بِسۡمِ اللّٰہِ الرَّحۡمٰنِ الرَّحِیۡمِ

(In the Name of Allah, the Most Merciful, the Most Compassionate.)

ENGLISH 10

PECTAA
Transformation, Innovation and Excellence

PUNJAB EDUCATION, CURRICULUM, TRAINING AND ASSESSMENT AUTHORITY

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AUTHOR

◎ **Mudassar Hussain Shah**
English Teacher, Divisional Public School and Intermediate College, Model Town, Lahore.

EDITOR

◎ **Dr. Muhammad Akram,**
Professor of English / Principal
Govt. Graduate College, Burewala

Review Committee Members

- **Prof. Humayun Adil Hameed**, Assistant Professor (English), Faculty of Computing & IT, University of the Punjab, Lahore
- **Prof. Muhammad Iqbal Zafar,** Associate Professor (English) Retd. Forman Christian College, Lahore
- **Khawaja Mazhar-ul-Haq,** Additional Secretary, School Education Department, South Punjab, Multan
- **Prof. Javed Iqbal Azad Malakwali** Associate Professor (Retd.) Govt. Science College, Wahdat Road, Lahore
- **Prof. Saima Siddique,** Assistant Professor (English), Govt. APWA College for Women, Jail Road, Lahore
- **Dr. Waseem Tabbasam**
SST, Govt. Muslim High School, Pul Moj-e-Daryia, Multan
- **Ms. Sidrah Dilshad**
English Teacher, The Educators, Quaid Campus, Lahore
- **Safdir Hussain**
Assistant Director (C-H), PECTAA, Lahore

Special Review Committee

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- **Taban Tazmeen,** Lecturer (HED)
- **Atia Munir,** SSE (English) (SED)
- **Asif Ali,** SSE (English) (SED)

Director (Curriculum and Compliance)
- Aamir Raiz

Incharge Art Cell
- Aisha Sadiq

Design & layout
- Hafiz Inam-ul-Haq

Deputy Director (Compliance Humanities)
- Safdar Waleed

Supervision & Coordination
- Safdar Hussain
Assistant Director (C-H), PECTAA

Prepared by:
- Golden Book Company, Lahore

EXPERIMENTAL EDITION

1 Hazrat Muhammad's (رسول اللہ خَاتَمُ النَّبِيِّين صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) Social Reforms for the Rights of Women, Orphans and Slaves

Learning Outcomes

By the end of this unit, the students will be able to:

- respond to the text by giving arguments and opinions.
- read with correct pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.
- ask and answer higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else? What would have happened if...? What would I/you do if...?
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- clarify the meaning of unknown and multiple-meaning words and phrases based on the content, choosing flexibly from a range of strategies.
- use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- comprehend and use contemporary idioms and proverbs in the different texts and in their speech.
- apply editing and proofreading skills to a wide range of texts and contexts.
- use hyphens (hyphenated nouns and adjectives) in words, letter string –ough words.
- 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.

Pre-reading

- What challenges do you think marginalized groups such as women, orphans, or slaves faced in pre-Islamic societies, and why might reforming their rights have been considered revolutionary at the time?

1. Hazrat Muhammad (رسول الله خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) is the Last Rasool of Allah (سُبْحَانَهٗ وَتَعَالٰى). In the 7th-century Arabia, he (خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) transformed a deeply tribal and unjust society into one, based on values of justice, compassion, and equality. **Among** his (خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) most groundbreaking **reforms** were those aimed at uplifting the most marginalized and **oppressed** groups of his (خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) time: women, orphans, and slaves. His (خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) teachings to reform the society are embedded in the Qur'an and his (خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) practices (*Sunnah*), which continue to influence millions across the globe**.**

2. Before the advent of Islam, Arabian society was marked by a strong tribal structure, **patriarchal** norms, and social inequality. Women were deprived of their basic human rights and even in some cases, newborn girls were buried alive. Orphans were a subject to exploitation and often left without care or protection. Slavery was **widespread**, and slaves were considered subhuman, with no rights or legal recognition. In this environment, Hazrat Muhammad (رسول الله خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) introduced sweeping reforms based on the principles of human dignity, justice, and mercy.

What social injustices existed in pre-Islamic Arabian society?

3. Hazrat Muhammad's (رسول الله خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) teachings fundamentally altered the status of women in Arabian society. He (خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) **emphasized** the spiritual and moral equality of men and women, as stated in the Qur'an:

"O humankind! Surely, We have created you from a single (pair of) male and female, and made you into tribes and families so that you may know one another (and so build mutuality and co-operative relationships, not so that you may take pride in your differences of race or social rank, and breed enmities). Surely the noblest, most honourable of you in God's [*Allah* (سُبْحَانَهٗ وَتَعَالٰى)] sight is the one best in piety, righteousness, and reverence for God [*Allah* (سُبْحَانَهٗ وَتَعَالٰى)]. Surely God [*Allah* (سُبْحَانَهٗ وَتَعَالٰى)] is All-Knowing, All-Aware." (Qur'an 49:13)

4. He (خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) granted women legal rights which were unheard of in many societies at that time. Under Islamic law, women were given the basic human rights to:

a. **Own and inherit property**: The Qur'an mandated rights of inheritance for women as, "For the male heirs is a share out of what parents and near kindred leave behind, and for the female heirs is a share of what parents and

near kindred leave behind, whether it (the inheritance) be little or much – a share ordained by God [*Allah* سُبْحَانَهٗ وَتَعَالٰى]." (Surah An-Nisa 4:7), ensuring they could **inherit** from their fathers, husbands, and children.

b. Consent to marriage: Women could no longer be forced into marriage. The Rasoolullah (خَاتَمُ النَّبِيِّيْنَ صَلَّى اللّٰهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) emphasized that a woman's consent was a necessary condition for a valid marriage.

c. Divorce and maintenance: Islam introduced rules regarding the fair treatment of women in divorce, including **financial** support. The Qur'an tells: "Likewise, there should be a provision for the divorced women according to customary good and religiously approvable practice, as a duty upon the God-revering, pious." (Qur'an 2:241)

d. Education and knowledge: The Rasoolullah (خَاتَمُ النَّبِيِّيْنَ صَلَّى اللّٰهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) encouraged the pursuit of knowledge for both men and women. He (خَاتَمُ النَّبِيِّيْنَ صَلَّى اللّٰهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) said: *"Seeking knowledge is obligatory upon every Muslim."*

5. Hazrat Muhammad (رسول الله خَاتَمُ النَّبِيِّيْنَ صَلَّى اللّٰهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) also redefined the role of women in family and society. His (خَاتَمُ النَّبِيِّيْنَ صَلَّى اللّٰهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) matrimonial life served as an example of **mutual** respect and partnership. He (خَاتَمُ النَّبِيِّيْنَ صَلَّى اللّٰهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) involved women in public matters, allowing them to voice their opinions, participate in treaties, and even serve in combat when necessary.

6. Orphans were very helpless in the time before Islam. Hazrat Muhammad (رسول الله خَاتَمُ النَّبِيِّيْنَ صَلَّى اللّٰهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) said that those who care for orphans will be close to him in Paradise. Through his (خَاتَمُ النَّبِيِّيْنَ صَلَّى اللّٰهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) teachings and actions, he (خَاتَمُ النَّبِيِّيْنَ صَلَّى اللّٰهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) encouraged people to treat orphans with love, respect, and kindness. The Qur'an tells people again and again to be kind and fair to orphans:

"They give food, however great be their need for it, with pleasure to the destitute, and to the orphan, and to the captive." (Qur'an 76:8)

7. Hazrat Muhammad (رسول الله خَاتَمُ النَّبِيِّيْنَ صَلَّى اللّٰهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) established strong ethical and legal frameworks for the protection of orphans:

a. Guardianship with accountability: Those who took charge of orphaned children were held **accountable** for their treatment and the use of their wealth. The Qur'an says: "(Care for and) test the orphans well until they reach the age of marriage. Then, if you find them to be mature of mind, hand over to them their property; and do not consume it by wasteful spending, nor do so in haste fearing that they will come of age (and so take it over). If the guardian is rich (enough to support himself and his family), let him abstain (from his ward's property); but if he is poor, let him consume thereof in a just

and reasonable manner. When you hand (their property) over to them, let there be witnesses on their behalf. God [*Allah* (سُبْحَانَهُ وَتَعَالٰى)] suffices as One Who reckons and settles the accounts (of His servants)." (Qur'an 4:6)

b. Prohibition of exploitation: Misusing or grabbing an orphan's property was declared a major sin. The Qur'an warns: "Surely those who consume the property of orphans wrongfully, certainly they consume a fire in their bellies; and soon they will be roasting in a Blaze (the like of which you have never seen and the degree of whose intensity none knows except God [*Allah* (سُبْحَانَهُ وَتَعَالٰى)] ." (Qur'an 4:10)

c. Encouragement of care: He (صَلَّى اللهُ عَلَيْهِ وَعَلٰى آلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ خَاتَمُ النَّبِيِّيْنَ) stated, "*I and the one who looks after an orphan will be together in Paradise like this,*" and held up two fingers to illustrate closeness (Sahih al-Bukhari).

8. Through his (صَلَّى اللهُ عَلَيْهِ وَعَلٰى آلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ خَاتَمُ النَّبِيِّيْنَ) reforms, Hazrat Muhammad (رسول الله صَلَّى اللهُ عَلَيْهِ وَعَلٰى آلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ خَاتَمُ النَّبِيِّيْنَ) not only protected orphans legally but also **elevated** their status within the community. Now, taking care of them is recognized as a noble and rewarding act.

9. One of Hazrat Muhammad's (رسول الله صَلَّى اللهُ عَلَيْهِ وَعَلٰى آلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ خَاتَمُ النَّبِيِّيْنَ) most transformative contributions to society was his (صَلَّى اللهُ عَلَيْهِ وَعَلٰى آلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ خَاتَمُ النَّبِيِّيْنَ) approach to slavery. While slavery was a deeply entrenched institution in Arabia and across the world, the Rasoolullah (صَلَّى اللهُ عَلَيْهِ وَعَلٰى آلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ خَاتَمُ النَّبِيِّيْنَ) initiated reforms that gradually undermined its foundation.

10. Rather than an abrupt abolition, which could have caused severe economic and social upheaval, Islam introduced measures that promoted **emancipation, human dignity, and equality:**

a. Encouragement of freeing slaves: Freeing slaves was regarded as a highly virtuous act and an expiation for various sins. The Qur'an explains: "It is the freeing of a bondsman (a slave or a captive); or feeding, on a day of privation, an orphan near of kin, or a poor wretch in misery; And being, besides, of those who believe and exhort one another to patience and exhort one another to pity and compassion. Those are they who are the people of happiness and prosperity (who will be given their Records in their right hands on Judgment Day)." (Qur'an 90:13-18) The Rasoolullah (صَلَّى اللهُ عَلَيْهِ وَعَلٰى آلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ خَاتَمُ النَّبِيِّيْنَ) freed many of his (صَلَّى اللهُ عَلَيْهِ وَعَلٰى آلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ خَاتَمُ النَّبِيِّيْنَ) own slaves and encouraged others to do the same.

b. Equality and humane treatment: He (صَلَّى اللهُ عَلَيْهِ وَعَلٰى آلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ خَاتَمُ النَّبِيِّيْنَ) instructed Muslims to treat their slaves like brothers: "*Your slaves are your brothers. Feed them with what you eat and clothe them as you clothe yourselves...*" (Sahih Muslim).

c. **Legal rights and protections**: Slaves were granted legal protections. Their mistreatment was prohibited, and they had the right to earn their freedom through a contract (*mukataba*).

d. **Integration and leadership**: One of the most powerful examples is Hazrat Bilal ibn Rabah (رضی اللہ تعالیٰ عنہ), a former slave who became the Rasoolullah's (خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) *muazzin* and a **prominent** *sahabi*. His (رضی اللہ تعالیٰ عنہ) life symbolizes Islam's commitment to racial and social equality.

11. Hazrat Muhammad's (رسول اللہ خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) reforms were not mere policies; they were part of a broader vision for a just and compassionate society. His (خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) emphasis on **Tauheed** [belief in the Oneness of *Allah* (سُبْحَانَهٗ وَتَعَالٰى)] was **inseparable** from a belief in the **human brotherhood**. By raising the status of women, protecting orphans, and granting dignity to slaves, he (خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) laid the foundation for a civilization that valued human rights and moral responsibility.

12. His (خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) Last Sermon during the Farewell Pilgrimage is a timeless charter of equality and justice. He (خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) proclaimed:

"All mankind is from Adam and Eve. An Arab has no superiority over a non-Arab, nor does a non-Arab have superiority over an Arab; a white has no superiority over a black, nor does a black have superiority over a white—except by piety and good action."

13. Hazrat Muhammad (رسول اللہ خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) reformed the whole society. In an age where fairness was lacking, he (خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) brought forward a vision rooted in justice, mercy, and equality. His (خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) reforms in favour of women, orphans, and slaves were not only progressive for his (خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) time but also remain **relevant** even today. Through his (خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) teachings and actions, he (خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) improved the lives of women, orphans and slaves. His (خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) message encouraged people to live with honesty, care for others, and follow the path of righteousness. Today, his (خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ) reforms continue to guide and inspire millions around the world to build a just and peaceful society.

For the teacher

- Help the students develop reading comprehension skills, expand vocabulary, and practise critical thinking through active engagement with the text.
- Help them highlight or jot down new words or phrases.

Theme

Hazrat Muhammad (رسول‌الله ﷺ) championed the rights of the most vulnerable people, "women, orphans, and slaves", by challenging deeply rooted injustices and introducing laws based on justice and compassion. His (ﷺ) teachings promoted equality, dignity, and protection for all individuals, regardless of gender, status, or social class.

Glossary

Words	Meanings
accountable	responsible for your actions and expected to explain them when you are asked
among	included in a group of people or things
elevated	raised to a higher level or position; important or noble in status
emancipation	the act of being freed from restrictions, especially from slavery
emphasized	given special importance or attention; highlighted
financial	related to money, income, or the management of funds
inherit	to receive something like property, money, etc. from someone after his/ her death
inseparable:	unable to be separated; always together or closely connected
mutual	felt or experienced by both sides
oppressed	treated cruelly or unfairly, especially by those in power
patriarchal	a social system where men hold primary power and dominate
prominent	important, well-known, or easily noticeable
reforms	changes made to improve a system, law, or organization
relevant	closely connected or appropriate to what is being discussed
widespread	found or occurring over a large area or among many people

Reading and Critical Thinking

A Answer the following questions:

1. What was the social condition of women, orphans, and slaves in pre-Islamic Arabia?
2. What are the three specific rights that Hazrat Muhammad (رسول‌الله ﷺ) introduced for women?

3. What role did the Qur'an play in guiding the Rasoolullah's (ﷺ) social reforms? Provide two examples.
4. How did Hazrat Muhammad (رسول الله ﷺ) promote the emancipation of slaves?
5. What steps did Rasoolullah (ﷺ) take to ensure the humane treatment of slaves?
6. What values in the Rasoolullah's (ﷺ) reforms are still relevant to modern societies addressing social justice issues?

Pronunciation, Pitch and Voice Variation:

Pronunciation: Pronunciation is the way in which a word or sound is spoken. It involves the correct articulation of sounds, including vowels and consonants, and the stress placed on syllables within a word.

Pitch: Pitch refers to the highness or lowness of a sound, determined by the frequency of sound waves. In speech, pitch is the rise and fall of the voice, which can convey different emotions and meanings.

Voice Variation: Voice variation encompasses changes in pitch, volume, and rate of speech to express different emotions, meanings, and emphasis.

Now, briefly introduce the texts of your own choice (one fictional and one nonfictional) to the students. Explain to them the difference between the two genres and highlight how the tone, pitch, and pronunciation might vary depending on the text type.

Fictional Text (e.g., a narrative or a scene from a story): Encourage students to experiment with character voices, emotions, and dramatic pauses.

Nonfictional Text (e.g., an informational article or a news report): Discuss how the tone should be more neutral, informative, and clear, but still engage the listener with appropriate pitch variation for emphasis.

- **Reading Practice (10-15 minutes):**

Step 1: Assign students into pairs or small groups. Give each group one of the selected texts (fictional or nonfictional).

Step 2: Have each student read a passage aloud, focusing on:

- **Pronunciation:** Ensure each word is pronounced correctly.

- **Pitch:** Adjust the pitch of their voice to match the mood or purpose of the text (e.g., high pitch for excitement in a fictional text, moderate pitch for seriousness in nonfiction).
- **Voice Variation:** Encourage students to alter their tone to fit different characters or situations in fictional texts or to add emphasis in nonfiction texts.

A **Write a short story on "Kindness". Apply the techniques you have learnt from the above given information.**

Figurative Language:

1. Simile: A comparison between two unlike things using "like" or "as".

Example: *He is as brave as a lion.*

2. Metaphor: A direct comparison between two unlike things without using "like" or "as".

Example: *Time is a thief that steals our moments.*

3. Personification: Giving human characteristics to non-human things.
Example: *The wind whispered through the trees.*

4. Hyperbole: An exaggeration used for emphasis or effect.

Example: *I've told you a million times!*

5. Onomatopoeia: A word that imitates a sound.
Example: *The piece of meat sizzled on the pan.*

6. Alliteration: The repetition of the same consonant beginning sound in a series of words.

Example: *Peter Piper picked a peck of pickled peppers.*

7. Idioms: A phrase with a meaning different from its literal words.

Example: *It's raining cats and dogs.*

8. Oxymoron: Two contradictory terms used together.
Example: *Deafening silence filled the room.*

B Fill in the blanks with appropriate figures of speech.

"The old house **groaned in protest** as the storm rolled in (Personification), each gust of wind **howling like a hungry wolf** (----------). Inside, Aslam sat frozen, convinced that **his courage had turned to stone** (----------). **Crash!** went the window as the shutters slammed open (----------), making his heart leap. "**This storm is going to bury us alive!**" he cried (----------). The **bitter sweetness** of nostalgia crept over him as he remembered summers here (----------). "Why did I come back?" he asked aloud, "I'm really **in over my head** now" (----------). Still, he tried to steady himself, **silently slipping sideways** to the door (----------) hoping to escape before the storm made the house its next victim.

Vocabulary and Grammar

Meanings of Unknown Words:

The good readers should use different strategies to figure out unfamiliar or tricky words. You may use the following strategies to find out the meanings of different words given in a text:

- **Word parts** (prefix, suffix, root)
- **Dictionary or thesaurus** (their usage)
- **Multiple meanings** (some words change meanings based on their usage)
- **Read the entire unit 1 and highlight 5 unknown or confusing words or phrases. Now, find out their meanings by using the above given strategy.**

S. No.	Words	Meanings

For the teacher

- Help the students identify, understand, and use figurative language (such as similes, metaphors, personification, hyperbole, etc.) to enhance their reading comprehension and creative writing skills.
- Explain that figurative language uses words or expressions that go beyond their literal meaning to create vivid images or feelings.

Context Clues:

Writers or authors often give hints or clues to the meanings of unfamiliar words in the sentences around them. So, the meaning of that particular word can be deduced from the words surrounding it.

Examples:

The cat was so famished that it devoured an entire bowl of food in seconds.
Clues: "devoured", "entire bowl", "in seconds"

➤ *Famished = very hungry*

Even though the directions were ambiguous, we tried to follow them carefully.
Clues: "Even though... tried to follow"

➤ *Ambiguous = unclear or confusing*

Lubna tried to console her friend after the bad news, offering tissues and kind words.

Clues: "after the bad news", "offering tissues and kind words"

➤ *Console = comfort*

A **Read the following paragraph:**

"As the storm grew stronger, the waves began to **pummel** the shore with tremendous force. The wind howled, and trees bent under its pressure. Boats rocked violently in the harbor, and people ran to find shelter from the harsh weather. It was clear the storm wasn't just a light drizzle—it was something much more powerful."

Now, answer the following questions:

1. What does the word **pummel** most likely mean in this paragraph?
2. What clues in the paragraph help you figure it out?

Exploring Idioms and Proverbs:

Idiom: An idiom is a phrase or an expression that has a meaning different from the literal meanings of the individual words.

For the teacher

- Provide sentences with difficult words and guide the students to identify clues and guess the meaning.
  Use visuals, real-life examples, and humor to make idioms and proverbs easier to remember.

Proverb: A proverb is a short, common saying that expresses a truth, piece of advice, or wisdom based on experience.

Examples:

Break the ice – to start a conversation in a relaxed way

Don't judge a book by its cover. – don't make assumptions based on appearance

The ball is in your court. – it's your decision or responsibility now

Actions speak louder than words. – what you do is more important than what you say

Bite off more than you can chew. – take on too much responsibility

B **Read the following paragraph:**

"Hina was feeling nervous about the school talent show. She almost backed out, but her mother reminded her, **"Nothing ventured, nothing gained."** Taking a deep breath, Hina decided to go for it. When she finally got on stage, she stumbled over her first line, but instead of panicking, she **kept her cool** and finished strong. In the end, she was proud that she faced her fears."

Now, answer the following questions:

1. What is the idiom in the paragraph? What does it mean?
2. What is the proverb? What lesson does it teach?

Oral Communication Skills

Responding to the text by Giving Arguments and Opinions:

Following are the steps to respond to a text giving arguments along with your opinion:

- **Read the Text**:

Read the provided text carefully. Pay attention to the main points, arguments, and tone. Highlight or underline the key sections that you agree with or find interesting.

