

Based on National Curriculum
of Pakistan 2022-23

Model Textbook of
English

9

National Book Foundation



National Book Foundation
as
Federal Textbook Board, Islamabad



National Book Foundation

Based on National Curriculum of Pakistan 2022-23

Model Textbook of

English

Grade

9

National Curriculum Council
Ministry of Federal Education and Professional Training



National Book Foundation
as
Federal Textbook Board
Islamabad



© 2024 National Book Foundation as Federal Textbook Board, Islamabad
All rights reserved. This volume may not be reproduced in whole
or in part in any form (abridged, photo copy, electronic etc.)
without prior written permission from National Book Foundation

**Model Textbook of English
for Grade 9**



Authors

Aneela Naseer, Amara Awais Niazi, Muhammad Azam

Supervision

Dr. Marlam Chughtal

Director, National Curriculum Council
Ministry of Federal Education and Professional Training, Islamabad

IRC Members

Robina Shaheen, Fazaia Teacher Training Institute Islamabad, Nosheen Zafar, Fazaia Teacher Training Institute Islamabad, Mamoona Ikhtlaq, Naval Education Headquarter Islamabad, Ayesha Khalid, Naval Education Headquarter Islamabad, Khalil Ur Rehman, Federal Government Educational Institutions (FGEI) (C/G) Regional Office Chaklala / Cantt, Arfa Batool, Federal Government Educational Institutions (FGEI) (C/G) Regional Office Chaklala / Cantt, Sofia Altaf, Army Public Schools & Colleges System Rawalpindi, Muhammad Yousaf Khan, Fazla Schools And Collages, Umar Farooq, Federal Directorate Of Education, Saima Hafeez

IPCW-1 Committee Members

Safdir Hussain, Punjab Curriculum & Textbook Board, Mr. Ajeeb Ahmed Noonari, Government of Sindh, School Education & Literacy Department, Mr. Fareed Ahmed, School Edu Department, Bolochistan
Mr. Anis-ur- Rehman, School Edu Department Bolochistan, Dr. Lubna Shaheen, School Edu Department Bolochistan
Inamullah Khan, Drectorate Of Curriculum And Teacher Education Khyber Pakhtunkhwa Abbottabad,
Inamullah Haq Hashmi, Azad Government Of Jammu & Kashmir Directorate Of Curriculum Research & Development,
Ms. Arfa Batool, Federal Government Educational Institutions (FGEI) (C/G) Regional Office Chaklala / Cantt, Abdul Wahab, Khalil Ur Rehman, Federal Government Educational Institutions (FGEI) (C/G) Regional Office Chaklala / Cantt

Desk Officer

Shazia Abbasi

Management

National Book Foundation

First Edition - First Impression: April 2024 | Pages: 170 | Quantity: 93000

Price: PKR 300/-

Code: STE-678, ISBN: 978-969-37-1595-8

Printer: Farhan Raza Printers, Rawalpindi

**TEST
EDITION**

Note: All the pictures, paintings and sketches used in this book are only
for educational and promotional purpose in public interest.

for information about other publications of National Book Foundation,
visit our Web Site: www.nbf.org.pk or Phone: 051-9261125

or E-mail: books@nbf.org.pk

to share feedback or correction, please send us an email to nbftextbooks@gmail.com

Preface

This Model Textbook for English Grade 9 has been developed by NBF according to the National Curriculum of Pakistan 2022-2023. The aim of this textbook is to enhance learning abilities through inculcation of logical thinking in learners, and to develop higher order thinking processes by systematically building the foundation of learning from the previous grades. A key emphasis of the present textbook is creating real life linkage of the concepts and methods introduced. This approach was devised with the intent of enabling students to solve daily life problems as they grow up in the learning curve and also to fully grasp the conceptual basis that will be built in subsequent grades.

After amalgamation of the efforts of experts and experienced authors, this book was reviewed and finalized after extensive reviews by professional educationists. Efforts were made to make the contents student friendly and to develop the concepts in interesting ways.

The National Book Foundation is always striving for improvement in the quality of its textbooks. The present textbook features an improved design, better illustration and interesting activities relating to real life to make it attractive for young learners. However, there is always room for improvement, the suggestions and feedback of students, teachers and the community are most welcome for further enriching the subsequent editions of this textbook.

May Allah guide and help us (Ameen).

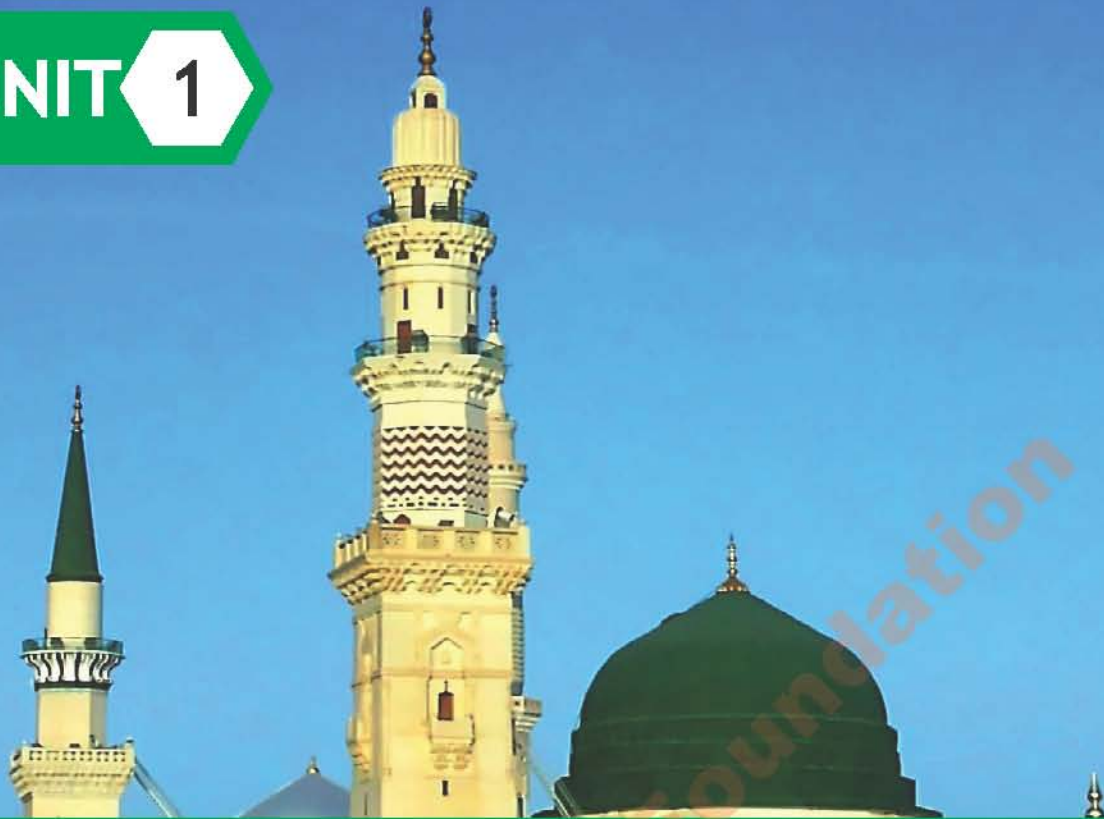
Dr. Raja Mazhar Hameed
Managing Director

Contents

S. No.	Units	Theme	Sub-Theme
1	Hazrat Muhammad Rasulallah (ﷺ): A Mercy for All Creation	SDG-Millennium Development Goals	Well-being
2	The Art of Muslim Women's Entrepreneurship	Entrepreneurship-Role in a society	Success stories of entrepreneurs, Women empowerment
3	Modern World and Age of Digital Globalization	Digital Globalization	Impact of digital globalization on the English language, culture & economy. Massive open online courses
4	Nothing is Impossible-The Construction of Spectacular Brooklyn Bridge	Soft Skills	Team work
I	Review	Review Exercises(Ch-1-4)	Comprehension Exercise. Summary writing skills
5	5 of Jeff Benzo's best lessons for success from his 27 year as Amazon CEO	Innovation and creativity	Importance of innovation & creativity at school/ in science/business/work
6	Say No to Drugs	Drug Education	Drug education in school Refusal skills Preventions of drugs
7	Mowing by Robert Frost	Literature & Poetry	Nature
8	The Eagle by Alfred Tennyson (Poem)	Nature & natural resources	Connecting people and nature
II	Review	Review Exercises(Ch-5-8)	
9	Travel and Tourism	Travel and Tourism	GIS application in tourism
10	Two Mothers Remembered by Joann Snow Duncanson	Literature & poetry	Human relationship
11	The Metamorphosis	Nature and natural resources	Connecting people and nature
12	Good Health and Well being	SDG-Millennium Development Goals	Good health and well-being
III	Review	Review Exercises(Ch-9-12)	

Reading and critical thinking	Oral Communication	Vocabulary and Grammar	Creative writing	Page#
Comprehension Exercise	Pair Work Group Activity	Synonyms, Pronunciation, Conditional sentences	Paragraph writing. Writing main points	6
Comprehension Exercise	Group discussion Role-playing Interview activity	Use of hyphen Denotative & connotative meanings Figures of speech	Paragraph writing through process approach	17
Comprehension Exercise	Pair activity Group discussion	Verbals (Gerund, participle & Infinitive)	Writing book review report, Paraphrasing	29
Comprehension Exercise (Finding the main idea)	Pair work (interview), Group activity	Identifying part of speech	Dialogue writing	41
Comprehension Exercise, Summary writing skills, Identifying the elements of a story	Group activity	Choice of words in the context	Paragraph writing Autobiography writing Book review writing	51
Comprehension Exercise	Panel Discussion	Compound preposition Prepositional phrase Conjunctions & Transitional devices	Reviewing and rephrasing the main points in one's own words, Proofreading of the one's own writing.	57
Comprehension Exercise	Role play Group Activity (Project) Individual Task (Presentation)	Error analysis through proofreading technique, Cause and effect sentences	Making mind map for summarizing, Narrating personal experience, Identifying sequence of ideas	80
Comprehension Exercise	Pair work Panel discussion	Identifying poetic devices. Correct use of tenses Identifying verbals	Paraphrasing and Summarizing a poem.	89
Comprehension Exercise	Collaborative Discussion, Talk show activity	Deductive meanings. Sentence structure and clause types	Guided summary writing & chronicles.	97
Comprehension Exercise	Factual recounts, Breaking news presentation	Use of compound preposition, subordinating conjunctions & punctuations	Writing narrative essay	111
Comprehension Exercise	Making presentation Pair work Group discussion	Direct & indirect speech	Essay writing & critical evaluation	117
Comprehension Exercise	Pair work Group activity	Identifying rhyming words, Cohesive devices and sentences	Argumentative writing Cause and effect in writing	129
Comprehension Exercise	Debate	Contextual language use	Guided writing (Brainstorming & mind-mapping)	138
Comprehension Exercise	Pair work Group activity	Adjectival phrase Prepositional phrase Adverbial phrase	Letter writing Critical evaluation	155
Comprehension Exercise	Group discussion Visual presentation	Deductive & Dictionary meaning Identification of phrases Narration exercise Subject-verb agreement	Argumentative essay writing, Analyzing text	166

UNIT 1



“HAZRAT MUHAMMAD RASULULLAH (ﷺ): A MERCY FOR ALL CREATION”

After completing this lesson, students will be able to:

- explore simple to complex ideas
- read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts
- examine the central idea of an informational text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text
- apply editing and proofreading skills to a range of different texts and contexts
- research for short projects to answer a question (including a self generated question) or solve a problem
- synthesize multiple sources on the subject
- demonstrate understanding of the subject under investigation while writing or presenting their assignment
- consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses) both print and digital
- find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology

Main Theme: SDG-Millennium Development Goals

Sub Theme: Well-being

Pre-Reading Questions

- Look at the tile of the Unit and predict about the content of the lesson.
- How can we live peacefully in the society?

“HAZRAT MUHAMMAD RASULULLAH (ﷺ): A MERCY FOR ALL CREATION”

Hazrat Muhammad Rasulullah (ﷺ) is the most revered figure in the history of human civilization. His teachings and preaching are a beacon of light for humanity. He (ﷺ) epitomized justice and compassion, and He (ﷺ) was an advocate of knowledge. His message is still relevant in the present day, and its impact is far reaching. He (ﷺ) is a matchless role model for everyone because of his wisdom, kindness and generosity. The legacy, He (ﷺ) left behind belongs to the world and is an example of the importance of educating people, working toward peace and well-being.

The mercy of the Hazrat Muhammad Rasulullah (ﷺ) was so comprehensive and inclusive that it encompassed animals and birds. The Quran narrates that Hazrat Muhammad Rasulullah (ﷺ) was sent as Mercy for all the worlds (Quran: 21:107) and He (ﷺ) confirmed this when he said: **“O people, verily I am only a gifted mercy.”** This mercy evidently dominated every aspect of his life (ﷺ) and was witnessed by all.

Many injunctions urging Muslims to show mercy to animals and birds are easily accessible in the books of Sunnah and the life of Hazrat Muhammad Rasulullah (ﷺ). The Sunnah (Prophetic traditions) recorded many occasions where this mercy reached its peak. For instance a woman was reportedly promised the hellfire because of her merciless behavior with a cat (Al-Bukhāri and Muslim), and a man had his sins forgiven because he quenched the thirst of a dog (Al-Bukhāri and Muslim).

These injunctions and commands are highly reflective as they arouse the expectations of how merciful He was to human beings, followers and non-followers alike, in the first place.

On an occasion, Anas ibn-e-Malik (رضي الله عنه) reported that he was walking with Hazrat Muhammad Rasulullah (ﷺ) who was wearing a cloak with a very thick border. A nomad man approached Hazrat Muhammad Rasulullah (ﷺ) and arrogantly took hold of the side of this cloak and drew it violently. Anas noticed that the violence of this grasp had left red marks on the neck of Messenger of Allah (ﷺ). Continuing his arrogance and showing his harsh behavior, the nomad said: “O Muhammad! Give me out of Allah's wealth that you possess.” As a response to this, the Messenger of Allah (ﷺ) turned to him and smiled and

ordered that he should be given something. (Al-Bukhāri and Muslim). This shows his compassionate behaviour with even those, who teased and disturbed him.

Myriads of similar occasions indicate how Hazrat Muhammad Rasulullah (ﷺ) used to behave towards people who were bitterly against him. It was this lenient behavior that spurred people on embracing Islam and following Hazrat Muhammad Rasulullah (ﷺ). Had the Rasulullah (ﷺ) been cruel to them, people would have abandoned his religion; Allah, the Exalted, says: ***"It is out of Allah's mercy that you, O Rasulullah (ﷺ) have been lenient with them. Had you been cruel or hard-hearted, they would have certainly abandoned you."*** (Quran: 3: 159)

Hazrat Ayesha (رضي الله عنها) narrates that the Messenger of Allah, Hazrat Muhammad Rasulullah (ﷺ) said: Allah is Kind and He loves kindness, and confers upon kindness which He does not confer upon severity, and does not confer upon anything besides kindness. -(Muslim)

The Messenger of Allah (ﷺ) was even compassionate and kind towards the non-believers. The prisoners of war taken captive in the battle of Badr were amongst his bitter enemies. Nevertheless, he made sure that they were given the best of treatment.

