

MODEL TEXTBOOK OF ENGLISH

Based on National Curriculum of Pakistan 2022-23

Grade **10**





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A Textbook of English

For Grade 10

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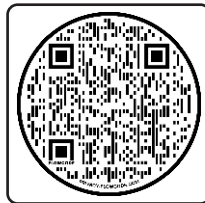
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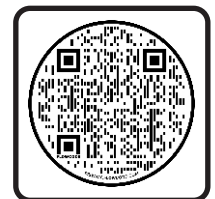
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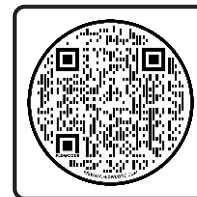
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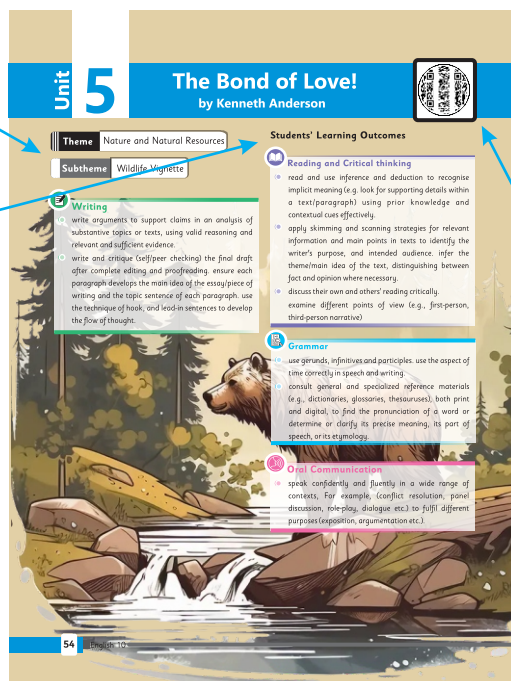


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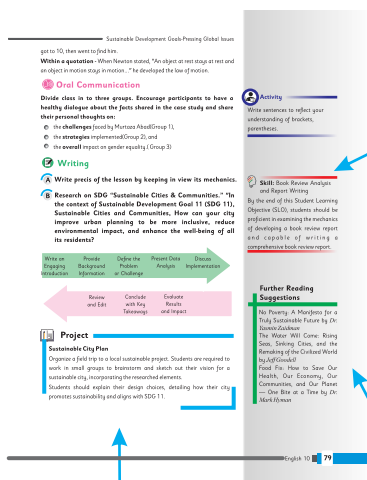


Themes / Subthemes are included in each chapter according to curriculum.

Students learning outcomes within a competency or across competencies overlap are interrelated one outcome is often dependent upon progress towards another e.g. writing skills are reinforced through reading and thinking skills.

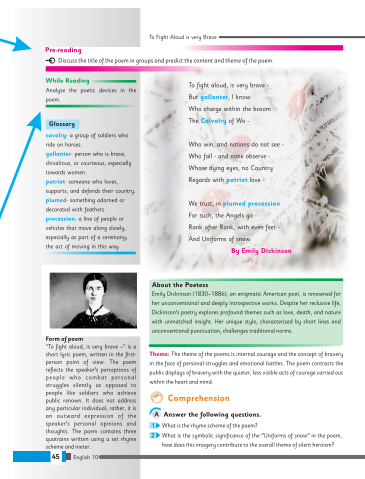


The **QR code** is provided as an audio/visual aid to help teachers/parents/students understand the topic better.



The purpose of a **skill** is to apply knowledge. Students and teachers can scan the provided QR code to access a worksheet that enhances their skill of doing.

Pre-reading questions are asked before the lesson. The questions refresh students' previous knowledge about the lesson and they can predict the lesson by answering these questions.



Projects in this textbook serve various educational and pedagogical purposes, contributing to students' learning and development in several ways.

Further reading recommendations are given for students to read and enhance their vocabulary and language skills, to familiarize themselves with different genres and authors.

While-reading, questions are asked to gauge the knowledge of the learners and to keep their interest in the lesson.



Preface

With our Grade 10 textbook, you will embark on an exciting journey into English language learning. Language is a power tool that opens doors to new worlds, allows us to express our thoughts, and connects us with people from diverse backgrounds. Each chapter in this textbook has been meticulously crafted around distinct themes and subthemes, thereby presenting valuable lessons and insights. We've put a lot of work into this book, crafting a slick, engaging text that's sure to get students' attention and boost their skills in listening, speaking, reading, writing, vocabulary and grammar. Our objective is to elicit a fervent interest in language acquisition, foster critical thinking, and equip students with the necessary competencies to navigate the ever-changing realm of English language proficiency.

Oral Communication: Effective communication involves not only expressing oneself but also being attentive and responsive. By engaging in dialogues, interviews, and presentations, students will improve their listening and speaking skills. They will acquire the ability to comprehend spoken language, cultivate conversational fluency, in group discussions, and deliver confident presentations. Interactive activities will encourage collaboration and create a supportive learning environment.

Reading: Through captivating stories, poems, and informational texts, students will embark on thrilling adventures, explore different cultures, and discover new ideas. They develop the ability to analyze and comprehend texts, identify main ideas, make inferences, and develop critical thinking skills. Reading comprehension exercises and activities will provide a challenging environment for students to delve deeper into the texts and cultivate a passion for reading.

Vocabulary and Grammar: The foundation of effective communication is based on proficiency in grammar and vocabulary. This textbook will introduce students to the intricacies of English grammar, including sentence structure, parts of speech, tenses, and punctuation. Engaging in exercises and activities will help strengthen their understanding of grammar rules and enable them to communicate accurately and clearly.

Writing: Writing is a powerful form of self-expression. Our textbook for Grade 10 provides students with the necessary tools to develop their writing skills with confidence. They will learn various writing forms, such as narratives, descriptive essays, and persuasive pieces, which will allow them to explore their creativity and sharpen their communication skills. Writing prompts and guided exercises will encourage students to express their thoughts, organise their ideas, and refine their writing style.

We hope that this textbook will be a valuable resource for your English language learning journey. Let the pages of this book open up the world of language and empower you to express your thoughts, connect with others, and explore limitless possibilities.



Table of Contents

Unit No.	Unit Name	Reading and Critical thinking	Vocabulary and Grammar
01	Hazrat Muhammad (ﷺ) The Pioneer of Islamic Economy	Questions and Answers Talk about the Text Summarize the text	Use of Dictionary Guide and Entry Words, Parts of Speech
02	Exploring the Beauty of Pakistan	Questions and Answers Talk about the Text	Persuasive Words, Pronouns Different Types of Sentences, Transitive and Intransitive Verbs
03	Clearing in the Sky	Questions and Answers Talk about the Text Elements of Story	Inferring, Compound Prepositions, Prepositional Phrases, Punctuation Marks
04	To Fight Aloud is very Brave (Poem)	Questions and Answers Talk about the Text	Poetic Devices Pronoun Antecedent Agreement
05	The Bond of Love! (Poem)	Questions and Answers Talk about the Text Story Point of View	Synonyms Non-Finite Verbs, Participles, Gerunds
06	Sustainable Development Goals- Pressing Global Issues	Questions and Answers Talk about the Text Precis Writing	Prefixes and Suffixes Conjunctions, Kinds of Sentences, Types of Adverbs
07	Embracing the Nature Once Again	Questions and Answers Talk about the Text	Synonyms and Antonyms Degrees of Adjective Past tenses
08	It's a wonderful world	Questions and Answers Talk about the Text Biography and Autobiography	Word Building Types of Pronouns
09	When I Die (Poem)	Questions and Answers Poetic Devices	Figurative Language Clauses Punctuation Conjunctions
10	The Aged Mother	Questions and Answers Characterization Inferences	Denotation and Connotation Modal verbs
11	A tale of unsung freedom fighter	Questions and Answers	Idioms Phrases Future tenses
12	If (Poem)	Questions and Answers	Use of Dictionary Conditional Tenses
13	From Whispers to Bytes	Questions and Answers Reading bar graph	Word Family Sentence Patterns
14	The Book that Saved Earth	Questions and Answers Critique the Plot Book Showcasing	Proverbs Direct and Indirect Speeches
15	The Tables Turned (Poem)	Questions and Answers MCQs	Figures of speech Active and Passive Voice



Table of Contents

Oral Communication	Writing	Theme	Sub Theme	Pages
Research-based Oral Presentations	Devising a Questionnaire	SDG Millennium Development Goals	Decent Work & Economic Growth	01
Discussing Travel Blog	Persuasive Writing	Travel and Tourism	Transportation	15
Cross-Generational Interaction	Narrative Writing	Stress Management	Soft Skills	30
Discussing the text	Paraphrasing Summary Writing	Literature & poetry	Bravery	41
Sharing Personal thoughts on a Newspaper Headline	Argumentative Writing	Nature and Natural Resources	Wildlife Vignette	51
Dialogue on facts and personal thoughts	Precis Writing Devising Case Study	SDG-Millennium Development Goals	Gender Equality, No poverty, Zero Hunger, Sustainable Cities and Communities	62
Role Playing	Blog Writing	Nature & Natural resources	Connecting People and Nature	76
Discuss an audio and or video clip	Biography writing	Innovation and creativity	Innovation and creativity in science	86
Giving Extempore Speech	Paraphrasing Writing Paragraph	Literature and Poetry	Spiritualism	97
Discussing different point of views	Dialogue writing	Poetry and Literature	Human Relationships	106
Conducting and Interview	Writing Speech	SDG-Millennium Development Goals	Peace, Justice, Freedom for all and Strong Institutions	116
Giving Speech	Paraphrasing Objective Summary	Soft Skills	Decision Making, Stress management	126
Asking Rhetorical Questions	Writing News Article	Digital Globalization	Impact of Digital Globalization on English Language	136
Using Persuasive words in speech	Write a Book Review	Literature & Poetry	Technology	147
Collaborative Discussion	Writing Poem	Literature & Poetry	Nature	162

Hazrat Muhammad

(خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ)

The Pioneer of Islamic Economy



Theme SDG Millennium Development Goals

Subtheme Decent Work & Economic Growth



Oral Communication

- respond to the text by giving arguments and opinions



Writing

- research for short projects to answer a question or solve a problem; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation while writing or presenting their assignments
- apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience

Students' Learning Outcomes



Reading and Critical thinking

- analyse that text comprises a group of paragraphs that develop on the main idea addressed by the author throughout the text
- apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience. infer the theme/main idea of the text, distinguishing between fact and opinion where necessary
- reading to analyse descriptive/argumentative/persuasive essays
- use summary skills to extract salient points and develop a mind map to summarize a variety of informational texts



Grammar

- use all types of tenses correctly in speech and writing.
- demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity
- consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology
- verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)

Pre-reading

- ☞ What is the role of the economy in the development of a society and state?
- ☞ What are the factors that can affect economy of any state?