- **Identify the Key Ideas**:

Identify the main argument or the theme presented in the text. What is the author trying to say? Write a brief summary of the text in your own

words (2–3 sentences).

➢ **Form Your Opinion**:

Take a stance on the issue or topic presented in the text. Do you agree or disagree with the author? Why?

➢ **Support Your Opinion**:

Provide 3–5 reasons to support your opinion. Your reasons should be logical, clear, and based on evidence or examples. You can pull from personal experience, knowledge, or ideas discussed in class.

A **Prepare a 2–3 minute oral presentation on "Social Justice" where you clearly state your opinion, provide supporting arguments, and address potential counter arguments.**

B **Make groups of the students consisting of five students in each group. Now, ask them to prepare a speech on "The Qualities of a Great Leader". Then one student of each group will deliver the speech before the class.**

Writing Skills

Editing & Proofreading:

Editing: Editing is the process of improving the content, structure, and clarity of a piece of writing. This includes:

- fixing sentence structure
- improving word choice
- reorganizing ideas
- making the writing clearer and more effective

Proofreading: Proofreading is the final step of writing. It focuses on correcting small errors in:

- spelling
- punctuation
- capitalization
- grammar

A **Edit and proofread the following paragraph and write the corrected one in your notebook.**

"yesterday me and my friend went to the park we seen a group of kids playing soccer and decide to join them it was real fun and everyone was nice. after that we walk to the ice cream shop but it were closed. we was disapointed but we still had a great time"

Hyphens & –ough Words:

Hyphen (-): A hyphen is a small dash used to connect words or parts of words.

It helps make meaning clear in compound words.

Examples:

Hyphenated compound nouns (*check-in, mother-in-law*)

Hyphenated compound adjectives (*well-known author, full-time job*)

B **Read the sentences and add hyphens where needed.**

1. My sister has a part time job.
2. The check in desk is over there.
3. He gave a well deserved speech.
4. She's my mother in law.

–ough Letter String: Words with –ough are tricky because they are spelled the same, but pronounced differently.

Examples of different –ough sounds:

Though – sounds like "oh"

Tough – sounds like "uff"

Through – sounds like "oo"

Thought – sounds like "awt"

C **Match the –ough word to its meaning.**

Word	Meaning
though	a sudden noise from the throat
cough	even if; however
rough	as much as needed

Word	Meaning
enough	not smooth
thought	to pass from one side to another
through	an idea

Writing a Paragraph Using the Process Approach:

The process approach to writing means planning your writing step by step before you begin your final draft. This helps you organize your thoughts and write more clearly and effectively. This includes:

Brainstorming – thinking of ideas related to a topic

Mind-Mapping – drawing your ideas in a visual way

Structuring – organizing those ideas in a logical order

Free Writing – writing whatever comes to mind without worrying about grammar or spelling, etc.

Note-Taking – writing down important ideas, facts, or details from what you read or plan to write about

Example Topic with step-by-step explanation:

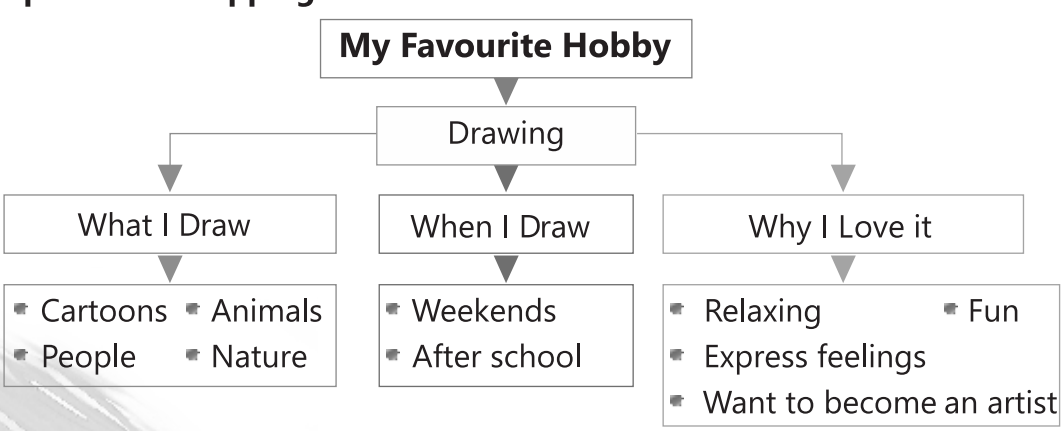
My Favourite Hobby

Step 1: Brainstorming: Let's think of all the ideas related to the topic "My Favourite Hobby". Suppose, it is "Drawing".

Brainstormed Ideas:

- I love to draw characters.
- It makes me feel good and calm.
- Sometimes I give drawings as gifts.
- I use pencils and markers.
- I draw every weekend.
- I want to become an artist.

Step 2: Mind-Mapping:



Step 3: Structuring: Use a simple paragraph structure chart:

- **Topic Sentence:** What is my favorite hobby?
- **Supporting Details:** What do I do? Why do I like it? When do I do it?
- **Closing Sentence:** What makes it special?

Step 4: Free Writing: Write freely without worrying too much about mistakes.

Such as: "I like drawing very much. I draw cartoons, animals and other characters. I do it on weekends or after school. I use pencils and sometimes coloured markers. Drawing helps me relax and makes me happy. My dream is to become a great artist someday."

Step 5: Note-Taking: Writing down important ideas, facts, or details from what you read or plan to write about.

Final Paragraph

My Favourite Hobby

"My favourite hobby is drawing because it helps me express my creativity. I enjoy drawing cartoons, animals, and different characters using pencils and coloured markers. I usually draw after school or on weekends when I have free time. Drawing makes me feel calm and happy. I even give my drawings as gifts to my friends and family. Someday, I hope to become a great artist."

D **Choose a topic of your own choice. Follow the steps of the process approach to plan and write a paragraph about it. Make sure to:**

1. brainstorm ideas
2. organize your thoughts using a graphic organizer
3. do a short free write about your topic
4. take quick notes on important details you want to include
5. use your plan to write a clear and complete paragraph

For the teacher

- Help the students correct use of hyphens in compound words and understanding different –ough spellings and sounds.
- Introduce each step using graphic organizers. Guide students through a model example, then let them apply it to their own topic (e.g., "My Favourite Hobby"). Great for developing independence in writing.

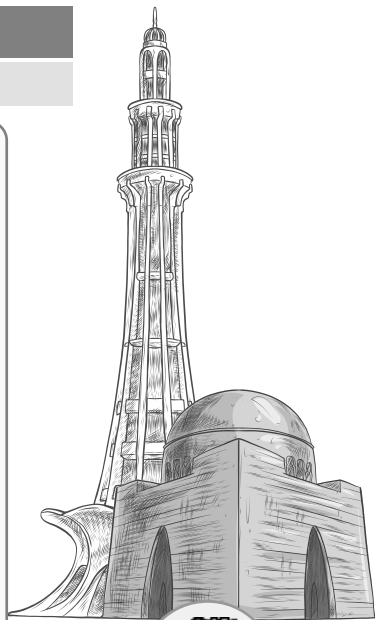
2 My Beloved Pakistan

(Anonymous)

Learning Outcomes

By the end of this unit, the students will be able to:

- analyze and present complex ideas and issues in two/three act play, or assembly/class presentation, preferably on SDGs.
- discuss their own and others' reading comprehension critically.
- analyze that text comprises a group of paragraphs that develop on the main idea addressed by the author throughout the text.
- make recommendations and develop an interest in a variety of texts including fiction, non-fiction texts and poetry.
- identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- 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.
- verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- write a dialogue between multiple people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee.
- apply the techniques of writing the first draft with sufficient details, proofreading and editing to suit the purpose and audience.
- write and critique (self/peer checking) the final draft after editing and proofreading.



Pre-reading

- What does the word "patriotism" mean to you?
- What symbols or things do you think represent Pakistan best?
- How do you show love for your country in everyday life?
- If you could describe Pakistan in three words, what would they be and why?

O land of green, so rich and true,
With skies so wide and rivers blue.
Your mountains stand with **pride** so high,
Your spirit **soars** beyond the sky.

From snowy peaks of mighty North,
To deserts **glowing** in the South—
Each grain of soil, each **blooming** tree,
Whispers of love and liberty.

Your flag of green and star so white,
Shines like a **beacon** in the night.
We hold it high, both proud and strong,
In every heart, your name belongs.

For all who serve and **strive** with grace,
You are our pride, our sacred place.
We'll work, we'll learn, we'll stand as one,
Until the brightest dream is won.

O Pakistan, my home, my land,
Forever will I make my stand.
With **peace** and love, I'll do my part—
For you will always own my heart.

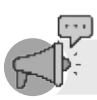
What qualities of the land are being celebrated?

How does the poet use symbolism in describing the flag?

What message does the speaker convey about their relationship to Pakistan?

Theme

The poem celebrates the beauty, strength, and spirit of Pakistan. It expresses deep love for the homeland, highlighting its natural landscapes, the national flag, and the sacrifices of its people. The poet encourages unity, peace, learning, and service to the nation, inspiring readers—especially the young ones—to play a positive role in the country's future.



Glossary

Words	Meanings
beacon	a light or other visible object serving as a signal
blooming	to produce or yield flowers
glowing	shining with or as if with warmth or heat

peace	harmony, freedom from war and violence
pride	a feeling of deep pleasure or satisfaction
soar	fly or rise high in the air
strive	make great efforts to achieve or obtain something

Reading and Critical Thinking

A Answer the following questions:

1. What is the overall message of the poem?
2. How does the poet show love for Pakistan?
3. Which natural features of Pakistan have been mentioned in the poem?
4. What symbols in the poem represent unity and patriotism?
5. How can students like you, express patriotism in their daily life?

B Choose the correct option.

1. What is the main theme of the poem?
   a. friendship
   b. patriotism and love for country
   c. nature and seasons
   d. hard work and honesty
2. What does the poet compare the flag to?
   a. a painting
   b. a bright flower
   c. a beacon in the night
   d. a flying bird
3. Which part of Pakistan has been described as having snowy peaks?
   a. the South
   b. the East
   c. the North
   d. the West
4. What does the poet encourage the young people to do for Pakistan?
   a. travel abroad
   b. memorize poetry
   c. work, learn, and stand united
   d. plant trees only

5 What natural features have been mentioned in the poem?

a. skyscrapers and highways b. deserts, rivers, and mountains

c. beaches and oceans d. forests and lakes

6 Which emotion is the strongest in the poem?

a. anger b. joy

c. pride and devotion d. confusion

C Write a short paragraph answering:

"How did hearing different perspectives influence my understanding of the poem?"

Paragraphs Join Together to Make a Comprehensive Text:

Read the following text:

The Power of Trees

A Trees do more than just give us shade on a sunny day—they play a huge role in keeping our planet healthy. They help clean the air by absorbing carbon dioxide and releasing oxygen. Without trees, the Earth's air would be harder to breathe.

B In many places, trees are being cut down faster than they can grow back. This is called deforestation, and it can lead to many problems. Animals lose their homes, the soil becomes dry and unhealthy, and the weather becomes more extreme.

C Trees also provide food, shelter, and medicine for both people and animals. Fruits, nuts, leaves, and bark from trees are used every day in different parts of the world. Even birds and insects rely on trees to survive.

D We all can help protect trees. Planting a tree, recycling paper, and raising awareness about deforestation are small actions that make a big difference. When we protect trees, we protect the future of our planet.

How Paragraphs Support the Main Idea:

(Paragraph A): Introduces the importance of trees for the environment
(Paragraph B): Explains the danger of deforestation
(Paragraph C): Adds more examples of how trees benefit people and animals
(Paragraph D): Offers solutions and a call to action

D Now, using the information given above, divide the class into five groups. Each group should have at least four students. Give each group a different text, like a story or essay. Cut the text into separate paragraphs and mix up the order. The group's task is to put the paragraphs back in the correct order. Then, ask them to find and label the main idea, supporting details, and conclusion.

Variety of Texts:

1. **Fiction:** Literature in the form of prose, especially novels, that describes imaginary events and people.

For example:

The Secret Garden Bench (Short Story)

Sana loved walking in the park, but she always passed by the old bench covered in vines. One day, she finally sat on it and noticed a small, carved note: "You are never alone." From that day on, she began writing notes of kindness for others and leaving them under the bench.

2. **Non-fiction:** Prose writing that is based on facts, real events, and real people, such as biography or history.

For example:

The Importance of Clean Water (Informative Article)

Clean water is essential for life. It helps keep people healthy, supports agriculture, and keeps the environment balanced. Many communities around the world still struggle to get safe drinking water. Learning about water conservation helps us protect this valuable resource.

3. **Poetry:** Poetry is a form of writing that expresses feelings, ideas, or stories in a creative and often rhythmic way. Poems may use rhyme, imagery, and figurative language to create strong emotions or pictures in the reader's mind. For example:

My Beloved Pakistan

A patriotic poem describing the natural beauty of Pakistan, the unity of its people, and the hope for a peaceful future.

E Keeping in view the variety of texts, answer the following questions:

1. What is the main difference between fiction and non-fiction?
2. How is a poem different from a short story?
3. Which genre helped you learn something new today? What did you learn?
4. Which genre made you feel something strongly? What emotion did you feel?
5. Which genre did you enjoy the most? Why?
6. Would you recommend one of the texts to a friend? Which one and why?
7. If you could write your own text, would you choose to write a story, an article, or a poem? Explain your choice.

Vocabulary and Grammar

Word Family Detective

Some words change form depending on how they are used in a sentence. For example:

- **analyze** (verb): to examine something closely
- **analysis** (noun): the process or result of examining
- **analytical** (adjective): relating to or using analysis

A **Complete the word table, one is done for you.**

Root Word	Verb	Noun	Adjective
analyze	analyze	analysis	analytical
advocate			
decide			
educate			
create			

B **Use the above given five root words in sentences of your own.**

C **Consult the dictionary, thesaurus and fill in the following table:**

Word	Dictionary Meaning	Pronunciation	Part of Speech	Etymology	Synonym
beacon					
blooming					
glowing					
peace					
pride					
soars					
strive					

Inferred Meanings of Unfamiliar Words:

Read the following short passage carefully:

The Forgotten Garden

At the edge of the village, hidden behind overgrown hedges and a crumbling stone wall, lay a garden long **neglected** by time. A few villagers remembered

who had once tended it, and most avoided the path altogether, murmuring tales of strange lights and whispers at dusk.

But Hania was not so easily **deterred**. An amateur botanist with an adventurous spirit, she had always been drawn to mysteries. One brisk autumn morning, she pushed open the rusted gate, its hinges **groaning in protest**, and stepped inside.

What she found was not the eerie wasteland she had expected. Beneath the vines and fallen leaves, a surprising variety of plants thrived. Some she recognized—wild rosemary, thyme, and flowering sage. But others were unfamiliar, with **luminescent** petals and leaves shaped like stars.

Fascinated, Hania took out her notebook and began sketching. The deeper she explored, the more enchanted she became. At the center of the garden stood a fountain, its stone basin cracked, but still trickling with water. Nearby, a weathered plaque read: *"To those who see beauty where others see decay."*

As the sun dipped below the horizon, the garden seemed to glow. Hania stood still, **mesmerized** by the gentle light surrounding her. She realized this place wasn't haunted, it was simply waiting to be noticed again.

D **Now, answer the following questions:**

1. What does the word **"neglected"** suggest about the state of the garden before Hania found it?
2. In the sentence, *"But Hania was not so easily **deterred**,"* what does "deterred" mean? What clues in the sentence help you figure it out?
3. The gate's hinges are described as **"groaning in protest."** What does this personification suggest about the condition of the gate?
4. The petals of some plants are described as **"luminescent."** What do you think this word means based on the description in the text?
5. What does it mean that Hania was **"mesmerized"** by the gentle light? How does this describe her reaction?

Oral Communication Skills

Sustainable Development Goals (SDGs):

The Sustainable Development Goals (SDGs) are 17 global goals set by the United Nations (UN) to help build a better, fairer, and more sustainable world for everyone by the year 2030.

The SDGs were created in 2015 as part of the UN Agenda 2030. They aim to solve the world's biggest problems like poverty, hunger, inequality, climate change, lack of education, poor health, and more.

Each goal focuses on a specific issue that affects people and the planet. All

countries, including Pakistan, are working towards achieving these goals to make sure no one is left behind.

A **Divide the students into small groups and assign each group one SDG that links to the poem, such as:**

SDG	Connection to the Poem
SDG 4: Quality Education	"We'll work, we'll learn..." – promoting learning and growth
SDG 16: Peace, Justice & Strong Institutions	The call for peace, unity, and responsibility
SDG 13: Climate Action	Appreciation for nature, rivers, mountains encourages protection
SDG 10: Reduced Inequalities	Promoting unity and shared pride among all people
SDG 17: Partnerships for Goals	The idea of standing together to build a better nation

Each group will prepare a short creative presentation connecting to a real-life issue in Pakistan. Arrange a special class period or school assembly. Each Group will present their SDG reflections linked to patriotism and national progress presentation before the class or school assembly.

Writing Skills

Writing a Dialogue:

What Pakistan Means to Me

[A school courtyard after morning assembly. The national flag flutters gently in the breeze. Two students, **ALI** and **SARA**, sit on a bench under a tree, holding their notebooks. The sound of the national anthem still echoes in the background.]

SARA: [looking up at the flag]
Every time I hear the anthem, I get goosebumps. It makes me think of all the sacrifices that were made to build this country.

ALI: [nods]
Same here. My grandfather always talks about migrating during the

For the teacher

- Help the students show how working towards the Sustainable Development Goals is a way of serving and strengthening your nation.

Partition. He was just a kid, but he remembers everything; the trains, the chaos, the hope.

SARA: [quietly, with emotion]

They gave up everything for a country they had never seen, only dreamed of.

ALI: That's the thing, Sara. *They* were patriots. They didn't just love Pakistan; they *believed* in it. In its future.

SARA: [thoughtfully]

Do you think we're doing enough? I mean, we post about Independence Day, wear green... but is that really patriotism?

ALI: Not really. Patriotism isn't just about words. It's about actions; respecting our flag, helping our communities, studying hard, and standing against injustice. That's how we honour Pakistan.

[SARA nods, her expression serious now.]

SARA: I want to be a doctor one day, not just for me, but for people here who can't afford proper healthcare. That's my way of serving Pakistan.

ALI: [sincerely]

I want to be a journalist who always tells the truth, no matter what. Pakistan deserves honesty.

[A teacher passes by and smiles at the two students.]

TEACHER: [lightly]

Dreaming big, I see?

SARA: [smiling]

No sir, *serving big*.

[The bell rings. Students begin heading to class. Ali and Sara stand, looking once more at the flag before walking off together.]

A **Now, choose a theme or situation, create your own characters, set the scene and write your own dialogue. Beware, never neglect your purpose and make a justified end.**

Proofreading and Editing:

B **Here is a passage for you, read it out, and point out errors and correct them.**

What It Means to Be a Responsible Citizen

Being a responsible citizen doesn't just mean following the rules. It means

caring about your country and trying to make it a better place for everyone. Some people think that only adults need to worry about this, but even young people like us can do small things that matter.

For example, I think keeping the environment clean is part of being a good citizen. When people throw garbage on the streets, it doesn't just look bad, it can also be dangerous for health. If everyone just took care of their own trash, cities would be a lot cleaner. I also think obeying traffic rules is something we forget, but it's very important for everyone's safety. Sometimes people break rules because they are in a hurry, but accidents can happen in seconds.

Being honest and respectful is also part of it. If we cheat, lie or treat others unfairly, how can we expect our society to be peaceful? I believe that small actions like helping a neighbour, being kind at school, or even raising our voice when we see injustice, these are all things that show true responsibility.

In conclusion, being a responsible citizen is not just about big actions. It's about everyday behaviour and choices that show we care about others, our country, and our future.

Now, compare your corrected passage with following one:

Being a responsible citizen is about more than just following laws; it's about caring for your country and making it a better place for everyone. Many people believe that responsibility lies only with adults, but even young people can contribute in meaningful ways.

One important aspect of responsible citizenship is caring for the environment. Littering harms not only the beauty of our surroundings but also our health. If everyone simply takes care of their own trash and used public bins, our streets and parks would be cleaner and safer. Obeying traffic rules is another example. Though it may seem like a small thing, following traffic signals and rules prevents accidents and protects lives.

Responsibility also includes honesty, respect, and fairness. If we lie, cheat, or treat others badly, we damage the trust and peace within our society. On the other hand, simple acts like helping a neighbour, showing kindness at school, or speaking up when we witness injustice, can show true citizenship.

In conclusion, being a responsible citizen isn't about grand gestures. It's about everyday choices that reflect our concern for others, our country, and our shared future. When each of us acts with responsibility, we help build a stronger, safer, and more united society.