The non-believers inflicted him with every kind of sufferings, eventually forcing him to migrate to Madinah, and then waged war on him. However, when He (ﷺ) conquered Makkah without bloodshed in the twenty-first year of his Prophethood, He (ﷺ) asked the Makkan nonbelievers who were awaiting his decision about them: ***"How do you expect me to treat you?"*** They responded unanimously: ***"You are a noble one, the son of a noble one."*** He (ﷺ) announced to them his decision: ***"You may go free! No reproach this day shall be on you; may Allah forgive you!"***

Hazrat Muhammad Rasulullah (ﷺ) was also very kind and affectionate towards women. Women were very badly treated in those times. Hazrat Muhammad Rasulullah (ﷺ) gave them honor and dignity at par with men in the community. Allah's Messenger (ﷺ) established women's rights in the light of commandments of Allah, which improved their position and status.

Allah's Messenger (ﷺ) was particularly compassionate towards children.

When He (ﷺ) saw a child crying, He (ﷺ) sat beside him or her and shared his or her feelings. He (ﷺ) would take children in his arms and embrace them. He

(ﷺ) was once hugging his beloved grandsons, Hasan (رضي الله عنه) and Hussain (رضي الله عنه), when Aqrah bin Haabis told him, 'I have got ten children. So far, I have not kissed any of them.' Allah's

While Reading Questions

- What was the demand of the nomad?

While Reading Questions

- What is the importance of kindness?

While Reading Questions

- What is the status of women in Islam?

While Reading Questions

- How did the Hazrat Muhammad Rasulullah (ﷺ) treat the children?

Messenger responded: "The one with no pity for others is not pitied." (Al-Bukhari and Muslim) According to another version, He (ﷺ) said: "What can I do for you if Allah has removed from you the feeling of compassion?" (Al-Tirmidhi)

Hazrat Muhammad Rasulullah (ﷺ) forbade his companions to keep the unintelligent creatures hungry or thirsty, to disturb or to overburden them. He (ﷺ) commended that kindness and putting them at ease are meritorious acts tending to bring man nearer to Allah.

While Reading Questions



- How are animals to be treated?

Abu Hurairah (رضي الله عنه) reports Hazrat Muhammad Rasulullah (ﷺ) as saying: "A traveler who was thirsty saw a well in the way. He got inside the well and when he came out he saw a dog licking mud due to thirst. The man realized that the dog was as thirsty as he, so he got into the well again, filled his leather sock with water and carried it out holding it with his teeth. Thus, he quenched the thirst of the dog. Allah was pleased with this act of kindness and pardoned his sins."

Once on return from a military campaign, a few Companions (رضي الله عنهم) took away the chicks of a bird from their nest to stroke them. The mother bird came back and when it could not find its chicks in the nest, it began to fly around screeching. When informed of the matter, Allah's Messenger (ﷺ) became angry and ordered the chicks to be put back in the nest. (Abu Dawood).

While Reading Questions



- How did the mother bird react when it could not find its chicks?

The love and compassion of Allah's Messenger (ﷺ) for all kinds of creatures was not of the kind claimed by today's 'humanists'. He (ﷺ) was sincere and balanced in his love and compassion.

He (ﷺ) was more compassionate than any other person.

He (ﷺ) was a Prophet raised by Allah, the Creator and Sustainer of all beings, for the guidance and happiness of conscious beings and the harmony of existence. Therefore, He lived not for himself but for others; He (ﷺ) is an epitome of mercy for all the worlds.

ADAPTED FROM THE ARTICLE "HAZRAT MUHAMMAD RASULULLAH (ﷺ) : A MERCY FOR ALL CREATION" BY ISLAM WEB.



Post-Reading Questions

- How can we instill the values of well-being, patience, tolerance, and mutual respect in our society?

Teacher's Point



- It is our duty as educators to instill the values of well-being, patience, tolerance, and mutual respect in our students and make sure that these great teachings of Hazrat Muhammad (ﷺ) are passed onto future generations.



Glossary

Words	Pronunciations	Meanings
mercy	/ 'mɜ:si/	a kind or forgiving attitude towards somebody that you have the power to harm or right to punish
beacon	/'bi:kən/	a light that is placed somewhere to guide vehicles and warn them of danger
revered	/ɪɪ'viəd/	to admire and respect somebody very much
epitomized	/ɪ'pɪtəmaɪzd/	to be a perfect example of something
legacy	/'legəsi/	Something is given inheritance
compassion	/kəm'pæʃən/	a strong feeling of sympathy for people or animals who are suffering and a desire to help them
inclusive	/ɪn'klɪ:sɪv/	to add or include everything, all encompassing
encompassed	/ɪn'kʌmpəst/	to include a large number or range of things
urge	/ ɜ:dʒ/	to advise or try hard to persuade somebody to do something
quenched	/ kwentʃt/	to drink so that one is no longer feeling thirsty
abandoned	/ ə'bændənd/	to leave alone
witness	/ 'wɪtnəs/	to see something or a person who sees something
reproach	/ rɪ'preʊʃ/	to blame or criticize someone for something
commandments	/ kə'mɑ:ndmənts/	an order or a law given by Allah
meritorious	/ məɪɪ'to:riəs/	praiseworthy or deserve praise
pardoned	/ 'pɑ:dənd/	to forgive
screeching	/ skri:ʃɪŋ/	to cry, to scream restlessly



Reading and Critical Thinking

A. Answer the following questions.

- Q 1. What does the Holy Quran narrate about mercy?
- Q 2. How did Hazrat Muhammad Rasulullah (ﷺ) treat the nonbelievers after the conquest of Makkah?
- Q 3. Hazrat Muhammad Rasulullah (ﷺ) is a "Mercy for all", Explain.
- Q 4. Narrate an example of kindness to animals from the life of Hazrat Muhammad Rasulullah (ﷺ).
- Q 5. What reward did the traveler get on quenching the thirst of the dog?
- Q 6. How should we treat animals?
- Q 7. What lesson do you get from the life of Hazrat Muhammad Rasulullah (ﷺ) and also narrate its significance in the present age?

B. Choose the correct option.

1. The preaching of Hazrat Muhammad Rasulullah (ﷺ) is a beacon of light for humanity. The underlined phrase means _____
- A light for guidance for humanity.
 - A light for warning
 - A light for guidance for Muslims only
 - A light to show path
2. Hazrat Muhammad Rasulullah (ﷺ) is an epitome of mercy for all the worlds. The underlined word means _____
- principle
 - embodiment
 - example
 - light
3. The mother bird started _____ when her chicks were taken away from nest.
- flying
 - searching
 - screeching
 - chirping
4. Hazrat Muhammad Rasulullah (ﷺ) conquered Makkah during _____ year of His Prophethood (Nabuwat).
- 21st
 - 22nd
 - 25th
 - 27th
5. "The one with no _____ for others is not pitied".
- care
 - worry
 - patience
 - pity



Oral Communication

Pair Work

Work in pairs and share an act of kindness that you have extended to someone recently.

Group Activity

Discuss in groups and devise some strategies as to how you can take care of birds/animals in your locality especially during severe weather.



Vocabulary and Grammar

Q 1. Find the synonyms of the following words by using a thesaurus and also identify the parts of speech they belong to.

- i. Cloak ii. Verily iii. Lenient iv. Licking v. Sustainer
vi. Harmony vii. Campaign

Q 2. Consult a dictionary or an online source for finding out the pronunciation of the following words.

- i. Myriads ii. Military iii. Epitomize iv. Legacy v. Pardon
vi. Quench viii. Claim

Adjective

A word which qualifies or modifies a noun or a pronoun; as in a 'red hat' or 'a quick fox'. They can be used to complement the verbs 'to be' or 'to seem' ('Sue seems happy today').

NOTE: Adjectives are sometimes formed from nouns or verbs by the addition of a suffix such as '-able' (lovable), '-ful' (heedful), '-ic' (heroic), '-ish' (foolish), '-ive' (combative), '-ous' (famous), or '-y' (needy).

Exercise

Q 1. Form adjectives from the following nouns:

- i. duty ii. ice iii. peace iv. beauty

Q 2. Read the given sentences below and circle the adjectives.

- i. The homeless beggar hasn't eaten in days.
- ii. The fox is a sly animal.
- iii. Mary had a little lamb.
- iv. The selfish giant didn't allow the children to enter his garden.
- v. The foolish dog barked at its reflection and lost its food.

Conditional Sentences

Zero conditional

The zero conditional is used to narrate things that are generally true, especially for laws and rules.

The structure is: *if/when* + present simple + present simple.

- *If I drink too much coffee, I can't sleep at night.*
- *Ice melts if you heat it.*
- *When the sun goes down, it gets dark.*

Conditional: Type-I (Open condition)

Formation: If + Present Simple + will/shall/can /may/must + 1st Form of Verb.

Use: The first conditional is for future actions dependent on the result of another future action or event, where there is a reasonable possibility of the conditions for the action being satisfied.

eg: If he gets here soon, I'll speak to him about it. (The speaker believes that there is a reasonable or good chance of seeing him.)

Q 3. Complete the sentences using the verbs in brackets.

- i. If it _____ (rain) tomorrow, we will cancel the picnic.
- ii. If I _____ (finish) work early, I will go to the cinema.
- iii. She will fail the exam if she _____ (not study) tonight.
- iv. If he _____ (eat) too much ice cream, he will get a stomachache.
- v. They will come to the party if they _____ (get) an invitation.

Q 4. Circle the correct verb form or write it in the blank.

- Ahmed wondered where he _____ his keys. (leaves, left, has left, had left).
- He believes he _____ them. (lost, has lost, have lost, had lost).
- The receptionist told the interviewer that the applicant _____. (has arrived, have arrived, had arrived, will arrive) .
- The interviewer says that she _____ for an hour. (waits, has waited, has been waiting, had waited)
- I felt _____ after the meal. (satisfy, satisfied, satisfying, am satisfied).

For the Teacher

- Help the students identify adjectives and Conditional type-I
- Demonstrate the use of tenses.
- Guide the students about important points in paragraph writing.



Writing

- Q 1. Write a paragraph on the topic “Mercy of Hazrat Muhammad Rasulullah (ﷺ)” by using specific words and details from the text.
- Q 2. Analyze the text and write at least five main points on mercy for all.
- Q 3. Discuss interfaith harmony keeping in view the current world scenario and write a paragraph of 100-150 words.

Proofreading

Proofreading is the careful reading of a text for errors in grammar, spelling, and punctuation. Proofreading is the last stage of the writing process, occurring after revision.

Why to proofread?

Mistakes in an essay distract the reader from the content of the essay and make an unprofessional impression on the reader. Always try to make reading your work a pleasure.

Teacher's Point



Non-Muslim students must be given liberty to express their views and teacher must mediate to bring harmony among students of inter-faith.

Guide the students about proof-reading technique.

1. Proofread in a quiet place without distractions.
2. For out-of-class essays, do not try to proofread immediately after writing or revising an essay, set it aside for a few hours or a day. You will identify more errors if you give yourself time to “forget” what you wrote.
3. Proofread slowly. If you hurry, you will end up reading groups of words rather than individual ones, and you will miss errors.
4. Read your essay out loud. Your ears will hear errors that your eyes miss. This will also force you to consider each word and slow down the reading process for better results. Again, be sure to proofread slowly.

Proofreading Exercise

Here are three short paragraphs. Find the mistakes (mostly punctuation and spelling; about 10 mistakes per paragraph) and rewrite the paragraph.

Paragraph #1

did you no that bats are mammals. we no they are mammals just like us because they are warm-blooded they are the only mammals that no how to fly bats are Nocturnal, which means they sleep during the day and are awake at night?

Paragraph #2

bes are intresting animals. A honey be can fly at a speed of 15 miles per hour a hive of honey bees has about 40,000 bees in it? the honey bee has five eyes! a worker bee will mak 1/12th of a teaspoon of honey over it's lifetime? Bees have been making honey for about 150 million years.

Paragraph #3

did you know that a person can live without food for more than a hole month a person can only live four about won week without water we need water more then we need food. About 97% of earths water is in the oceans. Just 3 % of the earths water can be used four drinking.

Approximately 75% of the worlds fresh water is frozen in the north and south polar ice caps.

Precis Writing

- A précis is a short summary. It is not a paraphrase, which merely says in

different and simpler words exactly what the passage being paraphrased has to say. A paraphrase may be as long as the passage itself. A précis rarely is more than one-third the length of the original selection and may be only one-fourth as long.

- A précis gives only the "heart" of a passage. It omits repetition and such details as examples, illustrations, and adjectives unless they are of unusual importance.
- A précis is written entirely in the words of the person writing it, not in the words of the original selection. Avoid the temptation to lift long phrases and whole sentences from the original.
- A précis is written from the point of view of the author whose work is being summarized. Do not begin with such expressions as "This author says" or "The paragraph means." Begin as though you were summarizing your own writing.

In writing, a précis proceed as follows:

1. Read carefully, sentence by sentence, the passage to be summarized. Try to grasp the writer's main point. Spotting the topic sentence will help. Look up in the dictionary any words whose meaning is not absolutely clear. As you read, take brief notes to be used in your writing.
2. When you have finally decided what the author's main point is, write it out in your own words. Do not use the wording of the original except for certain key words which you may find indispensable. If you cannot translate the idea into language of your own, you do not understand them very well. Be especially careful not to rely too much on the topic sentence. Do not add any opinions or ideas of your own.
3. Revise your writing until you are sure that you have given an accurate summary.
4. Usually you will find your précis is too long, if it is more than one-third the length of the original. Continue your revision until you have reduced the précis to the proper length. In this careful revision lies the principal value of the précis as a composition exercise.

Activity: Read first two paragraphs of unit #1 and make precis of them.

UNIT 2

THE ART OF MUSLIM WOMEN'S ENTREPRENEURSHIP

by Zaynab Abdi

After completing this lesson, students will be able to:

- respond to text through discussion, short stories and plays
- ask and answer simple and 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?)
- give an informed personal and analytical response to a descriptive and informative text
- reading to analyse descriptive/argumentative essays
- give an informed personal and analytical response to a descriptive and informative text
- reading to analyse descriptive/argumentative essays
- 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;
 - a. interpret figures of speech (e.g., euphemism, oxymoron) in context and analyse their role in the text
 - b. analyse nuances in the meaning of words with similar denotations

Main Theme: Entrepreneurship

Sub Theme:

- Entrepreneurship-Role in a society.
- Success stories of entrepreneurs
- women empowerment

Pre-Reading Questions

- What do you already know or assume about Muslim women's entrepreneurship?
- Narrate a historical example of successful women in business, especially from the Muslim community.
- What are your expectations regarding the challenges Muslim women might face in starting and running their businesses?

