

MODEL TEXTBOOK OF ENGLISH

Based on National Curriculum of Pakistan 2022-23

Grade 11



Cantab Publisher Lahore, Pakistan

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A Textbook of English
for Grade 11

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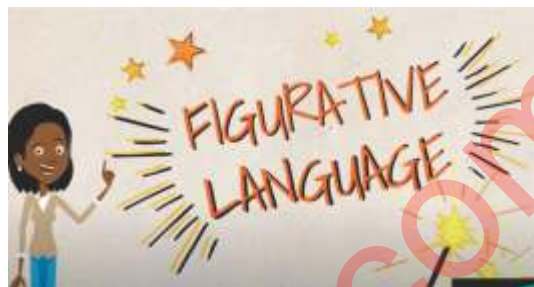
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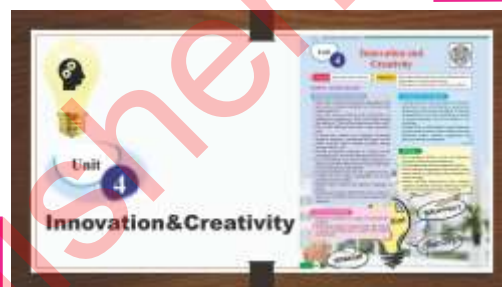
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PowerPoint Presentation

SLO:E-11-B2-01

Evaluate how authors use language, including figurative language, considering the impact on the reader. Discuss others' reading critically, taking account of their views.

General Questions

1. Define 'innovation' and explain its importance in the context of business or science.
2. Describe a historical example of innovation in science and discuss its impact.
3. How does creativity contribute to success in any field?
4. Explain the role of innovation and creativity in school settings.
5. Discuss the relationship between innovation, creativity, and problem-solving.

Multiple Choice Questions

1. What is the primary goal of innovation?
 - A) To make things more complex
 - B) To improve processes or products
 - C) To maintain the status quo
 - D) To reduce efficiency
2. Which of the following best describes creativity?
 - A) Following instructions precisely
 - B) Generating original and valuable ideas
 - C) Avoiding risks at all costs
 - D) Remembering facts and figures
3. How can innovation impact a business?
 - A) By decreasing its market share
 - B) By increasing efficiency and competitiveness
 - C) By making it less adaptable
 - D) By reducing its profitability
4. Which of the following is an example of innovation in education?
 - A) Sticking to traditional teaching methods
 - B) Using technology to enhance learning
 - C) Avoiding changes in curriculum
 - D) Decreasing student engagement

Question Bank

Knowledge

Innovation and Creativity

Equipment (Poem)

Pre-reading

- What are the abilities given by Allah (سبحانه و تعالیٰ) ؟
- How can we utilize the abilities Allah (سبحانه و تعالیٰ) has blessed us with?
- Is creativity an ability? How?

Figure it out for yourself, my lad,
You've all that the greatest of men have had,
Two arms, two hands, two legs, two eyes,
And a brain to use if you would be wise.
With this equipment they all began,
So start for the top and say "I can."
Look them over, the wise and great,
They take their food from a common plate
And similar knives and forks they use,
With similar laces they tie their shoes,
The world considers them brave and smart.
But you've all they had when they made their start.

You can **triumph** and come to skill,
You can be great if only you will,
You're well equipped for what fight you choose,
You have legs and arms and a brain to use,
And the man who has risen, great deeds to do
Began his life with no more than you.

You are the **handicap** you must face,
You are the one who must choose your place,
You must say where you want to go,
How much you will study the truth to know,
God has equipped you for life, But He
Lets you decide what you want to be.

You are the **handicap** you must face,
You are the one who must choose your place,
You must say where you want to go,
How much you will study the truth to know,
God has equipped you for life, But He
Lets you decide what you want to be.

Courage must come from the soul within,
The man must **furnish** the will to win,

Glossary

triumph - a great success, achievement or victory. (فوز)

handicap - something that makes it difficult for somebody to do something. (عقبة)

furnish - to supply or provide somebody/something with something; to supply something to somebody. (تزود)

Teacher's Guideline

Lead a discussion on the recurring themes, such as self-empowerment and personal responsibility. Encourage students to express their interpretations of the poem's message.



Worksheet



Skill Sheet

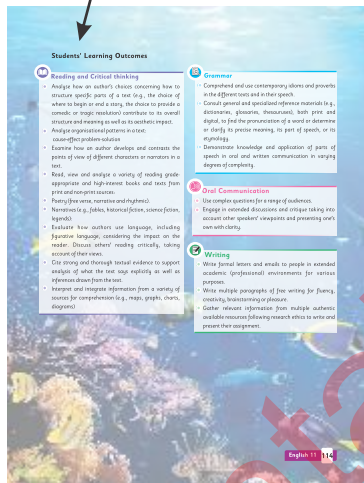
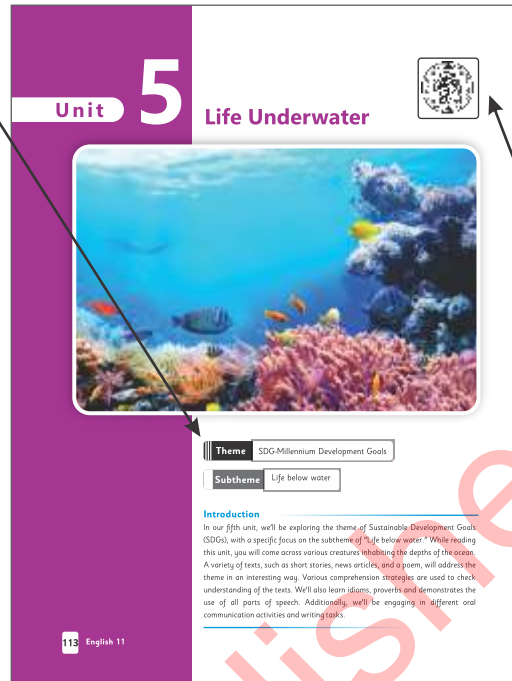
How to use this book?



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.



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.

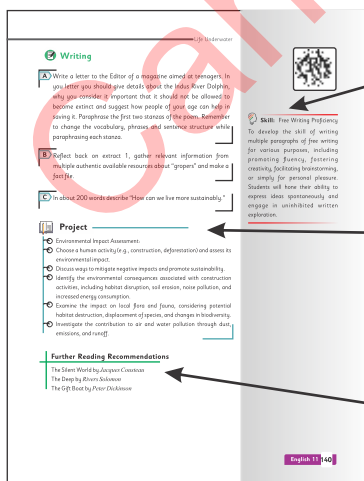


The purpose of a **skill** is to apply knowledge. Students and teachers can scan the provided QR code to access a worksheet that enhances their understanding.

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

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.



Preface

Embark on an exhilarating journey of the English language with our Grade 11 textbook, where each chapter is a carefully curated gateway to linguistic mastery. Language, a potent tool, not only unlocks new realms but also serves as a conduit for self-expression and a bridge connecting individuals from diverse backgrounds. Within the pages of this meticulously crafted textbook, themed chapters offer valuable lessons and insights, ensuring an engaging journey that spans listening, speaking, reading, writing, vocabulary, and grammar.

Our dedication is evident in the creation of this sleek, captivating text designed to capture students' attention and enhance their language skills. By instilling a fervent interest in language acquisition, fostering critical thinking, and equipping students with essential competencies, we aim to empower them to navigate the ever-evolving landscape of English language proficiency.

Oral Communication Competency

This section is meticulously designed to hone students' listening and speaking skills, fostering not just the ability to communicate, but to do so with attentiveness, eloquence, and confidence.

Engage in the art of communication through dynamic dialogues, insightful interviews, and compelling presentations. Students will not only refine their ability to express themselves verbally but also develop a keen awareness of the nuances of effective communication. Through the exploration of different conversational contexts, from informal discussions to more formal presentations, students will acquire the skills needed to adapt their communication style to diverse settings.

Reading Competency

Embark on a captivating exploration of the Reading Competency within our Grade 11 textbook, where the art of decoding written language becomes a transformative journey. This segment is meticulously crafted to immerse students in the multifaceted world of literature, fostering not only advanced reading comprehension but also a deep appreciation for diverse narratives, cultures, and critical thinking.

Vocabulary and Grammar Competency

Nurturing effective communication involves delving into the intricate facets of vocabulary and grammar, the bedrock of linguistic precision. This segment of our Grade 11 textbook is dedicated to immersing students in the nuances of English grammar, enriching their vocabulary, and fostering an appreciation for language structure.

Writing Competency

This segment is designed to empower students with the essential tools and skills needed to navigate various forms of written communication confidently.

The Writing Competency in our Grade 11 textbook aims to go beyond the mechanics of writing, nurturing a holistic understanding of the art and skill of effective communication. Whether through imaginative storytelling or persuasive discourse, we aspire to instill in students the confidence and proficiency needed to articulate ideas, convey emotions, and make a lasting impact through the written word.

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Unit No.	Unit Name	Sub Unit	Reading and Critical thinking	Vocabulary and Grammar
1	Freedom	<ul style="list-style-type: none"> • The Madinah Charter • Address of the Founder of Pakistan • Kaavan Wins Freedom! • Freedom (poem) 	<ul style="list-style-type: none"> • Reading comprehension • Questions and Answers • Poetic Devices 	<ul style="list-style-type: none"> • Correction of Common Errors • Sentence Structure
2	No Poverty	<ul style="list-style-type: none"> • Pakistan– SDG 1 • Zakat • Poverty Alleviation • Projects in Pakistan • Poverty (poem) 	<ul style="list-style-type: none"> • Reading comprehension • Questions and Answers • Poetic Devices 	<ul style="list-style-type: none"> • Adjectival, Prepositional and Adverbial Phrases • Punctuation Marks
3	Nature	<ul style="list-style-type: none"> • A White Heron • A Formal Letter • Newsletter • Water (Poem) 	<ul style="list-style-type: none"> • Reading comprehension • Questions and Answers • Literary Devices 	<ul style="list-style-type: none"> • Contextual Clues • Tenses
4	Innovation and Creativity	<ul style="list-style-type: none"> • Interview • News Story • Internet • Equipment (Poem) 	<ul style="list-style-type: none"> • Reading comprehension • Questions and Answers 	<ul style="list-style-type: none"> • Dictionary Usage • Direct and Indirect Speech
5	Underwater	<ul style="list-style-type: none"> • Blueback • A whole new underwater world • The Indus river Dolphin • Underwater Autumn (Poem) 	<ul style="list-style-type: none"> • Reading comprehension • Questions and Answers 	<ul style="list-style-type: none"> • Idioms and Proverbs • Parts of Speech
6	Soft Skills	<ul style="list-style-type: none"> • The Last Lesson • The Road not Taken (Poem) • A story of priorities and a Jar 	<ul style="list-style-type: none"> • Reading comprehension • Questions and Answers 	<ul style="list-style-type: none"> • Roots and Affixes • Parts of Speech • Conjunctions
7	Peace and Spiritualism	<ul style="list-style-type: none"> • The Sound of Summer Running • Rubáiyát (Poem) • Sadako Sasaki 	<ul style="list-style-type: none"> • Reading comprehension • Questions and Answers 	<ul style="list-style-type: none"> • Figurative Language • Prepositions • Correlative Conjunctions
8	Plays	<ul style="list-style-type: none"> • Mother's Day • The Boy comes home 	<ul style="list-style-type: none"> • Reading comprehension • Questions and Answers 	<ul style="list-style-type: none"> • Using thesaurus and dictionary • Tenses

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**Theme**

SDG-Millennium Development Goals

Subtheme

Peace, justice, freedom for all and strong institutions

Introduction

In our first unit, we will be exploring the theme of Sustainable Development Goals (SDGs), with a specific focus on the subtheme of "Peace, Justice, Freedom for All, and Strong Institutions." Throughout this unit, we will read different types of texts like persuasive essays, argumentative pieces, descriptive articles, and poems related with these important themes. We will also learn about common errors in the English language and sentence structures. Additionally, we will be engaging in discussions and using flow charts to write persuasive essays.

Students' Learning Outcomes



Reading and Critical thinking

- Give an informed personal and analytical response to a text and provide some supporting textual reference.
- 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.
- Link new facts, terms, and concepts with prior knowledge. Choose words and phrases for effect.
- Use summary skills to:
 1. extract salient points and develop a mind map to summarize a variety of informational texts.
 2. transfer the written text to a table, diagram, flowchart or work plan.
- Interpret and integrate information from a variety of sources for comprehension (e.g., maps, graphs, charts, diagrams)



Grammar

- Construct sentences using the sentence patterns and structure for grade specific genres .
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.
- 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.



Oral Communication

- Perform a drama / role play / play script showing different roles and scenarios through deliberate choice of dialogues/ speech.
- Speak confidently and fluently in a wide range of contexts, For example, (conflict resolution, panel discussion, role-play, dialogue etc.) to fulfil different purposes (exposition, argumentation etc.)