C **Make groups of the students. Each group having four students, and each group will be allocated with a topic to write a passage of four paras. Then each group will exchange their passages and will edit and proofread it for the other.**

3 Digital Globalisation Transforming the English Language

Learning Outcomes

By the end of this unit, the students will be able to:

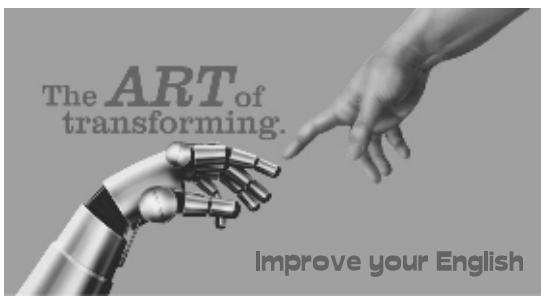
- demonstrate attentive listening skills while working in pairs and taking turns to speak with standard pronunciation and intonation.
- analyse organisational patterns in a text:
  - o list/ sequence of ideas/events
  - o comparison-contrast
  - o cause-effect
  - o problem-solution
  - o reasons/ assumptions-conclusion
- provide an objective summary of fiction, non-fiction and poetry texts.
- read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.
- identify and use adjectival, prepositional, and adverbial phrases in reading and writing tasks.
- distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing, and texts.
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ensure that the topic sentence of each paragraph contains the main idea of the essay/piece of writing and also that each paragraph develops the idea of its topic sentence. Use the technique of hook, and lead-in sentences to develop the flow of thought.
- write multiple paragraphs essays or stories, poems or playscript using mechanics for correct writing.
- write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Pre-reading

- What do you think the phrase *digital globalisation* means?
- How might global use of the internet influence the way English is spoken or written?

1. In the 21st century, the world has **witnessed** a rapid expansion of digital technologies and global connectivity. This phenomenon, often referred to as *digital globalisation*, has not only transformed economies and cultures but also left a significant mark on languages, most notably, English.

2. Once the language of a few nations, English has become the dominant medium of digital communication, education, entertainment, and commerce. However, as English spreads across borders through digital platforms, it evolves in **fascinating** and sometimes **controversial** ways. Here, we will try to explore how digital globalisation has impacted the English language by altering its vocabulary, grammar, communication style, and cultural identity.



3. One of the most obvious effects of digital globalisation on English is the explosion of new vocabulary. The internet has given rise to hundreds of neologisms, newly coined words, that are now commonly used in everyday communication. Words like "hashtag," "selfie," "unfriend," and "meme" were either invented or popularized through social media platforms. Additionally, **abbreviations** such as "LOL" (laugh out loud), "BTW" (by the way), and "DM" (direct message) have become an integral part of digital language. These terms, born out of the need for speed and efficiency, reflect how the English language is constantly adapting to fit modern communication needs.

4. Another major shift involves the blending of English with other languages and local expressions. Since English is often used as a global *lingua franca*, a bridge language between speakers of different native tongues, it absorbs words and phrases from a wide range of cultures. For example, terms like "hijab," "sushi," and "aesthetic" are used freely across English-language social media and blogs, even if they come from Arabic, Japanese or Greek. In online spaces, it is common to see people mix English with their native languages; a practice called *code-switching*. This has resulted in **hybrid** dialects like "Taglish" (Tagalog + English) and "Singlish"

What is code-switching, and how does it reflect the influence of digital globalisation on the English language?

(Singaporean English), showcasing the linguistic **flexibility** digital globalisation has encouraged.

5. Grammar, too, has not been left untouched. While **traditional** grammar rules still apply in formal writing, the rise of texting, tweeting, and chatting has created a more relaxed approach to sentence structure and punctuation. On platforms like Twitter, where characters are limited, users often **omit** articles, punctuation, and even capitalization to save space. For instance, a sentence like "I am going to the store" might be shortened to "goin 2 store." While some see this as a decline in language standards, others argue that it reflects a creative adaptation to new communication tools.

6. Furthermore, emoji use has added a visual element to language, sometimes replacing words entirely. A heart emoji or a fire symbol can now carry complex emotional meanings, acting like modern-day **hieroglyphs**.

7. Digital globalisation has also influenced how English is spoken. Pronunciation and intonation are being shaped by global media, especially YouTube. Accents are slowly blending, and new speech patterns are emerging, especially among younger generations. For example, many non-native speakers of English adopt American or British slang, pronunciation, and idioms through **exposure** to online content. The result is a more standardised, international form of English but it may also lead to the loss of regional accents and traditional forms.

8. However, the globalisation of English raises important questions about cultural dominance and inequality. Because English is the default language on most digital platforms, non-native speakers often feel pressured to adopt it in order to access information, participate in **conversations**, or gain job opportunities. While this opens doors for many, it also marginalizes local languages and contributes to their decline. In a digital world where English reigns supreme and smaller languages risk extinction if they are not preserved through conscious effort.

How does the dominance of English on digital platforms create both opportunities and challenges for speakers of local languages?

9. Despite these concerns, the influence of digital globalisation on English is not entirely negative. In fact, it has created a more **inclusive** and diverse linguistic landscape. New forms of English reflect the voices of people from different cultural and linguistic backgrounds. Whether it's a Ghanaian YouTuber mixing local proverbs with English or a Filipino blogger writing in Taglish or a Pakistani YouTuber giving the blend of Urdu to English, digital spaces have allowed English to become a truly global language; shaped by its users rather than confined by rigid rules.

10. The digital globalisation has had a **profound** impact on the English language. It has expanded vocabulary, loosened grammar rules, and introduced hybrid forms of communication that reflect global diversity. While there are concerns about the loss of linguistic purity and the dominance of English over other languages, the overall effect is one of growth, change, and adaptation. As digital technology continues to **evolve**, so too will the English language and adapting to meet the needs of its global speakers in creative and unexpected ways.

Theme

The dynamic transformation of the English language in response to global digital communication, highlighting how technology, online culture, and cross-cultural exchange reshape vocabulary, grammar, and usage.

Glossary

Words	Meanings
abbreviations	a shortened form of a word or phrase
controversial	causing disagreement
conversation	a talk, especially an informal one
evolve	develop gradually
exposure	the revelation of something secret
fascinating	extremely interesting
flexibility	the ability to be easily modified

For the teacher

- Help the students read and analyze the text to identify its structure, purpose, features, and reflect on its meaning.

hieroglyphs	a stylised picture of an object representing a word, syllable or sound
hybrid	a thing made by combining two different elements
inclusive	including all the services or items
omit	leave out or exclude
profound	(of a state, quality, or emotion) very great or intense
traditional	produced, done, or used in accordance with tradition
witnessed	have knowledge of (a development) from observation or experience

Reading and Critical Thinking

A Answer the following questions:

1. What is digital globalisation, and how is it connected to the English language?
2. Give examples of vocabulary that emerged through digital globalisation.
3. What is code-switching, and how does it appear in online communication?
4. How has digital communication affected traditional grammar rules?
5. What concerns does the author raise about the dominance of English on digital platforms?
6. Do you agree with the author's claim that English is becoming more flexible and creative due to digital globalisation?
7. How do emojis and memes function as a new kind of language?

B Choose the correct option.

1. What is the meaning of *code-switching* as used in the essay?
   a. changing passwords frequently
   b. switching between slang and emojis
   c. mixing English with another language in conversation
   d. using only formal English in digital spaces

2. Which of the following is an example of a word created or popularized by digital platforms?
   a. friend
   b. television
   c. hashtag
   d. grammar
3. Why do the people often break grammar rules in online messages?
   a. They don't know the rules.
   b. Online platforms encourage spelling errors.
   c. It's faster and more efficient in digital communication.
   d. Teachers tell them not to use grammar online.
4. What role do emojis play in modern English?
   a. They distract from real meanings.
   b. They serve as a replacement or support for words.
   c. They are used only by teenagers.
   d. They improve vocabulary.
5. What is a possible negative impact of English dominating digital spaces?
   a. Everyone will become fluent in English.
   b. People will stop reading books.
   c. Local languages may decline or disappear.
   d. People will stop using emojis.
6. What does the essay suggest about English spoken around the world today?
   a. It is exactly the same everywhere.
   b. It is shaped by global media and cultural blending.
   c. It is becoming less important.
   d. It is mostly used by older generations.
7. Which of the following best defines *lingua franca* as used in the unit?
   a. a local dialect spoken in France
   b. a universal sign language
   c. a common language used by speakers of different native languages
   d. a type of digital slang

Adjectival, Prepositional, and Adverbial Phrases:

1. Adjectival Phrase: A group of words that describe a noun or pronoun in a sentence. It usually tells what kind or which one.

Example: *The book **on the top shelf** is mine.* ("on the top shelf" describes "book")

2. Prepositional Phrase: A group of words beginning with a preposition and ending with a noun or pronoun. It can act as an adjective or adverb.

Example: *She sat **under the tree**.* ("under the tree" is a prepositional phrase)

3. Adverbial Phrase: A group of words that modify a verb, adjective, or another adverb. It tells how, when, where, or why.

Example: *He ran **with great speed**.* ("with great speed" tells *how* he ran)

A Read the sentences and identify the type of phrase underlined.

1. The girl <u>with the red scarf</u> is my cousin.
2. We walked <u>along the beach at sunset</u>.
3. He responded <u>in a rude manner</u>.
4. The house <u>by the river</u> is abandoned.
5. They arrived <u>after the ceremony</u>.

B Read the sentence and identify the type of phrase and write them with its accurate type.

The dog **with the golden fur** slept peacefully **under the old wooden table during the quiet afternoon**. Its owner, a boy **in a blue jacket**, watched **with great interest** as the rain fell softly **on the windowpane**. The calm room **filled with the scent of coffee** made the perfect setting **for a lazy weekend**.

Adjectival Phrase:

_____

Prepositional Phrase:

_____

For the teacher

- Help the students understand, identify, and apply inference and deduction skills while reading or analyzing texts, enabling them to "read between the lines" and draw logical conclusions based on evidence.

Adverbial Phrase:

_____

Connotative and Denotative Meanings of Words:

Denotative Meaning: The literal, dictionary definition of a word. Its objective does not include any emotional or cultural associations.

Connotative Meaning: The emotional, cultural, or personal associations a word carries beyond its literal meaning. Connotations can be positive, negative, or neutral and are often shaped by the context.

For Example:

Words	Denotative Meanings	Connotative Meanings
snake	a legless reptile	danger, betrayal
home	a place where one lives	warmth, family, comfort
cheap	low in price	inferior quality (negative)
inexpensive	low in price	good value (positive)

Similar Denotation, Different Connotation: Slim and **skinny**

- Both denote "thin in body."
- **Slim** connotes attractiveness (positive) while **skinny** may imply being underweight or unhealthy (negative).

Different Denotations but Related Use: House vs. **Home**

- Denotatively, a *house* is a building while a *home* is a place where one lives.
- *Home* has a warmer, emotional connotation.

C **Read the following passage:**

"The old man lived alone in a small house at the end of the street. Some said he was *frugal*, always saving and avoiding unnecessary expenses. Others whispered that he was just *stingy*, never willing to spend a dime—even on things that mattered. His house was *simple*, with few decorations, but it felt *cold* and *bare*, not cozy or welcoming."

Now, Identify Denotative Meanings:

Define the literal meanings of:

- *frugal:* _____

- *stingy:* _____
- *simple:* _____
- *cold:* _____
- *bare:* _____

Explore Connotative Meanings:

Discuss the feelings or ideas these words suggest. Are they:

- Positive? _____
- Negative? _____
- Neutral? _____

Find and Use Synonyms with Different Connotations:

Words	Synonyms	Your Choice
frugal	economical / cheap	
stingy	thrifty / greedy	
cold	unwelcoming / minimalist	
bare	plain / empty	

Oral Communication Skills

Partner Interview:

[Students A and B are sitting face-to-face for their interview activity.]

Student A: Assalam-o-Alaikum! I'll start with the first question. What is something you're passionate about and why?

Student B: Wa-Alaikumussalam! I'd say, I'm passionate about photography. I love capturing moments, especially nature and city life. It helps me see the world differently.

Student A: That sounds really cool. Do you take photos with your phone or a camera?

Student B: I started with my phone, but now I use a camera. It gives me more control over the settings.

For the teacher

Help the students understand the difference between denotative (literal) and connotative (implied or emotional) meanings of words, and apply that knowledge to better understand texts and improve their own writing.

Student A: Nice! Thanks for sharing. Okay, next question, if you could travel anywhere, where would you go and what would you do?

Student B: I'd love to go to Murree and will like to capture all the natural beauty.

Student A: Sounds like a great trip. Alright, now it's your turn to ask me.

Student B: Great! So, what's something you're passionate about?

Student A: I really enjoy writing short stories. It helps me express my thoughts and explore different ideas and characters.

Student B: That's interesting. What kind of stories do you usually write?

Student A: Mostly realistic fiction, but I'm trying some fantasy too. It's fun to build a new world from scratch.

Student B: Okay, if you could travel anywhere, where would you go?

Student A: I'd go to Lahore. I love history and art, so visiting places like the Lahore Fort, the Badshahi Masjid and the Lahore Museum would be a dream.

Student B: I can see why! I bet the food's amazing too.

Student A: Definitely! I'd probably eat *nehari* every day.

[They both laugh and wrap up the interview.]

Student B: Alright, I'll get ready to introduce you to the class. You're a writer with a dream of visiting Lahore!

Student A: And you're a photographer aiming for Murree. We've got creative goals!

A Now, Conduct a Partner Interview & Report Back:

The students will practise attentive listening and speaking in pairs, using clear pronunciation and intonation while taking turns.

Instructions for the Students:

1. You will work with a partner. Each of you will take turns interviewing each other.
2. You may use the following questions to guide your interview:
   - What is one thing you're passionate about and why?
   - What's your favourite memory from the past year?
   - If you could travel anywhere in the world, where would you go

and what would you do there?

- What's a new skill you'd like to learn?

3. One student asks questions while the other answers. Then switch roles. While your partner is speaking, practise attentive listening: maintain eye contact, nod occasionally, and avoid interrupting.
4. Use standard pronunciation and intonation so your partner can understand you easily. Speak at a natural pace.
5. After both of you have shared, each person will introduce their partner to the class, summarizing what they learned.

Writing Skills

Writing of Clear and Well-Developed Paragraph:

Read the information given below and you'll be able to write a well-organized paragraph with the identification of its components and techniques:

1. **Topic Sentence:** A topic sentence is the first sentence in a paragraph that states the main idea. It tells the reader what the paragraph will be about.

Example: "Digital technology has significantly changed the way we communicate."

2. **Paragraph Development:** Each sentence in the paragraph should support, explain, or provide examples of the topic sentence. This keeps the paragraph focused and coherent.

Example Development: "People now rely heavily on instant messaging and social media instead of face-to-face conversations. While this makes communication faster, it can also reduce emotional depth in interactions."

Techniques to Write a Well-Developed Paragraph:

1. **Hook:** A hook is an engaging sentence at the beginning of an essay or paragraph that grabs the reader's attention.

Example Hook: "Imagine a world where no one talks in person anymore, just texts and emojis."

2. **Lead-in Sentence:** A lead-in sentence connects the hook to the topic sentence, providing context or background before the main idea.

Example Lead-in: "This digital reality is becoming more common, especially among younger generations."

A **Select a topic and write a well-structured paragraph using a hook, a lead-in, a topic sentence, supporting sentences and closing sentence (optional) that develop the idea clearly.**

4 The Earth: Act Now for Tomorrow

Learning Outcomes

By the end of this unit, the students will be able to:

- ask and answer questions of personal relevance, information and a variety of communicative purposes.
- link new facts, terms, and concepts with prior knowledge. Choose words and phrases for effect.
- comment on implied meaning, e.g. writer's viewpoint, relationships between characters etc.
- explain whether predictions about the content of a text are acceptable or should be modified and why?
- interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- analyze nuances in the meaning of words with similar denotations.
- acquire and use appropriate words and phrases for reading, writing, speaking, and listening; independently gather vocabulary when considering a word or phrase important for comprehension or expression.
- engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

Pre-reading

- What do you already know about climate change?
- Have you ever experienced extreme weather events like floods, heatwaves, or heavy rains? If yes, how did it affect you or your community?
- Why do you think climate change is considered a global problem?
- Do you think students and young people can make a difference in the fight against climate change? How?
- What lifestyle habits or practices do you think are harmful to the environment?

1. Earth is the planet where human life exists. It is endanger due to abrupt climate changes. Saving earth is our utmost duty to save future generations. Therefore, it is high time to take climate action to protect the planet. Climate change is one of the most pressing challenges facing our world today. Rising global temperatures, melting ice caps, frequent natural **disasters**, and shifting weather patterns are all signs that the planet is in trouble. Climate action refers to the efforts taken by individuals, governments, and organizations to reduce greenhouse gas **emissions**, adapt to changing climates, and protect our environment. It is not just an environmental issue, but also a social, economic, and moral responsibility that demands urgent and collective action.

2. To understand the importance of climate action, it is essential to first know the causes of climate changes. The Earth's climate is naturally regulated by a balance of gases in the atmosphere. However, human activities, especially since the Industrial Revolution, have **disrupted** this balance. The burning of fossil fuels such as coal, oil, and gas for energy releases carbon dioxide (CO_2) into the air. Other harmful gases, like methane and nitrous oxide are produced through agriculture, deforestation, and industrial processes. These greenhouse gases trap heat in the atmosphere, causing the Earth's average temperature to rise; a phenomenon known as global warming.
3. The effects of climate change are already visible. Glaciers are melting at alarming rates, leading to rising sea levels that threaten coastal communities. Extreme weather events such as hurricanes, floods, heatwaves, and wildfires, are becoming more frequent and **intense**, endangering lives and destroying ecosystems. Farmers struggle with unpredictable rainfall and droughts, which impact food production and increase hunger in vulnerable regions.
4. Furthermore, climate change **disproportionately** affects poor and developing countries, even though they contribute the least to the problem.

These communities often lack the resources to recover from disasters or adapt to environmental changes. This makes climate action not only a scientific necessity but also a matter of justice and fairness.

5. Recognizing the seriousness of the issue, countries around the world have come together to tackle climate change through international agreements. The most notable of these is the Paris Agreement, signed in 2015. Under this agreement, almost every country committed to limiting global warming to well below 2°C, with efforts to keep it below 1.5°C. To achieve this goal, nations have pledged to reduce carbon emissions, invest in **renewable** energy, and improve energy efficiency.

   What is the main goal of the Paris Agreement?

6. In addition to governments, many businesses and non-profit organizations are also taking climate action seriously. Companies are shifting to **sustainable** practices, investing in clean technologies, and reducing their carbon footprints. The different movements have mobilized millions of persons from different walks of life worldwide to demand urgent action from leaders.

7. While large-scale policy changes are **crucial**, individuals also play an important role in the fight against climate change. Everyday choices like reducing energy use, recycling, avoiding single-use plastics, and using public transport, can collectively make a significant difference. Choosing to eat less meat, supporting eco-friendly brands, and planting trees are also impactful steps.

8. Education and awareness are the keys. By learning more about environmental issues and spreading the message, individuals can influence their communities and encourage others to act accordingly. Supporting climate policies and holding companies accountable for their environmental **impact** are the ways to make the environment excellent for living beings.

   How can individuals contribute to protecting the environment?

9. Despite growing awareness and some positive steps, the world is still far from solving the climate crisis. Emissions continue to rise, and many countries have not met their targets. Powerful industries sometimes resist change due to profit interests.

10. However, there is also a reason for hope. Technological innovations such as solar power, wind energy, electric vehicles, and carbon **capture**, are becoming more affordable and accessible. More and more young people are

getting involved, and climate action is becoming a global conversation rather than a fringe concern. With determination, cooperation, and **innovation**, it is still possible to change the course of our future.

11. Climate action is no longer optional, it is essential for the survival of our planet, "The Earth" and our future generations. Everyone has a role to play, from world leaders to laymen. By reducing emissions, protecting nature, and adapting to changes, we can build a more sustainable and just world. Time is running out, but the **opportunity** to act is still in our hands. The choices we make today will shape the world of tomorrow.

Theme

The urgent need for global cooperation and individual responsibility to combat climate change and protect the planet for future generations.

Glossary

Words	Meanings
crucial	take into one's possession or control of great importance
disaster	an event that results in great harm, damage, or death
disproportionately	in a way that is too large or too small in relation to something else.
disrupt	Interrupt an event, activity, or process by causing a disturbance
emission	the production and discharge of gas or radiation
impact	have a strong effect
innovation	a new method, idea, product, etc.
intense	of extreme force, degree, or strength
opportunity	a good chance for advancement or progress
renewable	capable of being replaced
sustainable	able to be maintained at a certain rate or level

Reading and Critical Thinking

A Answer the following questions:

1. What is climate action, according to the essay?
2. Mention at least two human activities that contribute to climate change.
3. Name the two negative effects of climate change mentioned in the essay.
4. What is the purpose of the Paris Agreement?
5. Give an example of how individuals can take part in climate action.
6. Why do you think that climate change is our moral responsibility?
7. Why are the poor countries more vulnerable to the effects of climate change, even though they pollute less?

B Choose the correct option.

1. What is the main purpose of climate action?
   a. to reduce food waste
   b. to lower energy bills
   c. to reduce greenhouse gas emissions and protect the environment
   d. to improve international trade
2. Which of the following is a major cause of climate change according to the essay?
   a. overpopulation
   b. natural disasters
   c. human activities such as burning fossil fuels
   d. use of solar panels
3. The Paris Agreement aims to:
   a. stop using all forms of energy
   b. end trade between countries
   c. limit global warming to below 2°C
   d. increase the production of oil and coal

4. What is a major consequence of rising global temperatures mentioned in the essay?
    a. increase in literacy rates
    b. melting glaciers and rising sea levels
    c. fewer rainy days
    d. more employment opportunities
5. Why are the poor and developing countries more affected by climate change?
    a. They pollute the most.
    b. They are more prepared for disasters.
    c. They often lack resources to recover or adapt.
    d. They benefit more from global warming.
6. Which of the following is an example of individual climate action?
    a. building highways
    b. using public transport instead of personal vehicles
    c. buying more packaged food
    d. travelling by airplane frequently
7. The phrase "a global conversation rather than a fringe concern" suggests that:
    a. Climate change is only discussed in scientific circles.
    b. Everyone around the world is now talking about climate change.
    c. Only young people are concerned about climate change.
    d. Climate action is not important anymore.

