ team in a meeting organised for a pre-project survey. This was the phase when she was struggling financially. Khadija comes from a poor background. Her husband used to work in the private sector, but due to some **dispute** in the office, he was terminated. Unable to support his family, he abandoned them and left them without any financial support.

During these hard times, Khadija's elder daughter fell sick. Khadija knocked on every door for help and also turned to the Government and Private Welfare Departments, but they did not respond to her applications for help. Khadija thought of starting her own business with the help of other women in the community. She met several women and suggested they make marketable embroidery products. Her suggestion

was well received, and the women started making and selling their products in the market through a middleman, but the profit was **meager**. During this time, the BEEJ **initiative** was launched and helped further empower the women working with Khadija. They have now formed a group of HBWWs under GEP. The group has developed direct linkages with the market, which facilitates directly buying raw materials and selling products in the market. Khadija states, “I am sure that we will be able to bring a real change in our lives with this group. I am thankful to GEP for providing us this opportunity.”

Reference: Journey of Success, Volume VI Justice and Empowerment, Aurat Foundation

Study Tip

Skimming is a reading technique used to quickly identify the main ideas of a text without going into too much detail. The goal is to get an overview of the content to determine whether it’s relevant to your specific purpose.

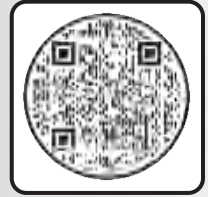
Techniques for Skimming

- **Read the Title and Subheadings:** Titles and subheadings often provide a quick summary of the main points in a text.
- **Read the Introduction and Conclusion:** These sections typically highlight key ideas and the overall message.
- **Look at Bold or Italicized Text:** Important information is often emphasized through formatting.
- **Review the First and Last Sentences of Paragraphs:** This can give you a sense of the main points within a paragraph.
- **Examine Graphics and Captions:** Charts, graphs, and captions often contain key information.

Scanning is a reading technique used to locate specific information quickly. Instead of reading every word, you’re looking for particular words, phrases, or numbers.

Techniques for Scanning:

- **Have a Specific Purpose in Mind:** Know exactly what information you are looking for before you start scanning.
- **Focus on Headings and Subheadings:** These can guide you to the relevant sections of the text.
- **Look for Keywords or Phrases:** Identify and search for specific words related to your search.
- **Use Your Finger or a Pointer:** Physically guide your eyes along the lines of text to stay focused.
- **Read in Blocks:** Instead of reading word by word, scan in chunks to quickly identify relevant information.



Glossary

meager- small in quantity and poor in quality (معمولی)

initiative- taking action to solve a problem or make things better (توسعه)

Language Focus

Read the abbreviations with their full forms in the text.

Things to know

Close reading involves reading a text carefully and critically, paying attention to details, language, and underlying meanings. Close reading is often used to analyze literary works or complex texts.

Teacher’s Guideline

Encourage students to be aware of gender biases and discrimination. Discuss how these issues impact individuals and society.



Skill: Skimming and Scanning Strategies Effectively

Apply skimming and scanning strategies to locate relevant information and main points in texts, discerning the writer's purpose and intended audience.

Things to know

An **autobiography** is a nonfiction story of a person's life, written from their point of view. Autobiographies are popular among the general reading public.



Comprehension



A Answer the following questions.

- 1▶ How does empowering women contribute to the overall growth of a nation?
- 2▶ Provide an example of a societal change brought about by female entrepreneurs.
- 3▶ Evaluate the effectiveness of the Gender Equity Program (GEP) in empowering Home-Based Women Workers (HBWWs) based on Raheema's story.
- 4▶ Summarize Khadija's initial financial struggles and how the BEEJ initiative helped her.
- 5▶ What are the words and phrases used in the text to describe women's life's struggles?
- 6▶ Write about the long-term impact of women's entrepreneurship on the overall growth of a nation, using evidence from the text.

Analytical question

Analyse the text and give the main idea of the lesson.



Talk about the Text

Discuss the effect of using descriptive language in portraying the challenges faced by Raheema and Khadija.



B Read the given autobiography and notice its features.