The economy is a key foundation for developing a society or state. Historically, highly developed economies like the Egyptian and Roman civilizations are known for **exploiting** many people, and although they have **dissolved**, their traditions persist. Fifteen hundred years ago, Hazrat Muhammad (ﷺ) brought a message of peace. He (ﷺ) closely observed the Arabian lifestyle and, after migrating to Madinah in 622, founded the first Islamic state in modern history.

Hazrat Muhammad's (ﷺ) Ten-Point Programme

Hazrat Muhammad (ﷺ) announced ten-point programme that formed the basis of Islamic Economy. In the light of the Holy Quran, the economic system is based on this programme with the following highlights:

1. Earnings using legal ways and avoiding unfair ways
2. Annihilation of usury
3. Avoiding dishonesty in business
4. Establishment of Zakat system
5. Establishment of **Baitulmal**
6. Initiation of humane labour policy
7. Inception of **ushur** and Islamization of land ownership
8. Logical implementation of the inheritance system
9. The rule of reasonable state intervention.
10. **Prohibited** Sources of Income in Islam

Sources of Income that were strictly prohibited in the light of the Quran include:

- a) **Bribery and usurping others' property:** "And eat up not one another's property unjustly (in any illegal way e.g. stealing, robbing, **deceiving**, etc.), nor give bribery to the rulers (judges before presenting your cases) that you may knowingly eat up a part of the property of others sinfully." (Al-Baqarah: 188)
- b) **Fraud:** "It is not for any Nabi to take illegally a part of booty (Ghulul), and whosoever deceives his companions as regards the booty, he shall bring

Glossary

exploit: to use a person or situation only to gain advantage for yourself (استغلال)

dissolved: to bring to an end, terminate (منسوخ کرنا)

prohibited: not allowed, banned (ممنوع)

bribery: the giving and taking of money or any valuable item to or from someone against some favour which is usually illegal and dishonest in nature (رشوت)

usurp: to take somebody's position and/or power without having the right to do this (غصب کرنا)

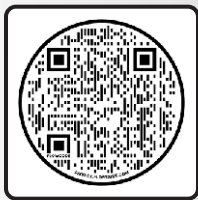
deceive: to make somebody believe something that is not true (فریب دینا)

Key Terms

Baitulmal- Bait-ul-Maal is an Arabic term that is translated as "House of Money" or "House of Wealth."

Ushur- A 10% tax on the harvests of irrigated land and 10% tax on harvest from rain-watered land and 5% on Land dependent on well water. The term has also been used for a 10% tax on merchandise imported from states that taxed the Muslims on their products.





Skill: Analysing Descriptive, Argumentative, and Persuasive Essays

To evaluate the structure and argument of different essays critically.

Source of Quranic Translation:
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Glossary

resurrection: the day when all people return to life again/the day of judgement (روزِ محشر)

gambling: the act of playing games on chance for money (جوا)

abomination: something that you detest because it is unpleasant or wrong (قابل نفرت عمل)

admonition: a warning to somebody about their behaviour (نصیحت)

abide: to stay or live in a place (برقرار رہنا)

emigrant: a person who leaves their country to live permanently in another (ہجرت کرنے والا)

While Reading

In the verse from Al-Baqarah (275), what is the difference between trading and Ribâ (usury) according to Islamic teachings?

Hazrat Muhammad (ﷺ) The Pioneer of Islamic Economy

forth on the Day of **Resurrection** that which he took (illegally). Then every person shall be paid in full what he has earned, and they shall not be dealt with unjustly.” (Al-Imran: 161)

- c) **Stealing and Robbery:** “Cut off (from the wrist joint) the (right) hand of the thief, male or female, as a recompense for that which they committed, a punishment by way of example from Allah. And Allah is All-Powerful, All-Wise.” (Al-Maida: 38)
- d) **Gambling, Wine and its business:** “O you who believe! Intoxicants (all kinds of alcoholic drinks), gambling, Al-Ansâb, and Al-Azlâm (arrows for seeking luck or decision) are an abomination of Shaitân's (Satan) handiwork. So, void (strictly all) that (**abomination**) in order that you may be successful.” (Al-Maida: 90)
- e) **Interest:** “Trading is only like Ribâ (usury),” whereas Allah has permitted trading and forbidden Ribâ (usury). So whosoever receives an **admonition** from his Lord and stops eating Ribâ (usury) shall not be punished for the past; his case is for Allah (to judge); but whoever returns [to Ribâ (usury)], such are the dwellers of the Fire – they will **abide** therein.” (Al-Baqarah: 275)

Hazrat Muhammad's (ﷺ) Steps and Policies to Strengthen the Economy

When Hazrat Muhammad (ﷺ) came to Madinah and established the Islamic state, he (ﷺ) forbade pre-Islamic traditions and took steps to strengthen the economy of the new state. These steps include:

Organizing the Agriculture: When the Hazrat Muhammad (ﷺ) arrived in Madinah, he (ﷺ) saw that most of the Ansars were farmers. In the Hadith as narrated by Abu Huraira: The Ansar said to the Hazrat Muhammad (ﷺ) “**Distribute the date palm trees between us and our emigrant brothers.**” He (ﷺ) replied, “**No.**” The Ansar said (to the emigrants), “**Look after the trees (water and watch them) and share the fruits with us.**” The **emigrants** said, “**We listen and obey.**” (Sahih al-Bukhari, 2325) Many resources mentioned that Hazrat Muhammad (ﷺ) allotted among some companions with wasteland for cultivation. He (ﷺ) also motivated them for this work. As such, he (ﷺ) said, as narrated by Sa'id ibn Zayd: Hazrat Muhammad (ﷺ) said: “**If anyone brings barren land into cultivation, it belongs to him, and**

the unjust vein has no right.” (Sunan Abi Dawud 3073). Jami` at-Tirmidhi 1379. Jabir Bin Abdullah reported: “We used to cultivate land on rent during the lifetime of Hazrat Muhammad (ﷺ) and we got a share out of the grain left in the ears after threshing them and something unspecified. I heard Allah’s Nabi, Hazrat Muhammad (ﷺ) saying: **“Never does a Muslim plant, or cultivate, but has reward for him for what the beasts eat, or the birds eat or anything else eats out of that.”** Sahih Muslim 1552. The Ansars were disputing about irrigation. But Hazrat Muhammad (ﷺ) gave them the just solution.

Organizing the Trade System: When the Muslims migrated to Madinah, many were inclined towards business. Hazrat Muhammad (ﷺ) recognized the need for a market for Muslims and freed the economy from Jewish control. These markets were open to all merchants, but he (ﷺ) prohibited the sale of illegal goods and banned monopolies. He (ﷺ) banned the **Monopoly** business. Ma’mar Bin Abdullah reported Hazrat Muhammad (ﷺ) as saying: **“No one hoards but the sinner.”** Hazrat Muhammad (ﷺ) **forbade** price **inflation**, selling unripened fruit, city dwellers making deals for villagers on commission, broker activities, **intercepting** caravans before they entered the market, and deception, cheating, and swearing in sales. He personally visited the markets to resolve **transaction** issues.

Carpentry became famous during the time of Hazrat Muhammad (ﷺ). The carpenters made various arms like **catapults**, spears, etc.

His (ﷺ) administration **patronized** this industry to develop the economic growth.

Organizing the Zakah: The institution of zakah is the core of Islamic economic system. It is a better way to **eradicate** unemployment, poverty and hunger. Zakah is deeply rooted in the Islamic scheme despite the economically **fragile** state of Muslims in general. History bears witness that Hazrat Muhammad (ﷺ) handed over to 12 renowned Companions the responsibility of collecting Zakah properly from 14 tribes in Arab.