Vocabulary and Grammar

Figures of speech are words or phrases that are used in a creative or non-literal way to make writing more vivid, emotional, or powerful.

Euphemism is a polite or mild way of saying something unpleasant (e.g. "*passed away*" instead of "*died*").

Oxymoron is when two opposite words are put together to create an interesting or meaningful effect (e.g. "*deafening silence*").

Understanding these in context helps readers figure out the writer's tone, attitude, or meaning.

A **Now, read the following paragraph and answer the questions given in the end.**

The climate crisis is a "silent killer." It sneaks up on us, slowly creeping into our everyday lives, while we remain blissfully unaware. Scientists often describe it as "a ticking time bomb," warning us that, though we hear the ticking, we have not fully realized the danger. When people talk about "climate action," they often use a euphemism to make the issue sound more manageable, as if there is a simple solution to a complex and urgent problem. But the truth is, the Earth is facing a "deafening silence" from those who are in power, unwilling to act until the worst happens to us. Time is running out, and the need for change is growing louder, yet it remains tragically ignored.

1. **Can you identify the euphemism in this paragraph? What does it imply about how the topic is being framed?**
2. **What is the oxymoron used in this paragraph? How does it create a contrast or emphasize a point?**
3. **Why do you think the writer uses figures of speech like "silent killer" and "ticking time bomb"? How do these expressions affect the tone of the text?**

Oral Communication Skills

A Dialogue: "Our Climate, Our Responsibility"

Ayaan: Assalam-o-Alaikum! I just read an essay called *"Climate Action: A Call for Global Responsibility."* It was really eye-opening. Have you read it?

Zara: Wa-Alaikumussalam! Yes, I loved how it explained both the global and personal sides of climate change. What part impressed you?

Ayaan: The part about the poor countries suffering more even though they pollute less. That seemed really unfair. Why do you think that happens?

For the teacher

- Help the students actively engage with texts by making logical predictions based on evidence, prior knowledge, and context clues.
- Help the students truly understand figures of speech, connect them to real-life experiences and encourage creativity.
- Post a "Figure of Speech of the Week" on the board and encourage students to use it in conversation or writing.

Zara: It's mostly because they don't have the money or infrastructure to protect themselves or recover after disasters like floods or droughts. That's why climate justice is so important.

Ayaan: True. By the way, do you think individual actions like recycling or using less plastic actually make a difference?

Zara: Definitely! One person alone can't fix it up, but if millions of us change small habits, it creates a huge impact. Also, our actions influence others.

Ayaan: I never thought of it that way. What's one thing you do in your daily life to fight climate change?

Zara: I use public transport as much as possible, and my family composts our kitchen waste. What about you?

Ayaan: I've started bringing my own water bottle and avoiding plastic bags. Still trying to do better though.

Zara: That's a great start! Have you heard about the Paris Agreement?

Ayaan: A little bit. Isn't it about the countries agreeing to lower emissions?

Zara: Yes! They all agreed to try and limit global warming to below 2 degrees Celsius. But it only works if everyone follows through.

Ayaan: Do you ever feel hopeless about the future of our planet?

Zara: Sometimes, but then I see young people taking the lead and it gives me some hope.

Ayaan: I'd like to join something like that too. Maybe we can start something in school?

Zara: Great idea! Every voice counts. Let's talk to our teacher about it.

A **Divide the students into pairs or small groups and ask them:**

"What does climate change mean to you personally?"

Now, turn this question into a class debate or panel discussion.

B **Choose one student voluntarily, ask him to prepare a presentation on "Climate Talk: Speak Up for the Planet!" and present it before the class. Then in the end, all the students will ask him the related questions. You may repeat it with the other students.**

For the teacher

- Show students that dialogue is more than just characters talking — it reveals personality, builds tension, and moves the story forward.

Writing Skills

Techniques to Sequence Events:

Read the following key point carefully:

i. **Engage and orient the reader:** Capture the reader's attention and give them a clear sense of what's going on.

ii. **Set out a problem, situation, or observation:** Introduce the central focus of the story or idea early.

iii. **Show its significance:** Help the reader understand *why* it matters.

iv. **Establish points of view:** Show whose perspective the story is being told from, this could be first-person, third-person, etc., or even multiple viewpoints.

v. **Introduce narrator and/or characters:** Present the main voice telling the story and the people involved.

vi. **Create a smooth progression:** Make sure events or ideas flow logically and naturally, without confusing jumps.

Example:

"I still remember the day the power went out across the city. It started with a flicker, then darkness swallowed everything. For me, that night wasn't just a blackout; it was the first time I realized how fragile our routines really are. My little sister, Aliya, clutched my hand tightly, and I knew I had to be brave for both of us."

A **Write the first paragraph of a story that:**

- Introduces a situation or problem,
- Hints at why it matters,
- Includes at least one character.

B **Identify a story or book you've read recently. How did the author introduce the problem or situation? Was it engaging?**

C **Rewrite a basic story start like "I woke up and got ready for school" into something that clearly shows a problem or makes the reader want to keep reading.**

D **Write a short scene using dialogue and description to show a character facing a challenge.**

Now, read the following story, and note how the events are arranged, how curiosity is developed to grasp the interest of the reader, and how it is concluded:

Beginning: The letter arrived on a rainy Tuesday. It had no return address, just Amna's name written in neat block letters. She almost threw it away, but something about it felt... urgent.

Middle: Each day, a new letter arrived. Each one contained a clue about her past, things she'd never told anyone. Amna began to put things together, but someone was always one step ahead.

Ending: The final letter led her to the lake. There, buried under the dock, she found a tin box. Inside was a photo of her's and her mother's, and a confession. The truth had been hidden for 16 years.

E **Write a short story of your own where the mystery based events are built.**

F **Think about your favourite story. What was the tone in the beginning, and how did the events lead to the final outcome?**

5 The Happy Prince

Oscar Wilde

Learning Outcomes

By the end of this unit, the students will be able to:

- apply the use of rhetorical questions for a range of audiences.
- distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), and generalized statements from evidence-based information with specific reference to informational texts.
- 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 how an author develops and contrasts the points of view of different characters or narrators in a text.
- demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.
- apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts and make effective choices for meaning or style while reading, listening and writing.
- identify and use compound prepositions and prepositional phrases in writing.

  use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- develop and strengthen writing by planning, revising, editing, rewriting, or trying approach, focusing on addressing what is most significant for a specific purpose.

Pre-reading

- What do you think makes someone truly "happy"? Is it wealth, beauty, kindness, or something else? Why?
- Have you ever given up something important to help someone else? What did it feel like, and would you do it again?

High above the city, on a tall column, stood the statue of the Happy Prince. He was **gilded** all over with thin leaves of fine gold, for eyes he had two bright sapphires, and a large red ruby glowed on his sword-hilt.

He was very much admired indeed. "He is as beautiful as a weathercock," remarked one of the Town Councillors who wished to gain a reputation for having artistic tastes; "only not quite so useful," he added, fearing lest people should think him unpractical, which he really was not.

"Why can't you be like the Happy Prince?" asked a **sensible** mother of her little boy who was crying for the moon. "The Happy Prince never dreams of crying for anything."

"I am glad there is someone in the world who is quite happy," muttered a disappointed man as he gazed at the wonderful statue.

One night there flew over the city a little Swallow. His friends had gone away to Egypt six weeks before, but he had stayed behind.

After they had gone, he felt lonely. Then, one day he started to fly. All day long he flew, and at night-time he arrived at the city. "Where shall I put up?" he said; "I hope the town has made preparations."

Then he saw the statue on the tall column.

"I will put up there," he cried; "It is a fine position, with plenty of fresh air." So, he **alighted** just between the feet of the Happy Prince.

"I have a golden bedroom," he said softly to himself as he looked round, and he prepared to go to sleep; but just as he was putting his head under his wing a large drop of water fell on him.

"What a curious thing!" he cried; "There is not a single cloud in the sky, the stars are quite clear and bright, and yet it is raining. The climate in the north of Europe is really dreadful.

Then another drop fell.

"What is the use of a statue if it cannot keep the rain off?" he said; "I must look for

a good chimney-pot," and he **determined** to fly away.

But before he had opened his wings, a third drop fell, and he looked up, and saw—Ah! what did he see?

The eyes of the Happy Prince were filled with tears, and tears were running down his golden cheeks. His face was so beautiful in the moonlight that the little Swallow was filled with pity.

"Who are you?" he said.

"I am the Happy Prince."

"Why are you weeping then?" asked the Swallow; "You have quite **drenched** me."

"When I was alive and had a human heart," answered the statue, "I did not know what tears were, for I lived in the Palace of Sans-Souci, where sorrow is not allowed to enter. In the daytime I played with my companions in the garden, and in the evening, I led the dance in the Great Hall. Round the garden ran a very lofty wall, but I never cared to ask what lay beyond it, everything about me was so beautiful. My courtiers called me the Happy Prince, and happy indeed I was, if **pleasure** be happiness. So, I lived, and so I died. And now that I am dead, they have set me up here so high that I can see all the ugliness and all the misery of my city, and though my heart is made of lead I cannot choose but weep."

Why does the Happy Prince say he cannot help but weep after being placed high above the city?

"What! is he not solid gold?" said the Swallow to himself. He was too polite to make any personal remarks out loud.

"Far away," continued the statue in a low musical voice, "far away in a little street there is a poor house. One of the windows is open, and through it I can see a woman seated at a table. Her face is thin and worn, and she has **coarse**, red hands, all pricked by the needle, for she is a seamstress. She is embroidering passion-flowers on a satin gown for the Queen. In a bed in the corner of the room her little boy is lying ill. He has a fever, and is asking for oranges. His mother has nothing to give him but river water, so he is crying. Swallow, Swallow, little Swallow, will you not bring her the ruby out of my sword-hilt? My feet are fastened to this pedestal and I cannot move."

"I am waited for in Egypt," said the Swallow.

"Swallow, Swallow, little Swallow," said the Prince, "will you not stay with me for one night, and be my messenger? The boy is so thirsty, and the mother so sad."

"I don't think I like boys," answered the Swallow. "Last summer, when I was

staying on the river, there were two rude boys, the miller's sons, who were always throwing stones at me. They never hit me, of course; we swallows fly far too well for that, and besides, I come of a family famous for its **agility**; but still, it was a mark of disrespect."

But the Happy Prince looked so sad that the little Swallow was sorry. "It is very cold here," he said; "but I will stay with you for one night, and be your messenger."

"Thank you, little Swallow," said the Prince.

So, the Swallow picked out the great ruby from the Prince's sword, and flew away with it in his beak over the roofs of the town.

He passed by the cathedral tower. He passed over the river. At last he came to the poor house and looked in. The boy was tossing feverishly on his bed, and the mother had fallen asleep, she was so tired. In he hopped, and laid the great ruby on the table beside the woman's thimble. Then he flew gently round the bed, fanning the boy's forehead with his wings. "How cool I feel," said the boy, "I must be getting better"; and he sank into a delicious **slumber**.

Then the Swallow flew back to the Happy Prince, and told him what he had done. "It is curious," he remarked, "but I feel quite warm now, although it is so cold."

"That is because you have done a good action," said the Prince. And the little Swallow began to think, and then he fell asleep. Thinking always made him sleepy.

When day broke, he flew down to the river and had a bath. "What a remarkable phenomenon," said the Professor of **Ornithology** as he was passing over the bridge. "A swallow in winter!" And he wrote a long letter about it to the local newspaper. Every one quoted it. It was full of so many words that they could not understand.

"Tonight I go to Egypt," said the Swallow, and he was in high spirits at the prospect. He visited all the public monuments, and sat a long time on top of the church steeple. Wherever he went the Sparrows chirruped, and said to each other, "What a distinguished stranger!" so he enjoyed himself very much.

When the moon rose, he flew back to the Happy Prince. "Have you any commissions for Egypt?" he cried; "I am just starting."

"Swallow, Swallow, little Swallow," said the Prince, "will you not stay with me one night longer?"

"I am waited for in Egypt," answered the Swallow.

"Swallow, Swallow, little Swallow," said the Prince, "far away across the city I see a young man in a garret. He is leaning over a desk covered with papers, and in a tumbler by his side there is a bunch of withered violets. His hair is brown and crisp, and his lips are red as a pomegranate, and he has large and dreamy eyes. He is trying to finish a play for the Director of the Theatre, but he is too cold to write any more. There is no fire in the **grate**, and hunger has made him faint.

"I will wait with you one night longer," said the Swallow, who really had a good heart. "Shall I take him another ruby?"

"Alas! I have no ruby now," said the Prince; "My eyes are all that I have left. They are made of rare sapphires. Pluck out one of them and take it to him. He will sell it to the jeweller, and buy food and firewood, and finish his play."

"Dear Prince," said the Swallow, "I cannot do that"; and he began to weep.

"Swallow, Swallow, little Swallow," said the Prince, "do as I command you."

So, the Swallow plucked out the Prince's eye, and flew away to the student's garret. It was easy enough to get in, as there was a hole in the roof. Through this he darted, and came into the room. The young man had his head buried in his hands, so he did not hear the flutter of the bird's wings, and when he looked up, he found the beautiful sapphire lying on the withered violets.

"I am beginning to be appreciated," he cried; "This is from some great admirer. Now I can finish my play," and he looked quite happy.

The next day the Swallow flew down to the harbour. He sat on the mast of a large vessel and watched the sailors **hauling** big chests out of the hold with ropes. "Heave a-hoy!" they shouted as each chest came up. "I am going to Egypt!" cried the Swallow, but nobody minded, and when the moon rose, he flew back to the Happy Prince.

"I am come to bid you goodbye," he cried.

"Swallow, Swallow, little Swallow," said the Prince, "will you not stay with me one night longer?"

"It is winter," answered the Swallow, "and the chill snow will soon be here. In Egypt the sun is warm on the green palm-trees. My companions are building a nest in the Temple of Baalbec, and the pink and white doves are watching them, and cooing to each other. Dear Prince, I must leave you, but I will never forget you, and next spring I will bring you back two beautiful jewels in place of those you have given away. The ruby shall be redder than a red rose, and the sapphire shall be as blue as the great sea."

"In the square below," said the Happy Prince, "there stands a little match-girl. She has let her matches fall in the gutter, and they are all **spoiled**. Her father will beat her if she does not bring home some money, and she is crying. She has no shoes or stockings, and her little head is bare. Pluck out my other eye, and give it to her, and her father will not beat her."

Why does the Happy Prince ask the Swallow to give his other eye to the match-girl?

"I will stay with you one night longer," said the Swallow, "but I cannot pluck out your eye. You would be quite blind then."

"Swallow, Swallow, little Swallow," said the Prince, "do as I command you."

So, he plucked out the Prince's other eye, and darted down with it. He swooped past the match-girl, and slipped the jewel into the palm of her hand. "What a lovely bit of glass," cried the little girl; and she ran home, laughing.

Then the Swallow came back to the Prince. "You are blind now," he said, "so I will stay with you always."

"No, little Swallow," said the poor Prince, "you must go away to Egypt."

"I will stay with you always," said the Swallow, and he slept at the Prince's feet.

All the next day he sat on the Prince's shoulder, and told him stories of what he had seen in strange lands.

"Dear little Swallow," said the Prince, "you tell me of marvellous things, but more marvellous than anything else is the sufferings of men and of women. There is no Mystery so great as Misery. Fly over my city, little Swallow, and tell me what you see there."

So, the Swallow flew over the great city, and saw the rich making merry in their beautiful houses, while the beggars were sitting at the gates. He flew into dark lanes, and saw the white faces of **starving** children looking out listlessly at the black streets.

Then he flew back and told the Prince what he had seen.

"I am covered with fine gold," said the Prince, "You must take it off, leaf by leaf, and give it to my poor; the living always think that gold can make them happy."

Leaf after leaf of the fine gold the Swallow picked off, till the Happy Prince looked quite dull and grey. Leaf after leaf of the fine gold he brought to the poor, and the children's faces grew rosier, and they laughed and played games in the street. "We have bread now!" they cried.

Then the snow came, and after the snow came the frost. The streets looked as if they were made of silver. They were so bright and glistening; long icicles like crystal daggers hung down from the eaves of the houses. Everybody went about in furs, and the little boys wore scarlet caps and skated on the ice.

The poor little Swallow grew colder and colder, but he would not leave the Prince, he loved him too well. He picked up crumbs outside the baker's door when the baker was not looking and tried to keep himself warm by **flapping** his wings.

But at last he knew that he was going to die. He had just strength to fly up to the Prince's shoulder once more. "Goodbye, dear Prince!"

"I am glad that you are going to Egypt at last, little Swallow," said the Prince, "You have stayed too long here."

"It is not to Egypt that I am going," said the Swallow. "I am going to the House of Death. Death is the brother of Sleep, is he not?"

And he kissed the Happy Prince, and fell down dead at his feet.

At that moment a curious crack sounded inside the statue, as if something had broken. The fact is that the leaden heart had snapped right in two. It certainly was a dreadfully hard frost.

Early the next morning the Mayor was walking in the square below in company with the Town Councillors. As they passed the column he looked up at the statue: "Dear me! how shabby the Happy Prince looks!" he said.

"How shabby indeed!" cried the Town Councillors, who always agreed with the Mayor; and they went up to look at it.

"The ruby has fallen out of his sword, his eyes are gone, and he is golden no longer," said the Mayor in fact, "He is little better than a beggar!"

"Little better than a beggar," said the Town Councillors.

"And here is actually a dead bird at his feet!" continued the Mayor. "We must really issue a proclamation that birds are not to be allowed to die here." And the Town Clerk made a note of the suggestion.

So, they pulled down the statue of the Happy Prince. "As he is no longer beautiful, he is no longer useful," said the Art Professor at the University.

Then they **melted** the statue in a furnace, and the Mayor held a meeting of the Corporation to decide what was to be done with the metal. "We must have another statue, of course," he said, "and it shall be a statue of myself."

"Of myself," said each of the Town Councillors, and they quarrelled. When I last

heard of them, they were quarrelling still.

"What a strange thing!" said the overseer of the workmen at the foundry. "This broken lead heart will not melt in the **furnace**. We must throw it away." So, they threw it on a dust-heap where the dead Swallow was also lying.

They both died and reunited within heaven and lived happily together.

Theme

The Happy Prince explores the theme of selfless love and sacrifice. The story shows how true happiness comes not from wealth or beauty, but from helping those in need. Through the bond between the Prince and the Swallow, Wilde highlights the power of compassion and empathy. It criticizes the hypocrisy and superficial values of society, especially its neglect of the poor. Ultimately, the story teaches that acts of kindness and generosity are the most valuable treasures of all, even if they go unrecognized by the world.

Glossary

Words	Meanings
agility	the ability to move quickly and easily
alighted	landed or came down gently from the air
coarse	rough or harsh in texture; not smooth
determined	having made a firm decision and not changing it
drenched	completely wet or soaked
flapping	moving or beating wings quickly
furnace	an enclosed structure used for heating or melting things
gilded	covered with a thin layer of gold
grate	a metal frame in a fireplace that holds burning fuel
hauling	pulling or dragging something with effort or force

For the teacher

- Help the students read a short story with focus and curiosity, paying attention to characters, setting, plot, and the author's message.

melted	changed from solid to liquid due to heat
Ornithology	the scientific study of birds
pleasure	a feeling of happiness or enjoyment
sensible	showing good judgment; practical and reasonable
slumber	a peaceful or deep sleep
spoiled	damaged, ruined, or no longer usable
starving	suffering or dying from extreme hunger

Reading and Critical Thinking

A Answer the following questions:

1. Why is the statue of the Happy Prince crying, even though he was known as "Happy Prince" during his life?
2. What motivates the Swallow to delay his journey to Egypt and help the Happy Prince?
3. Describe the first act of kindness that the Happy Prince and the Swallow performed together.
4. How does the relationship between the Happy Prince and the Swallow change throughout the story?
5. What does the Prince mean when he says, "There is no Mystery so great as Misery"?
6. Why does the Prince ask the Swallow to strip off his gold leaf by leaf? What effect does this have on the people of the city?
7. What message do you think Oscar Wilde is trying to convey about wealth, beauty, and true value?
8. What is the symbolic meaning of the Swallow dying at the Prince's feet and the leaden heart not melting in the furnace?

B Choose the correct option.

1. Where did the Happy Prince live before becoming a statue?

a. King's Palace
b. Sans-Souci Palace
c. Royal Garden
d. Queen's Castle

2. Where did the Swallow want to migrate before meeting the Prince?

a. South America
b. Nile Valley
c. Eastern Asia
d. Egypt

3. What did the Happy Prince give to the poor seamstress?

a. golden feather
b. silver ring
c. ruby jewel
d. crystal bead

4. What were the eyes of the Happy Prince made of?

a. white pearls
b. blue diamonds
c. shiny glass
d. rare sapphires

5. What did the Mayor decide to do with the statue in the end?

a. paint again
b. rebuild it
c. remove statue
d. burn it

6. What happened to the Happy Prince's heart at the end?

a. melted completely
b. broke apart
c. turned black
d. vanished instantly

7. What did the Swallow do with the gold leaves?

a. buried them
b. ate them up
c. gave away
d. sold them

8. What was thrown onto the dust-heap together in the end?

a. bird bones
b. gold dust
c. lead heart
d. silver wings

Vocabulary and Grammar

Matter of Understanding Precisely:

Parts of Speech are the categories of the words based on their function in a sentence. The main ones are:

1. **Noun –** names a person, a place, a thing, or an idea (e.g., *Baron, money, kindness*)
2. **Pronoun –** replaces a noun (e.g., *he, she, it, they*)
3. **Verb –** shows action or a state of being (e.g., *gave, is, disguise*)
4. **Adjective –** describes a noun or pronoun (e.g., *kind, poor, generous*)

5. **Adverb –** modifies a verb, an adjective, or another adverb (e.g., *quickly, kindly*)
6. **Preposition –** shows relationships (e.g., *on, in, by, for*)
7. **Conjunction –** joins words or groups of words (e.g., *and, but, although*)
8. **Interjection –** expresses emotion (e.g., *Oh! Wow!*)

Now, see the examples from the text.