Writing

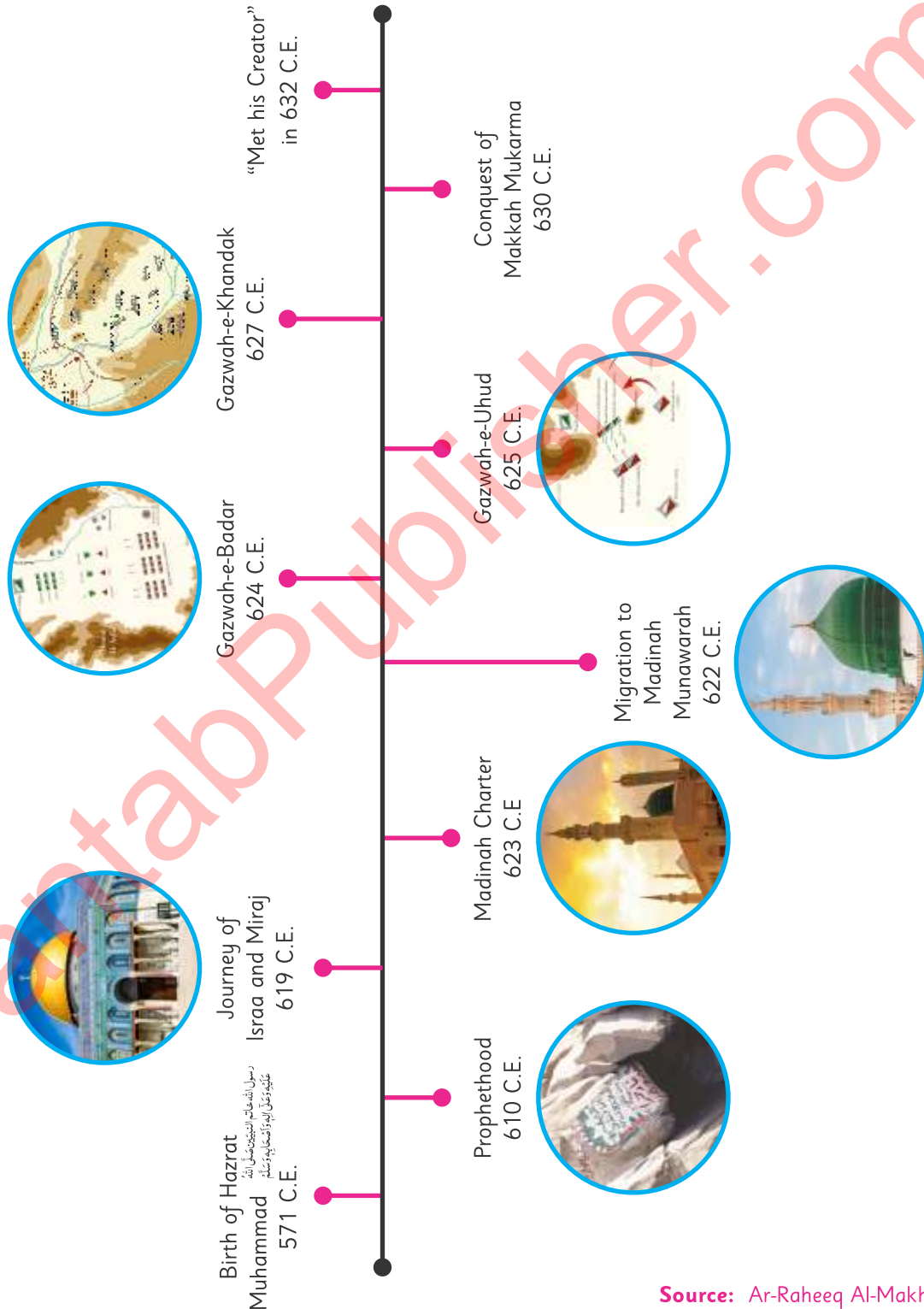
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counter claims.
- Apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience.
- Apply editing and proofreading skills to a range of different texts and contexts

Pre-reading

- 👉 Look at the given timeline of important events (described in the order they happened, beginning with the earliest) in the life of Hazrat Muhammad (ﷺ). The Timeline helps us better understand when the Madinah Charter happened and how relevant it is to other events.

The Madinah Charter

The life of Hazrat Muhammad ﷺ



Source: Ar-Raheeq Al-Makhtum

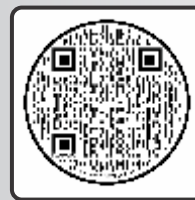
The Madinah **Charter** (Sahifah Madinah) is one of the key documents in the Islamic history and life of Hazrat Muhammad (ﷺ). It was written in 622 A.D. or the first year of Hijrah, right after the two dominant tribes of Madinah, the 'Aws and the Khazraj' invited and declared Hazrat Muhammad (ﷺ) as the **legitimate** leader of the city-state.

The Madinah Charter established a **precedent** for Muslims regarding the manner of interaction with other religious communities in mutually beneficial and respectful ways at a time when the rights of the minority were hardly given any political or social concern. In practice, the Charter laid down broad principles and guidelines for peaceful co-existence between the various religious communities in Madinah.

The Charter was described as the world's first written constitution by Muhammad Hamidullah, a renowned twentieth-century Islamic scholar. It consisted of the duties and rights of the subjects of Madinah and was written after consultation with the Madinah community, which **substantiated** the meaning of a modern constitution as the **manifestation** of the will of the people on how they wanted to be governed. Seen differently, it was a code of conduct and administration to govern Madinah as a city-state. Therefore, the Charter could somehow be regarded as a constitution, owing to the fact that the will of the people of Madinah on how they wanted to be governed was manifested in this agreement. A modern constitution operates on the principle that a government should not be free to do anything it wishes and is legally permitted to exercise its powers while being legally bound by the power and **jurisdiction** bestowed upon it by the constitution as a measure to protect the people. Such a setup represents the idea of limited government. The elements of separation of powers, the rule of law, and the protection of fundamental rights and liberties of the people are fundamentally incorporated into the concept of limited government.

Based on the origin of the Madinah Charter, it is submitted that the Charter was established with two main objectives.

First, for Hazrat Muhammad (ﷺ) to create a sovereign nation that allowed Islam to flourish and later spread to other countries. During the early days of Islam, **oppressive** and unjust nations such as Makkah would impede the growth of the new religion. The visionary Hazrat Muhammad (ﷺ) saw the opportunity to establish a nation based on Islam when the people of Madinah came to Makkah during the Hajj season and requested the Rasool



Glossary

legitimate - allowed and acceptable according to the law

precedent - an official action or decision

substantiate - to provide information or evidence to prove that something is true

manifestation - an event, action or thing that is a sign that something exists or is happening; the act of appearing as a sign that something exists or is happening

jurisdiction - the authority that an official organization has to make legal decisions about somebody/something

oppressive - treating people in a cruel and unfair way and not giving them the same freedom, rights, etc. as other people

Key Term

Charter

noun (**countable**) a written grant by the sovereign or legislative power of a country, by which a body such as a city, company, or university is founded or its rights and privileges defined.

While Reading

What do you think the term "limited government" means?

While Reading

What does the phrase 'contentious blood money' mean?

Glossary

helm- in charge of a company or organization

transaction- a piece of business that is done between people, especially an act of buying or selling

render- to give something such as a service, a personal opinion or expression, or a performance of a song or poem, etc. to people

embroil- to cause someone to become involved in an argument or a difficult situation

internal strife- fighting or quarreling among the members of a group or side

aggravate- to make an illness or a bad or unpleasant situation worse

hostility- strong and angry opposition towards an idea, a plan or a situation

enmity- feelings of hatred towards somebody

goal- an aim or purpose

aspiration- something that you hope to achieve

(حَآتُمُ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَعَلَى آلِهِ وَاصْحَابِهِ وَسَلَّمَ) to become their leader in Madinah.

Using the Madinah Charter as a foundational document, the city-state of Madinah, under the leadership of Hazrat Muhammad (حَآتُمُ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَعَلَى آلِهِ وَاصْحَابِهِ وَسَلَّمَ), has been portrayed as an excellent example of the Islamic government of a nation. Provisions of the Charter subtly portrayed the beauty of Islam, which demonstrated itself as a tolerant religion with excellent economic and social governance with Hazrat Muhammad (حَآتُمُ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَعَلَى آلِهِ وَاصْحَابِهِ وَسَلَّمَ) at the **helm**. The freedom for the Jews to practise their religion, as granted in the Charter, attested to this fact. Additionally, in terms of the economy, Hazrat Muhammad (حَآتُمُ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَعَلَى آلِهِ وَاصْحَابِهِ وَسَلَّمَ) prohibited the practice of unjust **transactions** to prevent oppression and protect the interests of society.

In line with the Quranic provision, verse 58 in Surah An-Nisa, the Noble Rasool (سبحانه وتعالى) of Allah (حَآتُمُ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَعَلَى آلِهِ وَاصْحَابِهِ وَسَلَّمَ) portrayed the principle of justice in governing Madinah via the Madinah Charter:

“Indeed, Allah commands you to render trust to whom they are due and when you judge between people to judge with justice. Excellent is that which Allah instructs you. Indeed, Allah is ever Hearing and Seeing.”

The Charter's second objective was to provide a new beginning for a nation that was heavily **embroiled** in past **internal strife**. This was accomplished by regulating the warring tribes of Madinah. During the pre-Islamic period, the Arab inhabitants of Madinah were divided into 12 tribes dominated by the 'Aws and Khazraj', who were pagans worshipping 'Manaat', the chief goddess of Makkah. Of the ten Jewish tribes, the Bani Qurayza, Bani al-Nazir, and Bani Qaynuqa were the most dominant, and approximately half of the Madinah residents were Jews. Having been expelled from Palestine by the Roman Emperor Hadrian, most fleeing Jews made their way from Judea to Madinah. These tribes had always been fighting each other for generations, while some, regardless of religion, sought superiority and dominance over others via military means. A long history of aggression **aggravated** such **hostilities**, resulting in high numbers of prisoners of war, in addition to contentious blood money claims. Therefore, the Madinah Charter was drawn up by Hazrat Muhammad (حَآتُمُ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَعَلَى آلِهِ وَاصْحَابِهِ وَسَلَّمَ) in an attempt to resolve the conflict by extinguishing the fire of **enmity** between the warring tribes. Hazrat Muhammad (حَآتُمُ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَعَلَى آلِهِ وَاصْحَابِهِ وَسَلَّمَ) made them one community with a common **goal** and **aspiration**, effectively tackling this major problem.

The 47 clauses of the Madinah Charter largely focused on handling the relationship between the tribes, or Kabilah, in Madinah. Most of these tribes at that time had grown tired of the **incessant** inter-tribe wars that had begun long before the arrival of Hazrat Muhammad (ﷺ) to Madinah. However, during that time, the city lacked a leader who was agreed upon and chosen by most of the people. Owing to Hazrat Muhammad's (ﷺ) reputation and **stature** in Makkah, he was appointed and accepted as Madinah's leader. Acting as a central figure, Hazrat Muhammad (ﷺ) stood as a leader who was able to **mediate** among the tribes.

It is important to note that the **establishment** of the Charter had completely changed the condition of Madinah. A city steeped in the religious, cultural and social order was once **rife** with warring tribes. The tribes reached a mutual understanding to be bound by the same fundamental law, which formed the basis for all inhabitants. In other words, a **heterogeneous** society in Madinah was united by the contents of the Madinah Charter.

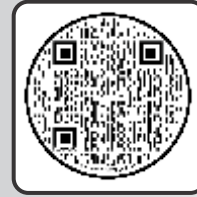
Source: Mithāq al-Madīnah: A Universal Charter of Peace
(An Analytical Study in the Modern Socio-Political Context)
By Riaz Ahmed Saeed*



Comprehension

A Answer the following questions.

- 1▶ What is the Madinah Charter?
- 2▶ When was Madinah Charter written?
- 3▶ Why is Madinah considered a key document in Islamic history?
- 4▶ How did the Madinah Charter address the conflicts between different tribes in Madinah?
- 5▶ What examples from the text illustrate the author's opinion about the beauty of Islam and its governance as demonstrated by the Madinah Charter?
- 6▶ In what ways did the Madinah Charter promote social unity and harmony among the diverse inhabitants of Madinah?
- 7▶ How does Hazrat Muhammad (ﷺ) promote freedom of religion?
- 8▶ What does Hazrat Muhammad (ﷺ) say about respecting other beliefs?
- 9▶ Why is the Madinah Charter important for how Muslims and people of other religions got along in history?
- 10▶ Why is the Madinah Charter important to human rights?



While Reading

According to the text, what were the two main objectives of Hazrat Muhammad (ﷺ) in establishing the Madinah Charter?

Glossary

incessant- never stopping

stature- the good reputation a person or organization has, based on their behaviour and ability

mediate- to resolve a disagreement or conflict as a neutral third party

establishment- act of creating and founding

rife- common and prevalent

heterogeneous- consisting of many different kinds of people or things



Activity

In pairs, take turns reading the text of the Madinah Charter aloud.

Focus on understanding what it says about fairness, respect, and how different religions should be treated.

Discuss the Charter's Impact Today:

- Talk with your partner about why the ideas in the Madinah Charter are important.
- Think about how its principles of fairness and respect can help solve problems in our communities today.

Reflect on Key Principles:

- Reflect on the principles of equality, justice, and religious freedom found in the Charter.
- Discuss with your partner how these principles can address current challenges faced by Muslims and other communities.

Share Your Thoughts:

- Each pair will share their thoughts with the class or group.
- Explain how the Madinah Charter's ideas can be applied to modern issues and why they are still relevant.

Wrap Up:

- Summarize the main points discussed and think about one way to use the principles of the Madinah Charter to make your own community better.



Talk about the Text

The Madinah Charter contributed to the establishment of a just and free society in the Madinah, especially considering the diverse tribes. Discuss how can the principles outlined in the Madinah Charter be applied to foster peaceful co-existence in today's multicultural societies and diverse religious communities.

B Answer the following questions.

- 1 ▶ Why did the 'Aws and the Khazraj' tribes invite Hazrat Muhammad (ﷺ) to be the leader of Madinah?
 - ☐ to promote economic growth
 - ☐ to resolve internal conflicts
 - ☐ to establish a new religion
 - ☐ to lead the city-state of Makkah
- 2 ▶ How did the Madinah Charter contribute to the governance of Madinah?
 - ☐ by promoting military dominance
 - ☐ by establishing economic regulations
 - ☐ by granting unlimited powers to the government
 - ☐ by encouraging religious discrimination
- 3 ▶ Why is the Madinah Charter considered a constitution?
 - ☐ It was written by hazrat muhammad (ﷺ).
 - ☐ It reflects the will of the people.
 - ☐ It grants unlimited powers.
 - ☐ It is a religious scripture.
- 4 ▶ What can be inferred about hazrat muhammad's (ﷺ) leadership in madinah?
 - ☐ It led to economic instability.
 - ☐ It was characterized by intolerance.
 - ☐ It served as an example of good governance.
 - ☐ It focused solely on military dominance.
- 5 ▶ How did the madinah charter change the condition of madinah?
 - ☐ It increased religious and cultural diversity.
 - ☐ It led to the expulsion of tribes from palestine.
 - ☐ It united the tribes under a fundamental law.
 - ☐ It favoured one tribe over others.