The Art of Muslim Women's Entrepreneurship

by Zaynab Abdi

When I think about women in business, I always go back to the Muslim leader Hazrat Khadija (رضي الله عنها). She was the first wife of Hazrat Muhammad Rasulullah (صلى الله عليه وسلم) as well as a successful businesswoman who controlled one of the most important caravan trades in her time. She was knowledgeable, respected, and business-savvy.

Although there were many obstacles for women business owners during that time, Hazrat Khadija (رضي الله عنها) shows us that achieving financial independence and self-sustenance is a real possibility.

Today, Muslim women all around the world are starting their own businesses. We see it at the Karmel Mall, where many of these women are not considered "legitimate" business owners, but they bring their own business acumen, ambitions, and successes that we can learn from. As female entrepreneurship grows, it's important to appreciate the achievements of our own community in business ownership, financial independence, and beyond.

Since I was very young I dreamed of owning my own business. Watching so many Somali women back home in Yemen and in the U.S start businesses and succeed motivated me to consider starting my own. But the question was: how?

I was so excited to plan and host one of Reviving Sisterhood's Economic Empowerment events for Muslim women, where the topic was How to Start a Business. As I thought about my

While Reading Questions:



- ¶ How did Hazrat Khadija (رضي الله عنها) inspire the author in the context of women in business?
- ¶ What obstacles did Hazrat Khadija (رضي الله عنها) face during her time as a businesswoman?

Teacher's Point



Hold a discussion on the given pre-reading questions for reading readiness.

business idea, I came to the session with lots of questions. What are the first steps to opening a small business? How will you know when you're successful? How do you manage failure? The event speakers offered so much experience, advice, and wisdom.

Anisa Haji started her own business fighting the skin-lightening industry, where dark-skinned women are always told that they aren't beautiful unless they're "Fair & Lovely." Anisa's skincare products are aimed at caring for melanated skin and inspiring Black and Brown women to appreciate their natural beauty.

Annie Qaiser's story is another example of passion guiding entrepreneurship. Her business is about embracing her South Asian heritage and its healing traditions in order to create natural wellness products. I loved learning about Anisa's and Annie's businesses. To see their creativity and their business outcomes was so impressive. Sisters who attended the event were adding their experiences, giving advice, and asking questions along the way.

One of the things that Anisa said was: "Remember what motivates you to start a business. What is the spark that pushes you toward entrepreneurship, and what is your end goal?" These questions are important in keeping business owners aligned with their intentions. Although we want to earn money and become financially successful, what often motivates an entrepreneur the most is a personal mission or passion. Especially for Muslim women business owners, community, awareness, changing narratives, or giving back may be just as important as profit. And that is what I call the art of entrepreneurship.

I had to ask myself, beyond starting a business, what do I really want to accomplish? What are my entrepreneurial goals and dreams? I realized that I am most interested in getting my own food truck so I can cook Yemeni food in Minnesota and introduce my Yemeni culture to my fellow Minnesotans. The thing that motivates me is my love for sharing a meal and connecting with people. I love cooking for others and building community over a warm meal, and I want to do that through this business. My next step after this event is to talk to owners of restaurants or food trucks so I can learn more about their journeys and the steps that I need to take to start my business. I am planning to find a small group of people from the office that I can cook for from my home and get feedback before starting big.

I encourage every Muslim woman to think about how their passions and their talents align and how they can turn that into a business. We've been taught that a business market is a competitive place that we should stay away from, but there are so many examples from our own communities that show us the possibilities of overcoming business challenges.

We see women entrepreneurs develop a sustainable income from another source where they can help their family and their community. We need to follow the lead of these women and start our own businesses. Even if your business starts small or experiences failure, you are still uplifting yourself and your family financially, and you are becoming the next example of an entrepreneur for the next generation.

While Reading Questions



- What motivates the author to consider starting her own business?
- Who are Anisa Haji and Annie Qaiser, and what are their respective businesses focused on?
- What does Anisa emphasize about motivation in entrepreneurship, and why is it significant?

While Reading Questions



- How does the author plan to align her passion for cooking Yemeni food with her entrepreneurial goals?
- What message or advice does the author offer to Muslim women regarding entrepreneurship and community?

About the Writer

As Leadership Development Coordinator, Zaynab Abdi supports Reviving Sisterhood's leadership programming and helped develop Economic Empowerment series to increase financial literacy and build wealth among Muslim women. She is also an advocate for girls' education and spoke at the United Nations about the importance of educating girls in countries where they are disadvantaged.



<https://www.revivingsisterhood.org/expressions/zaynab-abdi-entrepreneurship>



Post-Reading Questions

- Reflect on the idea that motivation in entrepreneurship often stems from personal mission or passion. What motivates you personally, and how could it relate to your own entrepreneurial aspirations?
- Consider the notion of the "Art of Entrepreneurship" as discussed by the author. What do you think this means, and how does it apply to the examples provided in the text?



Glossary

Words	Pronunciations	Meanings
entrepreneurship	/ˌɒn.tre.prəˈnɜː.ʃɪp/	the activity of setting up and running a business, typically with a creative or innovative idea.
businesswoman	/ˈbɪz.nɪsˌwʊm.ən/	a woman who is actively engaged in managing and operating her own business.
caravan	/'kær.ə.væn/	a group of travelers, especially merchants or pilgrims, journeying together for safety and mutual support.
financial independence	/fɑɪ'næn.ʃəl/ /ˌm.drɪ'pen.dəns/	the ability to support oneself financially without relying on others for income or financial assistance.
acumen	/'æk.jə.mən/	the ability to make good judgments and quick decisions, typically in a specific area, such as business.
ambitions	/æm'bɪʃ.ən/	strong desires or aspirations to achieve specific goals or objectives.
empowerment	/ɪm'paʊə.mənt/	the process of giving individuals or groups the authority and means to make decisions and take control of their own lives.

skincare products	<i>/'skɪn,keə/ prɒd.ʌkt/</i>	products designed and used for maintaining or improving the condition of the skin, such as creams, lotions, and cleansers.
south Asian heritage	<i>/saʊθ/ /'æf.rɪ.kən/ /'her.ɪ.tɪdʒ/</i>	cultural and historical traditions, customs, and values associated with the region of South Asia, which includes countries like India, Pakistan, and Bangladesh.
wellness products	<i>/'wel.nəs/ prɒd.ʌkt/</i>	products intended to promote physical and mental well-being, often through natural or holistic means.
community	<i>/kə'mjuː.nə.ti/</i>	a group of people living in the same area or sharing common interests, often providing support and a sense of belonging.
narratives	<i>/'nær.ə.tɪv/</i>	stories or accounts that describe events, experiences, or a series of connected events.
passion	<i>/'pæʃ.ən/</i>	a strong and intense enthusiasm or interest in something, often driving one's actions and choices.
food truck	<i>/fuːd/ /trʌk/</i>	a mobile restaurant on wheels that serves and sells food to customers at various locations.
yemeni culture	<i>/'jem.ə.ni/ /'kʌl.tʃər/</i>	the customs, traditions, and way of life associated with the people of Yemen, a country in the Middle East.
restaurant	<i>/'res.tər.ɒnt/</i>	an establishment where meals are prepared and served to customers in exchange for money.
competitive	<i>/kəm'pet.ɪ.tɪv/</i>	involving or characterized by rivalry or the pursuit of success in a challenging environment.
sustainable income	<i>/sə'steɪ.nə.bəl/ /'ɪŋ.kʌm/</i>	earnings or financial resources that can be maintained over time without significant depletion or harm to resources.
uplifting	<i>/ʌp'ɪf.tɪŋ/</i>	positively influencing or improving one's own situation or the situation of others, often in terms of financial or emotional well-being.



Reading and Critical Thinking

- Q 1. Who is Hazrat Khadija (ﷺ) and what role did she play in business during her time?
- Q 2. What motivates the author, Zaynab Abdi, to consider starting her own business?
- Q 3. According to Anisa, what is important for entrepreneurs to remember when starting a business?

- Q 4. What is Zaynab Abdi's personal entrepreneurial goal, and how does it reflect her passion?
- Q 5. How does the author encourage Muslim women to approach entrepreneurship in the text?
- Q 6. Why does the author believe it's essential for Muslim women to start their own businesses, even if they start small or face failures?
- Q 7. How do the stories of Anisa Haji and Annie Qaiser challenge stereotypes or cultural norms about beauty and wellness?
- Q 8. What are some key takeaways from the text that you find inspiring or insightful for aspiring entrepreneurs, especially Muslim women?
- Q 9. Can you identify any additional questions or areas of interest that arose for you as you read the text?



Oral Communication

1. Group Discussion

- Discuss the topic "Entrepreneurial Motivation" or "Role Models in Business" in groups following the conventions of group discussion as guided by the teacher.

Instructions for Teachers

- Divide participants into small groups.
- Assign each group a specific topic from the text, such as "Entrepreneurial Motivation" or "Role Models in Business."
- Have each group discuss their assigned topic, summarize key points and share their own thoughts and experiences related to it.
- Encourage active participation, use of clear and concise language.

2. Role-Playing

- Take up different entrepreneur roles with the guidance of teacher and practice effective communication in business contexts. Discuss and choose scenarios for the particular role you choose.

Instructions for Teachers

- Create scenarios related to entrepreneurship and business ownership based on the text.
- Assign participants different roles, such as an aspiring entrepreneur, a mentor, or an investor.
- Have participants engage in role-play conversations where they discuss business ideas, seek advice, or negotiate partnerships.
- This activity helps participants practice effective communication in business contexts.

3. Interview Activity

- Conduct a mock interview of a successful Business Woman (role played by a student) about her career's strengths and weaknesses with a pre crafted set of questions.

Instructions for Teachers

- Pair participants and assign one person as the interviewer and the other as the interviewee.
- The interviewee should take on the role of one of the entrepreneurs mentioned in the text (e.g., Anisa Haji or Annie Qaiser).
- The interviewer asks questions related to the entrepreneur's journey and business, and the interviewee responds in character.



Vocabulary and Grammar

A hyphen (-) joins two words to have one meaning. Use hyphens in writing as compound nouns, verbs, and adjectives. For example: Not-so-pretty, Run-down, Editor-in-chief, Up-to-date, Bell-like, Fifty-one, Anti-nuclear.

Exercise 1: Hyphen Use

Identify whether the following sentences require hyphens or not. If they do, place the hyphen(s) in the correct position.

- She is a well known author.
- The two year old toddler is very energetic.
- His computer skills are top notch.
- I bought a brand new car yesterday.
- The restaurant offers gluten free options.

Exercise 2: Hyphenated Nouns and Adjectives

Fill in the blanks with the correct hyphenated nouns or adjectives:

- The _____ was decorated for the holiday season.
- My _____ is full of childhood memories.
- We attended a _____ conference on technology.
- She's a _____ writer known for her suspense novels.
- The school organized a _____ for charity.

Exercise 3: Words Ending in "-ough"

Complete each sentence with the correct word ending in "-ough" from the given options:

- The weather outside is very _____ today. (rough/tough)
- I can't believe you ate the whole pizza! You have a big _____. (enough)
- The boat sailed smoothly through the _____ water. (plough)
- We'll need to work _____ this problem together. (through)
- He's trying to _____ the difficult math equation. (bough)

Exercise 4: Creating Hyphenated Phrases

Create hyphenated phrases using the word "high" in different contexts. For example: "high-pitched."

- A _____ mountain
- A _____ school
- A _____ jump
- A _____ tide
- A _____ five

Exercise 5: Hyphen Use in Compound Adjectives

Rewrite the following sentences, adding hyphens to create compound adjectives where needed:

- She is a woman of twenty years old.
- They live in a small sized house.
- The project requires a lot of time consuming research.
- He has a part time job and a full time commitment.
- The story was set in the late evening hours.

Denotative Meanings

Denotation is the literal meaning of a word. It's the definition you would find in the dictionary. For example, if you were to look up the word "proud" in the dictionary, a typical entry would read, "having or showing self-respect or self-esteem". That's the denotation of the word.

Connotative Meanings

Connotation refers to the emotions or ideas that you think of when you read or hear a word. Take the word "proud" again. While it has a clear-cut denotation, the word can have different connotations for different people. If you hear the word proud, you might associate it with negative meanings, such as egotistical, show-off, etc. It could also have positive connotations, such as self-confidence, talent, etc.

Exercise 6: Identifying Connotative and Denotative Meanings

For each word, identify whether it has a connotative or denotative meaning.

1. snake

2. home

3. mansion

4. slim

5. skinny

6. house

7. cottage

8. childish

9. childlike

10. houseful

Exercise 7: Connotative vs. Denotative Sentence Creation

Create two sentences for each of the following words: one using the denotative meaning and one using the connotative meaning.

1. fire

2. student

3. rich

4. patriot

5. queen

Exercise 8: Choosing Words for Tone

Given different writing contexts, choose appropriate words with either similar or dissimilar denotations to convey specific tones. For example, select words to convey a formal, informal, positive, or negative tone in the given tasks.

- Create an informal social media post about a recent achievement.
- Write a negative critique of a restaurant experience.
- Draft a neutral email to a colleague about a work-related matter.

Exercise 9: Exploring Similar Denotations

- Choose two words with similar denotations and use them in sentences where their connotations differ.
- Discuss the impact on the overall tone or message of the sentences.

Exercise 10: Exploring Dissimilar Denotations

- Choose two words with dissimilar denotations and use them in sentences where their connotations align.
- Explain how the connotations of these words can still create a cohesive meaning.

Literary Devices

A **euphemism** is a mild or indirect word or expression substituted for one considered to be too harsh or blunt when referring to something distasteful, inappropriate. Examples of common euphemisms include saying something like *passed away* instead of *died* or saying *We have to let you go* instead of *You're fired!* or unpleasant.

An **oxymoron** is the combination of opposite or extremely dissimilar words into a single phrase. *Deafening silence*, *alone together*, and *definitely maybe* are all examples of common oxymorons.

Exercise 11: Analyzing Nuances in Word Meanings

Nuance is the sensibility to, awareness of, or ability to express delicate shadings (as of meaning, feeling, or value)

Examine the following pairs of words with similar denotations. Explain the nuances that make them different in meaning. Use each word in a sentence to demonstrate their distinctions.

1. Furious vs. Enraged

Nuances: _____

Sentence (Furious): _____

Sentence (Enraged): _____

2. Slim vs. Slender

Nuances: _____

Sentence (Slim): _____

Sentence (Slender): _____

3. Polite vs. Courteous

Nuances: _____

Sentence (Polite): _____

Sentence (Courteous): _____

4. Sincere vs. Genuine

Nuances: _____

Sentence (Sincere): _____

Sentence (Genuine): _____

Exercise 12: Creating Figures of Speech

Create original sentences using various figures of speech (e.g., simile, metaphor, personification) to describe the given objects or concepts. Consider the role of these figures of speech in adding depth to your descriptions. (List of common objects/concepts will be decided and given by teacher e.g. love, time, silence).