1. **Noun** (Person, Place, Thing, Idea)
   - **Prince –** "The Happy Prince looked beautiful."
   - **Swallow –** "Swallow, Swallow, little Swallow," said the Prince.
   - **Town –** "He is as beautiful as a weathercock," remarked one of the Town Councillors, who wished to gain a reputation for having artistic tastes.
2. **Pronoun** (Replaces a noun)
   - **He –** "He is covered with thin leaves of fine gold."
   - **It –** "It is curious," he thought, "but I feel quite warm now, although it is so cold."
   - **They –** "They pulled down the statue of the Happy Prince."
3. **Verb** (Action or state of being)
   - **Cried –** "Cried the Swallow, 'You are blind now!'"
   - **Shone –** "He shone all over with gold."
4. **Adjective** (Describes a noun)
   - **Happy –** "The Happy Prince never dreamed of crying for anything."
   - **Fine –** "He is gilded all over with thin leaves of fine gold."
5. **Adverb** (Describes a verb, an adjective, or another adverb)
   - **Far –** "Far away in a little street there is a poor house."
   - **Gently –** "The bird gently picked out the great ruby."
6. **Preposition** (Shows relationship between a noun/pronoun and another word)
   - **On –** "On a tall column, stood the statue of the Happy Prince."
   - **Under –** "The Swallow slept under the Prince's feet."
   - **Through –** "Through the still air he flew past the cathedral tower."

7. **Conjunction** (Joins words or groups of words)
   - **And –** "The Happy Prince gave away his gold, and the poor people in the city were able to live a little more comfortably."
   - **But –** "But the Prince looked so sad that the little Swallow was sorry."
   - **So –** "So he flew back to the Happy Prince."
8. **Interjection** (Short exclamatory word)
   - **Ah! –** "Ah! what a beautiful star!"
   - **Oh! –** "Oh! I am not admired now!"

A **Rewrite the ending of *The Happy Prince* using at least five different parts of speech.**

B **Find three examples of interesting or elevated vocabulary in the story.**

Oral Communication Skills

Rhetorical Question: A rhetorical question is a question asked not to get an answer, but to make a point, emphasize an idea, or persuade the audience. It makes the reader or listener think and the answer is usually obvious or implied.

"Why are you weeping then?" asked the Swallow.

The Swallow asked the statue of the Happy Prince this question, who is supposed to be always joyful and carefree. The question isn't meant to get an answer, it's meant to emphasize the surprising contrast between the Prince's name ("Happy") and his sorrowful condition (weeping while watching the suffering in the city). It draws the reader's attention to the theme of compassion and hidden sorrow.

A **Prepare 1–2 rhetorical questions that could be used:**

a. in a speech encouraging people to donate to the poor.

b. in a blog post to describe the kindness of people.

B **Divide the class into two groups, and conduct a discussion by putting the following question:**

Do rhetorical questions make writing more powerful or just more poetic? Why?

Writing Skills

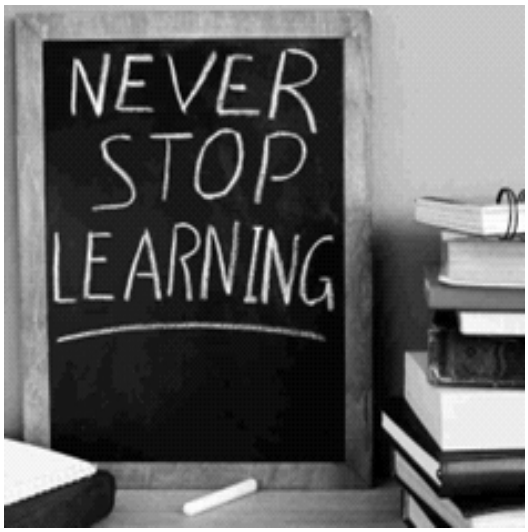
A How does Oscar Wilde use sensory language to show the sadness of the Happy Prince?

B Which details help you imagine the setting where the Swallow finds shelter beneath the statue?

C Identify a sentence that appeals to your senses (sight, sound, touch, etc.) in the story.

D What effect do the author's descriptive words and details have on the reader's understanding of the Prince's character and emotions?

Review 1



Reading and Critical Thinking

A Answer the following questions:

1. **In what ways did Hazrat Muhammad (رسول اللہ صَلَّی اللّٰہُ عَلَیْہِ وَعَلٰی آلِہٖ وَاَصْحَابِہٖ وَسَلَّمَ) reform the society of the then Arab?**
2. **What feelings does the poet express towards the flag in these lines?**

Your flag of green and star so white,
Shines like a beacon in the night.
We hold it high, both proud and strong,
In every heart, your name belongs.

3. **What are the two positive and two negative effects of digital globalisation on the English language?**
4. **Why is climate change considered both an environmental and a social justice issue?**

Vocabulary and Grammar

A Find the meanings of the words 'reforms' and 'oppressed' as used in Unit 1.

B **Identify and label the adjectival, prepositional, and adverbial phrases in the following sentence:**

"Because English is the default language on most digital platforms, non-native speakers often feel pressured to adopt it in order to access information."

C **Identify the part of speech for each of the underlined words in the following sentence:**

"Wow! He was truly popular among the men, for he clearly had every remarkable accomplishment—except, unfortunately, the ability to earn money."

Interjection	Pronoun	Verb	Adverb
Adjective	**Preposition**	**Conjunction**	**Noun**

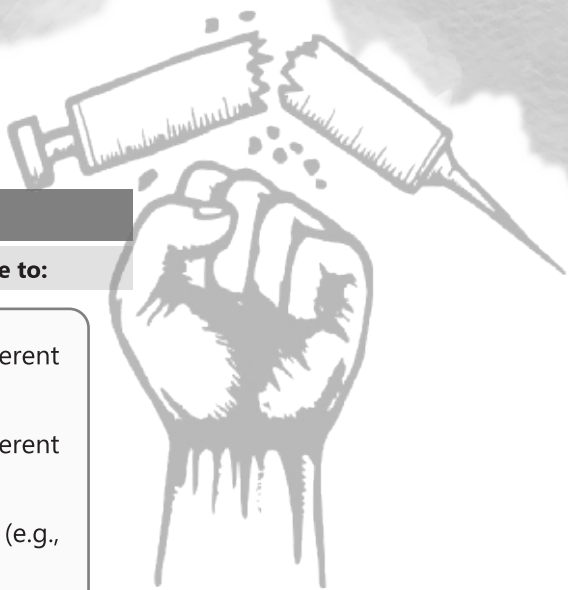
Oral Communication Skills

A **How does the poet use imagery to show pride and love for the flag, and how would you describe your own feelings for your country's flag?**

Writing Skills

1. **Describe how Hazrat Muhammad's (ﷺ) life serves as a model to make the Arabian society a just one.**
2. **Write a short paragraph explaining how digital globalisation is changing the way the people speak English.**
3. **Write a persuasive paragraph (6–8 sentences) arguing why wealthier nations should take more responsibility in fighting climate change, especially for the sake of poorer and developing countries.**
4. **Write a character sketch of the Happy Prince. Describe his personality, strengths, weaknesses, and lifestyle. Use descriptive language and at least one example from the text to support your points.**

6 Drug Abuse



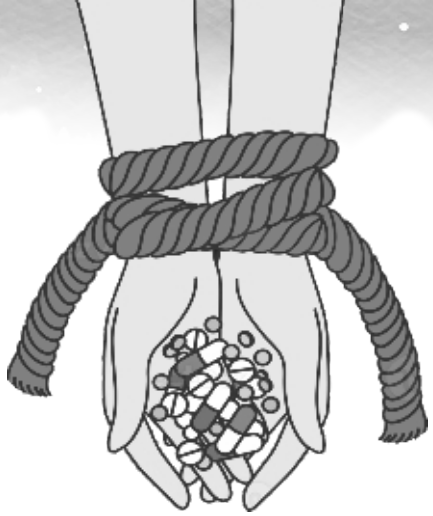
Learning Outcomes

By the end of this unit, the students will be able to:

- perform a drama/ role play/play script showing different roles and scenarios preferably on SDGs.
- critique the plot development with respect to different aspects of the story.
- examine the particular elements of a story or drama (e.g., how the setting shapes the characters or plot).
- examine and interpret the use of conjunctions and transitional devices in speech and writing for effective communication.
- recognise and use subordinating conjunctions to connect independent clause/s to dependent clause/, e.g., He could not attend the meeting because he was sick.
- recognize and use correlative conjunctions including pairs such as both/and, either/or, neither/nor, not/but and not only/but also, etc.
- 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.
- introduce a topic, organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
- develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Pre-reading

- What do you think the word "drug abuse" means, and why might it be a problem in society?
- Why do you think some young people might start using drugs even if they know it is harmful?
- What role do you think families, schools, and the government can play in preventing drug abuse?



1. Drug abuse is a growing problem in many countries, including Pakistan. It affects not only individuals but also families, schools, and societies as a whole. Drug abuse means the **harmful** or wrong use of drugs that can damage a person's health, behaviour, and life. The number of people affected by drugs is increasing every year. This is a serious issue that needs **attention** from all parts of society.

2. Drug abuse happens when a person uses illegal drugs. These drugs can include heroin, hashish, opium, ice, and even sleeping pills or painkillers taken without a doctor's advice. People who become **addicted** to these substances may find it hard to stop using them. Their bodies and minds become dependent on the drugs, which causes damage to their health and their relationships.

3. There are many reasons why people start using drugs. One of the biggest reasons is lack of **awareness**. Many young people do not fully understand how dangerous drugs can be. They may try drugs out of curiosity or due to peer pressure from friends.

4. Unemployment and stress are other common causes. When people feel hopeless about their future, they may turn to drugs to **escape** from their problems. Some people also start using drugs because of family problems, pressure at school, or emotional pain. Easy access to drugs also plays a role.

5. Drug abuse has many harmful effects. First, it affects the health of the person taking drugs. It can damage the brain, heart, lungs, liver, and other parts of the body. Drug users often **suffer** from serious diseases and may even die from overdoses.

6. Second, drug abuse affects a person's behaviour. It can cause mood swings, depression, anger, and **confusion**. Many people who use drugs have trouble at school or work. They may lose interest in studying or earning a living.

7. Third, it affects both families and communities. When someone in a family becomes addicted to drugs, it causes stress and sadness for everyone else. Drug abuse also leads to crimes, accidents, and **violence** in the

society. People may involve in the act of theft and robbery, or hurt others to get money for drugs. This creates fear and insecurity in communities.

8. One of the most worrying things is that many drug users are young people. Teenagers and university students are especially at risk. Some students start using drugs at parties or with friends, thinking it is fun. But later, they become addicted and cannot stop.

9. This damages their education, health, and future. Schools and colleges are now becoming more aware of this issue. They are also starting awareness programs to **protect** students.

10. The government is taking steps to fight drug abuse. The Anti-Narcotics Force (ANF) works to stop the smuggling and sale of illegal drugs. The government also runs awareness campaigns in schools, colleges, and on TV to educate the people about the dangers of drugs.

11. There are also rehabilitation centers where the people can go to get help against drug addiction. These centers provide medical care and counseling to help the people recover.

12. The fight against drug abuse cannot be won by the government alone. Families, teachers, and communities all have an important role to play. Parents should talk openly with their children about the dangers of drugs. They should create a safe and loving environment at home where children feel heard and supported. Teachers should keep an eye on signs of drug use in students and guide them with care and **kindness**. Religious leaders, social workers, and the youth groups should also play their role in spreading awareness and support those who are recovering from addiction.

13. There are many things we can do to reduce drug abuse:

    a. Awareness programs should be held in schools, colleges, and communities to teach the young people about the risks of drug abuse.

    b. More treatment and **rehabilitation** centers should be opened across the country so that people struggling with addiction can get rid off these social evils.

    c. Those who use drugs should be treated with care, not hate. They need support, counseling, and understanding to recover.

    d. The government should continue to take strong action against drug traffickers and sellers.

e. Sports, arts, and hobbies should be promoted among the youth to keep them busy and away from these harmful habits.

14. Drug abuse is a serious challenge in Pakistan, especially for the youth. It **destroys** health, education, families, and society. But this problem can be solved if we work together. The government, schools, families, and media must unite to raise awareness and offer support to those who are affected. Everyone **deserves** a chance to live a healthy and happy life. By helping the people stay away from drugs and supporting those who are trying to recover, we can build a better and safer Pakistan for the future.

Theme

The essay highlights the serious issue of drug abuse in Pakistan, especially among the youth. It explains how drug addiction harms individuals' health, education, and behaviour. The essay explores the causes of drug abuse, such as peer pressure, unemployment, and lack of awareness. It also discusses the negative impact on families and society, including increased crime and health problems. Government efforts and the role of families, schools, and communities in preventing drug abuse are emphasized. Overall, the essay calls for united action to raise awareness, provide treatment, and protect the younger generation.

Glossary

Words	Meanings
addicted	unable to stop using something harmful, like drugs
attention	focus or careful listening and looking
awareness	knowing or understanding something
confusion	a state of not understanding what is happening or what to do
deserves	to be worthy of something, such as help or praise
destroys	completely damages or breaks something
escape	to get away from something bad or dangerous

harmful	causing damage or hurt
kindness	being nice, caring, and helpful to others
protect	to keep someone or something safe from harm
rehabilitation	a process to help someone recover from addiction
suffer	to feel pain, sadness, or discomfort
violence	physical force used to hurt or damage someone or something

Reading and Critical Thinking

A Answer the following questions:

1. What is drug abuse, and how does it affect individuals and society?
2. What are the common causes of drug abuse in Pakistan?
3. How does drug abuse negatively impact a person's health and behaviour?
4. Why is drug abuse considered dangerous especially among the youth?
5. What role can the government play in controlling drug abuse?
6. What role can families and schools play in preventing drug abuse?
7. What are some of the harmful effects of drug abuse?
8. What are rehabilitation centers, and how do they help the people suffering from drug addiction?

B Choose the correct option.

1. What is drug abuse?

   a. unsafe medicine b. unhealthy habit
   c. harmful use of drugs d. unnatural cure

2. Which age group is most affected by drug abuse in Pakistan?

   a. adults b. infants
   c. old citizens d. small kids

3. What is a major cause of drug addiction among youth?

   a. parental carelessness b. social media
   c. peer pressure d. bad company

4 What harmful effect does drug abuse have on health?

a. weight gain
b. brain damage
c. muscle amputation
d. numbness

5 What is a place where drug addicts are treated?

a. police station
b. hospitals
c. rehabilitation center
d. bus station

Vocabulary and Grammar

Examine and Interpret the Use of Conjunctions and Transitional Devices:

- **Identify** the words and phrases that connect ideas in speech or writing.
- **Understand their function** in showing relationships such as cause and effect, contrast, addition, or sequence.
- **Evaluate how effectively** these devices help maintain clarity, flow, and coherence

Conjunctions: Words like and, but, or, so, because, although, while, etc., that connect words, phrases, or clauses.

Transitional Devices: Phrases or words like therefore, however, in addition, for instance, as a result, in contrast, on the other hand, etc., used to connect paragraphs or sections smoothly.

Recognize and Use Subordinating Conjunctions: A subordinating conjunction is a word or phrase that connects a dependent clause (which cannot stand alone) to an independent clause (which can stand alone). These conjunctions show relationships like cause, time, condition, contrast, or purpose, e.g., because, although, since, when, if, even though, while, as, unless, before, after, so that, etc.

A **How do the writer's use of conjunctions and transitional devices contribute to the clarity and persuasiveness of the essay's message on drug prevention? Explain it with at least one example for each.**

Oral Communication Skills

Teacher will select two students to perform the following dialogue before the class.

'The Future is Ours: A Conversation on SDGs'

Sarah: *[Excitedly]* Assalam-oAlaikum, Aliya, have you ever heard about the **Sustainable Development Goals**? They're a set of global goals adopted by the United Nations to end poverty, protect the planet, and ensure prosperity for all.

Aliya: *[Curiously]* Wa-Alaikumussalam, Yes, I've heard a bit about them. But I don't really know much. I know there are a lot of goals. What's the main idea behind them?

Sarah: Well, there are 17 goals in total, and they're all about creating a better and more sustainable world. Each goal focuses on a different issue, like education, health, gender equality, and climate action. It's all about making sure that everyone has the opportunity to live a better life without harming the planet.

Aliya: Sounds cool! So, like, what's the connection between the environment and all these other issues?

Sarah: Great question! Take **SDG 13: Climate Action**, for example. It's all about taking urgent action to fight climate change. If we don't address climate change, it will affect things like food security, health, and even education. For example, if crops fail due to extreme weather, that can lead to hunger and poverty. It connects all.

Aliya: Wow, I didn't realize how interconnected it all is. So, it's not just about the environment. What other goals should we be paying attention to?

Sarah: Definitely. There's also **SDG 4: Quality Education**. It's about making sure that everyone, especially children in underserved areas, has access to free and quality education. Education is the key to solving so many other problems, from poverty to gender inequality.

Aliya: That's a huge one. If people don't have access to education, how can they break the cycle of poverty or contribute to the world in a meaningful way?

Sarah: Exactly! And then there's **SDG 5: Gender Equality**. It's about making sure that women and girls have the same opportunities as men and boys. This includes things like equal remuneration, equal access to education, and freedom from violence. If we can achieve gender equality, we can make the world a fairer place for everyone.

Aliya: I totally agree. But how can we, as students, help push these goals forward? It's not like we can just fix everything ourselves, right?

Sarah: You're right, Aliya. But we can still make a big difference. For example, we could start a recycling program at school to support **SDG 12: Responsible Consumption and Production**. Or we could raise awareness about **SDG 3: Good Health and Well-being**, and encourage everyone to take care of their health and well-being.

Aliya: I love that idea! Maybe we could also do something to promote **SDG 10: Reduced Inequality**. We could organize a fundraiser to help support underprivileged communities or raise awareness about social issues.

Sarah: Yes, exactly! The key is getting involved. Even small actions can have a big impact, and if everyone does their part, we can achieve the SDGs. Imagine if all the students at our school worked together on just one goal, we'd be making a huge difference.

Aliya: You're right. It's all about making the world a better place for future generations. If we start now, we can create lasting change. Let's talk to our teachers and classmates about the SDGs and see how we can get started!

Sarah: I'm in! Together, we can help make the world more sustainable, fair, and just for everyone.

A **Take two volunteers from the class, and they will prepare a dialogue on prevention of drug and perform it before the class. The class will be involved through questioning.**

Writing Skills

Write Informative/Explanatory Texts: To write informative/explanatory texts means to:

- **Examine and explain** complex ideas, events, or concepts
- Present **factual information** clearly and logically
- Use **appropriate structure**, language, and transitions
- Organize content in a way that is **easy to follow** and supports understanding

Moreover, effective informative writing:

- Avoids bias or emotional language
- Focuses on **clarity, accuracy, and logical flow**
- Uses headings, paragraphs, and transitions to guide the reader

- Often includes **definitions, explanations, examples, and analysis**

A **In what ways does the structure and content of the essay help convey complex ideas about drug abuse prevention clearly and effectively to the reader?**

Introduce a Topic and Organize Complex Ideas for Clarity: This writing standard means that when presenting complex ideas or information, a writer should:

- **Clearly introduce** the main topic or issue.
- **Logically organize** ideas so that each new point builds on the previous one.
- Ensure the entire piece is a **unified whole**, not a collection of disconnected points.
- Use **formatting tools** like headings, subheadings, and **visual aids** like charts, tables, or videos, when appropriate to make the information easier to understand

This structure supports reader comprehension and helps maintain clarity even when the subject is complex.

B **How does the organization of ideas in the essay on drug abuse prevention help the reader understand the complexity of the issue, and how could formatting or visuals enhance this understanding further?**

C **In what ways does the writer use relevant facts, examples, and explanations to develop the topic of drug abuse prevention, and how does this support the needs of the intended audience?**

7 Time

Percy Bysshe Shelley

Learning Outcomes

By the end of this unit, the students will be able to:

- speak confidently in a wide range of contexts, for example, to fulfil different purposes.
- examine the central idea of an informational text and analyse its development over the course of text, including its relationship to supporting ideas; provide an objective summary of the text.
- use summary skills to extract salient points and develop a mind map.
- examine the mechanics of precis writing and practice giving a precis of a text.
- demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing in different varieties of texts.
- observe hyphenation conventions.
- use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Pre-reading

- What images or feelings come to mind when you think about time?
- How do you think poets can convey the idea of time?

Unfathomable Sea! whose waves are years,
Ocean of Time, whose waters of deep **woe**
Are **brackish** with the salt of human tears!
Thou **shoreless** flood, which in thy **ebb** and flow
Claspest the limits of mortality!

And sick of prey, yet **howling** on for more,
Vomitest thy wrecks on its inhospitable shore;
Treacherous in calm, and terrible in storm,
Who shall put forth on thee,
Unfathomable Sea?

What do these lines suggest about the nature of the sea?