Organizing the Sadaqah: Zakah is fixed charity but the sadaqah is **voluntary** and unlimited charity. This solution is very strongly connected to the Islamic worldview; this world/life is just a transit point. This philosophy dictates our behaviour in almost every aspect including

Glossary

transaction: an instance of buying or selling something (لین دین)

forbade: did not permit (منع کرنا)

inflation: a fall in the value of money and a general increase in prices; the rate at which this happens (افراط زر کی شرح)

intercept: to stop somebody/ something that is going from one place to another from arriving (سفر یا راستے میں رکاوٹ پیدا کرنا)

catapult: a stick that has the shape of a Y with a rubber band attached to it, used by children for shooting stones (غلیل)

patronize: to support an activity or a public organization, especially by giving money (سرپرستی کرنا)

monopoly: complete control of something, especially an area of business, so that others have no share (اجارہ داری)

fragile: easily destroyed, ended, or made to fail (نازک)

voluntary: done, made, or given willingly, without being forced or paid to do it (اپنی مرضی سے)

transaction: an occasion when someone buys or sells something, or when money is exchanged or the activity of buying or selling something (لین دین)

While Reading

What does the word ‘eradicate’ mean? Identify three opinions and facts each from the text.

While Reading

Think and share two examples of zakat and sadaqah each from daily life to clear the difference between the two.

Glossary

exempt: with special permission not to do or pay something (پابندیوں سے آزاد)

mandate: to order someone to do something (عارضی اختیار)

starve: to suffer or die because you do not have enough food to eat (بھوک سے مرنا)

Key Terms

dhimmas: Dhimma is used for the obligation of Muslims in general and of Muslim rulers in particular to grant protection to non-Muslims living under their rule.

***musta'mins:** Non-Muslim foreigner temporarily residing in Muslim lands with aman, or guarantee of short-term safe-conduct



Skill: Inferencing and Identifying Themes

To identify the main idea and distinguish between facts and opinions in the text.

Hazrat Muhammad (ﷺ) The Pioneer of Islamic Economy

economic matters.

Organizing the Waqf: Hazrat Muhammad (ﷺ) did not distribute the money of Bait Al-Mal equally, but he used to distribute according to the need of the people, he (ﷺ) used to give priority to the needy people over those who do not need money.

Organizing the Jizya: Jizya or jizyah (جزيّة) is a religiously required per capita yearly tax historically levied by Islamic states on certain non-Muslim subjects permanently residing in Muslim lands under Islamic law. Muslim jurists required adult, free, sane males among the **dhimma** community to pay the jizya while **exempting** women, children, elders, the handicapped, the ill, the insane, monks, hermits, slaves, and **musta'mins**. Those who chose to join military service were exempted from payment, as were those who could not afford to pay. Jizya is **mandated** by the Quran and hadiths (but not the rate or amount).

Hazrat Muhammad (ﷺ) was neither a socialist nor a communist. He (ﷺ) supported private ownership and profit-making, emphasizing economic justice. He (ﷺ) understood that people have different talents and skills, allowing for unequal earnings. However, he (ﷺ) stressed that earnings should be rightful and spending judicious. His (ﷺ) principles provided a strong moral foundation for the economy of Madinah. If any government follows these universal principles, it would achieve great development, and its people would not **starve**.

Source: Abdul Matin, Officer Shariah Secretariat
Export Import Bank of Bangladesh Limited



Comprehension



A Answer the following questions.

- 1 ► What is the primary foundation for the development of the first Islamic state in modern history, according to the text?
- 2 ► Why were archery, shooting, and carpentry important during the time of Hazrat Muhammad (ﷺ)?
- 3 ► What is the Islamic stance on gambling and intoxicants in the economy?
- 4 ► Why did Hazrat Muhammad (ﷺ) ban monopolies, and how did he regulate business practices?
- 5 ► Devise a plan for implementing Hazrat Muhammad's (ﷺ) economic principles in present society.
- 6 ► What is main idea of the lesson?

Analytical question

How did Hazrat Muhammad (ﷺ) emphasize economic justice while supporting private ownership?

Why is fairness in earnings and spending given importance in the Islamic economy?



Talk about the Text

Discuss what was the role and significance of Jizya in the economic policies during Hazrat Muhammad's (ﷺ) time in the light of historical events with the class.



B Choose the correct options.

- 1 ▶ What is the primary foundation of Hazrat Muhammad's (ﷺ) ten-point program for Islamic Economy?
 - a. technological advancement
 - b. social justice
 - c. military dominance
 - d. cultural assimilation
- 2 ▶ What is considered a key foundation for developing a society or state?
 - a. religion
 - b. economy
 - c. education
 - d. culture
- 3 ▶ Which ancient civilizations are known for having highly developed economies?
 - a. Greek and roman
 - b. Egyptian and roman
 - c. Roman and chinese
 - d. Greek and Egyptian
- 4 ▶ Who was responsible for collecting Zakah from the Arab tribes?
 - a. the caliph
 - b. Hazrat Muhammad (ﷺ) himself
 - c. 12 renowned companions
 - d. local governors
- 5 ▶ What is the main goal of the Zakat system in the Islamic economy?
 - a. to encourage personal wealth
 - b. to eradicate unemployment, poverty, and hunger
 - c. to fund military operations
 - d. to replace other taxes
- 6 ▶ What is Jizya?
 - a. a type of military tax
 - b. a religiously required per capita tax levied on non-Muslims
 - c. a tax only for Muslims
 - d. a property tax
- 7 ▶ Who were required to pay the Jizya tax?
 - a. only women
 - b. adult, free, sane males among the dhimma community
 - c. only elderly people
 - d. only the handicapped and ill



Skill: Summary and Mind Mapping Techniques

To summarise key points and visually organise information using mind maps.

Teacher's Guideline

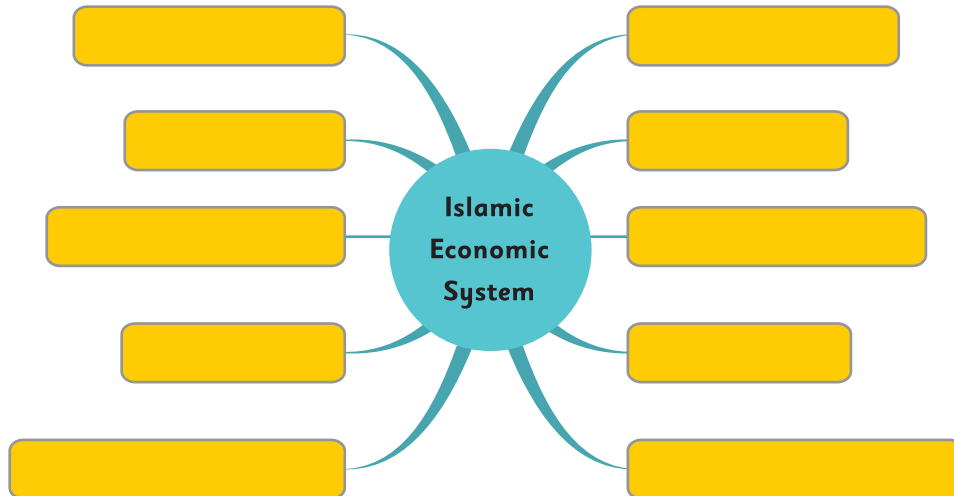
A teacher may invite a banker to help students understand current system of economy in Pakistan. A question answer session may help students grasp how system of money circulation run and what barriers do we face in switching to completely Islamic Economisation.



8 ▶ Which economic concept is deeply rooted in the Islamic scheme and is considered a way to eradicate poverty and hunger?

- a. zakat
- b. sadaqah
- c. waqf
- d. jizya

C Complete the give mind map and summarize the text of the lesson with its help .



Vocabulary and Grammar

Use of Dictionary

	Guide words	Part of speech
	Frisbee	pedestrian
Entry words	<p>Fris•bee (friz' bē) [from the Frisbie Baking Company] a plastic disk used in throwing games and sports</p> <p>hap•py (hap' pē) adjective [from Middle English <i>hap</i>, "suitable"] 1. lucky 2. content 3. joyful antonyms: sad, unhappy</p>	<p>† mañana (mä nya' nä) noun [from Spanish <i>maneana</i>, "tomorrow"] tomorrow</p> <p>ob•e•lisk (äb' e lisk) noun [from Greek <i>obelos</i>, "a needle"] a tall, four-sided pillar</p>
Pronunciation	<p>hat (hat) noun [from German <i>hut</i>, "to cover"] an article of clothing for the head, often including a brim</p> <p>in•ject (in jekt') verb [from Latin <i>in</i>, "in" + <i>jacere</i>, "to throw"] 1. to force (something) into a body part, etc. 2. to insert (something) into a conversation, for example, "He injected humor into his talk."</p> <p>li•brar•y (lī' brer ē) noun [from Latin <i>liber</i>, "a book" from an earlier word for tree bark used to write on] 1. a collection of books 2. a place housing books</p>	<p>ped•al (ped' l) noun [from Latin <i>pedis</i>, "foot"] 1. a foot device for powering a bicycle or other machine 2. a foot-operated device of a musical instrument</p> <p>ped•es•tal (ped' is tl) noun [from Latin <i>pedis</i>, "foot" + Middle English <i>stal</i>, "a place"] the foot of a column, pillar, lamp, statue</p> <p>pe•des•tri•an (pe des' trē en) noun [from Latin <i>pedis</i>, "foot" + <i>ian</i> from the French <i>m Latiain</i>, "a person"] someone going about on foot; a walker</p>

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

A Use dictionary to locate entry words, guide words, relevant parts of speech, pronunciation keys and definitions of the following words.

deceiving

torment

abomination

patronized

zenith

B Replace the verbs in bold with some other more appropriate synonyms. Without changing the meaning using thesaurus or dictionary where required.

In laying the foundation of the first Islamic state in Madinah, Hazrat Muhammad (ﷺ) implemented a **comprehensive** economic program. He observed the agricultural practices, **motivating** and allotting land for cultivation. Additionally, he forbade **dishonest** business practices, prohibited usury, and established the Zakat system. Hazrat Muhammad (ﷺ) also ran a "Khier method" to maintain **integrity** in transactions, solving issues personally in the markets. His administration focused on developing **various** industries, including carpentry for arms production.