Exercise 13: Synonyms vs. Nuances

Explain the nuanced differences between the given words. Write sentences demonstrating the appropriate use of each synonym in different contexts. (List of synonyms will be provided by the teacher e.g. happy, joyful, delighted).

Learning Figures of Speech in Context

Read the given text and attempt the exercises based on context.

The Dance of Contradiction

In a quaint little village nestled amidst rolling hills, there lived a woman named Eleanor. Eleanor was, by all accounts, an intriguing character. Her presence was like a gentle thunderstorm on a sunny day, a contradiction that the villagers could never quite fathom.

Eleanor's home was an old, dilapidated cottage, charming in its decay. Inside, the furniture was mismatched, each piece telling a different story. The dining table, although worn, hosted lively conversations where laughter echoed like a melancholic melody. In her garden, she tended to roses with thorns as sharp as a mother's love and petals as soft as a whispered secret.

Her attire was equally perplexing. Eleanor often donned dresses that seemed both out of fashion and yet somehow timeless. Her choice of words was equally enigmatic. She had a knack for saying the most uncomfortable truths in the gentlest way, using euphemisms that could make even the harshest realities seem like tender caresses.

One sunny afternoon, as Eleanor strolled through the village, a curious young boy approached her. "Miss Eleanor," he inquired, "why do you wear such old-fashioned dresses and live in that ancient cottage?"

Eleanor smiled, her eyes twinkling with mischief. "My dear," she replied, "these dresses and this cottage are like forgotten stories waiting to be rediscovered."

The boy was impressed with her reply. He couldn't help but be enchanted by the contradictions that defined Eleanor's existence.

And so, the village came to embrace the peculiar charm of Eleanor. She taught them that sometimes, it is in the contradictions and nuances of existence that the true beauty of the world can be found, much like the gentle thunderstorm on a sunny day.



- **Identifying Figures of Speech**

Read the text carefully and identify instances of nuances, euphemism, and oxymoron.

For each example found, explain its meaning and impact on the text.

- **Nuances in Word Choices**

Examine the words used in the text and discuss how they contribute to the nuances of the character and setting. For example, how do words like "quaint," "gentle thunderstorm," "mismatched," and "charming in its decay" create nuanced descriptions?

- **Euphemism Exploration**

a) List the euphemisms found in the text (e.g., "forgotten stories waiting to be rediscovered"). Discuss the original, less gentle meanings behind these euphemisms.

b) Create a list of euphemisms that could replace harsh or direct phrases (e.g., "passed away" instead of "died"). Discuss the importance of euphemism in communication.

- **Oxymoronic Phrases**

Identify oxymoronic phrases in the text (e.g., "gentle thunderstorm," "sharp as a mother's love").

Discuss how these phrases juxtapose contradictory elements and contribute to the characterization of Eleanor.

- **Writing with Figures of Speech**

Write a short paragraph or story that incorporates nuances, euphemism, and oxymoron to create vivid and thought-provoking descriptions.

Ensure the intended effect of the figures of speech in writing.

- **Discussion and Analysis**

In small groups or as a class, engage in a discussion about the significance of figures of speech in literature and everyday language.

Teacher's Point



Encourage students to read the passage carefully and explore figures of speech with reference to the context .
Encourage students to share their interpretations of the text and how figures of speech enhance their understanding.



Writing

Guided Activity

Follow the steps of the process approach (brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking) to plan for writing a paragraph on: **Success Story of a Lady Entrepreneur.**

A simple text-based graphic organizer outlining key points on the topic "Success Story of a Lady Entrepreneur":

Introduction: Name of the Entrepreneur, Brief Overview of Her Business

Early Life and Background: Family Background, Education and Early Influence, Initial Career Experiences

Business Ventures: Company, Founding Year, Key Products/Service, Milestones and Achievements

Challenges Faced: Obstacles in Entrepreneurial Journey, How She Overcame Challenges

Achievements and Impact: Major Accomplishments, Influence on Industry or Community

Personal Qualities and Skills: Traits That Contributed to Success, Leadership, Innovation, Resilience, etc.

Conclusion: Summary of Her Success Story, Inspiring Takeaways



Creative Writing

Write Success Story of a Role Model following the graphic organizer mentioned above.

Teacher's Point



This graphic organizer provides a structured framework for discussing the success story of a lady entrepreneur, covering her background, business ventures, challenges, achievements, personal qualities, and impact. You can use this as a guide to organize information and create a more detailed narrative or presentation.

UNIT 3



MODERN WORLD AND AGE OF DIGITAL GLOBALIZATION

After completing this lesson, students will be able to:

- demonstrate attentive listening skills to respond orally with standard pronunciation
- discuss how authors use language, including figurative language, considering the impact on the reader. Discuss their own reading critically
- examine the mechanics of developing a book review report write a book review report
- use paraphrasing skills to paraphrase a poem
- 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
- use all types of tenses correctly in speech and writing. Use gerunds, infinitives, and participles. Use the aspect of time correctly in speech and writing

Main Theme: Digital Globalization

Sub Theme:

- Impact of digital globalization on the English Language, Impact on culture and economy,
- MOOC (Massive Open Online Courses), Twitter/ LinkedIn

Pre-Reading Questions

- Have you heard the term globalization? What do you think it means?
- When did globalization begin and how?

Globalization is the process through which ideas, knowledge, information, goods and services spread around the world. In business, the term is used in an economic context. It describes integrated economies marked by free trade, free flow of capital amongst countries and easy access to foreign resources, including labour markets. It maximizes returns and benefits for the common good of all people.

Globalization is driven by the convergence of cultural and economic systems. This convergence promotes, and in some cases necessitates increased interaction, integration and interdependence among nations. The more countries and regions of the world become intertwined politically, culturally, and economically, the more globalized the world becomes.

Money, products, materials, information, and people are flowing swiftly across national boundaries today more than ever. Advances in technology have enabled and accelerated this flow and thus are resulting in increased international interactions and dependencies. These technological advances are especially visible in transportation and telecommunications.

The recent technological changes have played a vital role in globalization. The internet has increased the sharing and flow of information and knowledge, access to ideas and exchange of cultures among different Nations. It has contributed to closing the digital divide between developed and developing countries. The introduction of 4G and 5G technologies has

While Reading Questions

- How can we make the world more globalized?
- What do you know about technological changes in the world?

dramatically increased the speed and responsiveness of mobile and wireless networks.

Globalization changes the way nations, businesses, and people interact. Specifically, it changes the nature of economic activity among nations by expanding trade, opening global supply chains and providing access to natural resources and labour markets. Resultantly trade, financial exchange and interaction occur among nations and also promotes the cultural exchange of ideas. It removes the barriers set by geographic political boundaries and political economies.

Media is one of the major contributors to digital globalization which refers to different means of communication like radio, television, internet, etc. Mass media is a section of the media determined to reach a greater audience. Most globalization theorists believe that media has played an important role in the acceleration of globalization. The increase in the importance of economic, cultural, and technological integration between countries, has a great impact on our society's personal lives. Globalization has a great influence on the media and further its impact on us. The most visible effect of globalization is widespread communication. The introduction of newspapers, magazines, the internet, and TV has immensely helped to spread information and has helped people to come together from all over the world. role of internet in the media globalization.

While Reading Questions

- Does media play any role in expanding the impact of globalization?

The internet has done a revolution to the impact of globalization in the media. The contribution of the internet in the role of media has changed over the past few years and has increased distinctively. In society, digital media is intensely transforming consumer behavior and traditional media business models. Be it at school work or home everybody has access to the internet these days. People especially students are heavily active on social networks like Facebook and LinkedIn. In fact, these social networks sometimes bring integrity and help people stay connected. It acts as a platform to society for better connectivity and hence being aware or updating themselves regarding what is happening around them.

The many types of exchanges that globalization facilitates can have both positive and negative effects. For instance, the exchange of people and goods across borders can bring fresh ideas and help businesses. However, this movement can also heighten the spread of pandemics and promote ideas that might destabilize political economies.

The term *globalization* as it's used today came to prominence in the 1980s, reflecting several technological advancements that increased international interactions. IBM's introduction of the personal computer in 1981 and the subsequent evolution of the modern internet are two examples of technology that helped drive international communication, commerce, and globalization.

There are two types of globalization. In **Economic globalization** the focus is on the

integration of international financial markets and the coordination of financial exchange. Free trade agreements, such as the North American Free Trade Agreement and the Trans-Pacific Partnership are examples of economic globalization. Multinational corporations, which operate in two or more countries, play a large role in economic globalization. Cultural globalization, on the other hand, focuses in a large part on the technological and societal factors that are causing cultures to converge. These include increased ease of communication, the pervasiveness of social media and access to faster and better transportation.



The effects of globalization can be felt locally and globally, touching the lives of individuals as well as the broader societies in many ways:

- **Individuals:** Here, a variety of international influences affect ordinary people. Globalization affects their access to goods, the prices they pay and their ability to travel to or even move to other countries.
- **Communities:** This level encompasses the impact of globalization on local or regional organizations, businesses and economies. It affects who lives in communities, where they work, who they work for, their ability to move out of their community and into another country, amongst other things. Globalization also changes the way local cultures develop within communities.
- **Institutions:** Multinational corporations, national governments and other organizations such as colleges and universities are all affected by their country's approach to and acceptance of the phenomenon of globalization. Globalization affects the ability of companies to grow and expand, a university's ability to diversify and grow its student body and a government's ability to pursue specific economic policies.

While Reading Questions



- What are the effects of globalization and how it affects your life?

To conclude, globalization is a long-standing trend that is in the process of changing and possibly slowing. There are advantages and disadvantages of open borders and free trade that globalization promotes. In a modern, post-pandemic world, individuals, businesses, and countries must consider both pros and cons of globalization.

By : Ben Lutkevich, Technical Features Writer



Post-Reading Questions

- What do you think are the advantages of globalization in terms of economic development?
- How would your life be different if globalization hadn't happened?



Glossary

Words	Pronunciations	Meanings
integration	,mɪt'greɪʃn	a process of combining different parts or elements into a unified whole
interdependence	,ɪntə'dɛndəns	mutual reliance or reliance of one thing on another
dependencies	dɪ'pendənsɪz	factors that rely on or are influenced by something else
convergence	kən'vɜ:dʒəns	act of coming together or meeting at a common point
necessitates	nɪ'sesɪtɪtɪz	requires or makes something necessary
intertwined	,ɪntə'twɑ:nd	interconnected or closely linked
swiftly	'swɪfli	quickly
logistics	ləʊ'dʒɪstɪks	detailed coordination and organization of a complex operation
constraints	kən'streɪnts	limitations or restrictions that hinder or control a situation
barriers	'bæriəz	obstacles that prevent progress or movement
prominence	'prɒmɪnəns	well-known or standing out
disruption	dɪs'rʌpʃn	act of interrupting or disturbing a process
pandemic	pæn'demɪk	a widespread outbreak of a disease that affects a large geographic area
Successes	/sək'ses/	Achievements or favorable outcomes resulting from one's efforts or actions.



Reading and Critical Thinking

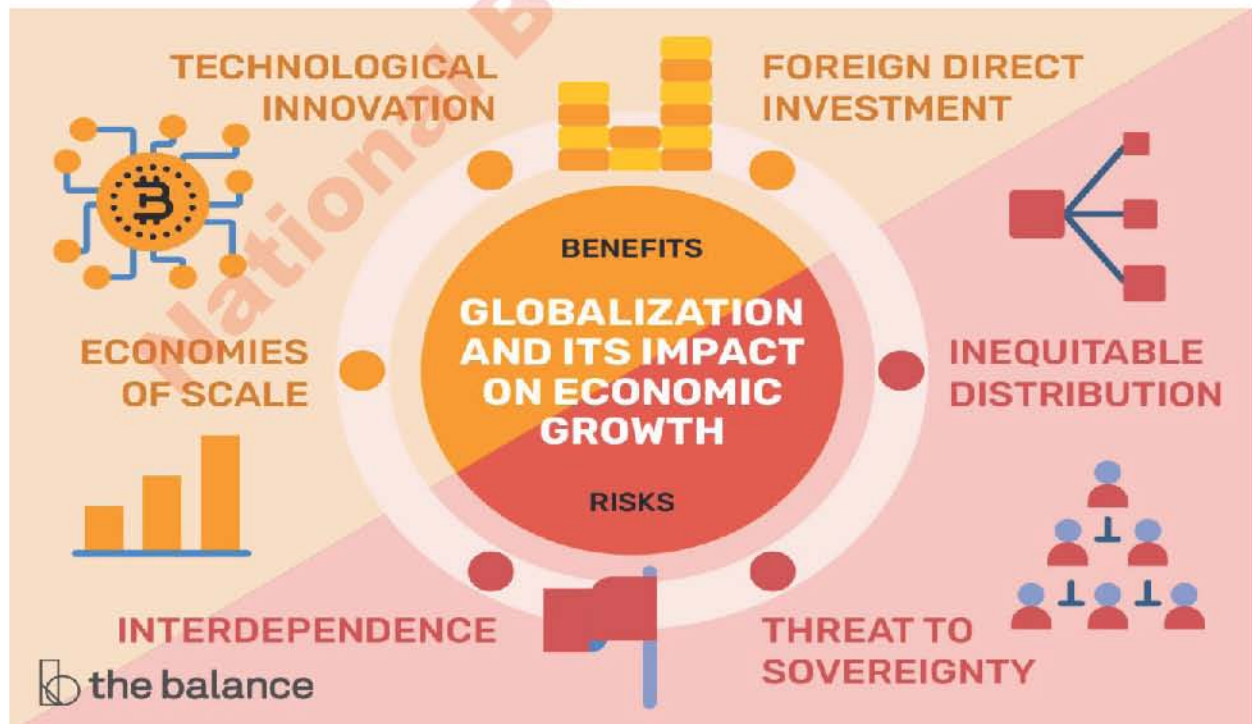
- Q1. Define globalization with reference to business and economic development around the world?
- Q2. How do you think globalization has influenced the world?
- Q3. Shed some light on the positive role played by media in accelerating the process of globalization.
- Q4. What negative consequences does globalization have for the world in general?
- Q5. How do you think globalization has improved people's lives? Relate the answer to your daily life.



Oral Communication

Pair Activity

Look at the picture below and discuss with your partner.



Group discussion

Divide the class into groups. Ask the students to work in groups and share an instance of digital globalization with reference to Pakistan keeping in view the topics and questions given below.

Group 1: E-commerce and Online Marketplaces

- i. How do you think the ability to sale and purchase of goods from the global market has influenced local business in Pakistan?
- ii. Share a few examples of popular online selling hubs in Pakistan, and how they contributed towards digital economy?

Group 2: Telecommunications and Internet Connectivity

- i. How does the expansion of mobile networks along with improved connectivity influence digital globalization in Pakistan?
- ii. How access to information and communication technologies has transformed the lives of ordinary Pakistanis?

Group 3: Social Media and Digital Communication

- i. How have social media platforms like Facebook, Instagram, and Twitter influenced communication and connectedness in Pakistan?
- ii. Can you provide examples of how social media has been used for cultural exchange, activism, or business promotion in Pakistan?