Theme

In this short but powerful poem, Shelley personifies time as an ocean, vast and dangerous; filled with sufferings and human losses. It's a vivid metaphor for the relentless passage of time, and the destruction it brings. The tone is dark and awe-filled, typical of Shelley's Romantic style.

About the Poet

Percy Bysshe Shelley (1792–1822) was an influential English Romantic poet known for his radical ideas and lyrical poetry. His works often explored themes of nature, politics, and the power of imagination. Some of his most famous poems include "*Ozymandias,*" "*To a Skylark,*" and "*Prometheus Unbound.*" Shelley's life was marked by controversy, as he was often critical of societal norms and institutions. His works continue to be celebrated for their lyrical beauty and philosophical depth.

Glossary

Words	Meanings
brackish	containing both salt and fresh water; somewhat salty
claspest	to hold tightly, embrace, or encircle
ebb	the outward flow of the tide; a decline or decrease
howling	making a loud, mournful cry or sound
shoreless	without a shore; having no boundary or end
treacherous	dangerous or deceitful
unfathomable	impossible to understand or measure
vomitest	to disgorge or throw up, often in a forceful manner
woe	great sorrow or distress

Reading and Critical Thinking

A Answer the following questions:

1. What does the "unfathomable sea" symbolize in the poem?
2. What words or phrases show time's power over human lives?
3. How does the image “shoreless” contribute to the overall meaning of the poem?
4. How is mortality connected to the "ebb and flow" of time?
5. What is the tone of the poem? How does Shelley use language to create this tone?
6. How does Shelley personify time in the poem?
7. Why does Shelley use the word "brackish" to describe the waters of time?
8. What role does the "howling" of time play in the poem?
9. What does the final line suggest about humanity's relationship with time?
10. What might Shelley be trying to convey through this question?

For the teacher

- Encourage the students to reflect on how the poem's structure contributes to its meaning.

B Choose the correct option.

1. What metaphor does Shelley use to describe time in the poem?
   - a. river
   - b. unfathomable sea
   - c. mountain
   - d. endless sky
2. In the poem, the "shoreless flood" symbolizes:
   - a. the end of life
   - b. the unpredictable nature of time
   - c. the calmness of time
   - d. the boundaries of time
3. What emotion is most strongly conveyed by the word "brackish" in the context of the poem?
   - a. joy
   - b. grief
   - c. indifference
   - d. hope
4. The "howling" of time in the poem suggests:
   - a. the joy of passing moments
   - b. the calmness of eternity
   - c. the destructive and relentless nature of time
   - d. the beauty of the present
5. What does the word "treacherous" imply about time in the poem?
   - a. Time is steady and reliable.
   - b. Time is dangerous and deceptive.
   - c. Time is comforting and gentle.
   - d. Time is forgiving.

Examine the Central Idea means to identify the main message or theme that the author conveys in an informational text. Analyzing its development involves looking at how the author introduces, builds upon, and supports the central idea with details, examples, and explanations throughout the text.

If "*Time*" by Percy Bysshe Shelley were studied as an informational text about the nature of time, the central idea could be that *time is a powerful, uncontrollable force that affects all of humanity*. This idea is developed through metaphorical language (e.g., "unfathomable sea," "shoreless flood"), personification

("howling," "vomitest thy wrecks"), and powerful imagery to show time's impact on human life and mortality.

C **How does Shelley develop the central idea of time's power and unpredictability throughout the poem, and what supporting images or metaphors does he use to communicate this message clearly?**

Using summary skills involves identifying and extracting the salient points—the most important ideas—from a text. A mind map is a visual tool that helps organize these ideas in a structured and interconnected way, showing how main ideas and supporting details relate. This skill enhances comprehension, memory, and critical thinking.

D **Can you create a mind map summarizing the key ideas and images in Shelley's poem "*Time*"? What does your mind map reveal about the poem's message on the nature of time and human experience?**

Summary of the Poem "*Time*"

In "*Time,*" Percy Bysshe Shelley portrays time as a vast, powerful, and uncontrollable force through the metaphor of an "unfathomable sea." The poem emphasizes time's destructive nature, describing it as treacherous, relentless, and filled with sorrow. Shelley uses vivid imagery and personification to depict time not just as a measure, but as a living, howling entity that consumes all in its path. The tone is reflective and dark, revealing humanity's helplessness against the unstoppable flow of time and the inevitable reality of mortality.

Mechanics of Precis Writing: Precis writing is the skill of summarizing a passage or poem concisely and clearly while retaining its essential ideas and tone. A precis is much shorter than the original text and written in your own words. It excludes unnecessary details, examples, and figurative language while capturing the core message.

E **Write a precis of the poem *Time* by Percy Bysshe Shelley in 2–3 sentences, focusing on its central metaphor and overall message.**

For the teacher

Encourage the students to identify the main idea and key supporting details, then restate them concisely in their own words without personal opinions, this will be the summary of the poem.

Vocabulary and Grammar

Capitalization: Using capital letters appropriately, such as for the first word of a sentence, proper nouns (names of people, places), days of the week, months, titles, and the pronoun "I."

Example: *Time waits for no one.* (Note how "Time" is capitalized as it's the first word of the sentence.)

Punctuation: The use of marks like periods (.), commas (,), exclamation points (!), question marks (?), quotation marks (" "), and others to clarify meaning in writing.

Example: *Do you know what time it is?*

Time's a bird, she says, who flies too fast, don't blink, you'll miss her passing. (The dash adds dramatic pause; commas and line breaks help pace the poem.)

Spelling: The correct arrangement of letters in words.

Example: *Tomorrow is Wednesday.*

A **Write a short paragraph (4–5 lines) describing what "time" means to you. Use correct capitalization, punctuation, and spelling.**

Oral Communication Skills

Speaking Confidently and Fluently in Various Contexts: Speaking confidently and fluently means expressing your ideas clearly, articulating your thoughts with ease, and engaging your audience in different situations. This skill is essential in contexts such as conflict resolution, panel discussions, or dialogues, where the purpose could be to inform (exposition), persuade (argumentation), or entertain.

Example: In a panel discussion about Percy Bysshe Shelley's "*Time,*" participants could confidently discuss how the poem represents time as an inevitable and uncontrollable force. One might argue that the "unfathomable sea" metaphor suggests time's vast and mysterious power over human lives, while another panelist may explain how the poem's tone of inevitability reflects human mortality. By speaking clearly and confidently, the participants would enhance the discussion and communicate their insights effectively.

A **Discussion Time, arrange a discussion in the class on the following question:**

"Do you think Shelley's portrayal of time as a destructive and uncontrollable force reflects how most people experience time in real life? Why or why not?"

Hyphenation Conventions: A hyphen (-) is a punctuation mark used to join words or to split a word at the end of a line. It helps avoid confusion and creates compound words with clear meaning.

Examples:

- **Compound adjectives before nouns:**
  She has a well-known voice. (The hyphen joins "well" and "known" to describe "voice.")
- **Joining numbers and words:**
  A twenty-minute break. (Without the hyphen, it could be confusing.

B **Can you identify or rewrite a line from *Time* using a hyphenated compound adjective? For example, could "fast flying bird" be written as "fast-flying bird"? What effect does this change have?**

Writing Skills

Transitions are words or phrases that help connect ideas smoothly across sentences and paragraphs (e.g., *however, therefore, in addition, as a result, meanwhile*).

Syntax is the arrangement of words and phrases to form sentences. Varying syntax (using different sentence structures) helps maintain reader interest and clarify complex ideas.

Together, these tools help a writer create cohesion, meaning the text flows logically and ideas are clearly linked.

Example: Let's imagine you're writing a paragraph analyzing the poem *Time*.

Without transitions or varied syntax: Time is compared to a bird. Time is fast. The poet uses metaphors. The tone changes at the end.

With transitions and varied syntax: In the poem *Time*, the poet compares time to a bird to emphasize its fleeting nature. As a result, the reader senses that time is something difficult to hold onto. Furthermore, the poet's use of metaphors deepens the emotional impact. By the end of the poem, the tone shifts, reminding us of time's unstoppable force.

Notice how transitions like “As a result”, “Furthermore” and “By the end of the poem” connect ideas clearly. Also, the sentence structures vary; some are short, some are compound or complex.

A **Choose two lines or ideas from *Time*. Write a short paragraph connecting them using at least two transitions and two different sentence structures.**

Precise language means using clear, specific, and accurate words to express your ideas.

Domain-specific vocabulary refers to words related to a particular subject area or field e.g., "chronological," "duration," or "fleeting" when discussing time.

Moreover, metaphor, simile, and analogy are figurative language techniques used to explain complex ideas in creative ways:

Metaphor: saying something *is* something else e.g., *Time is a thief*.

Simile: comparing two things using *like* or *as* e.g., *Time is like a river*.

Analogy: an extended comparison to explain an idea e.g., *Time is like sand slipping through fingers and you can never hold onto it*.

B **What metaphor does the poet use in the poem *Time* to describe time? How does this help you understand the poem's message?**

C **A.Write your own metaphor or simile to describe how time feels during exams or on your birthday.**

A **formal style** means writing in a clear, professional, and academic way; no slang, no contractions, and no overly casual language.

An **objective tone** means staying neutral and unbiased, focusing on facts and evidence instead of personal opinions or emotions.

Norms and conventions of the discipline refer to the expectations of academic writing in English Literature such as using textual evidence, analyzing literary devices, and supporting claims logically.

A **concluding statement** is the final part of a written response.

D **What are two features of formal style you should remember when writing an essay about a poem?**

E **Why is it important to keep an objective tone when analyzing literature? How does it help your reader trust your interpretation?**

8 Pollution-Free Pakistan with Greenery All Around

Learning Outcomes

By the end of this unit, the students will be able to:

- engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.
- give an informed personal and analytical response to descriptive, informative texts and poetry.
- reading to analyse descriptive/argumentative/persuasive essays.
- reading to analyse application/letter/report/summary/ biography.
- cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as give inferences drawn from the text.
- produce legible work that shows the correct spelling of the conventions of punctuation and capitalization.

  use all types of tenses correctly in speech and writing.
- write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counter claims, reasons, and evidence.
- develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counter claims.

Pre-reading

- In what ways do you think human actions are affecting the environment today?
- Why do you think environmental issues are considered both a global and personal responsibility?

1. A clean, green, and pollution-free Pakistan is not just a dream; rather, it is a **necessity** for the survival and well-being of the people and the environment. In recent years, pollution has become one of the most serious challenges facing our country. However, if we take the right steps, raise awareness, and act collectively, we can move towards a Pakistan that is full of greenery and free from pollution. Let us try to explore the causes of pollution, the importance of greenery, and the steps we can take to build a healthy and **sustainable** environment.

2. To begin with, it is important to understand what pollution actually is. Pollution refers to the presence of harmful substances in our environment, which damage the air, water, and land. For instance, the smoke from vehicles and factories pollutes the air and makes it dangerous to breathe. Moreover, plastic waste and chemicals dumped in rivers pollute the water. In addition, the cutting of trees and **deforestation** increase land pollution and reduce greenery. As a result, many people, especially children and the elders, suffer from diseases such as asthma, skin infections, and even heart problems.

What is pollution, and how does it affect air, water, and land?

3. Furthermore, it must be noted that Pakistan's rapid **urbanization** and industrial growth have also contributed to the rise in pollution. While development is necessary, it must go hand in hand with environmental protection. Unfortunately, many factories do not follow proper waste management rules. Not only does this pollute the surroundings, but it also causes long-term damage to soil and water bodies. At the same time, the increasing number of vehicles on the roads adds more harmful gases to the atmosphere. In view of these facts, it becomes clear that **immediate** action is required.

4. On the other hand, greenery plays a vital role in reducing pollution and improving the quality of life. Trees absorb carbon dioxide and release oxygen, which is essential for human survival. Besides, they also trap dust, reduce heat, and support **biodiversity**. For example, parks and green belts in cities not only beautify the surroundings but also serve as peaceful

places for people to relax and exercise. Therefore, planting more trees and protecting forests is one of the most effective ways to fight pollution.

5. Moreover, creating awareness among the public is equally important. People need to understand that their daily choices can either harm or help the environment. For instance, burning **garbage** or using plastic bags might seem easy, but these actions pollute the air and water. Instead, people should be encouraged to recycle, reuse, and reduce waste. Additionally, schools and colleges can play a strong role by teaching students about environmental protection and involving them in tree plantation and clean-up campaigns. Through these efforts, students become more **responsible** citizens who care for their surroundings.

How can public awareness and education help protect the environment?

6. In addition, strong environmental policies and effective planning are crucial in this regard. It is important to strictly enforce environmental laws and hold polluters accountable. At the same time, promoting the use of **renewable** energy sources such as solar and wind power can help reduce environmental damage. Likewise, improving public transport systems can encourage people to rely less on private vehicles, which release harmful gases into the air. By implementing these measures, national efforts can move forward toward building a cleaner and healthier Pakistan.

7. Another important feature is the role of communities and families. Every household can contribute by keeping their surroundings clean, using eco-friendly products, and planting trees. Community-level activities such as "Green Day" or "Clean Street Campaigns" can unite people for a

good cause. Furthermore, local organizations can use their platforms to **promote** green living and discourage harmful habits. When communities work together, great results can be achieved.

8. Along with this, technology can also help us reduce pollution. Modern methods of farming, for instance, use less water and reduce chemical use. Mobile apps can be used to report **illegal** dumping or tree cutting. Likewise, smart waste management systems can help cities handle garbage in a clean and efficient way. These advancements, if used wisely, can make a big difference.

9. Equally important is the role of media in spreading positive messages. Television, newspapers, and social media can highlight success stories and educate people about the importance of a pollution-free environment. For example, documentaries showing the effects of pollution on health and climate can motivate people to act. In contrast, if the media only focuses on problems and **ignores** solutions, the public may feel helpless. Therefore, media must be used as a tool for awareness and change.

How can media help create awareness about a pollution-free environment?

10. As we look around, we can observe some examples of progress. In the capital city, Islamabad, tree plantation drives have increased green areas. Some schools have started rooftop gardens, while youth groups have organized clean-up drives in parks and riversides. These examples **prove** that change is possible if we all work together.

11. In conclusion, a pollution-free Pakistan with greenery all around is not beyond our reach. Although the challenges are great, the solutions are within our hands. By planting trees, reducing waste, following environmental rules, and educating others, we can make our environment **healthier** and safer. Above all, we must remember that every small action does count. Whether it is turning off extra lights, picking up litter, or planting a sapling, each step brings us closer to our goal. Let's take this responsibility seriously and work together for a better, greener, and cleaner Pakistan, not just for ourselves, but for future generations as well.

Theme

The essay highlights the urgent need for a pollution-free Pakistan enriched with greenery. It emphasizes how pollution affects human health, the environment, and overall quality of life. Planting trees, reducing waste, and using eco-friendly alternatives are presented as key solutions. The essay also stresses the importance of individual, community, and national efforts in creating a cleaner and greener future. Overall, it promotes environmental responsibility and collective action for a sustainable Pakistan.

Glossary

Words	Meanings
biodiversity	the variety of different plants, animals, and other living things in a place
deforestation	the cutting down or removal of many trees from an area, usually leading to damage to the environment
garbage	waste or unwanted things that people throw away, like food wrappers, plastic, and broken items
healthier	in better physical or mental condition; something that is good for your body and mind
ignores	to pay no attention to something or act like it doesn't exist
illegal	not allowed by law; against the rules set by a country
immediate	happening right away or without any delay
necessity	something that is needed or very important to have
promote	to help something grow, spread, or become more popular or well known
prove	to show that something is true by using facts or evidence
renewable	something that can be used again and again without running out, like solar or wind energy
responsible	being careful and making good decisions; doing what is right and expected
sustainable	something that can last a long time without harming the environment or using up all the resources
urbanization	the growth of cities as more people move from villages or rural areas to live in urban (city) places

Reading and Critical Thinking

A Answer the following questions:

1. What are the main causes of pollution in Pakistan, and how do they affect human health and the environment?
2. How does greenery help reduce pollution and improve the quality of life in cities?
3. Explain how public awareness and education in schools can play a role in building a cleaner and greener Pakistan.
4. What actions can individuals and families take in their daily lives to contribute to a pollution-free environment?
5. Why is it important to improve public transport systems, and how does this help reduce air pollution?
6. What are some examples from the essay that show successful environmental efforts already happening in Pakistan?
7. How can communities come together to protect the environment, and what are some activities they can organize?
8. What role does the use of renewable energy sources like solar and wind play in reducing pollution?
9. Summarize the main message of the essay in your own words and explain why it is important for the future generations.

B Choose the correct option.

1. What is the main cause of air pollution in cities?

   a. tree cutting b. vehicle smoke
   c. river flooding d. filthy parks

2. What do trees release that benefits humans?

   a. food b. mineral oil
   c. fresh oxygen d. scent

3 What can reduce the use of private cars?

a. plastic recycling b. road repairs

c. public transport d. factory closure

4 What helps reduce plastic waste at home?

a. cloth bags b. plastic burning

c. oil burning d. tin utensils

5 Which energy sources are safer for the environment?

a. coal fire b. wind solar

c. petrol diesel d. smoke engines

6 How can schools raise environmental awareness?

a. seminars b. tree campaigns

c. group discussion d. posters

7 What do communities need for clean surroundings?

a. mutual efforts b. water tanks

c. plantation d. awareness

8 What can media do to support the environment?

a. spread fear b. raise public opinion

c. talk shows d. share solutions

Give an informed personal and analytical response to descriptive, informative texts and poetry means expressing your own thoughts and opinions about what you read, while also showing a deeper understanding of the text. This includes explaining the meaning, how the language creates effects, and why the writer made certain choices. Your response should be backed up with evidence from the text.

C **Think about text of this unit, you've recently read. What message did the writer want to share, and how did they use language to make you feel or think a certain way? Do you personally agree or relate to the message? Why or why not?**

Reading to analyse descriptive, argumentative, or persuasive essays means closely examining how a writer presents ideas, supports their points, and uses language to influence or inform the reader. It involves looking at

things like structure, word choice, tone, evidence, and techniques like rhetorical questions or emotional appeals.

Example: In an argumentative essay about banning plastic bags, the writer uses facts about ocean pollution, a serious tone, and examples from other countries that have made changes.

A student might respond: "The writer uses statistics like '*8 million tons of plastic enter the ocean each year*' to make the reader feel concerned. This is persuasive because it's shocking and makes people think something must be done."

D **When reading an argumentative or persuasive essay, what techniques does the writer use to make their point clear and convincing? Can you give an example from the text, and explain how it affects the reader?**

Reading to analyse application letters, reports, summaries, or biographies means understanding the purpose, structure, tone, and key features of these texts. It also involves thinking about how effectively the writer communicates their message and the impact it has on the reader.

- **Applications** often aim to persuade e.g. for a job or scholarship.
- **Reports** are factual and objective, often presenting findings or results.
- **Summaries** condense key points of a longer text.
- **Biographies** tell the story of a real person's life, often to inspire or inform.

Example: In a report on school recycling, the writer uses subheadings, statistics, and clear recommendations. A student might say: "The report is well-organized with headings like '*Current Practices*' and '*Suggestions for Improvement*'. It uses data to support the points, which makes it more credible."

E **Choose one type of text e.g., a biography or report on your own. How does the writer structure the information, and what techniques do they use to make their message clear and effective? Give an example from the text.**

To cite strong and thorough textual evidence means to use clear and specific quotes or details from a text to support your understanding. This includes:

- **What the text says explicitly –** information that is clearly stated.
- **What can be inferred –** conclusions or ideas that are not directly stated but can be figured out based on clues in the text.

Your analysis should show that you've understood both the literal meaning and deeper messages in the text, and your evidence should directly support your ideas.

Example: Text: "*She sat silently in the corner, her hands trembling as she stared at the broken frame.*" Student response may be: "The writer says 'her hands trembling' and 'sat silently in the corner,' which shows she is scared or shocked. Even though it doesn't say she's crying, we can infer that she's upset based on her actions.

F **Read a short passage of your own choice. What is one thing the writer states clearly, and what is one thing you can infer from the text? What evidence, words or phrases, helped you come to your conclusion?**

Vocabulary and Grammar

To produce legible work that shows the correct spelling of the conventions of punctuation and capitalization means to write clearly and neatly so that others can read it easily, while also using correct spelling, punctuation like full stops, commas, question marks, and capital letters e.g., at the start of sentences or for proper nouns.

Example:

Incorrect: i went to london last summer. it was amazing

Correct: I went to London last summer. It was amazing.

The correct version is legible and uses proper spelling, punctuation, and capitalization.

A **Rewrite the following sentence using correct spelling, punctuation, and capitalization:**

"my friend alex lives in toronto he likes to read books about history"

For the teacher

- Help the students identify the author's purpose and audience, then examine how language, structure, and details are used to achieve that purpose.

Oral Communication Skills

Engage effectively in a range of collaborative discussions means to actively and respectfully take part in conversations with others, whether it's one-on-one, in small groups, or in class discussions, by listening carefully, sharing ideas clearly, asking and answering questions, and building on what others say. It also means working well with people who may have different backgrounds or opinions.

Example: During a group project on climate change, Sarah listens to her classmates' ideas, adds her own thoughts about renewable energy, asks questions when she doesn't understand, and helps the group stay on topic. She works respectfully with her peers, even when they have different opinions.

A **Think about a recent group discussion you had in class. What did you do to contribute effectively to the conversation? Could you have done anything differently to improve your participation?**

Now, go through the Dialogue given below:

Teacher: Today we're discussing the impact of social media on communication. Saima, would you like to start?

Saima: Sure! I think social media helps people stay connected, especially with friends and family who live far away.