Excerpt From 'The Story of My Life' (An Autobiography of Helen Keller)

I lived, up to the time of the illness that deprived me of my sight and hearing, in a tiny house consisting of a large square room and a small one, in which the servant slept. It is a custom in the South to build a small house near the homestead as an **annexe** to be used on occasion. My father built such a house after the Civil War, and when he married my mother, they went to live in it. It was completely covered with **vines**, climbing roses and **honeysuckles**. From the garden, it looked like an arbour. The little porch was hidden from view by a screen of yellow roses and Southern smilax. It was the favourite haunt of humming birds and bees.

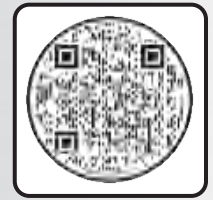
The Keller homestead, where the family lived, was a few steps from our little rose-bower. It was called "Ivy Green" because the house and the surrounding trees and fences were covered with beautiful English ivy. Its old-fashioned

garden was the paradise of my childhood.

Even in the days before my teacher came, I used to feel along the square stiff boxwood hedges and, guided by the sense of smell, would find the first violets and lilies. There, too, after a fit of temper, I went to find comfort and to hide my hot face in the cool leaves and grass. What joy it was to lose myself in that garden of flowers, to wander happily from spot to spot, until, coming suddenly upon a beautiful vine, I recognized it by its leaves and blossoms and knew it was the vine which covered the tumble-down summerhouse at the farther end of the garden! Here, also, were trailing **clermatis**, drooping jessamine, and some rare sweet flowers called butterfly lilies because their fragile petals resemble butterflies' wings. But the roses, they were loveliest of all. Never have I found in the greenhouses of the North such heart-satisfying roses as the climbing roses of my southern home. They used to hang in long **festoons** from our porch, filling the whole air with their fragrance, untainted by any earthy smell, and in the early morning, washed in the dew, they felt so soft, so pure, I could not help wondering if they did not resemble the asphodels of God's garden.

The beginning of my life was simple and much like every other little life. I came, I saw, I conquered, as the first baby in the family always does. There was the usual amount of discussion as to a name for me. The first baby in the family was not to be lightly named, everyone was **emphathetic** about that. My father suggested the name of Mildred Campbell, an ancestor whom he highly esteemed, and he declined to take any further part in the discussion. My mother solved the problem by giving it as her wish that I should be called after her mother, whose maiden name was Hellen Everett. But in the excitement of carrying me to church, my father lost the name on the way, very naturally, since it was one in which he had declined to have a part. When the minister asked him for it, he just remembered that it had been decided to call me after my grandmother, and he gave her name as Helen Adams.

I am told that while I was still in long dresses, I showed many signs of an eager, self-asserting **disposition**. Everything that I saw other people do I insisted upon imitating. At six months, I could pipe out "How do you," and one day I attracted everyone's attention by saying "tea, tea, tea" quite plainly. Even after my illness I remembered one of the words I had learned in these early months. It was the word "water", and I continued to make some sound for that word after all other speech was lost. I ceased making the sound "wah-wah" only when I learned to spell the word.



Teacher's Guideline

Discuss how Keller's narrative reflects resilience and her ability to find hope even in challenging circumstances. Introduce the anticipation of the teacher's arrival as a turning point in Keller's life.



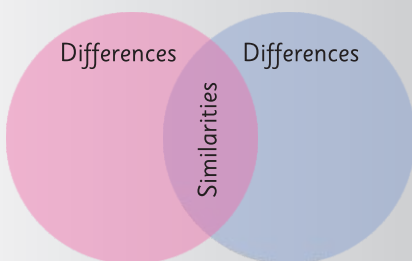
*Helen Keller with her teacher
Anne Sullivan*



Activity

Compare the features of a biography and an autobiography using the provided Venn diagram. Draw it in your notebook.

Venn Diagram



Do you remember?

A **Venn diagram** is a visual representation of similarities and differences between two or more concepts.