Group 4: Online Education and Remote Work

- i. How has the concept of remote work and freelancing grown in Pakistan due to digital globalization?
- ii. Can you share examples of online learning platforms and their role in expanding educational opportunities?

Group 5: Digital Financial Services

- i. How have digital banking and financial services evolved in Pakistan, and what role have they played in financial inclusion?
- ii. Can you provide examples of mobile payment solutions and their impact on financial transactions in the country?

Teacher's Point



Guide your students to demonstrate attentive listening skills to respond orally with standard pronunciation. Ask the students to work in groups and share an instance of digital globalization.

Group 6: Cybersecurity and Data Privacy

- i. What challenges and risks does digital globalization pose to cybersecurity and data privacy in Pakistan?
- ii. What measures are being taken by the government to address cybersecurity concerns in Pakistan?

Each group can discuss these questions, conduct research, and share their findings with the class. This approach allows for a thorough examination of various aspects of digital globalization in Pakistan and encourages critical thinking and discussion among students.



Vocabulary and Grammar

Gerunds

A gerund is a verb form ending in -ing that functions in a sentence as a noun. Although both the present participle and the gerund are formed by adding -ing to a verb, the participle does the job of an adjective while the gerund does the job of a noun.

Examples

Jumping is fun.

He liked skiing.

He had a unique way of whistling.

Swimming is good for health.

Infinitives

An infinitive is a verb form—often preceded by 'to'—that can function as a noun, an adjective, or an adverb.

Examples

To jump is fun.

I like to ski.

She had a suggestion to offer.



Participles

A participle is a verb form that can be used as an adjective to modify nouns and pronouns. It can end in "-ing," "-ed," or other irregular forms.

Examples

Holding the torch steadily, Jenny approached the monster.

The dancing parrots entertained the crowd.

The wrecked sailboat washed up on shore.

Q 1. For each of the following sentences, decide if the word or phrase in italics is a participle, a gerund, or an infinitive.

1. They complimented me on my *singing*.
2. Jenny likes to *dance* in the rain.
3. There are many ways of *cooking* this dish.
4. A broken heart will *mend* over time.
5. "Happiness is *having* a large, loving, caring, close-knit family in another city." – George Burns
6. *Traveling* is good for the mind.
7. To *arrive* on time, Sam took the metro.
8. We do not have the funding to *build* the proposed sports facility.
9. The students were confused by the professor's *lecture*.
10. He agreed to *wait* for a better time.

Q 2. Go through the main text and find out gerunds, infinitives and participles. Also, use them in meaningful sentences keeping in view the correct sentence structure and grammar.



Writing

Q 1. Read the story "The Gift of Maggie" by O Henry. Compose a book review report keeping in view the steps mentioned below.

Steps for Story Review:



Teacher's Point



Guide your students to examine and compose a book review report. Guide students to keep in mind plot, tone, theme and language while writing a book review.

Connected by the World

A world of nations, connected by trade,
A network of people, from every shade,
Globalization, a force that brings us together,
To create a world, that's bound forever.

Through trade, we share, our resources and goods,
From the east to the west, and all that's in between,
We create a world, that's full of diversity,
And a culture, that's rich in humanity.

Communication, the key to our connection,
A tool, that's helped us, overcome all obstruction,
From phone calls to video conferencing,
We're connected, in every way we're imagining.

Transportation, the thread that binds,
A way to travel, that's fast and kind,
From planes to ships, and every other ride,
We're connected, to every corner of the world, wide.

And in this connected world, we're building,
A community, that's strong and willing,
To face every challenge, and to find every solution,
In a world that's free, from every confusion.

by: Gabriel Cruz



Theme

The poem is about the concept of globalization and the interconnectedness of the world. It describes that nations are connected through trade. The poet also talks about how people from different backgrounds interact with each other. The world has become a global village because of the advancement in communication and transportation. A global community has emerged over the time which can face problems and find their solutions by working together in the hope of a better world.

Q 2. Highlight gerunds, infinitives, and participles in the poem "Connected by the World".

Q 3. Read and comprehend the poem titled 'Connected by the World.' Also, paraphrase the poem using tenses correctly.

MOOC (Massive Open Online Courses): A change in imparting quality education

A MOOC is an online course aimed at self-paced unlimited learning and open access via web. The term MOOC was coined by Dave Cormier of the University of Prince Edward Island.

MOOCs will overcome these barriers in terms of low tuition fees or free resources, no need to have high end infrastructural support, puts an end to non-availability qualified and competent instructors for the course, self-paced learning and removes multiple level of decision makers. In the schooling level students can pursue the courses to fine tune their basics, advance their knowledge to prepare for competitive exams. In professional courses students can augment their skill sets through MOOCs which will help them to stand apart from the crowd while getting interviewed for internships or jobs in reputed firms.

At the industry level, the employees are expected to enhance their skill sets regularly to meet changing scenarios of job market or employer's need to make transition to the new technologies, services or processes by keeping their learning curve to minimum. MOOCs provide the excellent platform for the employees of any organization to enhance their skills by getting certified from the course providers.

(by Manoj T)

Teacher's Point



- Guide your students to identify and use all types of tenses correctly in speech and writing. Use gerunds, infinitives, and participles.
- Guide your students to use paraphrasing skills to paraphrase a poem
- Paraphrasing is technique in which we express the meaning of a text or poem in our own words keeping in mind the main theme. It involves rephrasing the content.

Group Work

Q 4. Complete the following activity after reading the paragraph on MOOC given in the chapter.

Step 1: A brief explanation of MOOCs, LinkedIn, and Twitter. Discuss the importance of professional development and networking in today's digital age.

Step 2: Engage the participants in a brainstorming session to gather their thoughts and understanding of MOOCs, LinkedIn, and Twitter. Write down their ideas on a whiteboard or flip chart.

Step 3: Divide the participants into groups and assign them topics as follows;

Group 1: Benefits of MOOCs for professional development

Group 2: Benefits of LinkedIn for networking and job searching

Group 3: Benefits of Twitter for professional networking and staying updated

Step 4: Interactive presentations by group members.

(Allow each group some time to research their assigned topic and come up with a short presentation. Encourage them to find examples, success stories, or case studies related to their topic.)

Q 5. Develop an expository essay in which significance of MOOCs (Massive Open Online Courses) and digital learning is highlighted.

- Start with a logical structure having an introduction, body paragraphs, and a conclusion. : Begin each body paragraph with a topic sentence that introduces the main point of that paragraph.
- Write in a clear and simple manner.
- Use precise and concise language to effectively communicate ideas.
- Write a concluding statement. Include the main points in your conclusion.
- Check for spelling, punctuation, and formatting errors.
- Revise and edit your essay for clarity, coherence, and grammar.

By following these points, you can create a well-structured and informative expository essay on the given topic.



UNIT 4

SOFT SKILLS



NOTHING IS IMPOSSIBLE-THE CONSTRUCTION OF SPECTACULAR BROOKLYN BRIDGE

After completing this lesson, students will be able to:

- ask and answer questions of personal relevance, information and a variety of communicative purposes
- determine an author's point of view or purpose in a text
- analyze how the author distinguishes his or her position from that of others
- write a dialogue between multiple people, giving narration/ background in brackets, using conventions of the director's relationship between the addresser and addressee
- use summary skills to write an objective summary of the given text
- demonstrate knowledge and application of parts of speech in oral and written communication

Main Theme: SOFT SKILLS

Sub Theme: TEAM WORK

Pre-Reading Questions

- Look at the tile of the Unit and predict about the content of the lesson.
- How can we live peacefully in the society?

NOTHING IS IMPOSSIBLE-THE CONSTRUCTION OF SPECTACULAR BROOKLYN BRIDGE

The Brooklyn Bridge is one of the oldest suspension bridges in the United States. It connects the New York City boroughs of Manhattan and Brooklyn by spanning the East River. It was the longest suspension bridge in the world from its opening until 1903, and the first ever steel-wire suspension bridge. Since its opening, it has become an iconic part of the New York skyline. It was designated a National Historic Landmark in 1964.

It all started with a wild, crazy, strange looking, strictly speaking prima facie a mad dream of a creative engineer named **John Roebling**, who was inspired by an idea to build a spectacular bridge connecting New York with the Long Island. However, bridge building experts throughout the world thought that this was an impossible feat and told Roebling to forget the idea. It just could not be done. It was not practical. It had never been done before.

In a sense, John Roebling heard all those age old criticisms that many of us frequently encounter in our life or career when we try to accomplish something different that appears to be challenging to others. But, Roebling could not ignore the vision he had in his mind of this bridge. He thought about it all the time and he knew deep in his heart that it could be done. He just had to share the dream with someone else. After much discussion and persuasion, he managed to convince his son **Washington**, an upcoming engineer, that the bridge in fact could be built.



What do you know about "The Brooklyn Bridge?"

Working together for the first time, this homely team of father and son developed concepts of how it could be accomplished and how the obstacles could be overcome. With great excitement and inspiration, and the headiness of a wild challenge before them, they hired their crew and began to build their dream bridge.

Construction began on January 3, 1870. The project started well, but when it was only a few months underway a tragic accident on the site appeared to have shattered the dream. John Roebling's foot slipped into a group of pylons from the shake of an incoming ferry. This badly crushed his toes, causing those toes to be amputated, leaving him incapacitated; he later died of an infection related to his injury and leaving his son, Washington Roebling, in charge of the bridge. The actual construction started under the younger Roebling. Not long after taking charge of the bridge, Washington Roebling suffered a paralyzing injury as well, the result of decompression sickness. This condition plagued many of the underwater workers, in different capacities, as the condition was relatively unknown at the time and in fact was first called "caisson disease" by the project physician Dr. Andrew Smith. So, Washington was left with a certain amount of brain damage, which resulted in him not being able to walk or talk or even move.

That's it!!! The critics were only waiting for such thing to happen. They all started...

"We told them so."

"Crazy men and their crazy dreams."

"It's foolish to chase wild visions."

Everyone had a negative comment to make and felt that the project should be scrapped since the Roeblings were the only ones who knew how the bridge could be built. In spite of his handicap situation, Washington was never discouraged and still had a burning desire to complete the bridge and his mind was still as sharp as ever. He tried to inspire and pass on his enthusiasm to some of his friends, but they were too daunted by the task.

Mr. Washington was on his bed in his hospital room, with the sunlight streaming through the windows, a gentle breeze blew the flimsy white curtains apart and he was able to see the sky and the tops of the trees outside for just a moment. It seemed that there was a message for him not to give up. Suddenly an idea hit him. All he could do was move one finger and he decided to make the best use of it. It was just similar to visualizing a silver line in the midst of dark clouds.

And imagine whom he thought of as a possible helping hand! She was none other than his better half - **Emily Warren Roebling** who was determined to stand by her husband in all

While Reading Questions



- Do you agree that man is not made for defeat? If yes, then why?

While Reading Questions



- What was the motivation behind this project?

circumstances. Then, it was this lady's devotion, unquestioned loyalty that made the entire herculean task a more manageable.

The Brooklyn Bridge might not have been built had it not been for the assistance of Emily Warren Roebling, who provided the critical written link between her husband, Washington Roebling (the Chief Engineer), and engineers on-site. Under her husband's guidance, Emily had studied higher mathematics, the calculations of catenary curves, the strengths of materials, bridge specifications, and the intricacies of cable construction. She spent the next 11 years assisting Washington Roebling in the supervision of the bridge construction.

By moving his finger, Washington started exchanging with his wife and slowly developed a code of communication with his wife. He touched his wife's arm with that finger, indicating to her that he wanted her to call the engineers again. Then he used the same method of tapping her arm to tell the engineers what to do. It seemed foolish but the project was under way again.

While Reading Questions

- What was the mode of communication that Washington developed?

For 13 years Washington tapped out his instructions with his finger on his wife's arm, until the bridge was finally completed. The Brooklyn Bridge was opened for use on May 24, 1883. The names of John Roebling, Washington Roebling, and Emily Warren Roebling are inscribed on the structure as its builders.

Today the spectacular Brooklyn Bridge stands in all its glory as a tribute to the triumph of one man's indomitable spirit and his determination not to be defeated by circumstances.

MORAL: We must understand that "*Success always has many fathers, while failure is orphan.*" In such situation, you must remember that there are always two hands ready to help you, and those are your own hands. So, a strong belief in one's own faculties keeps one focused, not allowing one to lose one's sight, and thereby coping with adverse situations. The Brooklyn Bridge also shows us that dreams that seem impossible can be realized with determination and persistence, no matter what the odds are. It is also a tribute to the engineers and their team work, and to their faith in a man who was considered mad by half the world.



Post-Reading Questions

- ∇ "It is literally true that you can succeed best and quickest by helping others to succeed." Have you ever faced such a situation where you have to lead others?



Glossary

Words	Pronunciations	Meanings
borough	/'bʌrə/	a town or part of a city that has its own local government
spectacular	/spek'tækjələ(r)/	very impressive
iconic	/aɪ'kɒnɪk/	being a famous person or thing that people admire and see as a symbol of a particular idea, way of life, etc.
prima facie	/'praɪmə 'feɪʃi/	based on what at first seems to be true, although it may be proved false later
feat	/fi:t/	an action or a piece of work that needs skill, strength or courage
caisson disease	/kə'su:n/ /dɪ'zi:z/	acute decompression syndrome (Caisson's disease) is an acute neurological emergency in divers. It is caused due to release of nitrogen gas bubbles that impinge the blood vessels of the spinal cord and brain and result in severe neuro-deficit.
plague	/pleɪg/	plague somebody/something (with something) to cause pain or trouble to somebody/something over a period of time
amputated	/'æmpjutət/	to cut off somebody's arm, leg, finger or toe in a medical operation
decompression	/'di:kəm'preʃn/	a reduction in air pressure; the act of reducing the pressure of the air
pylon	/'paɪlən/	a tall metal structure that is used for carrying electricity wires high above the ground
persuasion	/'pɜ:swɛɪʒn/	the act of persuading or convincing somebody to do something or to believe something
daunt	/'daʊnt/	to make somebody feel nervous and less confident about doing something
tapping	/'tæp/	to hit somebody/something quickly and lightly
triumph	/'traɪʌmf/	a great success, achievement or victory
inscribe	/'ɪn'skraɪb/	to write or cut words, your name, etc. onto something
coping with	/'kɒpɪŋ wɪð/	to deal with something difficult



Reading and Critical Thinking

Answer the following questions.

- Q 1. What was the dream of John Roebling?
- Q 2. What had happened when the project was underway?
- Q 3. Why did the people criticize the Roeblings?
- Q 4. Which disease attacked the underwater workers and what were its symptoms?
- Q 5. How did Mr. Washington communicate after the tragic accident?
- Q 6. Who was Emily Warren Roebling and what role did she play in the execution of the project?
- Q 7. “When there is a will there is a way”, explain in the light of the given lesson?