Jamal: I agree with Saima, and I'd add that it also helps spread news quickly. But sometimes the information isn't always reliable.

Sofia: That's a good point, Jamal. Maybe we should talk about how we can tell if a source is trustworthy.

Saima: Yeah, like checking who posted it and whether other sources say the same thing.

Teacher: Excellent discussion! You're building on each other's ideas and asking thoughtful questions. Let's keep going. Who else wants to share?

B **On this pattern, conduct a dialogue discussion among the class that how can individuals and communities work together to reduce pollution and protect the environment?**

C **What did each student in the conversation do to help the discussion go well? How could you use one of those strategies in your next group discussion?**

Writing Skills

Read the following information carefully:

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence: This means writing clearly about your opinion or idea (a claim) on an important topic or text and backing it up with strong reasons and solid evidence. Your reasons should make sense (valid reasoning), and your evidence should actually support your point and be enough to convince your reader.

Example:

Claim: Social media has negatively affected how teenagers communicate in real life.

Reasoning: Teens spend so much time online that they are losing confidence in face-to-face conversations.

Evidence: A 2023 study from the Journal of Teen Communication showed that 62% of teens said they feel nervous when talking to someone in person, especially if they don't know them well.

Argument Paragraph Sample: social media has negatively impacted how teenagers communicate in real life. One reason is that many teens spend so much time online that they are losing confidence in face-to-face conversations. A 2023 study from the *Journal of Teen Communication* showed that 62% of teens said they feel nervous when talking to someone in person, especially if they don't know them well. This shows that the constant use of online platforms may be harming real-life social skills.

A **Now, answer the following questions:**

1. What is a claim in an argumentative text?
2. What makes reasoning valid? Give an example.
3. How can you tell if evidence is relevant and sufficient?
4. Why is it important to support your claim with more than one piece of evidence?
5. Look at the example argument. What is the claim? What is the reasoning? What is the evidence?

For the teacher

- Help the students make a clear claim, then support it with logical reasons and strong evidence directly connected to your point.

9 The Road Not Taken

Robert Frost

Learning Outcomes

By the end of this unit, the students will be able to:

- ask and answer questions of personal relevance, information and a variety of communicative purposes.
- summarise complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks.
- make inferences to draw conclusions from, e.g. contextual information, writer's viewpoint, implied information
- interpret and integrate information from a variety of sources for comprehension (e.g., maps, graphs, charts, diagrams)
- construct sentences using the sentence patterns and structures.
- construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation.
- examine the mechanics of developing a book review.
- write a book review report.
- develop precis writing skills. Write precis effectively.
- use paraphrasing skills to paraphrase a poem.
- use summary skills to write an objective summary of the given text and poems.

Pre-reading

- What does the phrase "taking the road less traveled" mean to you? Do you think it's important to make unique or unconventional choices in life? Why or why not?
- Have you ever faced a situation where you had to make a difficult decision? How did you choose between different options, and what did that decision mean for you later?

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

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

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

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

What does the speaker mean by "I doubted if I should ever come back"?

What is the significance of the speaker choosing "the one less traveled by"?

Theme

The theme of "The Road Not Taken" by Robert Frost centers around choices and the consequences of those choices in life. The poem explores the idea that decisions, whether big or small, shape our futures in the ways we may not always understand at the time. It reflects on the tension between the desire to take an unconventional path (the "road less traveled") and the realization that every choice leads to a different outcome.

It also delves into regret and reflection, as the speaker wonders how their life might have been different if they had made the other choice, while ultimately recognizing that the choices we make define us in unique ways.

Glossary

Words	Meanings
ages	a very long time
diverged	split or branched off

doubted	felt uncertain about
perhaps	maybe, uncertainty
trodden	walked on
sigh	a deep breath expressing emotion
undergrowth	thick growth of bushes and small trees under larger trees
worn	used or damaged from being used

Reading and Critical Thinking

A Answer the following questions:

1. Where does the speaker find himself at the beginning of the poem?
2. Why does the speaker feel sorry for he cannot travel both roads?
3. How does the speaker describe the two roads?
4. What does the speaker mean when he says, "doubted, if he should ever come back"?
5. Why do you think the speaker saves the first road for another day?
6. What emotions does the speaker express when he imagines telling this story "ages and ages hence"?

B Choose the correct option.

1. Where does the road diverge?
   - a. forest
   - b. desert
   - c. mountain
   - d. river
2. What colour is the wood described in the poem?
   - a. green
   - b. yellow
   - c. red
   - d. brown
3. What emotion does the speaker feel about not travelling both roads?
   - a. joy
   - b. sorry
   - c. anger
   - d. fear
4. Which road did the speaker eventually take?
   - a. busier
   - b. clearer
   - c. less-traveled
   - d. longer

5 What covers the roads in the morning?

a. mud b. leaves

c. snow d. water

6 What does the speaker doubt he will do?

a. return b. travel

c. dream d. rest

7 What type of journey does the road represent?

a. physical b. emotional

c. virtual d. imaginary

8 What is the speaker doing when he chooses the road?

a. rushing b. deciding

c. running d. meditation

9 What does the speaker predict he will do in the future?

a. laugh b. sigh

c. shout d. forget

10 The two roads symbolize choices in _____.

a. nature b. stories

c. life d. history

C Explain with reference to the context.

And both that morning equally lay

In leaves no step had trodden black.

Oh, I kept the first for another day!

Yet knowing how way leads on to way,

I doubted if I should ever come back.

Summarizing complex concepts, processes, or information means restating important ideas in a simpler, shorter form by paraphrasing; using your own words, correct sentence structure, transitional devices like *however, therefore, in addition*, and proper punctuation to make the meaning clear, accurate, and well-organized.

Example with reference to "*The Road Not Taken*" (Original idea): In "The Road Not Taken," the speaker stands at a fork in a yellow wood, feeling regretful that he cannot explore both paths. He chooses the less-traveled road, knowing this decision will significantly shape his future, although he still wonders what might have happened if he had chosen differently.

Summarized in own words: In Robert Frost's poem, the speaker chooses between two paths in a forest, realizing that his decision will shape his life, even though he feels some uncertainty about the road not taken.

D Answer the following questions with reference to the summary information you have just read:

1. What choice does the speaker make in the poem? Explain in your own words.
2. Why is it important to use your own words instead of copying the original text when summarizing?
3. Which punctuation marks help make a summary clearer and more organized?
4. Summarize the speaker's emotions in two or three sentences, using appropriate connectors.

Making inferences means using clues from contextual information, the writer's viewpoint, and implied (unstated) information to draw logical conclusions.

It involves "reading between the lines"; understanding something that is suggested but not directly said.

Example (with reference to "*The Road Not Taken*"):

Text from the poem: "I shall be telling this with a sigh / Somewhere ages and ages hence."

Inference: The speaker feels some regret or nostalgia about the choice he made, even though he says it made "all the difference." The poem does not directly say he regrets his decision, but the word "sigh" and the reflective tone suggest mixed feelings.

E Answer the following questions:

1. What can you infer about the speaker's feelings toward his choice at the end of the poem?
2. What does the "sigh" imply about the speaker's emotions?
3. Based on the description of the two roads, what does the poet suggest about life choices?
4. How does the writer's tone (serious, thoughtful) help you understand his point of view?
5. What conclusion can you draw about the role of decisions in shaping a person's future, according to the poem?

Interpreting and integrating information from a variety of sources means reading, understanding, and combining information from different formats like maps, graphs, charts, and diagrams, to deepen comprehension of a topic.

Example (with reference to "*The Road Not Taken*"):

Imagine a diagram showing:

- Two roads splitting in a forest (one straight, one winding).
- Arrows showing "choices" leading to different "outcomes."

Interpretation: The speaker had to make a decision between two seemingly equal paths, and though they looked similar, the path he chose led to a unique life experience.

Integration: By combining the poem's text with the diagram, students better understand that life decisions often seem small but have big impacts.

F Answer the following questions:

1. If you saw a map with two paths, one busy and one quiet, which path would match the road the speaker chose? Why?
2. How could a flowchart help you understand the speaker's decision-making process?
3. What symbols or images would you include in a diagram about the poem's theme of choice?
4. If a graph showed "number of travelers" on each road, what would it reveal about the speaker's choice?

5 Why is it helpful to use both the poem and a visual (like a map or chart) to understand the meaning more deeply?

Vocabulary and Grammar

Constructing sentences using sentence patterns and structures learnt in earlier classes means creating complete and meaningful sentences by correctly applying basic grammar rules such as subject-verb agreement, simple, compound, and complex sentences, correct word order, punctuation, and connectors. It shows that students can build clear, varied sentences based on their past learning.

Example:

Simple sentence: *The speaker stood at the fork in the road.*

Compound sentence: *The speaker wanted to take both roads, but he could only choose one.*

Complex sentence: *Because the two roads looked equally worn, the speaker found it hard to decide.*

These sentences use correct structures and show an understanding of how ideas can be connected logically.

A Answer the following questions:

1. Can you write a simple sentence describing where the speaker is in the poem?
2. Create a compound sentence about the speaker's feelings when choosing the road.
3. Write a complex sentence using the word "because" to explain why the speaker chose the road he did.
4. Can you join two ideas from the poem using "but" or "although"?
5. Why is it important to use different types of sentences when writing about a poem or story?

Constructing complex sentences and paragraphs means combining a main clause (complete idea) with one or more subordinate clauses (dependent ideas) to create richer, more detailed writing. The students should also use transitional devices such as *because, although, however, therefore* and correct punctuation like commas, full stop, etc. to show relationships between ideas, at different levels of complexity.

Example:

Complex sentence: *Although both roads looked equally worn, the speaker chose*

the one he thought was less traveled.

Complex paragraph: *In "The Road Not Taken," the speaker faces a difficult choice, since both paths seem equally inviting. Although he wishes he could explore both, he understands he must choose only one. Therefore, he selects the road that appears less worn, realizing that this decision might shape his life forever.*

B **Answer the following questions.**

1. What is the difference between a main clause and a subordinate clause?
2. Write a complex sentence about the speaker's decision, using "because" as a connector.
3. Which transitional device could you use to show a contrast between the two roads?
4. Create a complex sentence that explains why the speaker sighed in the future.
5. Why is it important to use different clauses and transitional words when writing a paragraph?

Oral Communication Skills

"The Roads We Choose"

A

Pair up the students. Each student will ask their partner 3–5 questions inspired by the poem's theme — about choices they have made or important decisions in their lives. The students should listen carefully and answer thoughtfully, giving reasons and personal examples. The students will ask and answer personal, meaningful questions related to the theme of choices and decisions, using "The Road Not Taken" as a reference point.

Example Questions Students Can Use:

1. Have you ever faced two choices where you could only pick one? How did you decide which "road" to take?
2. Did you ever wonder what would have happened if you chose differently?
3. Do you usually choose the easy way or the more challenging path?
4. What is one decision that made a big difference in your life?

Developing a book review involves analyzing and evaluating a book's content, structure, and writing style, then summarizing your findings in a clear and organized way. A well-written book review includes the following key components:

a. **Introduction**: The title, author, and genre of the book, along with a brief overview of the plot or central theme.

b. **Summary**: A concise description of the book's plot, characters, and setting without revealing too much especially spoilers.

c. **Analysis**: An evaluation of the writing style, themes, character development, pacing, and emotional impact.

a. **Opinion**: Your personal response, including what you liked, what you didn't like, and why.

b. **Conclusion**: A summary of your overall thoughts, and a recommendation to potential readers.

Book Review of *The Road Not Taken* by Robert Frost

Introduction: *The Road Not Taken* by Robert Frost is a classic poem that reflects on life's choices and their consequences. This poem is widely studied for its deep themes and lyrical style.

Summary: The speaker in the poem stands at a fork in the woods and must decide between two paths, both of which seem equally appealing. He chooses the less-traveled path, knowing that this decision will significantly shape his future.

Analysis: Frost's use of imagery, such as the description of the "yellow wood," creates a vivid setting that enhances the feeling of contemplation. The poem's simple yet powerful structure mirrors the significance of the decision the speaker faces.

Opinion: I found the poem both thought-provoking and relatable. The metaphor of life's choices resonates with anyone who has faced difficult decisions. However, I think the speaker's sense of regret at the end detracts from the hopeful message about embracing decisions.

For the teacher

- Model a short example first with a student.
- Encourage students to use full sentences and ask follow-up questions if possible.
- Remind them to listen respectfully and respond thoughtfully.

Conclusion: Overall, *The Road Not Taken* is a poignant exploration of decision-making. I recommend it to readers who enjoy reflective poetry and are open to interpreting deeper meanings in simple language.

A **Answer the following question on your own.**

1. What are the key components of a well-written book review?
2. How does the analysis section of a book review differ from the summary?
3. What makes a good personal opinion in a book review?
4. What are some ways you can evaluate a book's writing style or theme?
5. Why is it important to avoid spoilers in the summary of a book review?
6. In your own words, how would you write a conclusion for a book review?
7. Choose a book you've read recently and write a short review that includes an introduction, summary, analysis, and your opinion.

Precis writing involves summarizing a longer text in your own words, maintaining the original meaning while condensing the content into a shorter version. It requires clarity, accuracy, and the ability to identify key points without unnecessary details. When writing a precis, you should:

a. Focus on the main idea and essential details.

b. Use your own words (paraphrasing) and avoid copying phrases directly from the original.

c. Preserve the tone and logical flow of the original text.

d. Ensure that your precis is well-structured, clear, and precise.

Example:

Original passage (Excerpt from "The Road Not Taken" by Robert Frost): *Two roads diverged in a yellow wood, and sorry I could not travel both / And be one*

For the teacher

- Identify the main points and omit secondary information.
- Use shorter, simpler sentences without altering the meaning.
- Ensure coherence by maintaining a logical flow of ideas.
- Write in your own words, but do not change the meaning of the original text.

traveler, long I stood / And looked down one as far as I could / To where it bent in the undergrowth.

Precis (Summary): In the poem, the speaker faces a choice between two equally appealing paths in the woods. He regrets not being able to take both, but after considering his options, he chooses the one less traveled.

B **Answer the following questions.**

1. What is the main purpose of a precis?
2. What are the key characteristics of a good precis?
3. Why is it important to avoid including unnecessary details when writing a precis?
4. Can you rewrite a different passage from "The Road Not Taken" as a precis?

Paraphrasing means restating a text or passage in your own words while maintaining the original meaning. It involves changing the structure and vocabulary of the text, but not its message. Paraphrasing is especially useful for clarifying complex language, shortening a passage, or explaining an idea in simpler terms. When paraphrasing a poem, it's important to retain the tone, imagery, and central theme while altering the wording.

Example (with reference to "*The Road Not Taken*" by Robert Frost):

Original Line from the Poem: *Two roads diverged in a yellow wood, / And sorry I could not travel both / And be one traveler, long I stood.*

Paraphrased Version: The speaker finds himself at a crossroads in a forest, feeling regretful that he cannot take both paths. He stands for a long time, considering his options.

Key Elements Maintained:

a. Original meaning of facing a choice and feeling regret.

b. Tone of contemplation and indecision.

Changes Made:

a. Simplified language e.g., "could not travel both" becomes "cannot take both paths".

b. Rephrased the structure for clarity while keeping the central theme.

C **Can you paraphrase the following line from the poem?**

"I took the one less traveled by,
And that has made all the difference"

Summary skills involve the ability to condense a longer piece of text or a poem into a short, concise, and objective version while maintaining the core meaning and main points. A good summary does not include personal opinions or excessive details but focuses on the key ideas of the original text.

When summarizing a poem or any text, it's essential to use your own words, ensure clarity, and retain the central message.

Example (with reference to "*The Road Not Taken*" by Robert Frost):

Original Excerpt from the Poem: *Two roads diverged in a yellow wood, / And sorry I could not travel both / And be one traveler, long I stood.*

Objective Summary: In this poem, the speaker faces a decision between two paths in the woods. He regrets not being able to take both paths and reflects on the importance of the choice he must make.

Key Features of the Summary:

a. Focuses only on the main idea (the choice between two paths).
b. It shortens the original without losing the essence.
c. Avoids adding personal opinions or unnecessary interpretations.

D

What are the key elements you should include when writing an objective summary of a poem?

E

Can you summarize the message of the poem "*The Road Not Taken*" in one or two sentences?

For the teacher

- Identify the key message of each line or stanza.
- Replace complex or archaic words with simpler synonyms.
- Change the sentence structure but keep the central idea intact.
- Use your own style of writing, while still respecting the poem's tone.

10 The Three Questions

Leo Tolstoy

Learning Outcomes

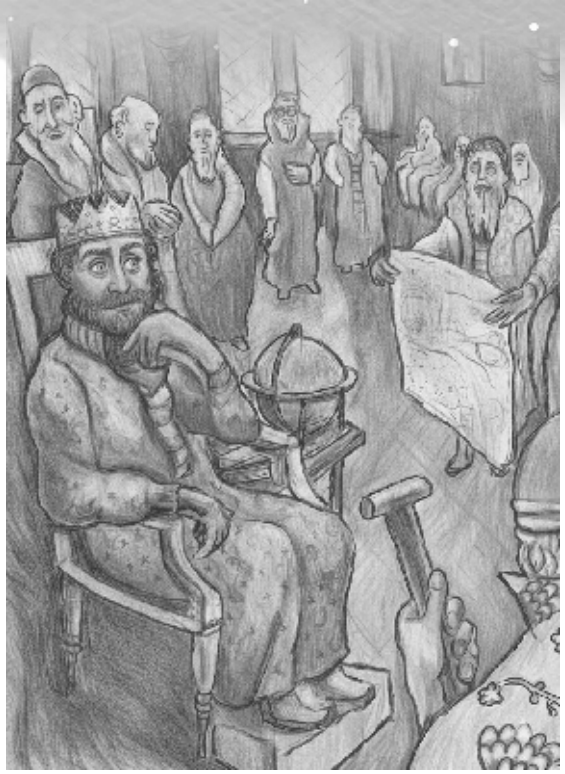
By the end of this unit, the students will be able to:

- respond to the text by giving arguments and opinions.

  read, view and analyse a variety of readings grade-appropriate and high-interest books and texts from print and non-print sources:
  - poetry (free verse, narrative and rhythmic)
  - personal recounts (e.g., diary entries, biographies)
  - narratives (e.g., fables, historical fiction, science fiction, legends)
  - procedures (e.g., recipes, directions, instruction manuals)
  - information reports (e.g., project reports, fact sheets, brochures)
  - interpersonal texts (e.g. informal and formal letters, notices, emails)
  - factual recounts (e.g., eye-witness accounts, news bulletins)
  - drama (play scripts)
  - explanations (e.g., how something works)
  - expositions (e.g., reviews, arguments)
- change into indirect/direct speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing.
- write multiple paragraphs of free writing for fluency, creativity, brainstorming or pleasure.
- Proofread and edit texts for errors in
  - sentence structure.
  - subject/verb agreement.
  - noun/pronoun agreement.
  - reference words, connectives/transitional devices.
  - punctuation and spelling.

Pre-reading

- If you could always know the perfect time to act, the most important thing to do, and the right people to listen to, how might that change your life?
- What qualities do you think a wise person should have? Why might people seek advice from someone considered wise?



1. It once occurred to a **certain** king, that if he always knew the right time to begin everything, if he knew who were the right people to listen to, and who to avoid, and, above all, if he always knew what was the most important thing to do, he would never fail in anything he might undertake.
2. And this thought having occurred to him, he had it proclaimed throughout his kingdom that he would give a great **reward** to anyone who would teach him what was the right time for every action, and who were the most necessary people, and how he might know what was the most important thing to do.
3. And learned men came to the King, but they all answered his questions differently.
4. In reply to the first question, some said that to know the right time for every action, one must draw up in advance a table of days, months, and years, and must live strictly according to it. They said in way everything could be done at its proper time.
5. Others declared that it was impossible to decide beforehand the right time for every action, but that, not letting oneself be absorbed in idle pastimes. One should always attend to all that was going on, and then do what was most needful.
6. Others, again, said that however **attentive** the King might be to what was going on, it was impossible for one man to decide correctly the right time for every action. He should have a Council of wise men, who would help him to fix the proper time for everything.
7. But then again others said there were some things which could not wait to be laid before a Council, but about which one had at once to decide whether to undertake them or not. But in order to decide that, one must know beforehand what was going to **happen**. It is only magicians who know that;

and therefore, in order to know the right time for every action, one must consult magicians.

What different suggestions were given to the King about how to determine the right time for every action?

8. Equally various were the answers to the second question. Some said, the people, the King most needed were his councillors; others, the priests; others, the doctors; while some said the warriors were the most **necessary**.

9. To the third question, as to what was the most important occupation, some replied that the most important thing in the world was science. Others said it was skill in warfare; and others, religious worship.

10. All the answers being different, the King agreed with none of them, and gave the reward to none. But still wishing to find the right answers to his questions, he decided to consult a hermit, widely renowned for his wisdom.

11. The hermit lived in a wood which he never quitted, and he received none but common folk. So, the King put on simple clothes, and before reaching the hermit's cell dismounted from his horse, and, leaving his bodyguard behind, went on alone.

12. When the King approached, the hermit was digging the ground in front of his hut. Seeing the King, he **greeted** him and went on digging. The hermit was frail and weak, and each time he stuck his spade into the ground and turned a little earth, he breathed heavily.

13. The King went up to him and said: "I have come to you, wise hermit, to ask you to answer three questions: — How can I learn to do the right thing at the right time? — Who are the people I most need, and to whom should I, therefore, pay more attention than to the rest? — And, what affairs are the most important, and need my first attention?"