They tell me I walked the day I was a year old. My mother had just taken me out of the bathtub and was holding me in her lap when I was suddenly attracted by the flickering shadows of leaves that danced in the sunlight on the smooth floor. I slipped from my mother's lap and almost ran toward them. The **impulse** gone, I fell down and cried for her to take me up in her arms.

These happy days did not last long. One brief spring, musical with the song of robin and mockingbird, one summer rich in fruit and roses, one autumn of gold and crimson sped by and left their gifts at the feet of an eager, delighted child. Then, in the **dreary** month of February, came the illness which closed my eyes and ears and plunged me into the unconsciousness of a newborn baby. They called it acute **congestion** of the stomach and brain. The doctor thought I could not live. Early one morning, however, the fever left me as suddenly and mysteriously as it had come. There was great rejoicing in the family that morning, but no one, not even the doctor, knew that I should never see or hear again.

I fancy I still have confused recollections of that illness. I especially remember the tenderness with which my mother tried to soothe me in my waking hours of fret and pain and the agony and **bewilderment** with which I awoke after a tossing half sleep, and turned my eyes, so dry and hot, to the wall, away from the once-loved light, which came to me dim and yet more dim each day. But, except for these fleeting memories, if, indeed, they are memories, it all seems very unreal, like a nightmare. Gradually, I got used to the silence and darkness that surrounded me and forgot that it had never been different until she came, the teacher who set my spirit free. But during the first nineteen months of my life, I had caught glimpses of broad, green fields, a luminous sky, trees and flowers which the darkness that followed could not wholly blot out. If we have once seen, "the day is ours, and what the day has shown."

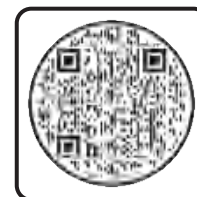
**Source: Serial Reader
Wholereader.com (Chapter 1)**

C Answer the following questions:

- 1 ▶ Research the life of Helen Keller, focusing on her struggles with illness and her journey in learning language.
- 2 ▶ Evaluate the impact of nature on the author's emotional well-being before and after the illness.
- 3 ▶ What are the words and phrases that the author used in her autobiography for effects?

Vocabulary

Use of Dictionary



Examine the provided dictionary page to understand the various components of a dictionary.



cell (sel) noun [from Latin cella, "a small room"] **1.** a hut **2.** a room in a prison **3.** a small space, as in a bee's honeycomb **4.** a small unit of life

clever (klev' ar) adjective [from Norwegian klover, "skillful"]

skillful, quick thinking, intelligent antonym: stupid, slow, dumb

epidermis (ep i dur' mis) noun [from Greek epi, "upon" + derma, "the skin"] the outermost layer of skin; it has no blood vessels and covers the next lower skin level, the dermis

exam (eg zam') noun [shortened from examination from Latin examinare, "to weigh"] a test of a person's knowledge or skill in a certain area, for example, a driving exam

exit (eg' zit) noun [from Latin ex, "out" + ire, "to go"] **1.** leave

taking, as in "the actor's exit was dramatic" **2.** a doorway leading out of a room or building antonym: entrance

expensive (ek spen' siv) adjective [from Latin expendere, "to pay"] costly, high-priced antonym: inexpensive, cheap

eye (i) noun [from German auge, "to see"] the sense organ used for sight, one of the five senses; the other four are hearing, tasting, smelling, and touching

February (feb' roo wer e) noun [from Latin, februum, "purification"] the second month of the year, having 28 days in regular years and 29 days every fourth year-leap year

Pronunciation

Part of speech

Syllables

Definition 1

Definition 2

Vowels				Consonants			
æ	back	eʊ	go	b	buck	ŋ	sing
ɑ:	harm	ɜ:	word	d	dead	p	print
ɒ	stop	i:	keep	ð	other	r	rest
aɪ	type	i	happy	dʒ	jump	s	save
aʊ	how	ə	about	f	fare	ʃ	shop
aɪə	hire	ɪ	fit	g	gold	t	take
aʊə	hour	ɪə	near	h	head	tʃ	change
ɔ:	course	u	annual	j	yellow	θ	theft
ɔɪ	annoy	u:	pool	k	cab	v	value
e	head	ʊ	book	l	leave	w	work
eə	fair	ʊə	tour	m	mix	x	loch
eɪ	make	ʌ	shut	n	nil	ʒ	measure
						z	zone

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

- women
- bring
- unique
- female
- sphere
- own

Activity

Write the definitions of the bold words from the excerpt of 'The Story of My Life' by Helen Keller in your notebook. Additionally, incorporate these words into sentences to demonstrate their usage.