FINDING THE MAIN IDEA

Paragraph: A group of sentences organized around a topic, a main idea about the topic, and details that support the main idea.

Topic: The overall subject of a paragraph.

Main Idea: A statement that tells the author’s point about the topic. The main idea provides the message of a given paragraph or the argument that is being made about the topic.

Details: The specific information about the main idea or support for the main idea.

Main Idea = Topic + Author’s Point about the Topic

How to Find the Topic

Ask yourself the question:

What or who is this paragraph about?

How to Find the Main Idea

Ask yourself the question:

What is the overall message or argument being made by the author about the topic of this paragraph?

How to Find Supporting Details

Turn the main idea into a question by asking *who*, *what*, *when*, *where*, *why*, or *how*? The answer will give a set of details.

Hints

- Boldfaced headings or titles may contain the topic and/or main idea
- First and last sentences in the paragraph are usually helpful
- Look for repeating words, these often indicate the topic

Remember

Topics, main ideas, and supporting details work together. The main idea tells the author's point about the topic, and the details offer support for the main idea.

Activity

A. Read the passage below to see if you can pick out the main idea.

"To many parents, the infant's crying may be mainly an irritation, especially if it continues for long periods. But crying serves important functions for the child as well as for the parents. For the child, crying helps improve lung capacity and the respiratory system. Perhaps more important, the cry serves as a signal of distress. When babies cry, they indicate that they are hungry or in pain, and this is important information for parents."

Use the hints below to determine the correct main idea of this paragraph.

After reading a paragraph ask, "What point is the author making in this passage?"

Ask the following questions:

- **Who** - Does this passage discuss a person or group of people?
- **When** - Does the information contain a reference to time?
- **Where** - Does the text name a place?
- **Why** - Do you find a reason or explanation for something that happened?
- **How** - Does this information indicate a method or a theory?

B. Read the passages and answer the questions.

Fire ants are painful and destructive pests. The fire ant earned its name because of its venom. The insect uses a wasp-like stinger to inject the venom, which causes a painful burning sensation and leaves tiny, itching pustules. The ants will swarm over anyone or

anything that disturbs their nests. In addition to causing pain, fire ants damage many crops by eating the plants and by protecting other insects that damage crops. Fire ants are attracted to soybeans, eggplant, corn, okra, strawberries, and potatoes.

1. What is the topic of the passage?

- | | |
|--------------|------------|
| a. Ant bites | c. Farming |
| b. Fire ants | d. Pests |

2. What does the author want you to know about the topic?

- Fire ants have a wasp-like stinger.
- Fire ants swarm.
- Fire ants are pests to farmers.
- Fire ants are painful and pesky.

3. Which sentence contains the main idea?

- | | |
|------|------|
| a. 1 | c. 4 |
| b. 2 | d. 5 |



Oral Communication

Pair Work

- Work in pairs and choose a celebrity they both know, come up with interview questions, and act out a real-life interview in front of the class.

Group Activity

- Work in groups and trace out the issues highlighted by identifying *the setup*, confrontation and resolution in the three act play “Love Thy Neighbour” by Jimmy Keary.

Teacher's Point



Guide your students to ask and answer questions of personal relevance, information and a variety of communicative purposes in pairs or in group.



Vocabulary and Grammar

The Parts of Speech, understanding of the classification of words, is of utmost importance before one moves towards the sentence structure and advanced syntax of English both in written and oral communication.

Every name is called a **Noun**,
 As field and fountain, street and town;
 In place of the noun the **Pronoun** stands
 As he and she can clap their hands;
 The **Adjective** describes a thing,
 As magic wand and shiny ring;
 The **Verb** means action, something done-
 To read, to write, to jump to run;
 How things are done, the **Adverbs** tell,
 As quickly, slowly, badly, well;
 The **Preposition** shows relation,
 As in the street, or at the station;
Conjunctions join, in many ways,
 Sentences, words, or phrase and phrase;
 !!!The **Interjection** cries out, 'Hark!
 I need an exclamation mark'
 There is one more to be kept among winners
 We know them as **Article Determiners**

Activity

- a. Read the above poem carefully and make a list of words in **BOLD** with definition.
- b. Identify the part of speech of the **highlighted** word in each of the following sentences as Verb ,Noun ,Pronoun, Adjective, Adverb, Preposition, Conjunction, Interjection
 1. He runs **fast**.
 2. The **geese indolently** waddled across the intersection.
 3. **Yikes!** I'm late for class.
 4. Bruno's **shabby** thesaurus tumbled out of the book bag when the bus suddenly pulled out into traffic.
 5. Mr. Frederick **angrily stamped** out the fire that the local hooligans had started on his verandah.
 6. He is a **fast** runner.
 7. Later that summer, she asked herself, "What was I thinking of?"
 8. She thought that the **twenty zucchini plants would not be** enough so she planted another ten.
 9. **Although she gave** hundreds of zucchini away, the enormous mound left over frightened her.
 10. Everywhere she went, she talked about the **prolific** veggies.



Writing

Suppose you are the team leader, write a dialogue having five members in your group, planning for **Clean and Green Pakistan Project**. (Hints: Place your characters clearly within your conversation, create unique voice for every character, give characters' opposing views)



Reading and Critical Thinking

A. ANSWER THE FOLLOWING QUESTIONS.

- i. "The life of Hazrat Muhammad Rasulullah (ﷺ) is a beacon of light for the whole humanity", comment?
- ii. What was the impact of the lenient behavior of Hazrat Muhammad Rasulullah (ﷺ) on the non-believers?
- iii. How can a woman turn out to be a successful financial supporter of her family?
- iv. What skills are required for a successful business?
- v. How has media revolutionized the digital globalization?
- vi. What are the major focuses of cultural globalization?
- vii. "Success always has many fathers, while failure is orphan." Explain in the light of the chapter "The Construction of Spectacular Brooklyn Bridge."
- viii. What skills did Emily Warren Roebling acquire for the construction of the Brooklyn Bridge?

B. Directions: Read each passage and ask yourself, "What is the author doing in this paragraph?" Write your answer in the summary box and then think of an appropriate title for the passage based on the main idea of the passage.

1. A penny for your thoughts? If it's a 1943 copper penny, it could be worth as much as fifty thousand dollars. In 1943, most pennies were made out of steel since copper was needed for World War II, so the 1943 copper penny is ultra-rare. Another rarity is the 1955 double die penny. These pennies were mistakenly double stamped, so they have overlapping dates and letters. If it's uncirculated, it'd easily fetch \$25,000 at an auction. Now that's a pretty penny.

Summarize this paragraph in one sentence. Be specific and clearly explain the main idea.

An appropriate title: _____

2. When one hears the term "reality" applied to a show, one might expect that the events portrayed occurred naturally or, at the least, were not scripted. This is not always the case. Many reality shows occur in unreal environments, like rented mansions occupied by film crews. Such living environments do not reflect what most



Review

people understand to be "reality." Worse, there have been accusations that events not captured on film were later restaged by producers. Worse still, some involved in the production of "reality" television claim that the participants were urged to act out story lines premeditated by producers. With such accusations floating around, it's no wonder many people take reality TV to be about as real as the sitcom.

Summarize this paragraph in one sentence. Be specific and clearly explain the main idea.

An appropriate title: _____

- C. **Directions:** Read the story "When Gertrude Grew Great" and trace out the elements of the story appended at the end of the story.

Gertrude was just an average kid with an average life. She lived in an average sized house in an average neighborhood in a totally typical town. At home, she helped out just enough to slide by. At school, she did just enough homework to stay out of trouble. She had straight 'C's in all of her classes.

One day Gertrude's teacher, Mr. Mister, stopped her after class. "Gertrude," he said, "I know that you can do better. I've seen the work you do in class, and some of it is amazing... way better than 'C' work." Gertrude knew that there were moments when she did try a little harder than what everyone expected, like when she put extra elbow grease into some of the dishes to make them *really* sparkle; or, when she took extra time with her handwriting on a few problems of her homework to make it look fancy. But she just didn't have confidence in herself. She didn't really believe that she could change; in fact, she was scared by the thought of having the power to become whatever she wanted. She had done just enough to get by for so long that being mediocre was her lifestyle. She stopped listening to Mr. Mister about half way through and just nodded her head until he stopped. Then, she walked out at an average pace.

That night, Gertrude had a dream. It was ten years into the future and she was still living with her mom in her average neighborhood. She could not find an average job, because even the average jobs were filled by above-average workers: people who did more than what was expected of them. Gertrude loved her mom, but she wanted more for herself. She wanted her own place, her own life. A voice spoke in the dream: "The present is nothing more than the outcome of the choices made in the past. The future will only be the results of the choices we make today." Gertrude began crying average

sized tears, because she knew that she helped shape the world in which she lived, and the choices she made produced the options she had. She woke up with her pillow wet.

Gertrude was relieved to be back in middle school. She took a little more care in getting herself ready that morning, and she looked better than normal. She tried harder in school, and she felt smarter than usual. She helped more around the house, and she felt better than typical. Soon the pattern of success replaced the pattern of mediocrity, and Gertrude became great at everything. Sure, there were still lots of things that Gertrude struggled with, but just trying her best made her feel better when she didn't succeed, and Gertrude even became great at failing by learning from her mistakes.

Ten years later, Gertrude lived in an average sized house in an average neighborhood in a totally typical town. She was just the average adult, working much harder than average to earn an average living. But her happiness was above average, because her life was hers. She still visited with her mom quite a bit. But when she was done, she was happy to go to her own house. Gertrude was living the great life.

1. Author's Purpose: **entertain** **inform** **persuade**

Why did the author write this?

2. Genre: _____ Subgenre: _____

Ex: Nonfiction, fiction, or folklore

Ex: Autobiography, science fiction, fable, informational writing, etc.

3. Narrator's Point of View:

1st-person, 2nd-person, 3rd-person objective, 3rd-person limited, or 3rd-person omniscient

4. Summarize the text:

Five key events from beginning, middle, & end.



Review

5. Exposition

A. Setting:

When and where does the story take place?

B. Conflict:

Describe the conflict in the story.

6. Rising Action: List some events that occur before the climax.

1.

2.

3.

7. Climax:

The turning point

8. Falling Action: List some events that occur after the climax.

1

2

9. Resolution:

When the conflict is solved



Oral Communication

Work in groups and jot down important tips for personality development and display these tips on charts in the classroom.



Vocabulary and Grammar

- A. Read each sentence. Identify the best fitting word for the sentence based on the connotation of each word.**
- Everyone in the office respects Maria because of her kind but _____ attitude.
 - Assertive
 - Bossy
 - Demanding
 - "Well," said Curtis with an embarrassed smile, "I'm looking for _____ car."
 - a cut rate
 - a cheaper
 - a more economical
 - "Here's a scholarship that you might qualify for," said Ahmed's advisor. "It's for people who are _____."
 - underprivileged
 - Poor
 - Poverty-stricken
 - Fahad annoys his friends because he's so _____ when it comes to money.
 - Economical
 - Thrifty
 - Stingy
 - We're worried about Asma; she's lost so much weight that she looks _____.
 - Trim
 - Boney
 - Slender
 - "I'm afraid," said Luke's guidance counselor carefully, "that you might find advanced calculus a little too _____".
 - Challenging
 - Confusing
 - Difficult
 - "And this particular neighborhood," said the realtor to the young married couple, "will suit families who are _____".
 - Rich
 - Loaded
 - Well to do
 - Ahmed's doctor said, "I recommend a low-fat, low-carbohydrate diet because you are becoming _____."
 - Fat
 - Large
 - Overweight

9. What makes Jewel so difficult to understand is that she is rather_____.
- a. Withdrawn b. Shy c. Closeted
10. We were all so sorry to hear that you had been_____from the plant.
- a. Canned b. Let go c. Fired

B. Match the idiom with its meaning.

S.#	IDIOM	MEANING
1.	a fish out of water	a) reveal a secret
2.	a whale of time	b) useless exercise
3.	let the cat out of the bag	c) a very good time
4.	hold your horses	d) feel uneasy or uncomfortable
5.	wild goose chase	e) wait a bit
6.	let sleeping dogs lie	f) extremely angry
7.	the lion's share	g) leave things as they are
8.	mad as a hornet	h) the largest share or part



Writing

- Q 1. Write a paragraph on the “Benefits of Extracurricular Activities”.
- Q 2. Write the book review report of “Charlie and the Chocolate Factory” by Roald Dahl.
- Q 3. Write an autobiography of the Earth keeping in view the climate change.(you can start like; *I am Earth, a celestial being floating in the vastness of space. I was born from a cloud of gas and dust, formed by the gravitational pull of the sun and its surrounding matter. Now a days I am quite polluted and have been suffering from climate change.....*).

Teacher's Point



The teacher will guide the students about the basic steps involved in various types of academic writings like paragraph, book reviews and autobiography.

UNIT 5



LESSONS FOR SUCCESS

After completing this lesson, students will be able to:

- use rhetorical questions for a range of audiences
- make recommendations and develop an interest in fiction and poetry
- summarise complex concepts, processes, or information by paraphrasing
- make inferences to draw conclusions
- apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience
- write and critique (self/peer checking) the final draft after complete editing and proofreading
- identify and use compound prepositions and prepositional phrases in writing
- examine and interpret the use of conjunctions, subordinating conjunctions and transitional devices in speech and writing to create the effect
- recognize and use correlative conjunctions including pairs such as “both/and” “either/or” “neither/nor” “not/but” and “not only/but also” etc.

Main Theme: Innovation and Creativity

Sub Theme:

- Importance of innovation & creativity at school
- Innovation & creativity in science/ business/ work.
- Innovation, Creativity and success

Pre-Reading Questions

- What do you know about innovation and creativity? How are both concepts different?
- Can innovation or creativity lead to success? How?
- Have you ever heard of Jeff Bezos' key lessons for success before?

5 of Jeff Bezos' best lessons for success from his 27 years as Amazon CEO

Earlier this month, Jeff Bezos stepped down as the CEO of Amazon, the company he launched in 1994 as an online bookseller. Today, Amazon is an ecommerce behemoth worth \$1.8 trillion, and that company has made him the richest person in the world with a fortune worth over \$200 billion.



Over roughly 27 years as CEO, Bezos' has regularly shared advice and lessons learned in interviews and his annual letters to Amazon shareholders.

Here are some of the best examples of what Bezos, 57, has shared over the years

Take risks

“When you think about the things that you will regret when you’re 80, they’re almost always the things that you did not do. They’re acts of omission. Very rarely are you going to regret something that you did that failed and didn’t work or whatever,” Bezos said in an interview.

That philosophy helped shape Bezos' life before he even launched Amazon. When he was just 30 years old, Bezos had a Wall Street job at hedge fund D. E. Shaw, but he saw promise in the future of the internet economy and got the idea to build a bookstore

Teacher's Point



Hold brainstorming session based on the pre-reading questions. Encourage students to share relevant knowledge.

online. Bezos' boss agreed the idea had potential, but he still tried to convince Bezos that it would be less of a risk to keep the job he had.