Address of the Founder of Pakistan Quaid-e-Azam Muhammad Ali Jinnah On 11th August, 1947 to 1st Constituent Assembly

Mr President (Quaid-e-Azam Mohammad Ali Jinnah): Ladies and Gentlemen, I cordially thank you, with the utmost sincerity, for the honour you have conferred upon me — the greatest honour that it is possible for this Sovereign Assembly to confer — by electing me as your first President. I also thank those leaders who have spoken in appreciation of my services and their personal references to me. I sincerely hope that with your support and your co-operation, we shall make this Constituent Assembly an example to the world. The Constituent Assembly has two main functions to perform. The first is the very **onerous** and responsible task of framing our future constitution of Pakistan and the second is functioning as a full and complete sovereign body as the Federal Legislature of Pakistan.

Dealing with our first function in this Assembly, the first duty of a Government is to maintain law and order, so that the life, property and religious beliefs of its subjects are fully protected by the State.

The second thing that occurs to me is— is bribery and corruption. That really is a poison. We must put that down with an iron hand and I hope that you will take adequate measures as soon as it is possible for this Assembly to do so.

The black-marketing is another curse. Well, These black-marketers are really knowing, intelligent and **ordinarily** responsible people, and when they indulge in black-marketing, I think they ought to be very severely punished.

The next thing that strikes me is this. Here again, is a **legacy** which has been passed on to us. Along with many other things good and bad, has arrived this great evil has arrived—the evil of **nepotism** and **jobbery**. This evil must be crushed **relentlessly**. Now what shall we do? Now, if we want to make this great state of Pakistan happy and prosperous we should wholly and solely concentrate on the well-being of the people, especially of the masses and the poor.

I cannot emphasise it too much. We should begin to work in that spirit and in the course of time, all these **angularities** of the majority and minority communities — the Hindu community and the Muslim community — because even as regards Muslims, you have Pathans, Punjabis, Shias, Sunnis and so on and among the Hindus you have

Glossary

onerous- needing great effort; causing trouble or worry

ordinarily - in a normal way

legacy- something that is a part of your history or that remains from an earlier time

nepotism- the act of using your power or influence to get good jobs or unfair advantages for members of your own family

jobbery- the practice of using a public office or position of trust for one's own gain or advantage

relentlessly - in a way that continues strongly, without stopping, giving up or getting less strong

angularity- various differences or divisions

Things to know

Quaid-e-Azam Muhammad Ali Jinnah was the founder of the great nation of Pakistan and one of the most enthusiastic personalities of the Indian Subcontinent and the modern era of Politics. He was famously known for his efforts for freedom. India gained independence from the British on August 11, 1947, just before the Partition and in his address to Pakistan's first Constituent Assembly, he outlined Pakistan's core ideology.



While Reading

What tone and language devices does Jinnah use to evoke applause and support from the audience?

Glossary

impartiality- the fact of not supporting one person or group more than another

subjection- the state of being under the political control of another country or state

discrimination- treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their race, gender, etc.

Brahmins, Vashnavas, Khattris, also Bengalese, Madrasis and so on — will vanish. Indeed if you ask me, this has been the biggest hindrance in the way of India to attain its freedom and independence and for this, we would have been free people long, long ago. No power can hold another nation, and specially a nation of 400 millions souls in **subjection**; nobody could have conquered you, and even if it had happened, nobody could have continued its hold on you for any length of time but for this. (Applause.) Therefore, we must learn a lesson from this. You are free; you are free to go to your temples; you are free to go to your mosques or to any other places of worship in this State of Pakistan. You may belong to any religion or, caste or creed — that has nothing to do with the business of the State (Hear, hear). Thank Allah (سبحانه وتعالى) we are not starting in those days. We are starting in the days when there is no **discrimination**, no distinction between one community and another, no discrimination between one caste or creed and another. We are starting with this fundamental principle that we are all citizens and equal citizens of one State. (Loud applause.)

Now, I think we should keep that in front of us as our ideal and you will find that in course of time Hindus would cease to be Hindus and Muslims would cease to be Muslims, not in the religious sense, because that is the personal faith of each individual, but in the political sense as citizens of the State.

Well, gentlemen, I do not wish to take up any more of your time and thank you again for the honour you have done to me. I shall always be guided by the principles of justice and fair-play without any, as is put in the political language, prejudice or ill-will, in other words partiality or favouritism. My guiding principle will be justice and complete **impartiality**, and I am sure that with your support and cooperation, I can look forward to Pakistan becoming one of the greatest Nations of the world. (Loud applause)

Source: National Assembly of Pakistan Archives

<https://na.gov.pk › content>



Comprehension



A Answer the following questions.

- 1 ▶ What type of Pakistan did Quaid want?
- 2 ▶ Jinnah, in the speech, made a reference to the “angularities of the majority and minority communities,” by saying that “no matter what be a citizen’s

colour, caste or creed he is first, second and last a citizen of this state with equal rights ...” What is the main idea of Jinnah’s statement here?

- 3 ▶ How well has Pakistan met Jinnah’s expectations based on this statement?
- 4 ▶ Write the summary of “Address of the Founder of Pakistan Quaid-e-Azam Muhammad Ali Jinnah On 11th August, 1947 to 1st Constituent Assembly.”
 - Extract salient points and develop a mind map to summarize a variety of informational texts.
 - Transfer the written text to a table, diagram, flowchart or work plan.



Talk about the Text

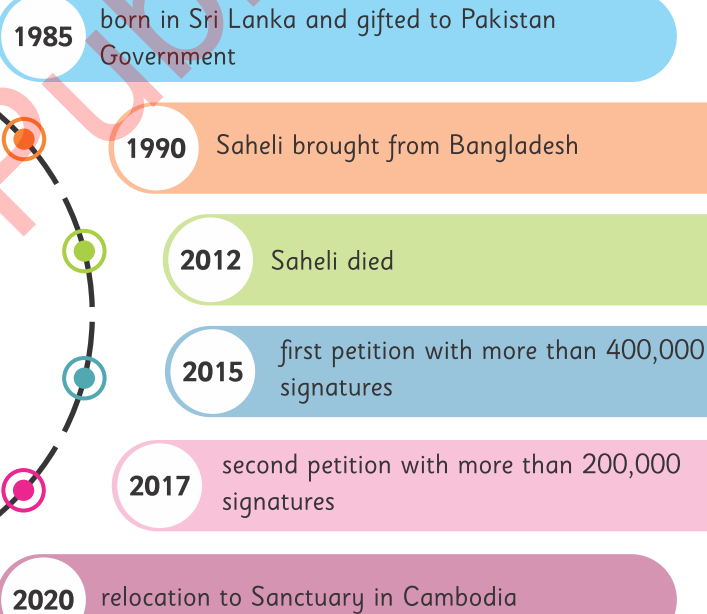
How the text reflect the themes of justice, freedom and peace?

Kaavan Wins Freedom!

Pre-reading

- 🔗 How do you feel about wild animals in captivity?
- 🔗 What was the last news story you heard about a zoo?

Kaavan’s Life



Kaavan — an elephant was born in Sri Lanka in 1985 and was kept at Pinnawala Elephant **Orphanage**. The Sri Lankan government gifted him to Pakistan in 1985 when Kaavan was one year old. The elephant was kept at the Islamabad Marghzar Zoo and remained as the only Asian elephant living in Pakistan.

Glossary

orphanage- a home for children whose parents are dead

While Reading

As you read, think about this: What were some of the challenges Kaavan the elephant faced while living in the zoo?

Glossary

veterinarian - a person trained in the medical treatment of animals

sanctuary- an area where wild birds or animals are protected and encouraged to produce young

infringement- an act of breaking a law or rule

jurisprudence- the scientific study of law

unprecedented - that has never appened, been done or been known before



Activity

Research the Kaavan's case

Search for Sources: Conduct an internet search to find articles, newsletters, and online platforms that tell the story of Kaavan.

Explore Narratives: Read through several sources to see how the story is portrayed differently in each.

Discuss Narratives: In pairs, discuss how effective and persuasive each narrative is.

Analyze Language and Style: Pay attention to the choice of words, tone, and figures of speech used by each author.

Evaluate Impact: Discuss how these language choices affect the reader's view of Kaavan's story and their emotional response. Consider factors like tone, narrative structure, and imagery.

An elephant named Saheli was brought from Bangladesh in 1990 as Kaavan's partner. Kaavan was known as the "world's loneliest elephant" since his partner, 22-year-old Saheli, died in 2012.

An American **veterinarian**, Samar Khan, visited Islamabad Zoo in 2015 and was disturbed by Kaavan's condition and environment. Kaavan displayed signs of psychological distress, including swaying and pressing his head into a wall because of small cages, lack of veterinary care, and neglect by the Zoo management. Samar Khan started a petition on Change.org to plead for Kaavan's release to an elephant **sanctuary**. Khan's petition received more than 400,000 signatures and caught the attention of American singer Cher. Cher campaigned for Kaavan's release for over four years. In response to the petition, zoo officials took some steps to improve Kaavan's care, such as providing additional water and removing his chains.

In September 2017, a second petition requesting Kaavan's release gathered more than 200,000 signatures.

On 21 May 2020, for the first time in the country's history, the Islamabad High Court extended legal rights to animals and ruled that treating animals cruelly amounts to an **infringement** of the right to life guaranteed by the Constitution of Pakistan. The court discussed Islamic **jurisprudence** on animal welfare and animal rights in great detail, citing the two main sources of Islamic law: the Holy Quran and the Ahadith. The court also analyzed various sources of law and jurisprudence from around the world to reach its conclusions.

Resultantly, the court arrived at the conclusion that animals have some basic legal rights which humans have a corresponding duty not to infringe upon. Therefore, the court provided relief to the petitioners by declaring that the Zoo does not have facilities to meet the behavioural, social or psychological needs of the animals kept in captivity. It ordered wildlife officials to consult with Sri Lankan authorities to find a suitable sanctuary for Kaavan in another country within thirty days (Asian elephants are extinct in Pakistan, and no sanctuary exists within the country for elephants).

The judgment has been hailed by many as a huge win for animal advocates in the country and rightly so, it is an **unprecedented** and progressive step for animal welfare through the legal system in Pakistan. While the Islamabad High Court's decision in this case marks a new era for animal law in Pakistan, much work is still needed in this sphere before animals can be meaningfully protected.

On 17 July 2020, Free the Wild announced that the Pakistan government had ruled that FTW (Free the Wild) had their consent to relocate Kaavan to Lek's sanctuary in Cambodia—"A place we have personally visited and vetted and are delighted for Kaavan to call home". From September to November 2020, the animal welfare organisation **Four Paws**, with the support of a journalist examined and approved Kaavan for relocation to the **Cambodia Wildlife Sanctuary**. Kaavan enjoys the freedom of a 30-acre forest with many ponds and watery play areas. He lives life now, mostly on his own terms, with the dignity that befits an elephant.

Adapted from a blog by Center for Animal Law Studies (Lewis & Clark Law School)



Comprehension



A Answer the following questions.

- 1 ▶ What happened to Kaavan, the elephant?
- 2 ▶ Write the story of Kaavan in your own words.
- 3 ▶ With reference to the blog, what are animal rights?
- 4 ▶ What role did Samar Khan's petition and Cher's campaign play in raising awareness about Kaavan's plight?
- 5 ▶ What does Kaavan's story show about how public awareness and activism help improve the lives of animals in captivity?
- 6 ▶ What are the good and bad points about zoos that you can think of?



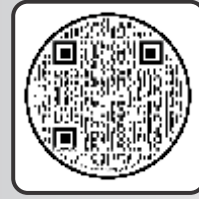
Talk about the Text

Considering the conditions Kaavan experienced at Islamabad Marghzar Zoo, are you concerned with the way zoo animals are kept and treated? If yes, then why you are concerned?



B Write the suitable contextual meanings for each of the phrases.

Phrases	Words
world's loneliest elephant	
delighted kaavan to call home	
an unprecedented and progressive step	
living life on his own terms	
the dignity that befits an elephant	



Skill: Information Retrieval and Text Analysis

By the end of the learning period, students will be able to apply skimming and scanning strategies to efficiently locate relevant information and main points in texts.

Things to know

Four Paws

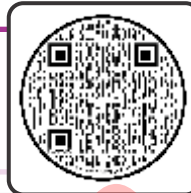
It is the global animal welfare organisation for animals under direct human influence, which reveals suffering, rescues animals in need and protects them. Our vision is a world where humans treat animals with respect, empathy and understanding.

Cambodia Wildlife Sanctuary is a conservation project developed in cooperation with Save Elephant Foundation to protect and conserve an important jungle habitat.

Freedom (Poem)

Pre-reading

- ☞ From the title and the initial lines, what expectations do you have about the tone of the poem?



Theme

The theme of this poem is the urgent and uncompromising demand for freedom and equality. The speaker emphasizes that true freedom cannot be achieved through compromise and fear, and highlights the inherent right of every individual to live freely and own land. The poem rejects the notion of waiting for freedom, stressing that it is needed now, not in some distant future. It conveys a powerful message about the necessity of immediate action and the deep desire for liberation and equality.

Freedom will not come
Today, this year
Nor ever
Through compromise and fear.

I have as much right
As the other fellow has
To stand
On my two feet
And own the land.

I tire so of hearing people say,
Let things take their course.
Tomorrow is another day.
I do not need my freedom when I'm dead.
I cannot live on tomorrow's bread.

Freedom
Is a strong seed
Planted
In a great need.
I live here, too.
I want freedom
Just as you.

Langston Hughes

About the Poet

James Mercer Langston Hughes (February 1, 1901 – May 22, 1967) was an American poet, social activist, novelist, playwright, and columnist from Joplin, Missouri, and one of the pioneers of the literary art form known as jazz poetry. His poetry and fiction portrayed the lives of the black working-class in America, lives he portrayed as full of struggle, joy, laughter, and music. Permeating his work is pride in the African-American identity and its diverse culture.





Comprehension



A Answer the following questions.