Skill: Dictionary use

Refer to various general and specialized reference materials, including dictionaries, glossaries, and thesauruses in both print and digital formats, to ascertain pronunciation, determine or clarify precise meanings, identify parts of speech, or explore etymology of words.



Do you remember?

Synonyms are words that have similar meanings, and they can be used interchangeably in certain contexts without changing the overall meaning of a sentence. For example, "happy" and "joyful" are synonyms.

Antonyms are words that have opposite meanings. They express contrast or opposition and are often used to highlight differences between concepts. For example, "hot" and "cold" are antonyms because they represent opposite temperature extremes.

Examples of Past Simple

- Maira cooked dinner last night.
- Maira did not cooked dinner last night.
- Did Maira cook dinner last night?

B Write the synonyms and antonyms of the following words in your notebook.

- deprived dreary resemble fragrance emphatic delighted

Synonyms and Antonyms in Thesaurus

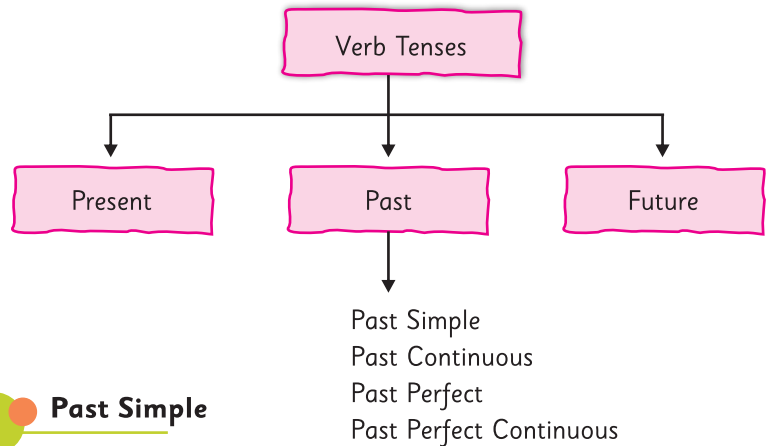
	Entry word	Definitions
Synonyms	{	laugh: (<i>laugh secretly</i>) giggle, titter, chortle, chuckle, snicker, tee-hee, hee-hee, laugh up one's sleeve, laugh in one's beard; (<i>laugh publicly</i>) cackle, crow, belly laugh, horselaugh, roar, burst out laughing, laugh it up, roll in the aisles, shriek with laughter, shake the rafters; (<i>laugh online</i>) lol-laugh out loud, rotfl-roll on the floor laughing, ha ha; (<i>laugh violently</i>) shake with laughter, go into convulsions, be convulsed with laughter, split one's sides laughing, bust a gut, laugh oneself sick
		Antonyms — Antonyms: cry, weep, wail, lament, groan, frown, scowl



Grammar

Tenses

In grammar, tense refers to the time of an action or the state of being described in a sentence. It is a way of expressing when an activity occurs about the present, past, or future.



Past Simple

Type	Structure
Affirmative Structure	Subject + Past Verb (Regular: -ed, Irregular: V2) + (Object/Complement)
Negative Structure	Subject + Did not + Base Form of Verb + (Object/Complement)
Interrogative Structure	Did + Subject + Base Form of Verb + (Object/Complement)?

Past Continuous Tense

Type	Structure
Affirmative Structure	Subject + Was/Were + Present Participle (-ing) + (Object/Complement)
Negative Structure	Subject + Was/Were not + Present Participle (-ing) + (Object/Complement)
Interrogative Structure	Was/Were + Subject + Present Participle (-ing) + (Object/Complement)?