"I pictured myself [at] 80 years old, thinking back on my life in a quiet moment of reflection," Bezos said of that moment in his life once. "Would I regret leaving this company in the middle of the year? And walking away from my annual bonus?"

Of course, Bezos decided to go for it, and he moved across the country to start Amazon out of a garage in Seattle suburbs in the summer of 1994. The website went live a year later.

"I didn't think I'd regret trying and failing. And I suspected I would always be haunted by a decision to not try at all," Bezos said in 2018. So he "took the less safe path to follow my passion, and I'm proud of that choice."

Picturing yourself as an 80-year-old looking back on your life and the choices you might regret also works for personal decisions, Bezos added.

"I'm not just talking about business things," he said. "It's like, 'I love that person and I never told them,' and you know, 50 years later you're like, 'Why didn't I tell her? Why didn't I go after it?'"

"So that's the kind of life regret that is very hard to be happy about when you're telling yourself, in a private moment, that story of your life."

Make good decisions – fast

Bezos believes that the key to maintaining an innovative business is to make "high-quality, high velocity decisions."

In one of his articles, Bezos wrote about the importance of speed and "nimbleness" in making Amazon "a large company that's also an invention machine." While he admits that some decisions are "irreversible or nearly irreversible," most are not.

"Most decisions ... are changeable, reversible - they're two-way doors," he wrote. In those cases, when you make a decision that is "suboptimal," according to Bezos, "you don't have to live with the consequences for that long. You can reopen the door and go back through."

Those types of decisions should be made "quickly," according to Bezos. Otherwise, he wrote, people or companies that spend too much time deliberating over reversible decisions risk being subject to "slowness, unthoughtful risk aversion, failure to experiment sufficiently, and consequently diminished invention."

"All of my best decisions in business and in life have been made with heart, intuition, guts – not [with] analysis," Bezos said in an interview at the Economic Club Washington D.C. in 2018.

Finding your calling

Figuring out your passion in life is a central point in the advice that Bezos says he most often gives to his younger employees, as well as his four children, the billionaire expressed at the George W. Bush Presidential Center's Forum on Leadership in 2018.

"You can have a job, or you can have a career, or you can have a calling," Bezos said. "And if you can somehow figure out how to have a calling, you have hit the jackpot, because that's the big deal."

In other words, finding a way to make a career out of your passion is Bezos' idea of true success. And, he believes that everyone has a passion.

"You don't choose your passions, your passions choose you," he said at the time. "All of us are gifted with certain passions, and the people who are lucky are the ones who get to follow those things."

While Bezos has said he followed his passion as a "garage inventor" when he launched Amazon, in recent years the billionaire admitted that his real lifelong passion has been space.

"Ever since I was 5 years old — that's when Neil Armstrong stepped onto the surface of the moon — I've been passionate about space, rockets, rocket engines, space travel," he said in 2019. (Bezos's high school graduation speech even mentioned his plans to build space colonies one day.)

Bezos has spent billions of dollars funding his space company, Blue Origin, and one of his first orders of business after stepping down as Amazon CEO will be to fly on the company's first passenger spaceflight with his brother on July 20.

Embrace the inefficiency of wandering

In his 2018 letter to Amazon shareholders, Bezos included a section titled, "Intuition, curiosity, and the power of wandering." In that section, the Amazon CEO wrote about the importance of setting aside time to explore your curiosity in order to come up with new, innovative solutions to challenges.

Amazon's business may depend on efficiency, with customers ordering almost any product and expecting it delivered to their door within a few days or less. But, Bezos believes that a healthy dose of inefficiency is necessary to succeed. In the letter, he describes this as "wandering," or exploring and experimenting even if it means taking a roundabout path to a solution.

While Reading Questions



- What does Bezos believe about finding one's passion and turning it into a career?

While Reading Questions



- What is the concept of "embracing the inefficiency of wandering," and why does Bezos consider it important?

“Wandering is an essential counter-balance to efficiency,” he said. “You need to employ both.”

“Sometimes (often actually) in business, you do know where you’re going, and when you do, you can be efficient. Put in place a plan and execute,” Bezos wrote in the letter.

“In contrast, wandering in business is not efficient ... but it’s also not random,” he continued. “It’s guided – by hunch, gut, intuition, curiosity, and powered by a deep conviction that the prize for customers is big enough that it’s worth being a little messy and tangential to find our way there.”

According to Bezos, one of the lessons he’d learned building Amazon was “that success can come through iteration: invent, launch, reinvent, relaunch, start over, rinse, repeat, again and again,” he wrote, adding that “the path to success is anything but straight.

Don't lose your distinctiveness

In April, in his final letter to stakeholders as Amazon's CEO, Bezos wrote about the importance of holding onto your “originality.”

“We all know that distinctiveness - originality - is valuable,” Bezos wrote. “We are all taught to ‘be yourself.’ What I’m really asking you to do is to embrace and be realistic about how much energy it takes to maintain that distinctiveness. The world wants you to be typical - in a thousand ways, it pulls at you. Don’t let it happen.”

Bezos went on to say that “it’s worth it” to maintain your distinctiveness, even though it requires “continuous hard work.”

“The fairy tale version of [the advice] ‘be yourself’ is that all the pain stops as soon as you allow your distinctiveness to shine. That version is misleading. Being yourself is worth it, but don’t expect it to be easy or free,” Bezos wrote.

Since stepping down as CEO, Bezos transitioned to be executive chairman of Amazon’s board and has said he is moving on to focus on projects like Blue Origin. On Tuesday, July 20, 2021 Bezos aspired to make his first trip to space as Blue Origin’s first-ever passenger spaceflight.



Post-Reading Questions

- What inspired you after reading about Mr. Bezos's achievements?
- How do you see “originality” as a student who is still studying and getting inspiration from high achievers?



Glossary

Words	Pronunciations	Meanings
ecommerce:	/,i:'kɒm.ɜ:s/	electronic commerce, typically referring to buying and selling goods or services online.
behemoth	/bɪ'hi:mθ/	a term used to describe something of enormous size or power
hedge Fund	/hedʒ fʌnd/	an investment fund that employs various strategies to generate returns for its investors.
nimbleness	/'nɪmbəlneɪs/	the quality of being agile or quick in responding to changes or challenges
distinctiveness	/dɪ'stɪŋktɪvneɪs/	the quality of being unique or different from others.

- Deduce meanings of the difficult words from the lesson text as understood in the context and write in the column below. Consult dictionary to find the literal meaning of the same and fill in the relevant column.

Words/ phrases	Deduced Meaning	Dictionary Meaning
tangential		
high velocity decisions		
Intuition		
distinctiveness		
suboptimal		
transitioned		



Reading and Critical Thinking

- Q1. What is the main theme of the article about Jeff Bezos?
- Q2. Which of Bezos' lessons do you find most compelling, and why?
- Q3. Can you think of a personal or professional situation where one of Bezos' lessons might apply?

- Q4. How might Bezos' advice on decision-making and risk-taking benefit someone in their career?
- Q5. Do you agree with Bezos' perspective on embracing distinctiveness? Why or why not?



Oral Communication

Panel Discussion: Creativity and Innovation

Duration: 40 minutes

The activity will encourage students to pose and respond to rhetorical questions, explore and discuss various viewpoints.

Preparation:

- **Panelists:** Select a group of students to serve as panelists. You can have 3-5 panelists, depending on your class size and time constraints.

Questions for the panelists

- How can creativity and innovation help us solve complex problems?
- Have you ever wondered what sparks creativity in people?
- Can you think of any creative ways to improve the education system?
- What role does innovation play in the advancement of technology?
- Can you imagine a world without any creative thinkers or innovators?
- How do you think creativity and innovation affect our daily lives?
- Have you ever encountered a situation where thinking outside the box saved the day?
- What are some ways we can encourage creativity and innovation in our schools and communities?
- Do you believe that some people are naturally more creative than others, or is it a skill that can be developed?
- Can you share any personal experiences where creativity and innovation made a positive impact?

- What are some potential benefits and challenges that come with being a creative and innovative thinker?
- How has technology influenced and transformed the way we approach creativity and innovation?
- Can you think of any famous inventors or creative individuals who have had a significant impact on the world?
- In what ways do you think creativity and innovation contribute to personal growth and self-expression?

Assign each panelist a specific perspective or viewpoint (from the given questions) related to the topic. They should prepare their arguments and supporting evidence in advance.

Activity Steps

1. Introduction (5 minutes)

Begin by introducing the topic to the class.

Briefly explain the format of the panel discussion and its purpose: to explore different perspectives on the topic.

2. Panelist Presentations (15 minutes)

Each panelist takes turns presenting their viewpoint on the topic.

Allocate a specific time limit for each panelist (e.g., 3-4 minutes) to ensure equal speaking time.

Encourage panelists to use facts, statistics, or examples to support their arguments.

3. Moderated Discussion (10 minutes)

Open the floor for discussion among the panelists. They can respond to each other's points, ask questions, or seek clarification.

As the moderator, you can also pose questions to the panelists to guide the discussion and keep it focused.

4. Audience Questions (5 minutes)

Invite questions from the rest of the class. Encourage students to ask thoughtful questions related to the topic.

Panelists should respond to these questions briefly and concisely.

5. Closing Statements (3 minutes)

Each panelist presents a brief closing statement summarizing their main points.

Emphasize the importance of respectful and constructive dialogue.

6. Reflection (2 minutes)

Conclude the discussion by briefly reflecting on the key takeaways and insights from the panelists.

Thank the panelists and the class for their participation.

7. Debrief (optional) (5 minutes)

If time allows, have a brief class discussion about the panel discussion itself. Ask students what they learned, what they found challenging, and how the activity could be improved.



Vocabulary and Grammar

Compound Prepositions

A preposition that contains two or more prepositional words is called a compound preposition. Compound prepositions are made by connecting the preposition words in a sentence before the noun, pronoun, adjective, and adverb.

Moreover, a compound preposition is prepared through the conjunction of a prepositional or a non-prepositional word and a simple preposition word that is used with a noun, adjective, or adverb, respectively.

Examples: About, across, along, beyond, besides, outside, according to, aside from, because of, as of, next to, on account of, apart from, but for, close to, depending on, due to, in between, in case of, etc., are some compound prepositions.

Teacher's Point



- Keep track of time to ensure each segment of the activity stays within its allocated duration.
- Encourage active listening and respectful communication throughout the discussion.
- You can use the whiteboard or markers/chalk to jot down key points or arguments as they arise during the discussion to help visualize the conversation.
- Teacher/ guest teacher can facilitate a productive and engaging panel discussion within a 40-minute class period.

Prepositional Phrases

Prepositional phrases are groups of words starting with a preposition. Prepositional phrases often function as modifiers, describing nouns and verbs. Phrases can't stand alone. A prepositional phrase won't contain the subject of a sentence.

Types of Prepositional Phrases

Prepositional phrases can modify nouns, verbs, phrases, and complete clauses. Prepositional phrases can also be embedded inside other prepositional phrases.

Modifying Nouns: Adjectival Phrases

When a phrase modifies a noun or pronoun, it's called an *adjectival phrase*. These types of phrases often specify a person or thing (what kind, whose). In context, they clarify a distinction between several possibilities.

Example

- Sheila is the runner *with the fastest time*.

It's likely there are other runners who are slower, as the sentence is specifying who is the fastest. The phrase is modifying (describing) the noun *runner*. Adjectival phrases come directly after the noun they modify.

- The boy *with the tall woman* is her son.

The phrase *with the tall woman* is specifying a certain boy; it's an adjectival phrase. There could be other boys, but the one *with the tall woman* is the one that's being described. *The boy* is a noun phrase, so the prepositional phrase is an adjective. If we want to make the boy even more specific, we'd further qualify it with an embedded phrase.

- The boy *with the tall woman and the dog* is her son.

Presumably, there are multiple boys with tall women, so the sentence is specifying that this boy is with a tall woman who has a dog.

Modifying Verbs: Adverbial Phrases

Adverbs modify verbs, and sometimes the adverb is an entire *adverbial phrase*. These phrases often describe when, where, why, how, or to what extent something happened.

Example

- This course is the most difficult *in the state*.

The prepositional phrase specifies where. There might be other courses that are more difficult in other states, but this one is the most difficult here. Let's say it's just one difficult course of several in the state, i.e., "This course is *among the most difficult* in the state." The *among* phrase is an adjectival phrase modifying (describing) the course, and the final phrase remains adverbial, still telling where.

- She ran the marathon *with pride on Saturday*.

The first prepositional phrase specifies how she *ran* (a verb), and the second specifies when. Both are adverbial phrases.

Some of the most common prepositions that begin prepositional phrases are *to, of, about, at, before, after, by, behind, during, for, from, in, over, under, and with*.

Exercise: Choose the correct compound preposition for each sentence:

Against, around, behind, upon, over, below, through, beside,) across, under, above,) between, underneath, onto, within, to, among, beneath

- The cat jumped _____ the table.
- I'm going to the park _____ my friends.
- The keys are hidden _____ the flowerpot.
- The cookies are _____ the jar.
- The restaurant is _____ the street.
- The pen is _____ the notebook.
- She walked _____ the high street to reach the playground.
- The bookshelf is _____ the wall.
- The ball rolled _____ the stairs.
- They sat _____ the fire to keep warm.
- I can see the moon _____ the clouds.
- The dog ran _____ the street to chase the squirrel.
- She placed the vase _____ the shelf.
- The car swerved _____ the crowd of people.
- The bird built its nest _____ the tree branches.

Exercise: Combine the sentences using prepositional phrases:

- The dog barked. The postman arrived.
- Jenny laughed. Her brother told a joke.
- We bought ice cream. We went to the beach.
- She went to the store. She bought some groceries.
- He studied all night. He passed the exam.
- They went to the beach. They played volleyball.
- I woke up late. I missed the bus.
- They went to the park. They had a picnic.

- He went to the gym. He lifted weights.
- She went to the library. She borrowed some books.
- They went to the restaurant. They ordered pizza.
- I went to the doctor. I got a check-up.
- They went to the concert. They enjoyed the music.

Exercise: Circle the prepositional phrase or compound preposition in each sentence:

- The birds flew over the mountains.
- The dog ran after the ball.
- The flowers bloomed between the trees.

Compound prepositions and Prepositional phrases

Exercise: Create your own sentences using given compound prepositions and prepositional phrases.

Story

The Camping Trip

Tom and his friends decided to go on a camping trip during their summer break. They packed their backpacks and set off early in the morning. They walked through the dense forest, following a narrow trail that led between the towering trees. They arrived at a beautiful clearing beside a sparkling river and decided to set up their campsite next to a large boulder.

As night fell, they gathered around the campfire and shared stories. Suddenly, they heard a rustling sound in the bushes across from them. They shined their flashlights toward the noise and saw a family of raccoons searching for food. The raccoons came up to the campfire, curious about the humans.

Tom's friend, Sarah, reached into her backpack and found some leftover sandwiches. She placed them beside the raccoons, who eagerly enjoyed the unexpected meal. Afterward, the raccoons scurried away from the campsite and disappeared into the darkness.