- 1▶ How does the speaker express his view on the attainment of freedom in the poem?
- 2▶ What is the speaker's attitude towards compromise and fear in the quest for freedom?
- 3▶ What emotions or attitudes does the speaker convey towards the idea of freedom throughout the poem?
- 4▶ How does the speaker respond to the common saying, "Let things take their course. Tomorrow is another day?"
- 5▶ Why does the speaker compare freedom to a "strong seed"?
- 6▶ How does the speaker convey the urgency and importance of freedom in his life?
- 7▶ What is enjambment? Explain with reference to the poem.
- 8▶ What might be the significance of the speaker emphasizing their right to "stand on my two feet" in the pursuit of freedom?



Talk about the Text

Discuss the language in the poem that conveys powerful ideas about freedom and equality.



B Choose the correct answers.

- 1▶ According to the poem, why does the speaker reject the idea of letting "things take their course"?
 - ☐ because the speaker is impatient
 - ☐ because the speaker values compromise
 - ☐ because the speaker believes in proactive action for freedom
 - ☐ because the speaker is afraid of the future
- 2▶ How does the speaker assert his and his people's right to freedom in the poem?
 - ☐ by compromising with others
 - ☐ by expressing fear and uncertainty
 - ☐ by standing on their two feet and claiming ownership of the land
 - ☐ by waiting for tomorrow to bring freedom
- 3▶ Which figure of speech is used in the lines "Freedom is a strong seed / Planted / In a great need"?
 - ☐ simile
 - ☐ metaphor
 - ☐ personification
 - ☐ hyperbole
- 4▶ How does the repetition of the phrase "I want freedom / Just as you" contribute to the overall impact of the poem?
 - ☐ it weakens the poem's message
 - ☐ it reinforces the universality of the desire for freedom
 - ☐ it confuses the reader
 - ☐ it contradicts the theme of the poem

Poetic Devices

Poetic devices are special tools used in poetry. They help poets create rhythm, add meaning, and make feelings stronger. Poets use these devices in different ways, through structure, word choice, and rhythm.

Hughes makes use of several literary devices in 'Freedom'. These include but are not limited to metaphor, alliteration, and enjambment. The first of these, **metaphor**, is seen twice in this short poem. The first example is in stanza three when the poet talks about "tomorrow's bread" and then at the end of the poem when he compares freedom to a "strong seed".

1. Enjambment is a poetry technique where a thought continues from one line to the next without a pause or punctuation.

Example: The wind! we keep acknowledging amongst ourselves for no apparent reason

2. Alliteration is another common poetic device. It is the continuous sounds of letters that make the text more effective.

Example: "strong seed" is in stanza four and "fellow" and "feet" are in stanza two.



Activity

Read the poem "Still I Rise" by Maya Angelou on the theme 'freedom'. Notice words and lines which contribute to the central theme. Discuss it in small groups.



Skill: Vocabulary Acquisition and Application

By the end of the learning period, students will be able to acquire and use appropriate words and phrases effectively in reading, writing.

5 ▶ What emotion or attitude does the speaker convey towards the pursuit of freedom?

- ☐ frustration
- ☐ apathy
- ☐ hopelessness
- ☐ determination



Vocabulary and Grammar



Correction of Common Errors

The following are some of the most common errors that occur while tackling questions based on sentence correction.

Lack of Subject-Verb Agreement

The verb used in the sentence should be in accordance with the subject. Both should be either plural or singular as per the context or sense of the sentence.

Examples:

- The **boy was** reading. (Singular)
- The **girls were** playing. (Plural)

Pronoun Errors

Pronoun errors occur when pronouns do not agree in number with the nouns to which they refer. If the noun is singular, the pronoun must be singular. If the noun is plural, however, the pronoun must be plural as well.

Examples:

- Everybody must bring **their own** lunch. (Incorrect)
- Everybody must bring **his or her own** lunch. (Correct)

Mistakes in Apostrophe Usage

We do not use an apostrophe after a possessive pronoun such as my, mine, our, ours, his, hers, its, their, or theirs.

Examples:

- My mothers cabin is next to **his'** cabin. (Incorrect)
- My mother's cabin is next to **his** cabin. (Correct)

Redundancy

Redundancy is when we use two or more words together that mean the same. We also say something is redundant when a modifier's meaning is contained in the word it modifies. In this case, the redundancy has to be removed.

Examples:

- I **returned back** from Karachi. (Incorrect)
- I **returned from** Karachi. (Correct)
- Would you please **repeat again?** (Incorrect)
- Would you please **repeat it?** (Correct)

Misplaced Modifiers

We use an adjective directly before the word we want to modify or describe. This helps us avoid confusion or giving something a quality it doesn't have.

Examples:

- Sitting in the garden, a scorpion stung her. (Incorrect)
Sitting in the garden, she was stung by a scorpion. (Correct)
- He only eats fruit. (Incorrect) He eats only fruit. (Correct)

Lacking Parallel Structure

Parallelism in a sentences relates to the structure of the sentence. In other words, the different phrases/words performing the same function should have the same structure. It's important to use consistent patterns in the structure of the lists and sentences.

Examples:

- Hania likes to shop, paint and cooking. (Incorrect)
- Hania likes to shop, paint, and cook. (Correct)
- Hania likes shopping, painting, and cooking. (Correct)

Comma Splice

Using a comma to join two independent clauses (sentences) together is a common mistake. If we want to join two independent clauses, we can use a semicolon.

Examples:

- I ordered pizza, I also ordered garlic knots. (Incorrect)
- I ordered pizza; I also ordered garlic knots. (Correct)

Faulty Comparisons

A faulty comparison is one that is not logical. Items that are compared must in fact be similar.

Examples:

- The weather in Canada is colder than Mexico. (Incorrect)
- The weather in Canada is colder than the weather in Mexico. (Correct)

Reading for correction**A Read the following excerpt and correct the errors.****From 'The Kite Runner' by Khaled Hosseini**

When we was children, Hassan and me used to climb the poplar trees in the driveway of my father's house and annoy our neighbours by reflecting sunlight into their homes with a shard of mirror. We would sit across from each other on a pair of high branches, our naked foot dangling, our trouser pockets filled with dry mulberries and walnuts. We took turns with the mirror as we eat mulberries, pelted each other with them, giggling, laughing. I can still saw Hassan up on that tree, sunlight flickering through the leaves on his almost perfectly round face, a face like a Chinese doll chiselled from hardwood: her flat, broad nose and slanting, narrow eyes like bamboo leaves, eyes that looked, depending on the light, gold, green, even sapphire. I can still see her tiny low-set ears and that pointed stub of a chin, a meaty appendage that looking like it was added as a mere afterthought.

**Activity**

Q. Rewrite the following sentences and remove common errors that you have learnt.

1. She loves to travel, she goes to a new country every year.
2. Saim's alarm was set for 7 a.m. in the morning.
3. This book is more interesting than any book I have read.
4. Running down the street, the car was spotted by the children.
5. She almost drove her kids to school every day.
6. The babys' toys are scattered all over the floor.
7. The burglar returned back to the scene of the crime.
8. The team needs to focus on improving their strategy, increasing their practice time, and how they communicate.
9. The company values honesty, teamwork, and being punctual.
10. We all need to cooperate together, or we will never make any progress.
11. He enjoys reading books, watching movies, and to cook.
12. Its' going to rain tomorrow.
13. The troops advanced forward toward the village.
14. Sitara could not understands what the teacher was saying.
15. Do you know the importance for clean water?
16. Laugh is the best medicines.
17. The flock of sheeps blocked the road.
18. The children was playing in the Giant's garden.



Skill: Language Function and Contextual Application

Objective: By the end of the learning period, students will be able to apply their knowledge of parts of speech, tenses, sentence structure, and other features of grammar and vocabulary to comprehend how language functions in various contexts. They will make effective choices for meaning and style while reading, listening, and writing.

Sentence

Sentence structure is “the grammatical arrangement of words in sentences.”

Parts of a Sentence

A sentence, in the English language, consists of at least a subject and a predicate.

Subject

The subject can be a noun or a pronoun that does the action.

Examples:

- **The sun** is shining.
- **Today** is Wednesday.
- **The sky** is clear.

Predicate

The verb is the action performed by the particular subject in the sentence.

Examples:

- I **love biryani and chicken.**
- Anusha **can draw.**
- Merin **has a pet.**
- She **is studying.**

Components of a Sentence

A sentence has five main components that make up its structure.

- **subject**
- **verb**
- **object (direct and indirect)**
- **complement (Subject and object)**
- **adjunct**

Now, let us look at each of these components in detail.

Subject: A noun that performs the action in a sentence is considered as the subject. It answers the question ‘who’. A subject takes the first place in most cases, especially in declarative or assertive sentences.

Examples:

- **The child** kept crying.
- **My son** is in the eighth grade.
- **No one** came to the wedding.
- **Our school team** won the match.
- **Hard work** pays.

Verb

A verb shows action or activity or work done by the subject. Remember that all verbs, including main verbs, helping verbs, stative verbs, and action verbs, come under this category. Most often, verbs appear immediately after the subject.

Examples:

- Neena is **writing** a letter.
- My phone **is not working.**
- It **was** too dark.
- Tahir’s dog **ran** away.
- I **feel** tired.

Object

An object is a noun or pronoun that receives the action done by the subject. Objects are of two types, and they are,

- Direct Object
- Indirect Object

Direct Object

A noun or pronoun that receives the action directly is the direct object in the sentence. It answers the question 'what'. Direct objects mostly appear immediately after the verb and are the primary objects in the sentence.

Examples:

- Harry bought a new **car**.
- I met **my friend**.
- We watched **a movie**.
- My mom made a **cake**.
- She knows **all the songs**.

Indirect Object

An indirect object is a noun or pronoun that is a secondary object. It can be identified by asking the question 'whom'. An indirect object is mostly placed after the verb and before the direct object.

Examples:

- Wahaj gave **Karim** a cake.
- I gave **him** a chocolate.
- He lent **his friend** a pen.
- My mom bought **me** a new dress.
- They gave **us** coffee with breakfast.

Complement

The words required to complete the meaning of a sentence can be referred to as the complement of the sentence. A complement can be an adjective, a name, a position or a profession.

Examples:

- It grew **dark**.
- He is a **dentist**.
- That's her dog, **Bruno**.

Complements are of two types based on the component it speaks about. The two types of complement are,

- **Subject Complement**
- **Object Complement**

Subject complement

The complement which expresses the quality or identity or condition of the subject is called subject complement.

Examples:

- She is a **doctor**.
- I am **Sindhi**.
- Nasim is **clever**.
- The students are very excited.
- My brother is a teacher.

Object Complement: The complement which expresses the quality or identity or condition of an object is called object complement.

Examples:

- They made her **angry**.
- The students elected Saira the class **leader**.
- They named their **daughter**, Tuba.
- Maria met her **friend**, Nida.
- Nobody found the movie **interesting**.

Adjunct

An adjunct is a word or a phrase that gives more information about an action, an event, a quality and so on. Adjuncts can include adverbs and adverb clauses. Adjuncts can be identified by asking questions 'when', 'where', 'why', 'how', 'how often' and 'to what extent'. Adjuncts can be used in the beginning, middle or end of a sentence and there can be more than one adjunct in a sentence.



Q. Fill in the blanks with an appropriate subject, verb, object, complement, or adjunct to complete the sentence.

- _____ (subject) bought a new _____ (direct object) yesterday.
- My _____ (subject) is very _____ (subject complement).
- She gave _____ (indirect object) a _____ (direct object).
- The teacher made _____ (object) very _____ (object complement).
- _____ (subject) was reading _____ (direct object) _____ (adjunct) in the library.



Activity

Underline the adjuncts in the following sentences.

- Yesterday, we met at the park.
- He is very tired.
- Due to his ill-health, he could not come home for Eid.
- My father reads the newspaper every day.
- This workout routine is extremely exhausting.

The Different Types of Sentence Structures in English Grammar

Examples:

Subject + Verb (SV): Kaavan wanders.

Subject + Verb + Object (SVO):

Kaavan explores the sanctuary.

Subject + Verb + Complement (SVC):

Kaavan appears content.

Subject + Verb + Adjunct (SVA):

Kaavan roams freely.

Subject + Verb + Object + Complement (SVOC): Kaavan considers the sanctuary his home.

Subject + Verb + Object +

Adjunct (SVOA): Kaavan enjoys the enrichment activities enthusiastically.

Subject + Verb + Indirect Object + Direct Object (SVIODO):

The caretakers give Kaavan treats.

Adjunct + Subject + Verb +

Complement (ASVC): Quietly, Kaavan settles into his new habitat.

Adjunct + Subject + Verb + Object (ASVO): Silently, Kaavan explores every corner of the enclosure.

Adjunct + Subject + Verb + Indirect Object + Direct Object

(ASVIODO): With delight, the caretakers offer Kaavan fresh fruits.

Subject + Verb + Adjunct + Adjunct (SVAA): Kaavan peacefully wanders through the lush greenery.

Adjunct + Subject + Verb + Adjunct + Adjunct (ASVAA):

Yesterday morning, the students diligently studied English Grammar in the library for three hours.

Examples:

- Yesterday, we met at the park.
- He is **very** tired.
- Due to his ill-health, he could not come home for Eid.
- My father reads the newspaper **every day**.
- This workout routine is **extremely** exhausting.

B Write ten sentences that include a subject, verb, direct object, indirect object, complement, and adjunct.

C Identify the sentence structures and split the sentences according to the sentence structure.

- 1 ▶ My dog has been acting weird lately.
- 2 ▶ It is getting too cold here.
- 3 ▶ The sky is blue.
- 4 ▶ Every year, the company updates its registry.
- 5 ▶ Bina bought me a pair of shoes.
- 6 ▶ Nobody knows the answer.
- 7 ▶ The movie was great.
- 8 ▶ I will come home as soon as I finish work.
- 9 ▶ In September, she will be travelling to Peshawar.
- 10 ▶ My brother's phone is not working.



Oral Communication

A Acting as a journalist

Follow the given instructions:

Create a Headline: Craft a headline that encapsulates both the logistical and emotional aspects of Kaavan's rescue journey.

Write a Description: Describe the journey from Pakistan to Cambodia, including key points like the departure from Islamabad Zoo, the custom-built crate, and the arrival at the sanctuary.