Past Perfect Tense

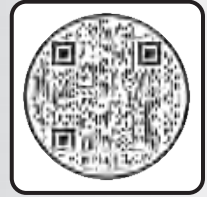
Type	Structure
Affirmative Structure	Subject + Had + Past Participle + (Object/Complement)
Negative Structure	Subject + Had not + Past Participle + (Object/Complement)
Interrogative Structure	Had + Subject + Past Participle + (Object/Complement)?

Past Perfect Continuous Tense

Type	Structure
Affirmative Structure	Subject + Had Been + Present Participle (-ing) + (Object/Complement) + since/for+ time/period.
Negative Structure	Subject + Had Not Been + Present Participle (-ing) + (Object/Complement) + since/for+ time/period.
Interrogative structure	Had + Subject + Been + Verb (Present Participle) + Object/Complement+since/for+ time/period?

A Read the following text and organize the sentences based on their respective tenses: simple past, past continuous, past perfect, and past perfect continuous. After this, convert each sentence into both negative and interrogative forms.

Raheema dropped out of school when she was in grade seven, as she did not have the finances to pay for tuition fees. She took up carpet weaving with her cousin Fatima, to meet house expenses. Additionally, both girls also sold home-made products they had embroidered and stitched to shopkeepers for a very low profit. This is around the time that BEEJ formed a group of HBWWs under Grant Cycle 7A entitled 'Promoting improved livelihoods for informal sector workers.' After a Training of Trainers (TOT) conducted on Product Ideation and Designing by MOGH



Examples of Past Continuous Tense

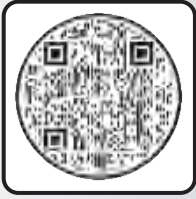
- Maira was cooking dinner last night.
- Maira was not cooking dinner last night.
- Was Maira cooking dinner last night?

Examples of Past Perfect Tense

- Maira had cooked dinner last night.
- Maira had not cooked dinner last night.
- Had Maira cooked dinner last night?

Examples of Past Perfect Continuous Tense

- The workers had been repairing the road since last month due to the damages caused by heavy rain.
- The workers had not been repairing the road since last month due to the damages caused by heavy rain.
- Had the workers been repairing the road since last month due to the damages caused by heavy rain?



Skill: Enhances communication and interpersonal skills

To equip learners with the linguistic skills needed to express themselves accurately in real-time, laying the groundwork for effective communication and future language development.

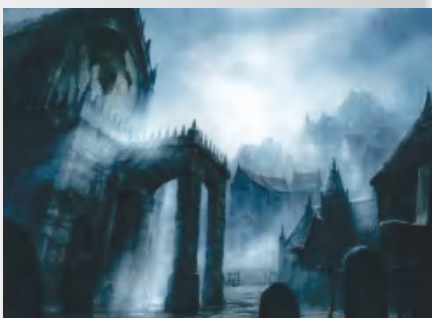


Activity

Students will be provided an old or mysterious photograph.

Ask them to create a story around the photo using past tenses.

Emphasize the use of past continuous, past perfect, and simple past. Students can present their stories to the class, and classmates can guess details about the photo based on the narrative. The picture may be look like the one given below.



consultants who are working in collaboration with BEEJ, she was given a clear vision of product customization. Raheema learned the importance of colour combinations and designs, a concept she was alien to prior to the training. Equipped with this knowledge, she now tailors her products to the market's demand with the result that she sells at a profit.

B Complete the sentences by using the answers provided in the boxes. One option can be used twice.

created

made

produced

was

watched

were

gave

During my last holiday, I had _____ a lot of handcrafts. At that time, I was excited about art and creativity. Many ideas had come to my mind three months before. All of the ideas _____ written on my notebook so I could read them again. Also, I searched other ideas from internet. Yes, I googled it. I _____ tutorial videos and read many art blogs. My parents helped me to prepare the materials. They also _____ me money to buy things I needed. On the first day, I painted on some rocks. People call it rock art. It _____ so fun. My siblings joined me on the third day. Then, my siblings and I _____ paper crafts from used newspapers and magazines. Papers _____ rolled, shaped and glued together to create decorative designs. The last activity _____ sewing. My mother is a tailor so I learned how to sew from her. Sewing used clothes and towels was very fun with my mother. We _____ many useful things. I really enjoyed my last holiday.