What three questions did the King ask the wise hermit?

14. The hermit listened to the King, but answered nothing. He just spat on his hand and recommenced digging.

15. "You are tired," said the King, "let me take the spade and work awhile for you."
16. "Thanks!" said the hermit, and, giving the spade to the King, he sat down on the ground.
17. When he had dug two beds, the King stopped and repeated his questions. The hermit again gave no answer, but rose, stretched out his hand for the spade, and said: "Now rest awhile — and let me work a bit."
18. But the King did not give him the **spade**, and continued to dig. One hour passed, and another. The sun began to sink behind the trees, and the King at last stuck the spade into the ground, and said: "I came to you, wise man, for an answer to my questions. If you can give me none, tell me so, and I will return home."
19. "Here comes someone running," said the hermit, "let us see who it is."
20. The King turned round and saw a bearded man come running out of the wood. The man held his hands pressed against his stomach, and blood was flowing from under them. When he reached the King, he fell fainting on the ground, moaning feebly. The King and the hermit **unfastened** the man's clothing. There was a large wound in his stomach.
21. The King washed it as best he could, and bandaged it with his handkerchief and with a towel the hermit had. But the blood would not stop flowing. The King again and again removed the bandage soaked with warm blood, and washed and rebandaged the wound.
22. When at last the blood ceased flowing, the man **revived** and asked for something to drink. The King brought fresh water and gave it to him.
23. Meanwhile the sun had set, and it became cool. So, the King, with the hermit's help, carried the wounded man into the hut and laid him on the bed. The man closed his eyes and lay quiet; but the King was so tired with his walk and with the work he had done that he crouched down on the **threshold**, and also fell asleep — so soundly that he slept all through the short summer night.

What did the King do after helping the hermit carry the wounded man into the hut?

24. When he awoke in the morning, it was long before he could remember where he was, or who was the strange bearded man lying on the bed and **gazing** intently at him with shining eyes.
25. "Forgive me!" said the bearded man in a weak voice, when he saw that the

King was awake and was looking at him.

26. "I do not know you, and have nothing to forgive you for," said the King.

27. "You do not know me, but I know you. I am that enemy of yours who swore to revenge himself on you, because you **executed** his brother and seized his property. I knew you had gone alone to see the hermit, and I resolved to kill you on your way back. But the day passed and you did not return. So, I came out from my ambush to find you, and I came upon your bodyguard, and they recognized me, and wounded me. I **escaped** from them, but should have bled to death had you not dressed my wound. I wished to kill you, and you have saved my life. Now, if I live, and if you wish it, I will serve you as your most faithful slave, and will bid my sons do the same. Forgive me!"

28. The King was very glad to have made peace with his enemy so easily, and to have gained him for a friend. He not only forgave him, but said he would send his servants and his own physician to attend him, and promised to restore his property.

29. Having taken leave of the **wounded** man, the King went out into the porch and looked around for the hermit. Before going away he wished once more to beg an answer to the questions he had put.

30. The hermit was outside, on his knees, sowing seeds in the beds that had been dug the day before. The King approached him, and said: "For the last time, I pray you to answer my questions, wise man."

31. "You have already been answered!" said the hermit, still **crouching** on his thin legs, and looking up at the King, who stood before him.

32. "How answered? What do you mean?" asked the King.

33. "Do you not see," replied the hermit. "If you had not pitied my weakness yesterday, and had not dug these beds for me, but had gone your way, that man would have attacked you, and you would have **repented** of not having stayed with me. Therefore, the most important time was when you were **digging** the beds; and I was the most important man; and to do me good was your most important business. Afterwards, when that man ran to us, the most important time was when you were attending to him; for if you had not bound up his wounds, he would have died without having made peace with you. So, he was the most important man, and what you did for him was your most important business.

How did the hermit explain what the most important time, person, and action were?

34. Remember then: there is only one time that is important — Now! It is the

most important time because it is the only time when we have any power. The most necessary person is the one with whom you are, for no man knows whether he will ever have dealings with anyone else. And the most important affair is to do him good, because for that purpose **alone** was the man sent into this life."

Theme

The importance of living in the present moment and doing good for the people around you. Tolstoy shows that the "right time" is now, the "most important person" is whoever you are with, and the "most important action" is to do good. The story emphasizes compassion, mindfulness, and practical wisdom over complicated theories or distant ambitions.

Glossary

Words	Meanings
alone	by yourself; without anyone else
attentive	paying close attention; listening or watching carefully
certain	sure; confident that something is true
crouching	bending your knees and lowering your body close to the ground
digging	making a hole in the ground
escaped	got away from danger or from being caught
executed	put to death; also, can mean carrying out a plan
gazing	looking steadily and thoughtfully at something
greeted	welcomed someone; said hello
happen	to occur; to take place
necessary	needed; essential
repented	felt sorry for something wrong
revived	became conscious or strong again after fainting or being weak
reward	a prize or gift given for doing something good
spade	a tool like a small shovel, used for digging
threshold	the entrance or doorway to a house or room
unfastened	opened or loosened something that was tied or closed
wounded	injured, especially with a cut or a hole in the body

Reading and Critical Thinking

A Answer the following questions:

1. What three questions did the king want to find answers to?
2. Why did the king first turn to the learned men in his kingdom?
3. Why was the king dissatisfied with the answers he received from the learned men?
4. Who did the king decide to visit after the learned men could not help him?
5. How did the hermit respond when the king asked him the three questions?

B Choose the correct option.

1. Who wanted answers to three important questions?
   a. farmer b. king
   c. hermit d. soldier
2. Whom did the king first ask for advice?
   a. magicians b. hermit
   c. learned men d. soldiers
3. Who did the king finally visit for wisdom?
   a. doctor b. hermit
   c. priest d. farmer
4. What was the hermit doing when the king arrived?
   a. reading b. digging
   c. sleeping d. praying
5. Whom did the king save?
   a. enemy b. lawyer
   c. philosopher d. hermit

Analyzing a Variety of Readings:

C Here is some information to remember, and answer the given question based on it.

1. Poetry (free verse, narrative, rhythmic): A creative form of writing that expresses feelings, ideas, or a story, sometimes with rhyme and rhythm.

Example: *A rhythmic poem about the passing of time.*

How might a poet answer Tolstoy's question, "When is the right time to do things?" in his/ her poem?

2. Personal Recounts (e.g., diary entries, biographies): A text that retells personal events or experiences in the first person.

Example: *A diary entry describing a day volunteering at a hospital.*

If you wrote a diary entry today, how would you show who was the "most important person" in your experience, like Tolstoy's lesson?

3. Narratives (e.g., fables, historical fiction, science fiction, legends): Stories that entertain and often teach a lesson; they have characters, a setting, and a plot.

Example: *A legend about a wise king who saves his kingdom by listening to advice.*

How does the main character's journey answer one of Tolstoy's three questions?

4. Drama (play scripts): Scripts written for performance with characters' dialogue and stage directions.

Example: *A short play about a young leader making difficult choices.*

How could a character's choices in a play answer Tolstoy's question about "the most important thing to do"?

Vocabulary and Grammar

Practice Direct and Indirect Narration

When someone talks to someone else, the very words within inverted commas are used, are called **direct narration**.

When the same words are said by someone else, a change does take place in three things; tense, place and pronoun, it is called **indirect narration**.

A **Read the following rules with examples carefully and answer the related questions.**

1. Present Tense: In indirect speech, present tense usually changes to past tense.

Example:

Direct: The king said, “I want to find the answers today.”

Indirect: The king said that he wanted to find the answers that day.

Change this into indirect speech: "I need the answers right now," said the king.

2. Past Tense: Past tense in direct speech often shifts further back into past perfect in indirect speech.

Example:

Direct: The hermit said, “You helped the right person yesterday.”

Indirect: The hermit said that the king had helped the right person the day before.

Report this: "You made the right choice yesterday," said the hermit.

3. Perfect Tense: Perfect tense (has/have + past participle) usually shifts to past perfect.

Example:

Direct: The king said, “I have made many mistakes.”

Indirect: The king said that he had made many mistakes.

Change this to indirect: "I have wasted my time," the king admitted.

4. Future Tense: Future tense (will/shall) changes into "would/should" in indirect speech.

Example:

Direct: The king said, “I will return tomorrow.”

Indirect: The king said that he would return the next day.

Turn into indirect speech: "I shall ask the hermit again," the king decided.

5. Modals (can, may, must, etc.): Modals change too (can → could, may → might, must → had to).

Example:

Direct: The hermit said, “You must listen carefully.”

Indirect: The hermit said that the king had to listen carefully.

Report this: "You may find the answer soon," said the hermit.

6. Time Changes: Words about time change (now → then, today → that day, tomorrow → the next day, etc.).

Example:

Direct: The king said, "I need the answer today."

Indirect: The king said that he needed the answer that day.

Change into indirect speech: "I will meet you tomorrow," the king promised.

7. Questions: In reported questions, the sentence structure changes to a statement, and question words (what, why, etc.) stay.

Example:

Direct: The king asked, "What is the right time to act?"

Indirect: The king asked what the right time to act was.

Report this: "Who is the most important person?" the king asked.

8. Orders: In indirect speech, orders are reported using "told" + "to" + base verb.

Example:

Direct: The king said, "Answer my questions!"

Indirect: The king ordered the hermit to answer his questions.

Change this to indirect: "Dig the ground for me," the king commanded.

9. Requests: Requests are reported using "asked" or "requested" + "to" + base verb.

Example:

Direct: The king said, "Please help me find the answer."

Indirect: The king requested the hermit to help him find the answer.

Report this: "Please forgive me," the enemy said to the king.

10. Suggestions and Advice: Suggestions or advice are reported using verbs like "suggested," "advised," or "recommended."

Example:

Direct: The hermit said, "You should care for those near you."

Indirect: The hermit advised the king to care for those near him.

Change to indirect: "You should focus on helping others," the hermit suggested.

Oral Communication Skills

"Philosopher's Circle"

A

Read "*The Three Questions*" by Leo Tolstoy together in the class, arrange the students in a circle, pose three guiding questions based on the text:

1. When is the best time to do things?
2. Who is the most important person?
3. What is the most important thing to do?

B

Read "*The Three Questions*" by Leo Tolstoy together in the class, arrange the students in a circle, pose three guiding questions based on the text:

1. When is the best time to do things?
2. Who is the most important person?
3. What is the most important thing to do?

Each student must choose one question, state their opinion clearly.

Writing Skills

Write a Summary: Summarizing, or writing a summary, means giving a concise overview of a text's main points in your own words. A summary is always much shorter than the original text.

There are five key steps that can help you to write a summary:

(1) Read the text carefully (2) Break it down into sections
(3) Identify the key points in each section (4) Write the summary
(5) Check the summary against the text

Writing a summary does not involve critiquing or evaluating the content. You should simply provide an accurate account of the most important information and ideas of the content/ text without copying any text from the original one.

A **Write the summary of "The Three Questions" written by Leo Tolstoy.**

For the teacher

- Help the students understand the concept of summarizing a text.

Review 2

Reading and Critical Thinking

A Answer the following questions:

1. **How do both education and family contribute to preventing drug abuse among the young people?**
2. **What emotions and ideas do the speaker associate with the poem 'Time', and how are these conveyed through imagery?**
3. **What are the main environmental challenges caused by climate change and pollution, and how are the people around the world responding to them?**
4. **What is the significance of the "two roads" in the poem, 'The Road Not Taken', and how does the speaker feel about the choice they made?**
5. **Why did the King decide to visit the hermit, and what steps did he take to ensure the hermit would see him?**

Vocabulary and Grammar

A Rewrite the following excerpt from the poem, adding appropriate punctuation to clarify its meaning:

unfathomable sea whose waves are years ocean of time whose waters of deep woe are brackish with the salt of human tears

B Rewrite the following sentence, changing the verb tense to the past perfect tense:

Around the world, individuals, communities, and governments are pushing back against environmental destruction."

C **Identify the gerund, infinitive, and participle in the following sentence and explain their function also:**

"Monitoring land degradation and designing eco-friendly practices are essential for promoting sustainability in tourism."

D **Change the following sentence into indirect speech:**

The King said to the hermit, "I have come to you, wise hermit, to ask you to answer three questions."

Oral Communication Skills

A **Form small groups of 4–5 students. Each group discusses the question:**

"What are the most effective ways to prevent drug abuse among the young people, and why?"

B **In pairs or small groups, students create and perform a short "news broadcast" (2–3 minutes) reporting on the environmental issues and solutions.**

C **If you were the King, how would you explain to the hermit why these three questions are so important to you?**

Writing Skills

1. **Write a short essay (2–3 paragraphs) explaining why both education and family involvement are important in preventing drug abuse among the young people.**
2. **Write a paragraph explaining the poet's view of time in the poem, 'Time'.**
3. **Write an essay (3–4 paragraphs) discussing the environmental challenges and the actions being taken to address them.**
4. **Imagine you are the hermit. Write a diary entry describing your encounter with the King, how he behaved, and what you thought of his visit.**

Instructions for Preparation of Exam Paper of English for Class 10

ESSENTIAL INSTRUCTIONS FOR PAPER SETTERS

The paper of English for class 10 will consist of 75 marks; Objective Type = 19 + Subjective Type = 56. Timing of the paper will be 2:30 hours; Objective Type = 20 minutes + Subjective Type = 2:10 hours. The paper will be made as per the following details:

<table>
<tr>
<td>Objective Type</td>
<td>Q-1:
19 Multiple Choice Questions. MCQs will be developed from the entire content of the textbook of English-10 and English Grammar and Composition 9-10. The detail is as under:
<table>
<tr><td>a. Choose the correct forms of the verbs and fill up the bubble sheet.
(English Grammar and Composition 9-10) = 5 marks</td><td>05 marks</td></tr>
<tr><td>b. Choose the words with the correct spellings and fill up the bubble sheet.
The bifurcation is as under:
Unit 1-5 + Review-I = 2 marks
Unit 6-10 + Review-II = 2 marks</td><td>04 marks</td></tr>
<tr><td>c. Choose the correct meanings of the underlined words and fill up the bubble sheet.
The bifurcation is as under:
Unit 1-5 + Review-I = 2 marks
Unit 6-10 + Review-II = 3 marks</td><td>05 marks</td></tr>
<tr><td>d. Choose the correct option according to the grammar and fill up the bubble sheet.
(English-10 + English Grammar and Composition 9-10) = 5 marks</td><td>05 marks</td></tr>
</table></td>
<td>1×19 = 19</td>
</tr>
<tr>
<td>Subjective Type</td>
<td>Q-2:
Write short answers to any five out of the eight questions.
The bifurcation for the choice of questions is as under:
Unit 1-5 + Review-I = 4 questions
Unit 6-10 + Review-II = 4 questions</td>
<td>2×5 = 10</td>
</tr>
<tr>
<td></td>
<td>Q-3:
Translate any one out of the two paragraphs into Urdu/ Re-write into simple English.
The bifurcation is as under:
Units 1, 3, 4, 5 = 1 paragraph
Units 6, 8, 10 = 1 paragraph</td>
<td>8×1 = 8</td>
</tr>
</table>

	Q-4: Write down the summary of the poem. **OR** explain the stanza with reference to the context. (Summary from one poem and the stanza from the other one.)	05
	Q-5: Write an essay of 150-200 words on any one out of the three topics. **OR** Write a paragraph of 100-150 words on any one out of the three topics. (from English Grammar and Composition 9-10)	15×1 = 15
	Q-6: Change any five out of eight sentences into indirect forms. (from English Grammar and Composition 9-10)	1×5 = 5
	Q-7: Use any five out of the eight pairs of words in your own sentences. (from English Grammar and Composition 9-10)	1×5 = 5
	Q-8: Translate the paragraph from Urdu into English. (from English Grammar and Composition 9-10) **OR** Exclusively for the candidates whose medium of examination is English to write the paragraph of ten (10) sentences on the given topic. (from English Grammar and Composition 9-10)	08

Model Paper English-10

Time Allowed: 20 Minutes **Maximum Marks: 19**

Paper-I: Objective Type

Q.1 (a) Choose the correct forms of verbs and fill up the bubble sheet. (5)

	Questions	(A)	(B)	(C)	(D)
1.	It ____ at present.	rain	rained	is raining	has rained
2.	She ____ the piano since 2 o'clock.	plays	is playing	has been playing	played
3.	How long ago did you ____ here?	come	came	have come	had come
4.	He ____ here since 1970.	is coming	was coming	has been coming	have been coming
5.	I hope it ____ raining by the evening.	stops	stopped	has stopped	will have stopped

(b) Choose the words with the correct spellings and fill up the bubble sheet. (4)

6.	patriarcal	patriarchal	patrirchal	patriarkal
7.	facsinating	fassinating	fascinating	fascineting
8.	adicted	addicted	addictted	addected
9.	certian	certain	certen	certein

(c) Choose the correct meanings of the underlined words and fill up the bubble sheet. (5)

	Questions	(A)	(B)	(C)	(D)
10.	**advent** means:	departure or leaving	arrival or beginning	celebration or festival	adventure or journey
11.	Emoji use has **added** a visual element to language	removed	included	ignored	replaced
12.	Let's try to **explore** the causes of pollution.	ignore	investigate	destroy	create
13.	The word **"suffer"** means:	enjoy	endure	celebrate	ignore
14.	**"warfare"** means:	peaceful negotiation	fighting or conflict	celebration	friendship

(d) Choose the correct option according to grammar and fill up the bubble sheet. (5)

	Questions	(A)	(B)	(C)	(D)
15.	Orphans were often _____ without care or protection.	leave	left	leaving	leaves
16.	English is **often** used as a global lingua franca. The underlined word is:	adverb	noun	gerund	adjective
17.	This **damages** their education. The underlined word is:	verb	modal verb	adjective	adverb
18.	The King put on **simple** clothes.	noun	verb	adverb	adjective
19.	He speaks the truth. Here "**truth**" is a/an _____.	adjective	verb	noun	pronoun

Paper-I: Essay Type

Time Allowed: 2:10 Hours **Maximum Marks: 56**

SECTION – I

Q.2 Answer any FIVE of the following questions: (10)

(i) What was the social condition of women, orphans, and slaves in pre-Islamic Arabia?
(ii) What is code-switching, and how does it appear in online communication?
(iii) What does the author mean by saying that climate action is "a global conversation rather than a fringe concern"?
(iv) What motivates the Swallow to delay his journey to Egypt and help the Happy Prince?
(v) What is drug abuse, and how does it affect individuals and society?
(vi) How does greenery, especially trees and plants, help reduce pollution and improve the quality of life in cities?
(vii) What three questions did the king want to find answers to?
(viii) Why is the speaker sorry he cannot travel both the roads? With reference to the poem "The Road Not Taken".

SECTION – II

Q.3 Translate any ONE of the following paragraphs into Urdu.

OR

Rewrite any ONE of the following paragraphs in simple English: (8)

(i) While large-scale policy changes are crucial, individuals also play an important role in the fight against climate change. Everyday choices—like reducing energy use, recycling, avoiding single-use plastics, and using public transport—can collectively make a significant difference. Choosing to eat less meat, supporting eco-friendly brands, and planting trees are also impactful steps.

(ii) One of the most worrying things is that many drug users are young people. Teenagers and university students are especially at risk. Some students start using drugs at parties or with friends, thinking it is fun. But later, they become addicted and cannot stop.

Q.4: Write the summary of the poem "The Road Not Taken" by Robert Frost. (5)

OR

Paraphrase the following lines into simple English with reference to the context:

Unfathomable Sea! whose waves are years,
Ocean of Time, whose waters of deep woe
Are brackish with the salt of human tears!
Thou shoreless flood, which in thy ebb and flow
Claspest the limits of mortality!

Q.5: Write an essay of 150-200 words on any ONE of the following topics: (15)

i. A True Muslim ii. Health iii. Tolerance

OR

Write a paragraph of 100-150 words on any ONE of the following topics:

i. The Pakistani Women ii. My Neighbour iii. A Pleasant Dream

Q.6: Change any FIVE of the following sentences into indirect forms. (5)

(i) She said, "May you prosper!"
(ii) She said, "What a beautiful piece of art!"
(iii) He said, "Alas! I am ruined."
(iv) Afshan said, "Let us go for a picnic on Friday."
(v) The judge said, "Call the next witness."
(vi) The teacher said, "Do not make a noise."
(vii) Raza said, "Where are you going?"
(viii) They said, "We have done our duty."

Q.7: Use any FIVE of the following pairs of words in your own sentences: (5)

i. affect: effect	ii. bare: bear	iii. cool: cold	iv. diary: dairy
v. elder: older	vi. flour: floor	vii. meet: meat	viii. sail: sale

Q.8 Translate the following paragraph into English. (8)

آدمی اپنی قسمت خود بناتا ہے اس کو چاہیے کہ محنت کرے اور لگن سے کام کرے تا کہ اپنی زندگی میں کامیاب ہو سکے محنت اس دنیا کی سب سے بڑی حقیقت ہے جس کو جھٹلایا نہیں جا سکتا اگر ہم ماضی میں نظر دوڑائیں تو معلوم ہو گا کہ جتنے بھی عظیم آدمی گزرے ہیں سب نے محنت اور ہمت سے کام لیا اور اپنی قسمت سنواری ابراہیم لنکن امریکہ کا صدر گزرا ہے اگر ہم اس کی زندگی کا مطالعہ کریں تو معلوم ہو گا کہ وہ لکڑہارے کا بیٹا تھا لیکن اس کو پڑھنے کا شوق تھا

Alternative Question for the Foreign / English Medium Candidates

Q.8 Write a paragraph of TEN sentences about "Computers".