Example: Kaavan, the elephant once known for his solitary confinement, embarked on a transformative journey from Islamabad Zoo to a lush sanctuary in Cambodia.

Emotional Aspects: Highlight the emotional weight of Kaavan's story, emphasizing the efforts of those involved and the impact on Kaavan himself.

Example: As the crate door closed, Kaavan's anxious yet hopeful eyes spoke volumes. The journey symbolized not just a change of scenery but a profound shift from isolation to a chance at a new, fulfilling life.

Depict the Loading Moment: Describe the scene when Kaavan is loaded into the crate, focusing on the emotions and careful procedures involved.

Example: In a carefully orchestrated operation, Kaavan was gently

guided into his custom-built crate. The moment was charged with emotion as his caretakers, visibly moved, ensured his comfort with soft blankets and reassuring voices.

Discuss Challenges: Address potential issues during the flight and how the team might manage them.

Explore the Human-Animal Connection:

Reflect on the deeper significance of the rescue operation, focusing on the compassion and hope involved.



A short-illustrated story of Kaavan's life

Writing

A Put yourself in the shoes of a citizen listening to the Founder of Pakistan's speech on the eve of independence. Write a fictional dialogue, reflecting your emotions, aspirations, and personal interpretation of freedom as conveyed by the leader's words. Explore how the vision of freedom in that speech resonates with your hopes for a new nation.

B To what extent did the Founder of Pakistan's vision of freedom, as articulated in his historic speech on the eve of independence, shape the principles and aspirations of the new nation? Write an argumentative essay of 200 words, drawing on specific elements of the speech, to support your interpretation of how the concept of freedom laid the foundation for the identity and values of Pakistan.

C While writing the first draft edit and revise details to suit the purpose.

While writing the first draft, edit and revise details to suit the purpose.

Proofreading Techniques

- Read your essay aloud.
- Prepare a list of errors that you commonly make and keep an eye out for them.
- Read the text backwards.
- Sometimes the brain automatically corrects written mistakes.
- Double check for grammatical and punctuation errors.

Editing Techniques

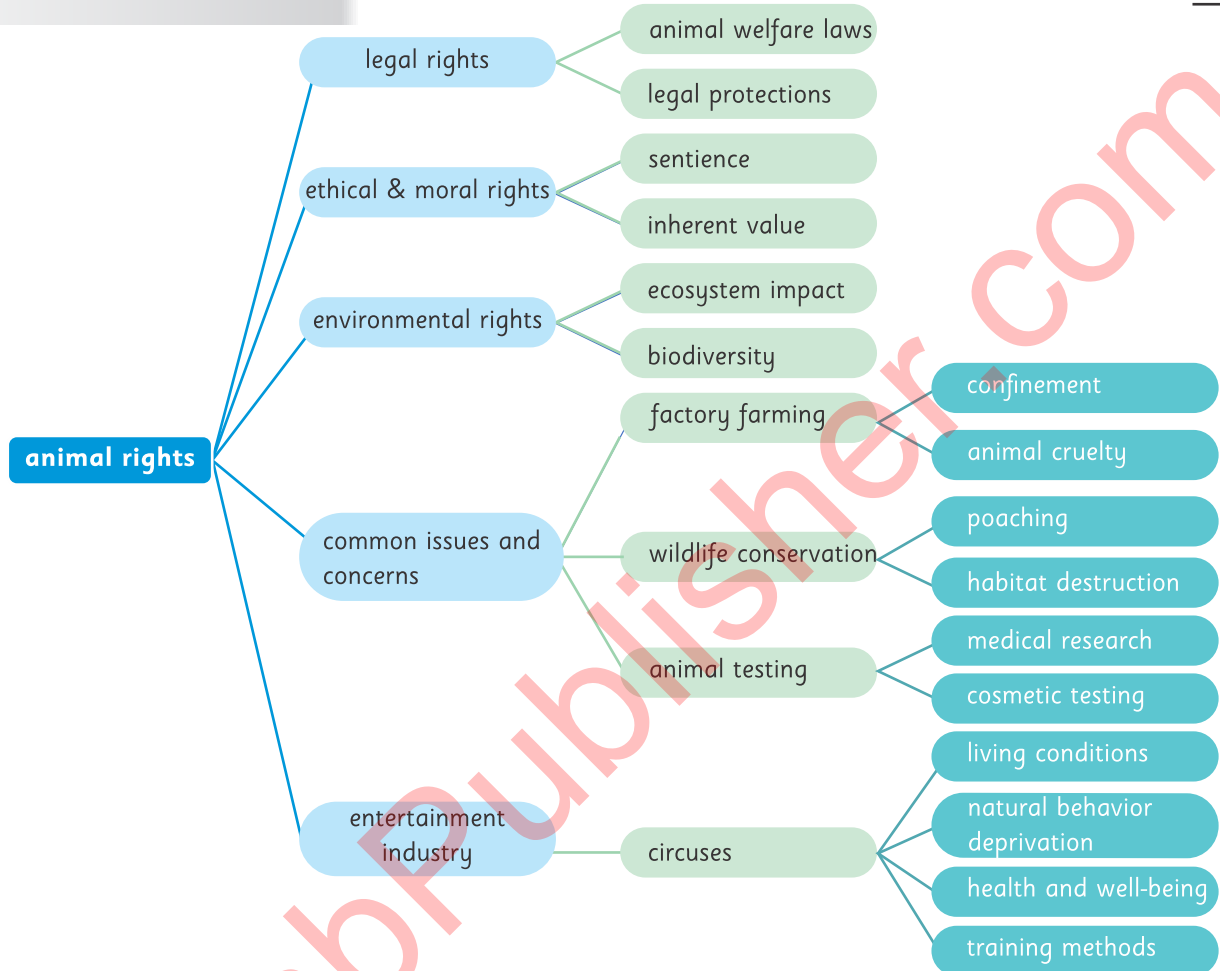
- Are all parts of the question addressed?
- Is there a coherent argument?
- Do all paragraphs support the essay?
- Are parts of speech, tenses, and sentence structure correct?
- Utilize resources like dictionaries and thesauruses.

Overall Structure:

- Is there a clear introduction and conclusion?
- Is the paragraph sequence logical?
- Does each paragraph have a clear topic sentence?
- Are there adequate supporting details?
- Is the sentence's meaning clear?
- Have the best words been chosen for clarity?
- Is the tone appropriate?
- Are unnecessary phrases avoided?



D How can individuals actively contribute to the protection and advocacy of animal rights in their daily lives, and what impact does this collective effort have on creating a more compassionate world for all living beings? Write a persuasive essay advocating for animal rights using the mind-map below.



E Imagine yourself as a resident of Madinah during the time of the Madinah Charter. How would you express your understanding of freedom within the context of the Charter? Write a creative piece, such as a personal journal entry, exploring the dynamics of freedom, tolerance, and community in this historical setting.

Further Reading Suggestions

A Tale of Two Cities by Charles Dickens

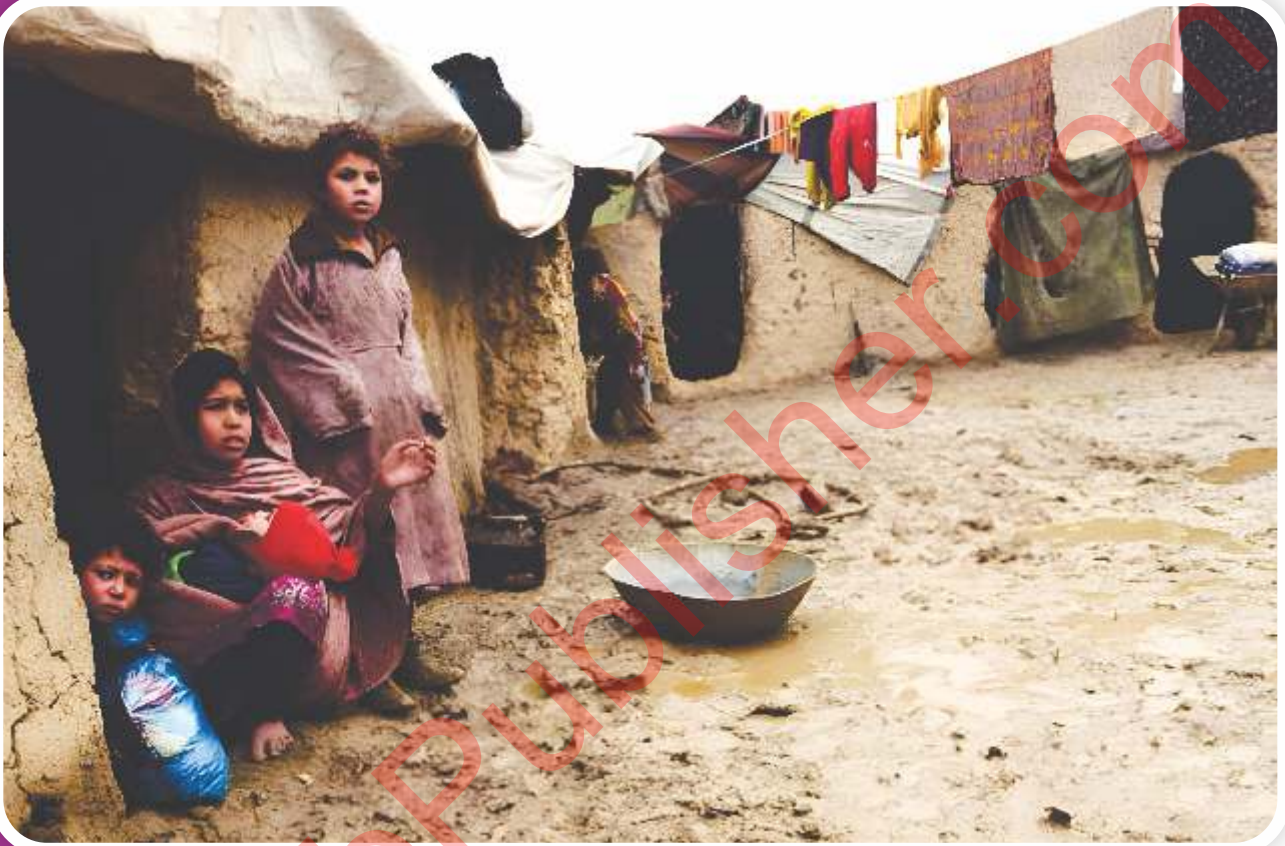
The Alchemist by Paulo Coelho

The Kite Runner by Khaled Hosseini



Project

- Reflect on your own experiences with education and identify moments where you felt a sense of freedom or autonomy.
- Consider how your ideal educational environment might incorporate more freedom.
- Make a presentation on these reflections and share them with the class.



Theme SDG - Millineum Development Goals

Subtheme No Poverty, Zero hunger

Introduction

In our second unit, we will be exploring the theme of Sustainable Development Goals (SDGs), with a specific focus on the subtheme of "No Poverty, Zero hunger". Throughout this unit, we will be using different types of texts like descriptive essays, argumentative pieces, biography brochure and poem to discuss these important topics. We will also learn about different phrases. Moreover, we will be engaging in useful arguments and writing descriptive essay.

Students' Learning Outcomes



Reading and Critical thinking

- Use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.
- Ask and answer higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word?)
- Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and non-fictional texts.
- Analyse organisational patterns in a text:
 - cause-effect
 - problem-solution
- Identify rhyme schemes and figurative language in poems.
- Evaluate how authors use language, including figurative language, considering the impact on the reader.
- Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
- Reading to analyse application/letter/report/summary/biography/autobiography/reviews.



Grammar

- Identify and use adjectival, prepositional and adverbial phrases
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing in different varieties of texts.
- Observe hyphenation conventions.
- Produce legible work that shows the correct spelling of the conventions of punctuation and capitalization.



Oral Communication

- Demonstrate attentive listening' skills while working in groups and taking turns to speak with standard pronunciation.
- Respond to texts for different purposes (including arguments and discussions).



Writing

- Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

Pakistan – Sustainable Development Goal 1

Pre-reading

- ➡ What are global challenges?
- ➡ What are the causes of global challenges?
- ➡ What are the solutions to global challenges?



The Sustainable Development Goals (SDGs) is a set of 17 global goals provided by the UN to unite global **stakeholders** in the work towards a better and more **sustainable** future for everyone. The SDGs provide a historic opportunity for international partnership in order to address the global challenges the world faces, such as extreme poverty, environmental **degradation**, injustice, and discrimination. Sustainable Development is most often defined as “meeting the needs of the present without compromising the ability of future generations to meet their own needs.”

Sustainable Development Goal 1 is to end poverty in all its forms everywhere by 2030. Extreme poverty has, in many cases, resulted in many severe problems, such as social exclusion, diseases, instability and conflicts. High poverty rates are most often found in conflict-ridden regions, and children are **disproportionately** affected. One out of five children currently live in extreme poverty. Therefore, ensuring social protection for **vulnerable** groups, such as children and new mothers, is critical to reduce poverty.

Pakistan has displayed a **commendable** commitment to the 2030 Agenda for Sustainable Development as it was one of the first countries to **endorse** it globally in 2015. On 16th February 2016, the Parliament **unanimously** approved the Sustainable Development Goals (SDGs) as the national development agenda. Since then, the country has made

Glossary

stakeholder- a person or company that is involved in a particular organization, project, system, etc., especially because they have invested money in it

sustainable- that can continue or be continued for a long time

degradation- the process of something being damaged or made worse

disproportionately - in a way that is too large or too small when compared with something else

vulnerable- weak and easily hurt physically or emotionally

commendable- deserving praise and approval

endorse- to say publicly that you support a person, statement or course of action

unanimously- by everyone in a particular group

While Reading

Why are children disproportionately affected by high poverty rates, especially in conflict-ridden regions?

Glossary

mainstreaming- the fact of a particular idea or opinion becoming accepted by most people

framework- the structure of a particular system

implementation- the act of making something that has been officially decided start to happen or be used

envisage- to imagine what will happen in the future

prioritize- to put tasks, problems, etc. in order of importance

formulate- to create or prepare something carefully, giving particular attention to the details

considerable progress by **mainstreaming** these goals in national policies and strategies and developing an institutional **framework** for **SDG implementation** in Pakistan.