Words in Use

The text contains the word "state." It has three meanings:

- State is tell or mention
- State refers to a political entity or government, as in "the new state of Madinah."
- State is also a condition or situation, for example, "the economic state" or "the state of development." It is also used in phrases and expressions.
- State your case:** Present your argument or viewpoint.

Example: You'll have an opportunity to state your case during the meeting.



Skill: Using Reference Materials

To consult dictionaries, glossaries, and thesauruses to determine the correct pronunciation, meaning, part of speech, or etymology of a word.



Activity

Read the given passage and write synonyms and antonyms of the bold words.

Emily felt very **happy** when she received the news. Her heart was filled with **happiness** as she shared the **joyous** moment with her friends. The happy occasion called for a celebration, and everyone could see the happiness **shining** in her eyes. It was a **truly** happy day.

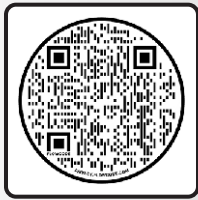
Q. What do you think the following expressions mean? Use the given expressions in your sentences.

- in a state of shock
- state of affairs
- state the obvious
- state of the art
- across state lines
- state of emergency, state-run
- state of mind

Teacher's Guideline

Show students a thesaurus and tell them that they can use it for finding words synonyms and antonyms.

Create a "Word of the Day" exercise where students find the word in both a thesaurus and a dictionary, write down synonyms and the definition, and use it in a sentence.



Parts of Speech

Every word in English can be classified as one of eight parts of speech. The term part of speech refers to the role a word plays in a sentence.

- There are eight parts of speech in the English language: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection.

Nouns

Nouns are words that represent people, places, ideas or things. Nouns, you might find it helpful to think of nouns as “naming words.” Everything we can see or talk about is represented by a word.

Types of Nouns

Common Nouns: The words for people, places, and things are called Common nouns. **Examples:** Chair, ruler, table, carpet, book, etc.

Proper Nouns: The names of particular people, places and things are called proper nouns. **Examples:** Robin Hood, Zaid, Dr. Irfan, etc.

Collective Nouns: These are the words for group of people, animals or things are called collective nouns. **Examples:** A team, a club, a family, etc.

Concrete Nouns: It is the names of the material an object is made of. **Examples:** Wood, rubber, tea, etc.

Abstract Nouns: It is the names of the things we cannot touch. **Examples:** Fear, pain, happiness, etc.

Countable or uncountable nouns: Nouns can be countable or uncountable. Countable nouns can be counted, e.g. an apple, two apples, three apples, etc. Uncountable nouns cannot be counted, e.g. air, rice, water, etc.

Compound nouns: Compound nouns are defined as ' nouns that are made up of two or more different words, **Examples:** “cake shop”, “French fries”, “high-flyer”, or “schoolteacher”, etc.

C Write sentences using the given clues.

Clues

Academic: Write a sentence using a collective noun to describe a group of students working on a challenging project.

Mystical Kingdom: Write a sentence with a proper noun to introduce a majestic castle in a magical land.

Everyday Life: Write a sentence using a common noun to describe a routine activity you enjoy doing.

Dreamscape: Write a sentence using an abstract noun to express a feeling or emotion experienced in a dream.

Laboratory Adventure: Write sentence with a material noun to describe a substance used in a groundbreaking scientific experiment.

Futuristic Space Colony: Write a sentence using a compound noun to depict an advanced technology or invention in a future world.



Skill: Grammar proficiency, linguistic analysis

To review the usage of basic parts of speech, enhance language skills, enable effective communication, clear expression, and grammatical precision.

- D** Read an excerpt from the story 'The House on Mango Street' By Sandra Cisneros'. Consider all nouns and replace them of your own choice.

A House of My Own

Not a flat. Not an apartment in back. Not a man's house. Not a daddy's. A house all my own. With my porch and my pillow, my pretty purple petunias. My books and my stories. My two shoes waiting beside the bed. Nobody to shake a stick at. Nobody's garbage to pick up after.

Only a house quiet as snow, a space for myself to go, clean as paper before the poem.

Adjectives

- E** Write about the friendly trade relationship between two countries, highlighting how it benefits both sides, is cooperative, and involves smart planning. Use at least five adjectives from the options provided.

beneficial, cooperative, strategic, prosperous, collaborative, peaceful, flourishing, sustainable, productive, balanced

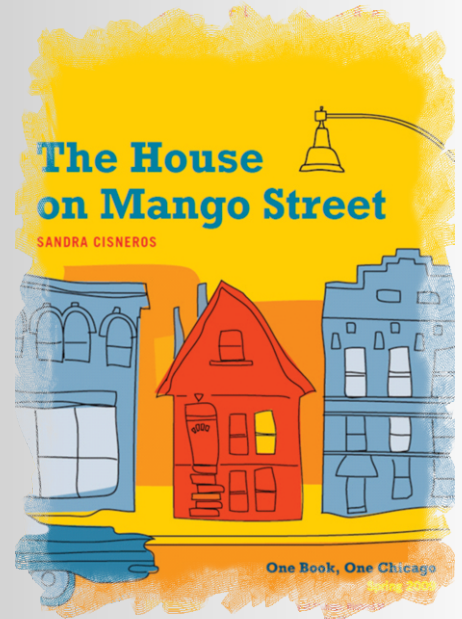
Adjective Types/Kinds	Examples
descriptive adjective	large, beautiful, careful, etc.
numeral adjective	five, many, several, first, etc.
quantitative adjective	some, much, little, any, half, whole
demonstrative adjective	this, that, those, such
interrogative adjective	what, which, whose, why, etc.
possessive adjective	my, our, your, his, her, its, their
proper adjective	english tea, turkish tobacco, etc.
exclamatory adjective	what, how

Verbs

Verbs are often called 'doing words' because they can show an action. They can also describe a state of being or an occurrence. For example, 'run', 'think' and 'is' are all verbs. Verbs are an important component of sentences as they help convey meaning and express action or existence.

Verbs can be categorized in various types like:

- Action verbs
- Stative verbs
- Transitive verbs
- Intransitive verbs
- Linking verbs
- Modal verbs
- Helping verbs (also called auxiliary verbs)



Do you remember?

Adjectives are words that describe something or someone. Scruffy, purple, concerned, and special are all adjectives. They usually (but not always) come right before what they are describing.

Here are some examples:

"A scruffy dog sat in the window." (Scruffy is the adjective, and dog is the thing being described.)

"She wore a purple shirt." (Purple is the adjective, and shirt is the thing being described.)

"The birthday seemed special." (Special is the adjective, and birthday is the thing being described.)

Teacher's Guideline

Tell students that some of the types of verbs will be discussed in detail in next units. Recall the regular and irregular verbs concept.

- Regular verbs
- Irregular verbs
- Phrasal verbs
- Infinitives

F Read the sentences below and identify the verbs. Then, determine if it is a regular or irregular verb.

- 1▶ The committee approve the new policy after much debate.
- 2▶ She seeks advice from her mentor before making a decision.
- 3▶ The artist creates a masterpiece that captivated the audience.
- 4▶ They chose the most suitable candidate for the position.
- 5▶ The engineer designs a new model for the bridge.
- 6▶ He drives through the city during rush hour.
- 7▶ The scientist conducts an experiment to test the hypothesis.
- 8▶ She bear the pain with remarkable strength.

G Convert the following more challenging regular and irregular verbs to their past tense forms.

- 1▶ arise → _____
- 2▶ forbid → _____
- 3▶ strive → _____
- 4▶ swear → _____
- 5▶ enlighten → _____
- 6▶ sustain → _____
- 7▶ dedicate → _____
- 8▶ disrupt → _____



Skill: Verb form proficiency, Effective Communication

To ensure that students develop proficiency in recognizing and using different verb forms, including base forms, past tense, present tense, future tense.

Tenses

Basic tenses

Simple Present
Present Continuous
Present Perfect
Present Perfect Continuous

Simple Past
Past Continuous
Past Perfect
Past Perfect Continuous

Simple Future
Future Continuous
Future Perfect
Future Perfect Continuous

Look at the structure for each present tense below.

Structure of Present Tense

Simple Present Tense	Present Continuous Tense	Present Perfect Tense	Present Perfect Continuous Tense
Subject + Verb in the base form/third person plural form + the rest of the sentence	Subject + Helping Verb (am/is/are) + Main verb+ing + the rest of the sentence	Subject + Helping Verb (have/has) + Past participle of the main verb + the rest of the sentence	Subject + Have/Has + Been + Verb+ing + the rest of the sentence along with the time frame

Examples: I go to school everyday
He plays cricket.

Examples: Sana is watching a movie.
They are planning a birthday party for their friend.

Examples: Jamal has left the hall.
I have reached home.

Examples: They have been waiting for you for a long time.
Aleena has been checking her phone every now and then.

H Complete the sentence using the appropriate present verb form.