C Fill in the blanks with the correct form of the verbs in the past continuous tense.

1 ▶ Yesterday, at six I _____ dinner.

- was preparing was prepare was prepared did prepare

2 ▶ My father _____ a novel while I _____ TV.

- was read / was watching were reading / was watching
 read / watched was reading / was watching

3 ▶ We _____ our school when he came in.

- talked were talking were talked talking

4 ▶ The kids _____ in the garden when it suddenly started to rain.

- played playing were playing was playing

5 ▶ Most of the time we _____ in the park.

- were sat sitting was sitting were sitting

Correlative Conjunctions

Correlative conjunctions are pairs of words that work together to connect elements in a sentence.

These pairs include:

but/also: used to indicate that two elements are to be included.

Example: Empowered women not only play a key role in making positive changes but also contribute actively to their communities and the overall growth of a nation.

either/or: presents a choice between two elements.

Example: Either I drive to the airport or I get a taxi.

neither/nor: indicates the exclusion of both elements.

Example: Neither the teacher nor the students were aware of the surprise.

not/but: emphasizes a contrast between two ideas.

Example: It's not the end but a new beginning.

not only/but also: adds emphasis to both elements.

Example: She is not only intelligent but also hardworking.

D Complete each sentence by filling in the blanks with the appropriate correlative conjunctions.

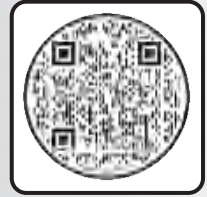
- 1▶ She is _____ intelligent _____ beautiful.
- 2▶ I will _____ go for a hike _____ stay home and watch TV.
- 3▶ Jerry is _____ rich _____ famous.
He is _____ smart, _____ very funny.
- 4▶ Would you _____ go shopping _____ spend the day at the beach?
- 5▶ It is a custom in the South to build a small house near the homestead as an annex _____ for beauty _____ utility.

E Use the following correlative conjunctions in your sentences in your notebook.

- not only/but also either/or neither/nor
- both/and whether/or not/but

Study Tip

Memorise the common correlative conjunction pairs. This can be a helpful reference when you encounter them in reading or need to use them in your writing. Flashcards or creating a list for quick review may aid in memorization.



Skill: Effectively Use Correlative Conjunctions.

Identify and employ correlative conjunctions, including pairs like “both/and”, “either/or”, “neither/nor”, “not/but”, and “not only/but also”.



Activity

You will receive strips of paper with jumbled words or phrases.

Your task is to reconstruct the sentences using correlative conjunctions.

Pay attention to the order of the words and the correct use of correlative conjunctions (e.g., either...or, not only...but also).

Work individually or in pairs to complete the activity.

Once you've reconstructed the sentences, check with the provided correct sentences.

Example Sentences:

The movie tonight, We can watch,
Go to the restaurant.

She is, talented, hardworking, in her
studies.



Do you remember?

A rhetorical question is an inquiry. It is asked for effect rather than to elicit answer.



Skill: Proofreading and Editing

After engaging in free writing, students will demonstrate proficiency in proofreading and editing by identifying and correcting errors related to sentence structure, subject/verb agreement.

Things to know

A narrative about a specific period of a person's life or a specific experience is usually called a memoir.

Oral Communication

Pair up with a partner. Take turns asking each other rhetorical questions.

Encourage open and honest responses, and feel free to share personal experiences. Reflect on each other's answers and discuss the broader implications of women's empowerment.

Ask questions such as:

- **What images come to mind when you hear the term "women empowerment"?**
- **In a world buzzing with possibilities, what does women's empowerment mean for your future?**

Writing

Autobiography

- A Reflect on a significant achievement or milestone in your life, and write an autobiography that narrates the journey, challenges overcome, and lessons learned along the way. Share the impact of this accomplishment on your personal growth and the insights gained through the process. Keep in the view the following points.**

Study Tip

Reflect: Consider key events and milestones in your life.