SDG support units have been established at federal and provincial levels with the planning institutions (Ministry of Planning Development and Special Initiatives and Provincial Planning and Development Departments) to guide SDG implementation and monitor its progress.

In 2018, the Government designed and approved a National SDG Framework that **envisages** a national vision to **prioritize** and localize SDGs. Localized provincial SDG Frameworks are being **formulated**. The focus of the Government is on mainstreaming SDG in planning processes, ensuring strong monitoring and reporting on SDGs, ensuring public financial allocations are aligned to SDGs and alternate financing modalities are being explored, and benefitting from the use of technology to accelerate progress towards SDG.

Source: United Nations Pakistan



Comprehension



A Answer the following questions.

- 1 ▶ What is sustainability?
- 2 ▶ Why is sustainability important?
- 3 ▶ How do we have a sustainable future?
- 4 ▶ When did Pakistan approve SDGs? What was the particular purpose of approving SDGs?
- 4 ▶ How does extreme poverty contribute to social exclusion, diseases, instability, and conflicts, as mentioned in the text?



Talk about the Text

Reflect on the idea of Sustainable Development as "meeting the needs of the present without compromising the ability of future generations." Can you think of actions that individuals, communities, or nations could take to follow this principle?



B Choose the correct answers.

- 1 ▶ What is the primary purpose of the Sustainable Development Goals (SDGs)?
 - ☐ addressing global challenges
 - ☐ ignoring poverty
 - ☐ promoting discrimination
 - ☐ encouraging conflict
- 2 ▶ What does Sustainable Development mean?
 - ☐ meeting the needs of the future at the expense of the present
 - ☐ compromising the ability of future generations



Study Tip

Topic sentence

Each paragraph introduces a new point.

Find the topic sentence in each paragraph to grasp the main idea. For example, the second paragraph of this report contains the topic sentence, which outlines the main point, with the following sentences elaborating on it.



- ☐ balancing the needs of the present without harming the future
- ☐ prioritizing the needs of the present over the future
- 3 ▶ Why is social protection for vulnerable groups considered critical to reducing poverty?
 - ☐ to increase government spending
 - ☐ to address environment degradation
 - ☐ to ensure strong monitoring
 - ☐ to protect children and new mothers from extreme poverty
- 4 ▶ What is the focus of the Pakistani government in terms of SDGs implementation?
 - ☐ avoiding technology use
 - ☐ disregarding planning processes
 - ☐ prioritizing monitoring and reporting
 - ☐ neglecting public financial allocations
- 5 ▶ What is the significance of the National SDGs Framework?
 - ☐ it discourages the localization of SDGs.
 - ☐ it prioritizes conflict-ridden regions.
 - ☐ it provides a vision to prioritize and localize SDG.
 - ☐ it undermines the commitment to the 2030 Agenda.

Pakistan – Response to Sustainable Development Goal 1

The magnitude and extent of poverty in any country depends upon two factors, the average level of national income and the degree of inequality in its distribution. Pakistan is one of the developing countries facing the extreme level of poverty, having more than one third of its **populace** living below the poverty line. According to the World Bank South Asia Report of April 2023, poverty in Pakistan is expected to have reached 37.2 per cent.

There are many interrelated factors that contribute to poverty in Pakistan. The most commonly **enumerated** causes in this regard include overpopulation, high living costs, rising unemployment, **inadequate** education, environmental degradation, unequal distribution of resources, especially agricultural land, etc.

The Government has, over the years, undertaken several public works programs to create assets and employment opportunities for poor people. A number of initiatives aimed at helping the poor by improving governance and functioning of public sector institutions, creating assets, employment, and income-generation opportunities, **revamping** social safety net systems, and improving access to basic services are being

Glossary

populace- all the ordinary people of a particular country or area

enumerated- named or listed one by one

inadequate- not enough; not good enough

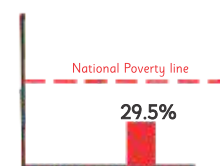
revamp- to make changes to the form of something, usually to improve its appearance

implemented by the Government. Among the social safety net systems run by the Government, Zakat, a donation to charity obligatory for Muslims, is the main one.

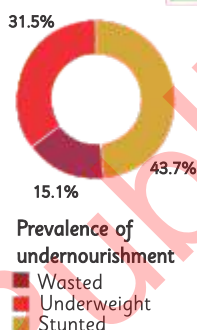
Poverty and hunger



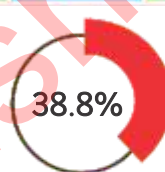
People living below international poverty line



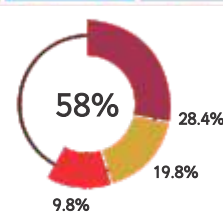
People living below national poverty line



Prevalence of undernourishment



People living in poverty in all its dimensions according to national definitions



People facing moderate or severe food insecurity

Dawn Copyright © 2024



Activity

What information do you get from the data presented in the provided picture?

What are your thoughts on it?

Do you find it alarming or not?

Give your reasons.



Comprehension



A Answer the following questions.

- 1 ➤ What is the progress of SDGs in Pakistan?
- 2 ➤ How can the government benefit from the use of technology to accelerate progress towards SDGs?
- 3 ➤ What are the causes of poverty in Pakistan?
- 4 ➤ What evidence does the essay give you to show that people in Pakistan are living below the poverty line?
- 5 ➤ List the possible solutions to end poverty.
- 6 ➤ Explain the term enumerated causes in the 2nd paragraph.

Zakat – The Best Tool of Poverty Alleviation

Pre-reading

🔗 How can we remove poverty from our society?

Zakat is an Arabic word (زكاة) meaning purification, stands as the third pillar of Islam. It symbolizes the act of providing **alms** or charity to alleviate poverty and support the less fortunate, purifying not just a Muslim's heart but also their financial resources. The primary objective of Zakat is to foster a closer relationship with Allah (سبحانه وتعالى). Neglecting the commitment to Zakat is considered a **transgression** within the Islamic context.

To be eligible for Zakat, individuals must surpass a defined threshold known as nisab, set at 87.48 grams of gold or 612.36 grams of silver. Those exceeding these amounts are obligated to pay 2.5% of their wealth in Zakat, ensuring a systematic approach to wealth distribution.

The Quranic guidelines for Zakat distribution are explicit, specifying eight categories of recipients mentioned in **Surah Al-Tawbah, Verse 60**. These encompass the poor (fuqaraa), the needy (masakeen), administrators and collectors of Zakat (amilen), new **converts**, those in bondage (riqab), those in debt (garim), and individuals in the cause of Allah and the **wayfarer**.

Surah Al-Baqarah, Verse 110, reinforces the significance of Zakat, prayer (Salah), and good deeds in Islamic practice. Establishing prayer, giving Zakah, and performing benevolent acts are highlighted as integral components of the Muslim faith. The verse emphasizes that the good contributed to others is ultimately rewarded by Allah, Who observes and acknowledges these actions.

Zakat has deep roots in Islamic history, notably implemented during the time of Hazrat Muhammad (ﷺ). The practice was foundational in establishing social justice and economic equity within the early Muslim community. Zakat remains a potent force in addressing issues of poverty, economic inequality, and social justice. Its relevance extends beyond its historical origins, offering a framework for Muslims to actively engage in societal well-being.

Narrated by Abdullah bin Zaid (رضي الله تعالى عنه): Hazrat Muhammad (ﷺ) said, "Whoever gives (in charity) the

Glossary

alms- money, clothes and food that are given to the poor people
transgression- the act or process of breaking a law or moral rule, or an example of this
convert- someone who changes their beliefs, habits, or way of living
wayfarer- a person who travels from one place to another, usually on foot



While Reading

How does Zakat purify both the heart and financial resources of a Muslim, according to the passage?

Glossary

congregational- connected with a group of people who are gathered together for a religious service

elites- a small group of people in a society, etc. who are powerful and have a lot of influence, because they are rich, intelligent, etc.

self-sufficiency- the fact of being able to provide everything you need for yourself, especially food, without buying from or being helped by others

marginalized- Different groups of people within a given culture, context and history at risk of being subjected to multiple discrimination

ethos- the moral ideas and attitudes that belong to a particular group, society or person

pivotal- of great importance because other things depend on it

alleviation- the act of making something less severe

interconnectedness- the state of having different parts or things connected or related to each other

eradication- the act of destroying or getting rid of something completely, especially something bad

While Reading

What does the Holy Quran say about the duty of political elites and society in caring for the marginalized, particularly in terms of contributing to Zakat?

equivalent of a date from his honestly earned money, for nothing ascends to Allah except good, then Allah will take it in His Right (Hand) and bring it up for its owner as any of you brings up a baby horse, until it becomes like a mountain." *Sahih al-Bukhari, Book 24, Hadith 504*

Similarly, Narrated by Abdullah bin Umar (رضي الله تعالى عنه): Allah's (سبحانه وتعالى) Nabi (خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) said, "Islam is based on (the following) five (principles): To testify that none has the right to be worshipped but Allah and Muhammad is Allah's Messenger; to offer the (compulsory **congregational**) prayers dutifully and perfectly; to pay Zakat (i.e., obligatory charity); to perform Hajj (i.e., pilgrimage to Makkah); to observe fast during the month of Ramadan." *Sahih al-Bukhari, Book 2, Hadith 8*

Zakat serves as a transformative mechanism, not only alleviating poverty but also contributing to broader societal development. By redistributing wealth, Zakat fosters empowerment and **self-sufficiency** among the less fortunate, ultimately creating a more equitable and just society.

In accordance with the Islamic teachings, Zakat embodies a societal responsibility, urging the affluent to play an active role in eradicating poverty. The Holy Quran underscores the duty of political **elites** and society at large to care for the **marginalized** by contributing a portion of their wealth. This commitment reflects the compassionate **ethos** of Islam and aims to uplift those facing economic challenges.

Zakat, as a form of almsgiving or charity, plays a **pivotal** role in wealth distribution, contributing significantly to poverty **alleviation** and fostering the overall well-being of the community. It stands as a foundational concept in Islam, promoting the **interconnectedness** of individuals and the community and reflecting a commitment to social responsibility, economic justice, and the principles of compassion and generosity in the pursuit of poverty **eradication**.



Comprehension



A Answer the following questions.

- 1 ▶ Who are the eight recipients of Zakat?
- 2 ▶ What does the Quran say about Zakat?
- 3 ▶ How can you help eradicate poverty?
- 4 ▶ What are you advised to do in Islam if you are privileged?
- 5 ▶ Explain the term 'haves' used in the text.
- 6 ▶ What are the benefits of giving Zakat?

- 7 ▶ Reflect on your personal understanding of Zakat. How can individuals contribute to making Zakat more productive in Pakistan on both individual and community levels?

B Choose the correct answers.

- 1 ▶ What is the underlying purpose of Zakat in Islam?
- ☐ to accumulate personal wealth
 - ☐ to promote charity and alleviate poverty
 - ☐ to fund luxurious lifestyles
 - ☐ to establish economic dominance
- 2 ▶ How is neglecting Zakat viewed within the Islamic context?
- ☐ as a sign of intelligence
 - ☐ as a virtuous choice
 - ☐ as a transgression
 - ☐ as a personal preference
- 3 ▶ What is the role of the nisab in determining eligibility for Zakat?
- ☐ it is a charitable organization
 - ☐ it sets the gold standard for wealth
 - ☐ it signifies a threshold for wealth eligibility
 - ☐ it represents a prayer ritual in Islam
- 4 ▶ Who are among the recipients of Zakat according to Surah Al-Tawbah, Verse 60?
- ☐ the wealthy elites
 - ☐ eight specified categories
 - ☐ only the new converts
 - ☐ the poor (fuqaraa) and the needy (masakeen)
- 5 ▶ What core aspects does Surah Al-Baqarah, Verse 110, emphasize in Islamic practice?
- ☐ fasting and solitude
 - ☐ significance of Zakat, prayer, and good deeds
 - ☐ exclusivity of individual worship
 - ☐ austerity and simplicity
- 6 ▶ What principle is highlighted in the Hadith narrated by Abdullah bin Zaid regarding charity?
- ☐ quantity matters more than sincerity
 - ☐ only large donations are acknowledged by Allah
 - ☐ Allah rewards even a small, sincere charity
 - ☐ charity is irrelevant in spiritual practice



Activity

Work in small groups and each group analyse a section of the text.

- Identify key points, such as the definition of Zakat, its objectives, eligibility criteria, recipients, and its historical and contemporary significance.
- Participate in a discussion based on the following questions:
- How does Zakat foster a sense of community and interconnectedness among Muslims?
- Share examples from the text or personal experiences that illustrate the transformative impact of Zakat.
- Share insights gained from the activity and discuss how you can apply these principles in your life.

Poverty Alleviation Projects in Pakistan

Akhuwat Foundation – Akhuwat Islamic Microfinance (AIM)

Pre-reading

👉 Do you know about any poverty alleviation projects?

Key Term

microfinance (noun)

It refers to the financial services provided to low-income individuals or groups who are typically excluded from traditional banking.

While Reading

What are “Liberation Loans”, and who are they intended for?

Glossary

disburse- to pay money to somebody from a large amount that has been collected for a purpose

entrepreneurial- connected with making money by starting or running businesses, especially when this involves taking financial risks

venture- a business project or activity, especially one that involves taking risks

liberation- the act or process of freeing somebody from something that limits their control over or pleasure in their own life

irreversible- that cannot be changed back to what it was before

accolade- praise or an award for an achievement that people admire

In addition to the public sector, NGOs (Non-Governmental Organizations) and Community Based Organizations (CBOs) are involved in a wide range of poverty reduction activities. Amongst the most prominent organizations is the Akhuwat Foundation. Akhuwat Foundation is a nonprofit organization implementing a **microfinance** program for poverty alleviation.

The Akhuwat Islamic Microfinance is the core program of Akhuwat Foundation through which it carries out the provision of interest-free microcredit to the poor. Through AIM, 4.5 million interest-free loans have been **disbursed** to 3.5 million families across 800 cities of Pakistan.