- 1▶ How often _____ you have English lessons?
a. are b. got c. do d. is
- 2▶ We _____ our teeth after breakfast.
a. clean b. are clean c. cleaning d. cleans
- 3▶ My father _____ get up early at the weekends.
a. isn't b. doesn't c. don't d. aren't
- 4▶ Our lessons _____ at nine o'clock.
a. starts b. starting c. are start d. start
- 5▶ The people in Brazil _____ speak Spanish. They speak Portuguese.
a. aren't b. doesn't c. don't d. isn't
- 6▶ He _____ a shower in the morning.
a. doesn't have b. doesn't has
c. don't have d. don't has
- 7▶ Don't take those books!! They _____ (not/ belong) to you.
a. doesn't belong b. don't belong
c. isn't belonging d. haven't belonged
- 8▶ What time _____ (the last train / leave)?
a. Has the last train left? b. Is the last train leave?
c. Hoes the last train leave? d. Do the last train leave?
- 9▶ It's the first time I _____ (ever/try) this dish.
a. am ever trying b. have ever tried
c. ever have tried d. am trying ever
- 10▶ She's so boring. She _____ (always talk) about her job.
a. always talk b. always talks
c. is always talking d. always is talking
- 11▶ You really must be tired! You _____ (work) on your book all day long.
a. have worked b. are working
c. work d. have been working
- 12▶ Oh my God! Still stuck in traffic and my plane _____ (leave) in 25 minutes! I am going to miss my flight !
a. leave b. leaving
c. has left d. is leaving
- 13▶ How long _____ (you /live) in the city?

Note:

Remember V1 stands for 1st form of the verb, V2 represents 2nd form of the verb and V3 is 3rd form of the verb.



Skill: Devising A Questionnaire

To empower students with the skills to conduct research effectively for short projects, enabling them to address a specific question or solve a problem.

Teacher's Guideline

Encourage students to organize their thoughts for a short presentation. Each pair will present their arguments on the importance of Zakat in building a welfare society. Remind students to listen actively to other pairs for additional insights and perspectives.

Hazrat Muhammad (ﷺ) The Pioneer of Islamic Economy

- a. have you lived
- b. have you been living
- c. do you live
- d. are you living

I Read the following extract. It is written in past tense. Change the verb forms into present simple tense.

From: *The Secret Garden* by Frances Hodgson Burnett

Chapter III

Across the Moor

She slept a long time, and when she awakened Mrs. Medlock had bought a lunch basket at one of the stations and they had some chicken and cold beef and bread and butter and some hot tea. The rain seemed to be streaming down more heavily than ever and everybody in the station wore wet and glistening waterproofs. The guard lighted the lamps in the carriage, and Mrs. Medlock cheered up very much over her tea and chicken and beef. She ate a great deal and afterward fell asleep herself, and Mary sat and stared at her and watched her fine bonnet slip on one side until she herself fell asleep once more in the corner of the carriage, lulled by the splashing of the rain against the windows. It was quite dark when she awakened again. The train had stopped at a station and Mrs. Medlock was shaking her.

J Write sentences using all types of present tenses that are discussed and also write their interrogative and negative forms in your notebook.



Oral Communication

Economic Insights of Hazrat Muhammad (ﷺ)

Think in pairs, jot down your points in 10 minutes, and present your argument and opinion to support the importance of the Zakat System as the basis for a welfare society.

Think and Discuss: Discuss the importance of the Zakat system for 10 minutes.

Jot Down Points: Write down your key points on paper.

Prepare to Present: Organize your thoughts for a brief presentation.

Present: Each pair will present their points and support the importance of Zakat in building a welfare society.

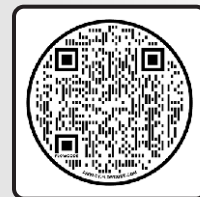
Listen: Pay attention to other pairs' presentations for additional insights.



Writing

A Search and provide findings about the Islamic banking system, highlighting its principles and benefits. Compare these with the Western banking system to understand their key differences and unique advantages.

Explore	Historical Accounts
Analyse	Relevant Hadiths & Quranic Verses
Summarise	Your findings and present in groups



1. Techniques for Writing the First Draft

Start with a Clear Outline: Before writing, create an outline to organize thoughts and ideas.

Use Detailed Descriptions: Ensure that the first draft includes enough details to provide a clear picture of the topic.

Focus on the Purpose: Keep the purpose of the writing in mind (e.g., to inform, persuade, entertain) and include details that support this purpose.

Write Freely: Write freely and don't worry too much about grammar or style during the first draft.

Use Transitions: Apply appropriate transition words and phrases to ensure smooth flow between ideas and paragraphs.

2. Proofreading:

Check for Clarity: After completing the first draft, read through it and check if the message is clear.

Check for Structure: Ensure that the writing has a logical flow from introduction to conclusion.

Grammar and Spelling Check: Identify any spelling or grammatical mistakes. Check for subject-verb agreement, sentence structure, punctuation, and consistency in tense.

3. Editing:

Refine Sentence Structure: Improve readability by adjusting sentence structures where needed. Use active voice where possible.

Clarify Ambiguous Statements: Replace vague or unclear phrases with more precise language to enhance understanding.

Ensure Consistency: Check for consistency in terms of formatting (headings, subheadings), style (tone, language), and terminology (if applicable).

Transitions: Strengthen transitions between paragraphs or ideas to make the writing flow naturally.

4. Final Review:

Seek Feedback: If possible, get feedback from a peer or colleague to see if the content is fine.



Project

Project Title: "Islamic Economy in Daily Life"

Students will investigate how Islamic economic principles can influence personal finance. Create a budget aligned with Islamic values, analyze spending, and present findings. Plan under the given steps.



Skill: Writing and Editing Techniques

To apply effective techniques in writing the first draft with adequate details, followed by proofreading and editing to ensure the content aligns with the intended purpose and audience.

Further Reading Suggestions

https://www.maybank.com/iwov-resources/pdf/islamic/learning-centre/book-in-brief_1st-principle-islamic-economy.pdf (Book in Brief First Principles of Islamic Economics by Sayyid Abul a'ali Maududi)

"Islamic Economics- Theory and Practice" by Abul Hassan & M.A Chaudhry

Exploring the Beauty of Pakistan



Theme Travel and Tourism

Subtheme Transportation



Writing

- follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking
- use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- write a dialogue between multiple people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee



Oral Communication

- engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners

Students' Learning Outcomes



Reading and Critical thinking

- choose words and phrases for effect
- use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions
- read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources:
- information reports (e.g., project reports, fact sheets, brochures)



Grammar

- 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
- recognise and use subordinating conjunctions to connect independent clause/s to dependent clause/s; e.g., he could not attend the meeting because he was sick
- demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity
- apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing

Pre-reading

- ☞ Skim the contents of the brochure to do the following.
- ☞ Underline the persuasive words/ phrases used to attract the customers.
- ☞ Describe what else could be added to make the advertisement more appealing.



Explore the Beauty of PAKISTAN

Embark on an enchanting journey to the North of Pakistan, the land blessed with mesmerising natural beauty and experience exotic charms of various soul driving spots like never before

Special Offer!

Book before 20 July, 2024 to get

RS 40,000 /PERSON

- CASHBACK 20% OFF
- CHILDREN BELOW 7 YEARS ARE FR
- PACKAGE INCLUDES:
- WHOLESOME BREAKFAST
- SUMPTUOUS DINNER
- COMFORTABLE TRANSPORT FACILITY

Glossary

heritage: a person's ethnic or religious background; the countries, cultures, religious groups, etc. (ورثہ)

captivate: to keep somebody's attention by being interesting, attractive, etc. (موہ لینا)

panoramic: with a view of a wide area (وسیع منظر)

spectacle: something that is exciting or unusual to watch (منظر)



Hunza

terrain: used to refer to an area of land when you are mentioning its natural features (قطعه زمین)

carved: to make objects, patterns, etc. by cutting away material from a piece of wood or stone, or another hard material (نقش کیا ہوا)

picturesque: pretty, especially in a way that looks old-fashioned (دکھ)



Neelam Valley

Pakistan is a land of breathtaking landscapes and rich cultural **heritage**, offering a diverse range of tourism spots that **captivate** visitors from around the world. This text explores some of the most popular and awe-inspiring tourist destinations in Pakistan, highlighting their unique features and the experiences they offer to travellers.

Hunza Valley

The journey along the Karakoram Highway is a visual **spectacle**, offering **panoramic** views of snow-capped peaks, winding rivers, and charming villages. Travellers can opt for either private transport, such as hired jeeps or cars, or public transport services, including buses and vans. Private transportation provides flexibility and allows for stops at scenic viewpoints along the way, while buses offer a more budget-friendly option.

Additionally, a flight from Islamabad to Gilgit is available for those seeking a quicker mode of transportation, followed by a **picturesque** road trip from Gilgit to Hunza. The road is **carved** into the mountainside, providing breathtaking glimpses of the Hunza River and surrounding peaks.

While the journey requires a bit of endurance due to the mountainous **terrain**, the reward lies in reaching the Hunza Valley – a haven of natural beauty and cultural richness. The transportation options suit different needs, making sure that every traveler can enjoy the beautiful journey to this gem of the Karakoram.

Neelam Valley

Neelam Valley, nestled in the northern part of Pakistan-administered Azad Jammu and Kashmir, is a breathtakingly beautiful region that has emerged as a prominent tourist destination. Covering a vast area along the Neelam River, the valley is renowned for its lush greenery, snow-capped peaks, and charming villages, making it an ideal retreat for nature enthusiasts and adventure seekers alike. The importance of Neelam Valley in the realm of tourism cannot be overstated, as it offers a unique blend of natural wonders and cultural heritage.

One of the key attractions in Neelam Valley is the mesmerizing Shounter Lake, situated at an altitude of approximately 3,100 meters. Hiking, trekking, and camping opportunities abound, allowing adventurous souls to explore the beauty of the valley. The preferred mode of transportation to Neelam Valley is by road, and visitors often embark on a road trip from Muzaffarabad, the

capital of Azad Jammu and Kashmir.