Choose a Theme: Decide on a central theme or focus on your autobiography.

Create an Outline: Organize chapters chronologically or thematically.

Introduction: Begin with a compelling introduction about yourself.

Chronological Flow: Maintain a chronological order in your writing.

Describe Relationships: Include details about significant personal and professional relationships.

Share Challenges and Triumphs: Be honest about challenges and moments of triumph.

Reflect on Lessons: Consider the lessons learned from your experiences.

Capture Emotions: Share emotions, thoughts, and insights throughout.

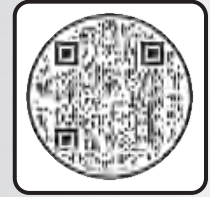
Consistent Tone: Maintain a consistent tone aligned with your narrative.

Include Vivid Details: Use descriptive language to engage readers.

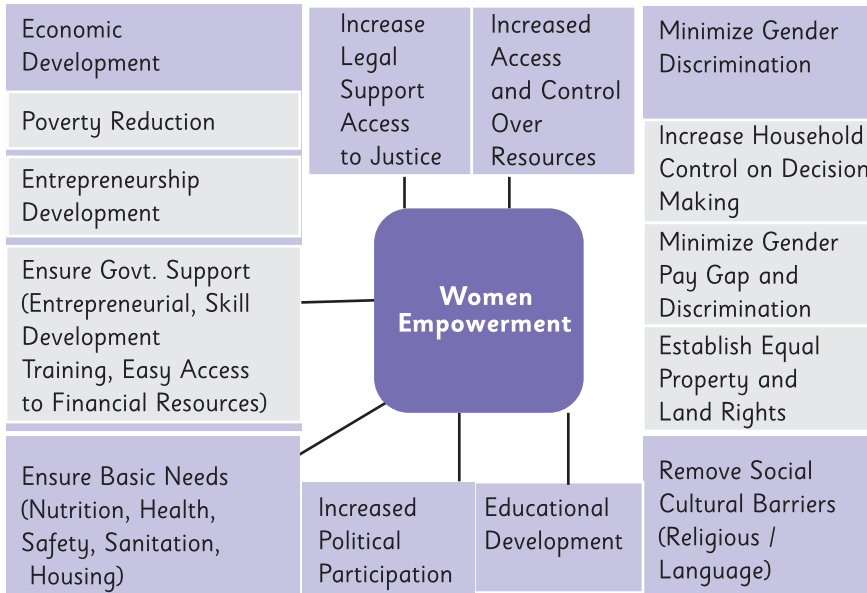
Conclude Thoughtfully: Summarize key points and reflect on your journey.

Edit and Revise: Review for clarity, coherence, and grammar.

Seek Feedback: Get input from friends or family for improvement.



B Write multiple paragraphs about “Women Empowerment.” Proofread and edit texts for errors such as sentence structure, subject/verb agreement, noun/pronoun agreement, reference words, connective/transitional devices, punctuation and capitalization. Brainstorm ideas using the given graphic organizer.



Project

- Research the historical and contemporary challenges faced by women in various societies.
- Create an awareness campaign within the school to educate peers about women’s rights, gender equality, and the importance of women’s empowerment.

Further Reading Recommendations

Hidden Figures by *Margot Lee Shetterly*
 Empowering Women in Entrepreneurship: Success Stories and Tips
 Little Women by *Louisa May Alcott*



“One Curriculum, One Nation”

قومی ترانہ

پاک سر زمین شاد باد کشورِ حسین شاد باد
تو نشانِ غمِ عالی شان ارضِ پاکستان
مرکزِ یقین شاد باد
پاک سر زمین کا نظام قوتِ اخوتِ عوام
قوم، ملک، سلطنت پائندہ تابندہ باد
شاد باد منزلِ مُراد
پرچمِ ستارہ و ہلال رہبرِ ترقی و کمال
ترجماںِ ماضی شانِ حال جانِ استقبال
سایۂ خدائے ذوالجلال

(حفیظ جالندھری)