As of March 2023, the total number of interest-free loans Akhuwat has disbursed amounts to PKR 194 billion. Akhuwat's loan portfolio consists of 58% of male borrowers and 42% female borrowers. The most common type of loan offered by Akhuwat is the Family Enterprise Loan, which comprises 92% of Akhuwat's loan portfolio. The loan is intended for the entire family that is involved during the process of appraisal and lending.

However, each **entrepreneurial** business is undertaken by a member of the household who has the required expertise needed to initiate the business. In case a borrower is not equipped with the necessary skills to start a particular business, he is linked with another borrower who will guide and facilitate them until they are sufficiently trained. The Family Enterprise Loan is designed to strengthen the family unit and thus seeks to make the enterprise a family **venture** instead of an individual effort. Other loan products include loans for housing, education, health, marriage, and agricultural loans given to farmers. **Liberation** loans are given to those who have borrowed money from moneylenders at extremely high-interest rates so that they may be able to come out of an **irreversible** cycle of debt.

Akhuwat Islamic Microfinance program has won many **accolades** in Pakistan and abroad, and its innovative approach to poverty alleviation has been researched and studied in universities around the world. Its

services are as soothing for the **underprivileged** as a cool breeze on a hot day. The Akhuwat Islamic Microfinance (AIM) program is supported by the Federal and Provincial Governments of Punjab, Sindh, Balochistan, Khyber Pakhtunkhwa, Gilgit-Baltistan and Azad Kashmir.

Source: "Akhuwat: Measuring Success for a Non-profit Organization" Asian Journal of Management Cases



Comprehension



A Answer the following questions.

- 1▶ How do you think such initiatives like Akhuwat Islamic Microfinance contribute to poverty alleviation?
- 2▶ Considering Dr. Muhammad Amjad Saqib's recognition and awards, how can individuals and organizations inspire positive change and social development during challenging times?
- 3▶ How might the **analogy** of a "as soothing as cool breeze on a hot day" be interpreted in the context of the services provided by the Akhuwat Islamic Microfinance program?

Dr. Muhammad Amjad Saqib – Akhuwat Foundation

Dr. Muhammad Amjad Saqib is a Pakistani social **entrepreneur**, development practitioner, former civil servant and author. He is the founder and executive director of the Akhuwat Foundation.

Dr. Muhammad Amjad Saqib was born in 1957 in Kamalia, a small city in Punjab. After completing his early education, he joined Government College, Lahore, and went on to complete his bachelor's degree in medicine (M.B.B.S) from King Edward Medical College in 1982. He was awarded the Hubert H. Humphrey Fellowship in 1995 and pursued his master's degree in Public Administration from American University, Washington D.C.

Muhammad Amjad Saqib also enrolled in a year-long program at LUMS, which was in collaboration with McGill University related to Social Enterprise and Management. Additionally, he has completed several professional development courses on leadership from Harvard University.

Amjad Saqib is known for his work for social **mobilization**, poverty alleviation, microfinance, and education management. He has authored nine books including "Akhuwat ka Safar" and "Molu Musalli" which describe his journey in forming Akhuwat, and he regularly writes columns in several Pakistani newspapers.



Do you remember?

An **analogy** is a comparison of two otherwise unlike things based on a resemblance of a particular aspect. For example, She's as blind as a bat.

Glossary

underprivileged- without the money, possessions, education, opportunities, etc. that the average person



Glossary

entrepreneur- a person who makes money by starting or running businesses, especially when this involves taking financial risks
mobilization- preparations that bring together the people and weapons that will be needed in order for a country to fight a war

While Reading

What roles and titles does Dr. Muhammad Amjad Saqib hold?



Things to know

Philanthropist is a person who seeks to promote the welfare of others, especially by the generous donation of money to good causes.

In 2003, he resigned from the Civil Service and founded the Akhuwat Foundation. Akhuwat operates several other projects under its umbrella, some of which includes enhancing financial inclusion, access to education and healthcare, support of the transgender community, as well as the provision of food and clothes. The Akhuwat Transgender Support Program provides psycho-social therapy, skills and vocational training, literacy and health workshops to thousands of transgenders across Pakistan.

He is the recipient of several national and international honors including:

- Sitara-e-Imtiaz in 2010 for social development and poverty alleviation.
- Lifetime Achievement Award, 2014 by Abu Dhabi Islamic Bank and Thomson Reuters, for his efforts to promote Islamic finance.
- Schwab Foundation and Commonwealth's 31st Point of Light award by Queen Elizabeth II in 2018.
- Asia's Nobel Prize, the Islamic Economy Award by His Highness Sheikh Hamdan bin Mohammed bin Rashid Al Maktoum, Crown Prince of Dubai and Thomson Reuters in 2018.
- Social Entrepreneur of the year award for 2018 by World Economic Forum (WEF).
- Shaan-e-Pakistan (Pride of Pakistan) in 2020 for his efforts and welfare work during COVID-19.
- Ramon Magsaysay Award in 2021 for his organisation's interest-free loan programme.
- Nomination for 2022 Nobel Peace Prize for his work for poverty alleviation.



Comprehension



A Answer the following questions.

- 1▶ What is meant by the word "philanthropist"? With what sort of people and what particular actions do you usually associate the word "philanthropist"?
- 2▶ What does the word "philanthropist" suggest to you about Dr. Muhammad Amjad Saqib?
- 3▶ Who is eligible for the Akhuwat loan?
- 4▶ What is the purpose of Akhuwat Islamic Microfinance?
- 5▶ How do you think such initiatives like Akhuwat Islamic Microfinance (AIM) contribute to poverty alleviation?

- 6 ▶ Considering Dr. Muhammad Amjad Saqib's recognition and awards, how can individuals and organizations inspire positive change and social development during challenging times?

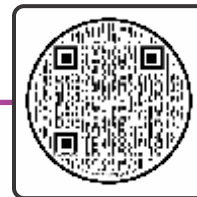
B The following challenges Pakistan faces in overcoming poverty. Discuss these challenges with reference to the problem prevailing in your locality and write practical solutions to overcome them.

Challenges and Problems in Pakistan for Overcoming Poverty	Potential Strategies for Overcoming Challenges
1. Limited Economic Opportunities	Promote sustainable economic growth through investment in key sectors like agriculture and industry.- Encourage entrepreneurship and small business development.
2. Lack of Quality Education	Invest in education infrastructure and resources. Implement policies to improve access to quality education, especially in rural areas.
3. Inadequate Healthcare Services	Strengthen healthcare infrastructure and increase funding for public health programs. Implement health insurance schemes for the vulnerable population.
4. Population Growth	Promote family planning and reproductive health programs. Educate communities about the benefits of smaller family sizes.
5. Corruption and Governance Issues	Implement and enforce anti-corruption measures. Improve governance and transparency in public institutions.
6. Insufficient Social Safety Nets	Develop and expand social welfare programs to provide support for the impoverished. Targeted cash transfer programs for the most vulnerable populations.
7. Regional Disparities	Implement policies that address regional economic imbalances. Invest in infrastructure development in less developed regions.
8. Agricultural Challenges	Modernize agriculture practices and provide farmers with access to technology. Ensure fair distribution of agricultural resources.
9. Lack of Access to Financial Services	Promote financial inclusion through microfinance initiatives. Expand access to banking services in rural and underserved areas.
10. Unemployment and Underemployment	Implement job creation programs and skill development initiatives. Encourage industries that have the potential for labor-intensive growth.



Activity: Search this link (<https://file.pide.org.pk/uploads/rr-050-the-state-of-poverty-in-pakistan-pide-report-2021-68-mb.pdf>) and go through the data of poverty in Pakistan. Search how our country is coping with these challenges

Poverty (Poem)



Pre-reading

👉 Predict the content of the poem after reading its title.

Glossary

dismal- causing or showing the feeling of being sad

gnawing- continuously uncomfortable, worrying, or painful

morsel- a small amount or a piece of something, especially food

hovel- a small home that is dirty and in bad condition

squander- to waste money, time, etc. in a careless way

While Reading

What message is the author trying to convey about wealth and privilege through the contrast between the poor family and the wealthy?

Theme

The poem focuses on poverty, urging wealthy people to see the struggles of those trapped in poor conditions. It highlights how we can help children and their families facing hardship, often feeling sad and reflective about their difficult situations.

Teacher's Guideline

Encourage students to start the poem with a somber tone to convey the sadness of the situation, then shift to a tone of determination and empathy towards the end.

I saw an old cottage of clay,
And only of mud was the floor;
It was all falling into decay,
And the snow drifted in at the door.

Yet there a poor family dwelt,
In a hovel so **dismal** and rude;
And though **gnawing** hunger they felt,
They had not a **morsel** of food.

The children were crying for bread,
And to their poor mother they'd run;
'Oh, give us some breakfast,' they said,
Alas! their poor mother had none.

She viewed them with looks of despair,
She said (and I'm sure it was true),
'Tis not for myself that I care,
But, my poor little children, for you.'

O then, let the wealthy and gay
But see such a **hovel** as this,
That in a poor cottage of clay
They may know what true misery is.
And what I may have to bestow
I never will **squander** away,
While many poor people I know
Around me are wretched as they.

Jane Taylor

About the Poet

Jane Taylor (23 September 1783 – 13 April 1824) was an English poet and novelist. Born in London, Jane Taylor lived with her family at Shilling Grange in Shilling Street, Lavenham. She is believed to have written "Twinkle, Twinkle, Little Star", which was first published in 1806. While Taylor's poetry for children made her famous, she also wrote for adults. She published essays, hymns, and poetry collections about faith, morality, and social justice. Her work connected with readers who liked her clear writing and focus on social issues. Like her contemporary, Hannah More, she used her writing to promote moral and social improvement.

Interpretation of poem "Poverty" by Jane Taylor

This poem is about poor people as it represents the intense image of how bitter poverty is and how people struggle to make ends meet. The poem begins with the description of an old cottage and its poor condition. Ironically, the unfit house was hope and shelter for a poor family who lacks even the basic facilities of life. She presents the heart-wrenching condition of the children of that family. They are asking for food, but their unfortunate parents are unable to feed them properly. However, the mother tries to console them with the little food she possesses and asks her children to count it as a blessing. These gruesome circumstances make the speaker think about the people living in the same pitiable state. The positive attitude of the poor family despite their plight and that they do not squander away anything is worth observed in this poem.

Types of Rhyming Schemes

Below are some common rhyme schemes:

● Alternate Rhyme: **A B A B**

An example from "Neither Out Far Nor In Deep" by Robert Frost:

The people along the **sand** All turn and look one way.
They turn their back on the **land** They look at the sea all day.

● Ballade: **A B A B B C B C**

An old French verse form from "Ballade of Modest Confession" by Hilaire Belloc:

Painting on Vellum: not on silk or **hide**
Or ordinary Canvas: I suppose
No painter of the present day has **tried**
So many mediums with success, or knows
As well as I do how the subject grows
Beneath the hands of genius, that anoint
With balm. But I have something to disclose
Painting on Vellum is my weakest point.

Literary Devices

Assonance is the repetition of vowel sounds in the same line.

For example, the sound of /i/ in "And the snow drifted in at the door" and the sound of /e/ in "O then, let the wealthy and gay".

Alliteration is a literary device that uses similar phonetic sounds in continuity to make an effect.

For example, The sound of /p/ in "While many poor people I know" and sound /s/ in "But see such a hovel as this."

Allegory is a figure of speech in which abstract ideas and principles are described in terms of characters, figures, and events. The speaker has used allegoric expressions at the beginning of the poem when he informs about the miserable condition of a family.

For example, "I saw an old cottage of clay,
And only of mud was the floor;
It was all falling into decay,
And the snow drifted in at the door."

Irony is a figure of speech in which words are used in such a way that their intended meaning is different from the actual meaning of the words.

The poet has used this device in the last lines. **For example**, the speaker has many things to bestow upon them but he thinks it squandering to give to this poor family.

"And what I may have to bestow
I never will squander away."

Quatrain is a four-lined stanza borrowed from Persian poetry. Here, the first four stanzas are quatrains.

Rhyme scheme of this poem is ABAB and this pattern continues until the end.

Symbolism involves using a word or object to represent something beyond its literal meaning. **For example**, "Clay cottage" and "muddy floor" symbolize the acute misery of the family.

Imagery is language used by poets, novelists and other writers to create images in the mind of the reader. It refers to descriptive language that engages the human senses. **For example**, "I saw an old cottage of clay/and only of mud was the floor", "The children were crying for bread" and "She viewed them with looks of despair."

Key Terms

Ballad is a type of poem that tells a story and was traditionally set to music. In English, ballads are typically composed of four-line stanzas that follow an ABCB rhyme scheme.

Limerick is a type of poem that is humorous or obscene in nature and follows a five line AABBA rhyme scheme.

Monorhyme is a passage, stanza, or entire poem in which all lines have the same end rhyme.

Terza Rima (Italian poem) is a rhyming verse form, in which the

● Coupled Rhyme (or Rhyming Couplets): A A B B C C

An example of a Coupled Rhyme or Rhyming Couplet from Shakespeare's "Sonnet 18":

So long as men can breathe or eyes can **see**,
So long lives this and this gives life to **thee**.

● Enclosed Rhyme: A B B A

An Enclosed Rhyme from John Milton's "Sonnet VII":

How soon hath Time, the subtle thief of **youth**,
Stol'n on his wings my three-and-twentieth **year**!
My hasting days fly on with full **career**.
But my late spring no bud or blossom **shew'th**.

● Simple Four-Line Rhyme: A B C B

A Simple Four-Line Rhyme from "The Rime of the Ancient Mariner" by S.T Coleridge:

It is an ancient **Mariner**,
And he stoppeth one of **three**.
By thy long grey beard and glittering **eye**.
Now wherefore stopp'st thou **me**?

● Limerick: A A B B A

A Limerick from the famous Mother Goose collection "Hickory, Dickory, Dock":

Hickory, dickory, **dock**,
The mouse ran up the **clock**;
The clock struck **one**,
And down he **run**,
Hickory, dickory, **dock**.