For those seeking a more convenient mode of transportation, private cars or rental vehicles offer flexibility and the ability to explore the valley at one's own pace. It is advisable to check the road conditions before embarking on the journey, as weather **fluctuations** and road maintenance can impact travel plans.

Khunjerab Pass

The journey to Khunjerab Pass, the highest paved international border crossing, typically begins in Islamabad, the capital of Pakistan. Travellers embark on the **iconic** Karakoram Highway (KKH), a **marvel** of engineering that winds through northern Pakistan's **stunning** landscapes. The highway passes through towns like Abbottabad and Gilgit, leading adventurers to Sust, the last settlement before the pass.

Private transport, such as rented jeeps or cars, is a popular choice for flexibility and the opportunity to make scenic stops along the way. Public transportation, including buses and shared vans, is also available, offering a more budget-friendly option.

From Sust, the road continues its ascent, providing **awe-inspiring** views of the Karakoram Range and the Hunza River. Given the high **altitude** and challenging terrain, the journey requires some endurance, but the reward is reaching the breathtaking Khunjerab Pass, where travelers can stand at the border between Pakistan and China, surrounded by **majestic** peaks and an **unparalleled** sense of accomplishment. Whether by private or public transport, the road to Khunjerab Pass is an unforgettable **expedition** through the heart of the Karakoram.



Shounter Lake

While Reading

Share list of similarities between Neelum and Hunza valleys.

Glossary

iconic: being a famous person or thing that people admire (تمثالی)

fluctuation: one of several changes in size, amount, quality, etc. (اتار چڑھاؤ)

awe-inspiring: extremely impressive; making you admire it very much (حیرت انگیز)

stunning: extremely attractive or impressive (شاندار)

altitude: the height above sea level (اونچائی)

majestic: impressive because of size or beauty (پر شکوہ)

unparalleled: used to emphasize that something is bigger, better or worse than anything else like it (نایاب)

expedition: an organized journey with a particular purpose (مہم)

marvel: a wonderful and surprising person or thing (حیرت انگیز)

Things to know

Khunjerab Pass is known by the title "Gateway to the Roof of the World."

Khunjab Pass



Pak China Friendship Tunnel Atabaaad

The Pak China Attabad Tunnel, a wonder of engineering connecting Pakistan and China, holds immense significance for tourism in Pakistan. This tunnel, inaugurated in 2022, is part of the China-Pakistan Economic Corridor (CPEC) project, fostering economic cooperation between the two nations. Stretching approximately 24 kilometers beneath the Attabad Lake in the Gilgit-Baltistan region, the tunnel not only facilitates efficient trade and transportation but also opens up **unprecedented** opportunities for tourism.

From a tourism perspective, the tunnel acts as a gateway to the mesmerizing landscapes of Gilgit-Baltistan. This region has long been a hidden gem for adventure seekers, nature enthusiasts, and history buffs, and the tunnel makes it more accessible than ever before. One of the most significant impacts of the Attabad Tunnel on tourism is the reduction in travel time. The tunnel provides a direct route, cutting through challenging terrains and **drastically** decreasing the time it takes to reach Gilgit-Baltistan from other parts of Pakistan and even China. This accessibility is a game-changer for tourists, as it encourages more people to explore the unique beauty and cultural diversity of the region.

The tunnel acts as a catalyst for the development of infrastructure and **amenities** around Attabad Lake. The growing number of Chinese tourists, attracted by easy travel and the beauty of the region, can help build a cultural connection between the two countries. This not only boosts the local economy but also enhances the tourism experience by encouraging cultural exchange.

Gwadar

Gwadar, a strategically located port city on the south-western coast of Pakistan, is **poised** to play a pivotal role in the future of tourism and the economy of the country. Nestled along the Arabian Sea and near the Iranian border, Gwadar has gained international attention as the focal point of the China-Pakistan Economic Corridor (CPEC), a game-changing initiative.

The development of Gwadar as a major port city is central to Pakistan's economic vision, as it facilitates trade not only with China but also with other countries in the region. Gwadar is expected to become a magnet for business travellers, investors, and professionals, laying the foundation for a **burgeoning** tourism sector.

Gwadar's clean beaches, including the renowned Hammerhead Beach



Pak China Tunnel

Glossary

unprecedented: never having happened before (بے مثال)

drastically: in an extreme way that has a sudden, serious or violent effect on something (ستحقی)

amenity: a feature or service that makes a place pleasant, comfortable or easy to live in (سہولت)

poised: completely ready for something or to do something (تیار)

burgeoning: beginning to grow or develop rapidly (بڑھتی ہوئی)

While Reading

Do you think the text presents a balanced perspective, or does it show any biasness?

Do you remember?

Biasness in a text can happen when the author only focuses on the positive aspects of something.

and the scenic Gwadar Bay, present a tourism opportunity that goes beyond economic activities. The city's coastal charm and **untapped** natural beauty makes it an attractive destination for beach lovers and water sports enthusiasts. The potential for beach resorts, water-based activities, and eco-tourism initiatives positions Gwadar as a unique destination in Pakistan's tourism landscape.

Gwadar has an airport, the Gwadar International Airport, which facilitates domestic flights connecting Gwadar to major cities in Pakistan as well as to the countries around the globe. Tourists often prefer air travel for its speed and **convenience**, especially when traveling from cities like Karachi, Islamabad, or Lahore. The road network is crucial for reaching Gwadar by land. Tourists can use buses, private cars, or hire taxis to travel to Gwadar via the well-maintained Makran Coastal Highway, which offers beautiful views of the Arabian Sea. The road journey allows tourists to enjoy the landscapes en-route to Gwadar.



Comprehension



A Answer the following questions.

- 1 ▶ How would offering free entry for children under seven affect families when choosing this travel package?
- 2 ▶ What type of transport is popular for those seeking flexibility during the trip?
- 3 ▶ What are the budget-friendly transportation options available for traveling to Khunjerab Pass?
- 4 ▶ What is the altitude of Shounter Lake mentioned in the text about Neelum Valley?
- 5 ▶ Describe the beauty of Hunza and Neelum Valley in your words.
- 6 ▶ Draw a table with two columns: one for the names of places and the other for the words and phrases used to describe their beauty.

While Reading

Think and share two facts about Hunza Valley, two opinions about Pak China's Friendship & and two statements from the whole text that depict the author's opinion.

Glossary

untapped: available but not yet used
(غیر استعمال شدہ)

convenience: the quality of being useful, easy or suitable for somebody
(سہولت)



Skill: Analysing Various Texts

To read, view, and analyse a variety of grade-appropriate texts, including informational reports and materials from both print and non-print sources.

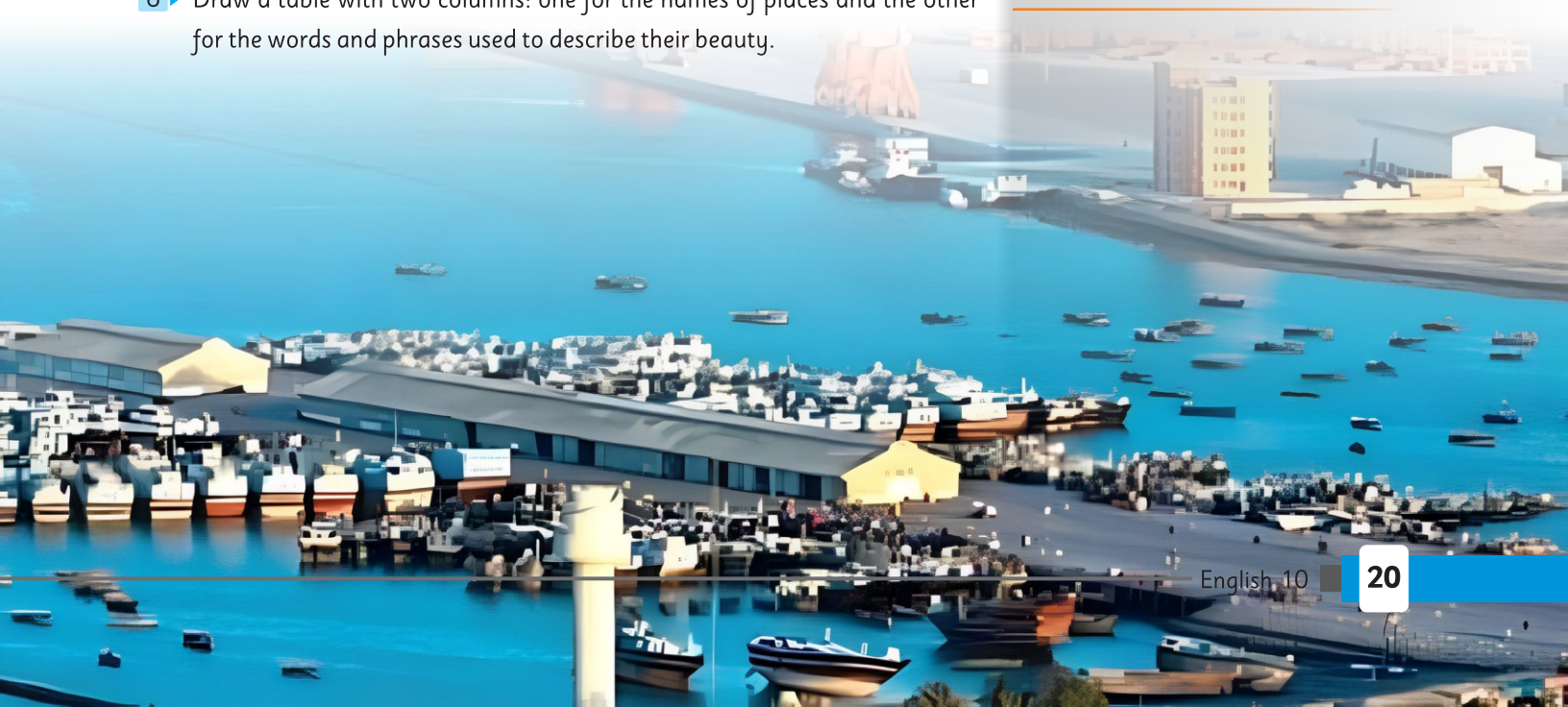
Teacher's Guideline

Teachers can share a comprehensive video on developmental programmes of government for Gwadar Port.