The friends had an eventful night and woke up to a breathtaking sunrise above the treetops. They packed their gear and hiked back through the forest to return home, cherishing the memories of their camping adventure.

Teacher's Point



Encourage students to write 2-3 sentences using compound prepositions and prepositional phrases in their notebooks.

Questions

- Q 1. Which compound preposition describes the path they took through the forest?
- Q 2. Where did they decide to set up their campsite?
- Q 3. When they heard a rustling sound, where did they shine their flashlights?
- Q 4. What did Sarah place beside the raccoons?
- Q 5. How did the raccoons disappear from the campsite?

Story: The Camping Trip (Continued)

After their camping adventure, Tom and his friends decided to write about their experience in their journals. See if you can fill in the blanks with the appropriate compound prepositions based on the story:

1. Tom and his friends walked _____ the dense forest.
2. They arrived at a clearing _____ the sparkling river.
3. They set up their campsite _____ a large boulder.
4. At night, they heard a rustling sound _____ the bushes.
5. They shined their flashlights _____ the noise.
6. Sarah found some sandwiches _____ her backpack.
7. She placed them _____ the raccoons.
8. The raccoons scurried _____ the campsite.
9. They disappeared _____ the darkness.
10. In the morning, they woke up to a sunrise _____ the treetops.

Story: The Camping Trip (Continued)

Q 1. Why do you think the author used the compound preposition "next to" to describe the campsite's location beside the boulder? How does it contribute to the imagery and atmosphere of the story?

Q 2. Consider the compound preposition "into" when describing the raccoons' disappearance into the darkness. What does this choice of preposition convey about the raccoons' actions and the mood of the scene?

Q 3. In the sentence "They walked through the dense forest," what does the compound preposition "through" imply about the nature of the forest and the difficulty of the journey?

Q 4. The phrase "above the treetops" is used to describe the sunrise. How does this compound preposition create a vivid mental image of the sunrise and its significance to the story's conclusion?

Q 5. If you were to rewrite a part of the story using a different compound preposition, how would it change the meaning or atmosphere of that particular scene? Choose a sentence from the story and provide an alternative compound preposition. Explain the impact of this change.

Story: The Camping Trip (Continued)

Q 1. Analyze the role of prepositional phrases in setting the scene. How do phrases like "through the dense forest" and "beside a sparkling river" contribute to the reader's mental imagery of the camping location?

Q 2. Identify instances where prepositional phrases are used to indicate location or direction. How do these phrases help the reader navigate the story's physical setting and movements of the characters?

Q 3. Examine the prepositional phrase "around the campfire" when the friends gathered. What does this phrase reveal about the social dynamics and atmosphere during their campfire gathering?

Q 4. Consider the phrase "besides the raccoons" when Sarah placed sandwiches. How does this prepositional phrase add a layer of meaning to the interaction between the friends and the raccoons?

Q 5. In the sentence "They packed their gear and hiked back through the forest to return home," the phrase "to return home" signifies the purpose of the action. How do such purpose-indicating prepositional phrases help in storytelling and character motivation?

Q 6. If you were to rewrite a part of the story by changing or removing a prepositional phrase, how would it alter the reader's understanding of the narrative? Choose a sentence from the story and provide an alternative or modified prepositional phrase. Explain the impact of this change.

Conjunctions and Transitional Devices

Conjunctions are words that connect two phrases or clauses, whereas transitions are words or phrases that indicate the relationship between two sentences or paragraphs. However, their main difference is their function. The main difference between conjunctions and transitions is that conjunctions connect two clauses, but transitions connect two sentences or paragraphs. Both conjunctions and transitions are words and phrases that connect ideas together.

Read the paragraph carefully to practice the use of conjunctions and transitional devices:

"Transitioning from middle school to high school can be both exciting and nerve-wracking. On one hand, there's the thrill of new experiences, meeting new friends, and exploring a wider range of subjects. However, it's also a time when students face increased responsibilities and higher academic expectations. Despite the challenges, high school offers numerous opportunities for personal growth. By staying organized, managing time wisely, and seeking help when needed, students can navigate this important transition with confidence. Ultimately, the journey from middle school to high school is a significant chapter in a student's life, filled with both hurdles and triumphs, but it's a path toward greater independence and future success."

- Identify the transitional devices used in the paragraph. List them and categorize them into different types (e.g., contrast, addition, consequence). Explain how each device contributes to the paragraph's coherence.

Exercise: Rewrite the paragraph using different transitional devices while preserving the original meaning.

For example, replace "on one hand" with "although," "however" with "nonetheless," or "ultimately" with "in the end."

Discuss how these different transitions affect the overall flow and style of the paragraph.

Exercise : Identify Conjunctions and Transitional Devices

- Select a paragraph from lesson text.
- Read through the paragraph and identify all the conjunctions (e.g., and, but, or, so, yet) and transitional devices (e.g., therefore, however, consequently).
- Create a list of the conjunctions and transitional devices you found in the paragraph.
- Explain how each of these words or phrases contributes to the flow and coherence of the text.

Exercise: Fill in the Blanks with appropriate Conjunctions.

(e.g., and, but, so, because, although, therefore).

1. I wanted to go to the park, _____ it started raining heavily.
2. She studied hard for the exam, _____ she was determined to succeed.
3. He is allergic to peanuts, _____ he always checks food labels.
4. I was tired, _____ I stayed up late to finish my assignment.
5. He wanted to buy the car, _____ he couldn't afford it. -----

Exercise: Take the following pairs of sentences and rewrite them into one sentence using an appropriate transitional device:

1. a) The weather was cold. ----- b) We decided to go for a hike.
2. a) She forgot her umbrella. ----- b) She got soaked in the rain.
3. a) He missed the bus. ----- b) He was late for the meeting.

Exercise: Select an article or essay of your choice and perform the following analysis:

- Identify all the transitional devices used in the text.
- Explain how these transitional devices help guide the reader through the text's structure.
- Identify the main sections or paragraphs in the text and describe how transitional devices signal transitions between these sections.
- Reflect on how the text's organization impacts your understanding of the content.

Correlative Conjunctions

Correlative conjunctions are used in pairs to link equal parts of a sentence. correlative conjunctions link equal parts/ equivalent elements of a sentence.

- Either go big or go home.
(The equivalent elements being linked are *go big* and *go home*. They are both verbs.)
- It was neither big nor clever.
(The equivalent elements are *big* and *clever*. They are both adjectives.)
- They stole not only the TV but also the satellite dish.
(The equivalent elements are *the TV* and *the satellite dish*. Both are nouns phrases.)
- The light was not green but red.

The most common correlative conjunctions are:

either/or, neither/nor, not only/but also, as/so, not/but

Interview: Job Vacancy

Interviewer: Hi, I'm conducting interviews for a job opening, and I want to find the perfect candidate. To do that, I need someone who not only has the right skills but also fits well with our company culture. Can you tell me about your qualifications?

Candidate: Of course! I have both the technical expertise required for the job, and I'm also a team player who collaborates well with colleagues.

In this example, "both...and" is a correlative conjunction. It's used to emphasize that the candidate possesses both qualifications. You can use similar interview scenarios to teach other correlative conjunctions like "either...or," "neither...nor," "not only...but also," and "whether...or." This approach helps students see how these conjunctions clarify relationships between elements in a sentence.

Interview: Job Vacancy (Continued)

Interviewer: We're looking for someone who can work independently but also communicates effectively within the team. How do you manage this balance?

Candidate: Well, I'm not only self-motivated but also a great communicator. I can handle tasks on my own, and I always keep my team informed of my progress.

In this dialogue, "not only...but also" emphasizes both qualities the candidate possesses.

Interviewer: In our fast-paced environment, employees must be adaptable. Can you demonstrate your adaptability?

Candidate: Certainly. I can adapt to either changing project requirements or unexpected challenges that arise during teamwork.

Here, "either...or" is used to show two situations in which the candidate can adapt.

Interviewer: Our company values work-life balance. Do you have any concerns about working late or on weekends?

Candidate: No, I have neither reservations about working late nor any objections to working on weekends when necessary.

In this instance, "neither...nor" highlights the candidate's willingness in two specific scenarios.

Interviewer: We're considering candidates from both in-state and out-of-state. Can you share your perspective on this?

Candidate: Absolutely. Whether you choose an in-state or an out-of-state candidate, I believe my skills and dedication make me a strong contender.

"Whether...or" is used to present two options, and the candidate expresses readiness for either.

These dialogues demonstrate various correlative conjunctions in a practical interview context, helping students understand how they function to express different relationships between ideas.

Assessment: Applying Correlative Conjunctions in Interviews

Instructions:

- Read the interview scenarios below.
- Identify the correlative conjunction used in each dialogue, and explain its function in the sentence. Consider how it emphasizes or clarifies the relationship between elements.

Scenario 1

Interviewer: Our company values both innovation and teamwork. Can you give an example of a project where you showcased these qualities?

Candidate: Certainly. In my previous role, I not only introduced innovative solutions but also collaborated closely with my team to implement them.

Scenario 2

Interviewer: We are looking for candidates who are not only experienced but also adaptable. How do you meet these criteria?

Candidate: I have both years of experience in the industry and a proven ability to adapt to changing circumstances.

Scenario 3

Interviewer: In our industry, employees must either work well under pressure or excel in long-term planning. Can you describe your skills in these areas?

Candidate: I excel both in handling high-pressure situations and in developing long-term strategies for success.

Scenario 4:

Interviewer: We have positions available for both remote and on-site work. Which option suits you best?

Candidate: Whether I work remotely or on-site, I'm confident in my ability to contribute effectively to the team's goals.

Scenario 5

Interviewer: Our team prefers candidates who are neither overconfident nor lacking self-assurance. How do you strike a balance in this regard?

Candidate: I maintain neither overconfidence nor a lack of self-assurance; instead, I believe in a healthy level of confidence backed by competence.

Scenario 6

Interviewer: Our projects can involve international travel, but some may require staying local. Are you open to both possibilities?

Candidate: Yes, I'm open to either international travel or staying local, depending on the project's requirements.

Scenario 7

Interviewer: We need someone who can work weekends or evenings when necessary. Do you have any objections to either of these?

Candidate: I have no objections to either working weekends or evenings when the job demands it; I understand the occasional need for flexibility.

Grading Rubric	
Each correct identification of the correlative conjunction (e.g., both...and, not only...but also)	2 points
Each correct explanation of the function of the correlative conjunction in the sentence.	3 points
Clear and concise language in explanations	2 points
Total possible points:	7 points

Exercise : Choose the correct correlative conjunction to complete the sentence:

- i. ___ John ___ Adam showed up at the party.
- ii. ___ the rain stopped ___ the sun came out.
- iii. Sarah can speak ___ English ___ Spanish.
- iv. I will ___ play video games ___ watch TV tonight.
- v. ___ Sam ___ Tom want to be the team captain.
- vi. ___ you can join us for dinner, ___ let us know in advance.

- vii. ___ we go hiking ___ swimming, I'll be happy.
- viii. Mary enjoys ___ reading novels ___ watching movies.
- ix. Tim will ___ eat pizza ___ have a burger for dinner.
- x. ___ my friend ___ my brother knows the answer to that question.
- xi. She is ___ beautiful ___ intelligent.
- xii. ___ the concert ___ the movie was canceled due to bad weather.
- xiii. The team won ___ the players played with determination.
- xiv. I want to ___ go to the beach ___ stay at home and read a book.
- xv. ___ eating fruits ___ drinking lots of water is essential for health.
- xvi. She can't ___ play the piano ___ the guitar.
- xvii. He is ___ just an actor ___ a talented singer as well.
- xviii. I'm ___ running late ___ stuck in traffic.
- xix. The movie was ___ interesting ___ confusing.
- xx. ___ my sister ___ my brother likes pizza.
- xxi. We can ___ take the subway ___ a taxi to reach the station on time.
- xxii. ___ my parents ___ my teacher can attend the meeting.
- xxiii. ___ Mary ___ John were able to solve the math problem.
- xxiv. I will ___ buy a new phone ___ get my old one repaired.
- xxv. The dog is ___ asleep ___ awake.
- xxvi. ___ you like ___ you dislike, it's important to respect others' opinions.
- xxvii. We can ___ go for a walk ___ watch a movie at home.
- xxviii. The weather is ___ neither too hot ___ too cold today.
- xxix. ___ exercise regularly ___ eat a balanced diet if you want to stay healthy.
- xxx. She couldn't ___ swim ___ dance at the party.



Writing

Activity: Explore print media to observe the advertisements of various companies or products. Suppose you have recently launched a company. Design an advertisement for its publicity.

Advertisement of A New Company

- The advertisement features a dynamic and modern office space with bright, open areas, standing desks, and employees collaborating in a vibrant atmosphere.
- Imagery includes diverse professionals from different backgrounds engaged in brainstorming sessions, working on innovative projects, and using cutting-edge technology.

Tagline

"Fueling Innovation, Igniting Creativity - Your Workplace of Tomorrow!"

Key Messages

1. **Embrace Creativity:** Encourage employees to think beyond boundaries and explore creative solutions to challenges.
2. **Foster Innovation:** Promote an environment that values and rewards innovative ideas and initiatives.
3. **Unlock Potential:** Inspire individuals to tap into their unique skills and talents to drive progress.
4. **Collaboration is Key:** Highlight the importance of teamwork and cross-functional collaboration in sparking innovation.

Teacher's Point



Help students explore designs and formats for designing and writing their advertisement.

Advertisement Text

**"Welcome to a Workplace
Where Ideas Soar!"**

**"Innovation is
Our Blueprint for Success."**

**"Your Creativity -
Our Competitive Edge!"**

**"Dare to Dream. Dare to Create.
Dare to Innovate."**



Call to Action

"Join Us Today and Be Part of a Creative Revolution!"

Contact Information

Website: www.YourInnovativeFuture.com

Phone: 123-456-7890

Additional Information

- Use vibrant and bold colors like blues, greens, and oranges to convey a sense of energy and creativity.
- Include visuals of employees collaborating, brainstorming, and working on innovative projects.
- Incorporate a modern, sleek font style for a contemporary look.
- Ensure the layout is clean, organized, and visually appealing.

National Book Foundation

Approved by National Curriculum Council, Secretariat
Ministry of Federal Education & Professional Training
vide letter No. F.No.1-1 (2024)-NCC/DEA/Dir/English, Dated: 04th March 2024

قومی ترانہ

پاک سرزمین شاد باد! کشورِ حمین شاد باد!
تو نشانِ عزمِ عالی شان ارضِ پاکستان
مسکزِ یقین شاد باد!

پاک سرزمین کا نظام قوتِ اخوتِ عوام
قوم، ملک، سلطنت پائندہ تابندہ باد!
شاد باد منزلِ مسرود!

پرچمِ ستارہ و ہلال رہبرِ ترقی و کمال
ترجمانِ ماضی، شانِ حال جانِ استقبال
سایہ خدائے ذوالجلال!



National Book Foundation
as
Federal Textbook Board, Islamabad