<https://cpec.gov.pk/videos>

To show pictures of Shounter Lake, given link can be used.

<https://travelpakistani.com>



Analytical question

How can Gwadar's beautiful coast and natural beauty make it a popular place for tourists?

**Talk about the Text**

How does the transportation infrastructure contribute to or hinder tourism development?

**Skill: Analytical Reading**

To analyze and explore different layers of meaning within texts, including biases and opinions, is to develop and enhance students' analytical reading skills.

B Choose the correct options.

- 1 ► What does the word "overstated" mean in the context of "the importance of Neelum Valley...cannot be overstated"?
 - a. underestimated
 - b. praised too much
 - c. exaggerated
 - d. ignored
- 2 ► What is the effect of describing the journey along the Karakoram Highway as "a visual spectacle"?
 - a. It downplays the difficulty of the journey.
 - b. It emphasizes the breathtaking scenery and visual appeal.
 - c. It suggests that the journey is dangerous.
 - d. It focuses on the technical aspects of the road.
- 3 ► What challenges might arise as Gwadar evolves into a major tourism destination?
 - a. The competition with other coastal destinations in the region.
 - b. The impact of increased tourism on Gwadar's local culture and environment.
 - c. The reliance on air travel for accessibility to Gwadar.
 - d. The role of Gwadar in global trade routes.
- 4 ► Which of the following statements is a fact?
 - a. The Attabad Tunnel is a game-changer for tourism in Gilgit-Baltistan.
 - b. The Pak-China Attabad Tunnel was inaugurated in 2022.
 - c. The journey along the Karakoram Highway is a visual spectacle.
 - d. The road to Khunjerab Pass is an unforgettable expedition.
- 5 ► Which of the following statements is an opinion?
 - a. Gwadar is a port city in Pakistan.
 - b. CPEC stands for Pak China Economic Corridor.
 - c. Shounter Lake is at about 3,100 meters altitude.
 - d. Gwadar will play a key role in economic development.
- 6 ► What should travellers consider when choosing between local transport and private cars for their trip to Neelum Valley?
 - a. The popularity of Shounter Lake as a tourist spot.
 - b. The flexibility and pace offered by private cars.
 - c. The altitude of Shounter Lake and its effect on activities.
 - d. The road conditions and weather updates.

- 7 ► What is the primary purpose of the Pak China Attabad Tunnel?
- to enhance military cooperation
 - to reduce traffic congestion
 - to foster economic cooperation and improve tourism
 - to facilitate air travel
- 8 ► What is one of the major benefits of the Pak China Attabad Tunnel for tourism?
- It reduces travel time to gilgit-baltistan.
 - It increases air travel to gilgit-baltistan.
 - It makes travel to the region more expensive.
 - It limits access to the region.

Things to know

Persuasive words, also known as persuasive language or power words are words and phrases used to convince or influence someone's thoughts, beliefs, or actions. These words are chosen for their emotional impact and ability to create a state of urgency or importance.



Vocabulary and Grammar



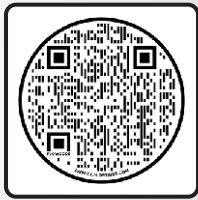
Persuasive Words

Examples of Persuasive words and phrases.

Adjectives	Verbs	Adverbs	Nouns
exquisite, revolutionary essential, unparalleled, unforgettable	transform, ignite, inspire, conquer, propel	incredibly, indisputably, undoubtedly, immediately, eagerly	opportunity, advancement, solution, mastery, triumph
Emotion Inducers	Rhetorical Questions	Comparative Phrases	Action words
love, hope, joy, fear, urgency	"have you ever dreamed of...?", "can you afford to miss...?", "isn't it time for...?", "what if you could...?"	"better than ever" "more effective than competitors" "the best in its class" "outperforms the rest"	act, seize, achieve, maximize, transform
Testimonials And Guarantees	Appeal to Authority		Call to action Phrases
"proven results" "satisfaction guaranteed" "trusted by thousands" "see what our customers say"	"experts recommend" "backed by science" "industry leaders trust" "award-winning"		"don't miss out" "act now" "limited-time offer" "subscribe today" "join us"

- A** Identify three persuasive words or phrases used in the passage and use them in sentences of your own. Look at the below example.

In today's fast-paced world, it is imperative that we embrace innovation to stay ahead. The cutting-edge technology we offer is not just advanced; it is revolutionary. Our products don't just meet standards; they exceed expectations. Join us in shaping the future!



Skill: Vocabulary Acquisition and Application

To independently gather and use relevant vocabulary for effective communication in reading, writing, speaking, and listening.



Skill: Grammar proficiency, linguistic analysis

To review the usage of basic parts of speech, enhance language skills, enable effective communication, clear expression, and grammatical precision.

Examples:

- The blue backpack is **mine**.
- This book is **yours**.
- The red bicycle over there is **his**.
- I am going to the store.
- **You** have a wonderful smile.
- **She** loves to read books.
- **It** is raining.
- **We** are going to the park.
- The teacher who helped **me** is very kind.
- I found the book which you recommended.
- The car that is parked outside belongs to **my** neighbour.

Exploring the beauty of Pakistan _____

- Persuasive Word/Phrase 1: _____

Sentence: _____

- Persuasive Word/Phrase 2: _____

Sentence: _____

- Persuasive Word/Phrase 3: _____

Sentence: _____



B Rewrite the given statements to evoke a stronger emotional response.



Example

Original Statement: Upgrade to our latest smartphone for advanced features.

Rewritten with stronger response: Experience the future in the palm of your hand with our cutting-edge smartphone, designed to elevate your daily moments.

- 1 ▶ Join our gym to stay fit.

- 2 ▶ Try our new skincare product for beautiful skin.

- 3 ▶ Enjoy our gourmet coffee at affordable Prices.

- 4 ▶ Purchase our eco-friendly products for a greener planet.



Pronouns

Pronouns replace nouns or noun phrases in sentences

Type	Usage	Examples
Possessive Pronoun	expresses possession, ownership, origin, relationship, etc.	mine, yours, his, hers, ours, theirs
Personal Pronoun	refers to people and, sometimes, animals; the pronouns it, they, and them can also apply to objects	I, you, she, he, it, we, they, me, us, them
Relative Pronoun	connect dependent clauses to independent clauses	who, whom, which, what, that

Reflexive Pronoun	used as an object of a verb that refers to the same person or thing as the subject of the verb	myself, yourself, itself, herself, himself, ourselves, themselves Example: She made herself a cup of tea. ("Herself" refers back to the subject "she.")
Intensive Pronoun	refers back to the subject in order to add emphasis; identical in appearance to reflexive pronouns	myself, yourself, itself, herself, himself, ourselves, themselves Example: The president himself attended the meeting. ("Himself" emphasizes the subject "the president.")
Indefinite Pronoun	a pronoun that doesn't specifically identify who or what it is referring to	some, somebody, anyone, anywhere, nothing, everybody
Demonstrative Pronoun	used to point to specific things	this, that, these, those
Interrogative Pronoun	used to ask questions about unknown people or things	who, whom, what, which, whose
Reciprocal Pronoun	expresses mutual relationships or actions	each other, one another

C Complete the sentences by choosing the correct pronouns:

- 1 ▶ Maria bought a new car, and she is proud of _____.
- 2 ▶ James and Lisa went to the museum and saw the exhibit that fascinated _____.
- 3 ▶ The book is on the shelf; you can borrow it if _____ want to.
- 4 ▶ The children enjoyed _____ at the playground yesterday.
- 5 ▶ Could you please pass the salt to _____ at the end of the table?
- 6 ▶ My sister and I did the project _____ without any help.
- 7 ▶ The concert tickets are expensive, but we decided to buy _____ anyway.
- 8 ▶ After the long hike, Emily and Tom treated _____ to ice cream.
- 9 ▶ The movie was so scary that Sarah couldn't watch it by _____.
- 10 ▶ Look at that beautiful painting _____ colours are so vibrant.

D Apply your understanding of pronouns by making sentences according to the instructions given: Describe a daring action taken by a protagonist using a reflexive pronoun.

Examples:

- I made the cake **myself**.
- Did you complete the project by **yourself**?
- He looked at **himself** in the mirror.
- She taught **herself** to play the piano.
- We **ourselves** will handle the situation.
- You **yourself** should check the details.
- They **themselves** organized the event.
- **Someone** left their bag in the room.
- **Anyone** can join the meeting.
- **Everyone** is invited to the party.
- **No one** knows the answer.
- **Something** is wrong with the machine.
- **This** is my favourite book.
- **That** was a great show.
- **These** are delicious cookies.
- **Those** were the best days of my life.
- **Who** is coming to the party?
- **Whom** did you meet at the event?
- **Whose** book is this?
- **What** is your favourite movie?
- **Which** of these options do you prefer?
- The students helped **each other** with their homework.
- The couple gave **one another** gifts on their anniversary.

- E** **Make sentences describing a mysterious object or location using relative pronouns.** **Example:** The ancient door, **which** was covered in intricate carvings, led to a hidden chamber deep within the mountain.
- _____
- _____



Activity

Pronoun Stories: Divide the class into small groups. Each group writes a short story using a mix of reflexive, relative, possessive, and personal pronouns. Share the stories with the class for additional practice and fun.



Skill: Communication, Versatility, Mastery of language, Recognition of sentences accurately.

To understand and construct sentences with varied structures. This involves imparting knowledge about declarative, interrogative, imperative, and exclamatory sentences, enabling students to use diverse sentence forms for effective communication.

Different Types Of Sentences

Declarative Sentences

Purpose: To make a statement or express an opinion.

Example: "The sun sets in the west."

Interrogative Sentences

Purpose: To ask a question.

Example: "Did you finish your homework?"

Imperative Sentences:

Purpose: To give a command or make a request.

Example: "Please pass the salt."

Exclamatory Sentence

Purpose: To express emotion or mood or feeling

Example: "What a beautiful sunset!"

- F** **Read each sentence below and determine its type—declarative, interrogative, imperative, or exclamatory. Write your answers in the space provided.**

- 1 ▶ The students eagerly awaited the results of the exam. _____
- 2 ▶ Could you please pass me the salt? _____
- 3 ▶ How stunning is the view from the mountaintop! _____
- 4 ▶ Plant the seeds in the fertile soil. _____
- 5 ▶ My sister and I went to the beach last weekend. _____

Transitive and Intransitive Verbs

Transitive Verbs

Action verbs that require a direct object to complete their meaning. They transfer the action of the subject to an object.

Examples:

She ate (transitive) an apple (Direct Object).

The students completed (transitive) their assignments (Direct Object).

Intransitive Verbs

Action verbs that do not require a direct object to complete their meaning. They express a complete thought without transferring the action to an object.

Examples: The cat slept (intransitive) peacefully.

There is no direct object.

Birds fly (intransitive) in the sky.

There is no direct object.

G Read the following sentences and identify the verbs as transitive (T) or intransitive (I). Additionally, if the verb is transitive, encircle the direct object.

- 1▶ I had pancakes for breakfast. _____
- 2▶ Everyone danced at the concert. _____
- 3▶ The air conditioner doesn't seem to be working. _____
- 4▶ Not all apples are ripe. _____
- 5▶ Sarah bought a new laptop for her studies. _____
- 6▶ The vase broke suddenly. _____
- 7▶ They bought a new car. _____
- 8▶ Jane misplaced her favorite necklace. _____
- 9▶ It was snowing until late evening. _____
- 10▶ There are exactly 100 candy bars. _____
- 11▶ The dog chased its tail around the yard. _____
- 12▶ The firefighters rescued the people in the building. _____
- 13▶ Lisa found the solution to the math problem. _____

Clauses

Independent Clause

An independent clause or main clause is a group of words that contains a subject and a predicate and can stand alone as a complete sentence.

Example: "The sun was shining brightly."

Subordinate Clause

A subordinate clause or dependent clause is a group of words that contains a subject and a predicate but cannot stand alone as a complete sentence. It depends on the main clause for its meaning. Example: "Because the sun was shining brightly, we decided to go for a picnic."

Examples:

- 1▶ She went to the market because she needed groceries.
Independent Clause: She went to the market.
Subordinate Clause: Because she needed groceries.
- 2▶ Although it rained heavily, the children continued to play in the park.
Independent Clause: The children continued to play in the park.
Subordinate Clause: Although it rained heavily.
- 3▶ Since she had a doctor's appointment, Sarah left work early.
Independent Clause: Sarah left work early.
Subordinate Clause: Since she had a doctor's appointment.

H Add a dependent clause to each independent clause below to complete each sentence.

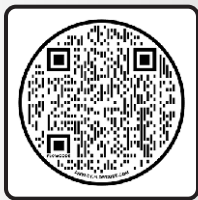
Example: _____, I have found success.

Answer: For the first time, I have found success.

- 1▶ _____, I looked for my missing baseball.
- 2▶ _____, we won the game.

Things to know

A **clause** is a group of words that contains a subject and a predicate. It can function as a complete sentence (independent clause) or as part of a sentence (subordinate clause).



Things to know

These conjunctions connect an independent clause with a dependent clause (a clause that cannot stand alone as a complete sentence). Common **subordinating conjunctions** include: because, although, since, if, when, unless, while.

Example (Independent + Dependent Clause): I stayed inside because it was raining. "I stayed inside" is the independent clause, and "because it was raining" is the dependent clause, introduced by the subordinating conjunction "because."



Teacher's Guideline

Divide the class into small groups and assign the travel blog for reading. Encourage each group to read the blog carefully and take notes on key aspects such as language style, personal experiences, and any descriptive details that stand out.

Exploring the beauty of Pakistan

- 3 _____, the food was wonderful.
- 4 _____, all the students listened quietly.
- 5 _____, I will tell you the truth.
- 6 _____, remember to bring your bag.
- 7 _____, I will pay for your ticket.
- 8 _____, we all got soaked on the ride.

I Create your own sentences using dependent and independent clauses.

Oral Communication

A Read the given travel blog in groups, and the teacher will lead the discussions of each group. Discuss the language, the traveler's experiences, the descriptive details, and the techniques she used to express her experiences.

From: A new polar chapter begins By Liz (Travel Blog)

On all my trips to the Arctic and Antarctic, I traveled as media/press. I wasn't a guest, but I wasn't crew either. While I absolutely loved this role, in some small way, I always felt a little left out, like I didn't belong anywhere. I was hungry for more.

Looking back, I think I've known this all along since my first expedition trip to Svalbard in 2016. Watching polar bears cross the pack ice and being offline in the wilderness fulfilled me. It prompted my subsequent polar travel expeditions

since. This is the life I want, spending a chunk of every year on these ships. But like so many of us, particularly women, I put it off. Why? I am so mean to myself. I told myself I wasn't good enough or qualified and didn't have the experience. I wasn't a scientist or hardcore adventurer. For over ten years, I've been undervalued, and belittled for my work as a blogger and influencer, even though I know I've achieved so much. But no matter how far I flew, imposter syndrome always kept me company. Fuck.

But it was time to change this. We can do hard things.

The ship I take guests down to Antarctica as a host with Chimu Adventures is called the Ocean Endeavour. It also runs in partnership with my old friends Intrepid Travel.

During the southern hemisphere summer, the Endeavour hangs out around the Antarctic, so November to March-ish. Then it voyages north to spend the northern summer in the Arctic with Adventure Canada.

Now, I can finally share that after months and months of hard work, my polar travel dreams are coming true.

For the first time ever, I'm skipping the kiwi winter and heading north to work on the Endeavour in the Arctic with Adventure Canada. I'll be away from New

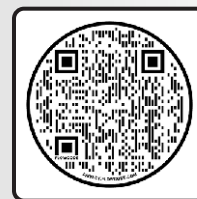
Zealand for four months, working onboard from Scotland, Iceland, the Faroes, and Greenland to remote Canada. Part of the expedition team, I'll be working mostly with photography and writing, guiding, and sharing stories from this part of the world.

It's easy to carry on with familiar work and life patterns. What's truly hard is to find the strength to shove them aside and jump at something new. Turning 35 a few weeks ago, I've been thinking a lot about this.

I work, work, and then do more work. A lot of the stuff I do in nature is for work. My photography and writing technically count as work. Travel is usually work. I go to the gym – does that count? I read, like going for walks, and I watch TV at night to try to turn my work brain off, but that's about it. When did this happen to me? I feel like I don't know how to have fun anymore. I force myself to schedule time to spend with friends.

A friend told me recently that I light up when I talk about my upcoming time onboard. Not many things light me up anymore, which I was sad to realize.

But now I know I want it back. Desperately.



Resource: Youngadventuress.com

Writing

- A** Act as a travel guide. Pick one spot of your choice from the South of Pakistan and use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Remember you have to convince him by using convincing/persuasive vocabulary. Write a persuasive dialogue on topic, “Serene South”.

Introduction to the Idea: Start the dialogue with one friend introducing the idea of a trip to the South of Pakistan. This could involve mentioning specific destinations of Sindh which are potential attractions including the coastal areas, or historical sites. Remember you need to search on the area first.

Expressing Interest: Have another friend express interest and ask questions about the proposed trip. This can include queries about the attractions, activities, and the overall plan.

Providing Details: The friend who suggested the trip can then provide more details about the places to visit, cultural experiences, and potential activities in the South.

Discussing Logistics: Engage in a discussion about the logistics of the trip, such as transportation, accommodation, and the best time to visit.

Addressing Concerns: Allow room for friends to express any concerns or considerations they may have about the trip, such as safety, budget, or



Multan Old fort



Bahawalpur

specific requirements.



Lahore



Skill: Writing Process Planning

To develop students' proficiency in following the steps of the process approach to plan and organize their writing at the paragraph level.



Project

Designing an Advertisement

Design a brochure to promote and sell the product or service of your choice. You may design it for any professional family member. Creating a brochure for your services using IT skills involves a combination of design, writing, and technical proficiency.

Further Reading Suggestions

Around the World in Eighty Days by *Jules Verne*

Guide to Aegean and Mediterranean Turkey by *Diana Darke*

A Time of Gift by *Patrick Leigh Fermor*