● Monorhyme: A A A A

An excerpt from Dick Davis's "A Monorhyme for the Shower":

Twenty odd years have turned to **air**,
Now she's the girl I didn't **dare**
Approach, ask out, much less **declare**
My love to, mired in young **despair**.

● Terza Rima: A B A B C B C D C D E D E E

A section of Percy Shelley's Terza Rima "Ode to the West Wind":

O wild West Wind, thou breath of Autumn's **being**,
Thou, from whose unseen presence the leaves **dead**
Are driven, like ghosts from an enchanter **fleeing**,
Yellow, and black, and pale, and hectic **red**,
Pestilence-stricken multitudes: O **thou**,
Who chariotest to their dark wintry **bed**

● Triplet: A A A

A triplet from Shakespeare's "The Phoenix and the Turtle":

To this urn let those **repair**.
That are either true or **fair**;

For these dead birds sigh a **prayer**.

● **Villanelle:** **A B A A B A A B A A B A A B A A**

An excerpt from Edwin Arlington Robinson's Villanelle "The House on the Hill":

They are all gone **away**,
 The House is shut and **still**,
 There is nothing more to **say**.
 Through broken walls and **gray**
 The winds blow bleak and **shrill**:
 They are all gone **away**.
 Nor is there one to-day To speak them good or **ill**:
 There is nothing more to **say**.



Comprehension



A Answer the following questions.

- 1▶ With reference to the poem, explain how "poverty" is a representative of misery and pain?
- 2▶ Explain the major themes of the poem.
- 3▶ What is the rhyme scheme of the poem?
- 4▶ How has the poet used imagery and symbolism as a figure of speech throughout the poem?
- 5▶ What is the mood of the poem?
- 6▶ What is the tone (poet's attitude) of the poem?
- 7▶ What is the effect of assonance used in the poem?
- 8▶ Who is the speaker of "poverty"? Give a reference to your answer from the poem.
- 9▶ In what ways has the poet used alliteration in "poverty" and how does this contribute to the thematic elements of the poem?



B Choose the correct answers.

- 1▶ What emotion is portrayed by the mother in the poem?

<input type="radio"/> joy	<input type="radio"/> despair
<input type="radio"/> excitement	<input type="radio"/> indifference
- 2▶ How does the poet feel about wasting resources when there are people in need?

<input type="radio"/> indifferent	<input type="radio"/> supportive
<input type="radio"/> critical	<input type="radio"/> enthusiastic
- 3▶ Choose a title for the poem that captures its central theme.

<input type="radio"/> the joyful cottage	<input type="radio"/> dismal days
<input type="radio"/> wasted wealth	<input type="radio"/> hunger's cry

poem, or each poem-section, consists of tercets (three-line stanzas) with an interlocking three-line rhyme scheme: The last word of the second line in one tercet provides the rhyme for the first and third lines in the tercet that follows (ABA BCB CDC).

Villanelle is a poem of nineteen lines, and which follows a strict form that consists of five tercets (three-line stanzas) followed by one quatrain (four-line stanza). Villanelles use a specific rhyme scheme of ABA for their tercets, and ABAA for the quatrain.



Activity

- Read more poems in pairs, choose poems with different rhyming schemes, and identify the type. In the first line of the last stanza, literary device, assonance is used.
- Why is repetition important? What is the effect of the poetic device?



Activity

- Conduct research to find another poem that explores the theme of poverty and portrays the sufferings and pains associated with it.
- Read the second poem you've selected, analyzing its portrayal of poverty and the sufferings experienced by individuals or families.
- Take notes on how this poem compares to the first poem in terms of themes, imagery, emotions, and overall message.
- Reflect on what you have learned from comparing the two poems.
- Consider how each poem deepens your understanding of the theme of poverty and the human experience of suffering.



Activity

Look closely at the two sections (left and right) of the brochure. What effects are achieved by the use of short sentences? Consider also the use of facts and other information given in these sections. How does this help in persuading people to support the campaign? In what ways does the use of bold type, the photograph and the language help to encourage the reader to support the charity.

No Poverty

- 4 ▶ What type of figurative language is used in the line "And the snow drifted in at the door"?
 - ☐ simile
 - ☐ personification
 - ☐ metaphor
 - ☐ hyperbole
- 5 ▶ In the line "gnawing hunger," what figurative language is employed to describe hunger?
 - ☐ metaphor
 - ☐ simile
 - ☐ hyperbole
 - ☐ personification

Brochure

What can you do to help?

Giving charity in Islam is important and highly rewarded, but giving charity can come in many different forms, not only financial.

Yes, donating money to a charity or cause could make a big difference, but also offering your time to volunteer-or educating others on giving to charity is important, too, as this could lead to more charitable actions by others.

Want to help?

You can donate to Orphans in Need via the easy option of online donations to provide support to widows and orphans around the world.
Contact your college teacher/headmaster for information on how to help eradicate the issue of poverty.

POVERTY AND HUNGER

About 25,000 people die each and every day from poverty and hunger. How would you feel if you didn't know where to sleep at night, or where your next meal was coming from?



Help eradicate poverty and hunger

WE CAN
END POVERTY

MILLENNIUM
 DEVELOPMENT
 GOALS



Comprehension



Answer the following questions.

- 1 ▶ What is the brochure encouraging its reader to do?
- 2 ▶ By looking at the language of the brochure and its presentation, explain how it sets out to persuade readers that poverty is a matter that needs help.

- 3 ▶ Now, read through the “Want to help?” section. What effect do you think is achieved by the heading being written as a question?
- 4 ▶ Why should you contact your teacher/headmaster?



Vocabulary and Grammar



Adjectival, Prepositional and Adverbial Phrases

Adjectival Phrases

An adjective phrase is a phrase that functions just like an adjective in a sentence. It is a group of words that are put together in order to qualify the noun or pronoun that acts as the subject or object of a sentence. It is also referred to as an ‘adjectival phrase’.

Here are some examples in which adjectival phrases are bold:

- (a) The vizier was **a wealthy man**.
(b) The vizier was a man of great wealth.
- (a) The magistrate was **a kind man**.
(b) The magistrate was a man with a kindly nature.
- (a) The chief lived in **a stone house**.
(b) The chief lived in a house built of stone.
- (a) I like to see **a smiling face**.
(b) I like to see a face with a smile on it.
- (a) The coolies belonged to **a hill tribe**.
(b) The coolies belonged to a tribe dwelling in the hills.

In each of the above pairs of sentences, we have first a single word describing the person or thing denoted by the noun, and then a group of words describing the person or thing denoted by the same noun.

For instance, the group of words of great wealth tells us what sort of man the vizier was. It modifies the noun man just as an adjective does.

Adjectival phrases are:

- a golden crown ● a purple cloak. ● a white elephant
- a jungle track ● a blue-eyed boy ● a deserted village
- a blank page ● the longest day

Adjective Phrases Containing Adverbs

Adjective phrases can be formed by making use of adverbs of manner.

A **few very helpful** tips were given by the volunteers.

We had to perform **some extremely tiring** routines to become an expert in this field.



A Identify the adjective phrases and underline them, choose the word it modifies.

- 1 ▶ The lady in the black coat was looking suspicious.
- ☐ looking ☐ coat
 - ☐ was ☐ lady



Do you remember?

Adjective

An adjective is a part of speech that can be used to describe or provide more information about a noun or pronoun that acts as the subject in a sentence. Adjectives are found after the verb or before the noun it modifies.

Examples: The beautiful garden was filled with colourful flowers.
The sky looked clear after the storm.



Skill: Recognizing Phrases

This objective focuses on developing the skill of recognizing different types of phrases, specifically adjectival, prepositional, and adverbial phrases.

Examples:

Adjective Phrases with Multiple Adjectives

When using multiple adjectives to form an adjective phrase, make sure you follow the order of adjectives. The determiner should come first, followed by adjectives that describe the quantity, opinion, size, age, shape, colour, origin, material and purpose/qualifier, respectively and then the noun. Take a look at the following examples to see how this works.

- The **five young Japanese** students have shifted here for the exchange programme.
I really loved your **new pink georgette** dress.

Q. Read through the exercise given below. Analyse it and identify the adjective phrases in the following sentences.

1. The boy in the red shirt is new here.
2. Which one of your trips would you describe as the most adventurous one?
3. Is the bag by the table yours?
4. Are you shorter than your brother?
5. The tall man with curly hair won the singing competition.
6. Can you buy me a box of white homemade chocolates when you come back?
7. The red-haired Portuguese boy impressed all his teachers in no time.
8. All the children have read the play about the poor man and the king.
9. The city is expecting very few sunny days this month.
10. The tall Egyptian building is one of the wonders of the world.

- 2 ▶ The house beside the dark forest is spooky.
 - ☐ forest
 - ☐ spooky
 - ☐ is
 - ☐ house
- 3 ▶ A man in a clown suit scared the children last night.
 - ☐ scared
 - ☐ man
 - ☐ children
 - ☐ clown
- 4 ▶ The witness for the defense had a lot of evidence.
 - ☐ defense
 - ☐ had
 - ☐ witness
 - ☐ evidence
- 5 ▶ People in the news are frequently embarrassed.
 - ☐ news
 - ☐ embarrassed
 - ☐ people
 - ☐ are
- 6 ▶ The kids under the carport are colouring their pictures.
 - ☐ kids
 - ☐ carport
 - ☐ pictures
 - ☐ colouring

Adverbial Phrases



Do you remember?

Adverb

An adverb is used to provide more information about the verb or the action in the sentence. It also has the property of describing the adjective or another adverb.

Examples: She quickly finished her homework.

The movie was incredibly interesting.

He ran very swiftly to catch the bus.

An adverbial phrase is a group of words that acts like an adverb, answering questions like 'when', 'where', 'why', 'how', and 'how often'. It modifies or gives extra information about a verb, phrase, adjective, or another adverb in the sentence.

Components of an Adverbial Phrase

There is no particular rule that an adverbial phrase should definitely contain at least one adverb. Adverbs can be a part of the adverbial phrase; however, there are some other components that constitute an adverbial phrase. They include, nouns, pronouns, adjectives, prepositions and articles.

HOW (manner)	WHEN (time)	WHERE (place)	WHY (reason)	HOW OFTEN (frequency)
in anger	before sunrise	right next to her	to console her	every month
like a snail	exactly in three hours	at every signal	for a much-needed break	every now and then
very quickly	as soon as possible	next to the play area	owing to the extension	annually
somewhat sad	even before the announcement	around the main road	due to her continuous efforts	all Fridays

B Read the given news article and identify adverbial phrases. Use them in your sentences.

Beating Poverty in Ethiopia

Jan 28, 2020 | By: Kieran McConville

Rural poverty in Ethiopia is a serious problem

"We had nothing — no land, no animals, no money... nothing at all." 22 year-old Workitt Kassaw Ali describes a scenario that many young families facing in rural Ethiopia. Here in the highlands of Amhara, there simply isn't enough land to go around and, without land, your options for making an income and feeding your family are extremely limited. It's a classic example of rural poverty in Ethiopia, an issue that is challenging a whole new generation.

Workit Kassaw Ali inside her home in a remote area of northern Ethiopia. Photo: Kieran McConville



"We had to rely on **handouts** from the government."

Workitt and her husband, Ketamaw, lived with his parents for the first years of their marriage, planting barley on a tiny plot of borrowed land. "It didn't even provide enough food for 6 months," Ketamaw says. "We had to rely on handouts from the government." Over time the couple managed to build a small, basic house from wood, mud, and **thatch**.

Glossary

handouts- something such as food, clothing, or money that is given free to someone who needs it

thatch- straw or reeds used to make roofs

Prepositional Phrase

A prepositional phrase is a combination of a preposition, a modifier and its object. A prepositional phrase can be placed in the beginning, middle or end of a sentence based on its role in that particular sentence. Prepositional phrases are just a part of the sentence it modifies and cannot stand alone.

Forming and Using Prepositional Phrase

There are a few points you have to keep in mind when using prepositional phrases. They are:

- Each sentence would require a different preposition to form a prepositional phrase.
Example: On the table, there is a vase of flowers. The cat is hiding under the bed. She walked through the park on her way home.
- Remember that using a wrong preposition can alter the meaning of the sentence completely and sometimes make no meaning at all.
Examples: Correct: She is interested in learning French.
Incorrect: She is interested on learning French. (This makes no sense.)
- If the prepositional phrase modifies a noun, it functions like an adjective and is therefore considered as an adjectival phrase.
Example: The house with the red door belongs to Sarah.
- Sometimes, a prepositional phrase is seen to modify the verb or action in the sentence and is considered as an adverbial phrase as it

Q. Use the following adverbial phrases in your sentences .

- owing to the heavy snow storms
- every alternate weekend
- very carefully
- right next to the overbridge
- until last year

Examples:

Using Prepositional Phrases at the Beginning of the Sentence

After trying multiple times, Haritha finally cleared the equation.

Before we start class, I would like to talk to you about something.

According to the weather forecast, the next two days are expected to be very sultry.

Using Prepositional Phrases in the Middle of the Sentence

The girl **in the second row** is the one who has recently joined.

The cafe **on the fourth street** has

really good muffins.

The man **with the big moustache** had come to the store this morning.

Using Prepositional Phrases in the End of the Sentence

The box was kept **under the table**.

We were planning to order food **during the break**.

Things to know

'The Road' is the story of a father and his young son who are traveling south through a devastated and dangerous landscape in search of safety and a better life. As they journey through a world ravaged by an unspecified cataclysm, the father and son encounter many challenges and dangers, including hunger, cold, and roving bands of violent survivors.

Things to know

"Similar in nuances" means that two words have subtle differences in meaning, usage, or connotation that can make them easy to confuse.

plays the role of an adverb in the sentence.

Example: She ran with great speed.

C Read the following excerpt from 'The Road' by Cormac McCarthy and underline the prepositional phrases in it.

When he woke in the woods in the dark and the cold of the night he'd reach out to touch the child sleeping beside him. Nights dark beyond darkness and the days more gray each one than what had gone before. Like the onset of some cold glaucoma dimming away the world. His hand rose and fell softly with each precious breath. He pushed away the plastic tarpaulin and raised himself in the stinking robes and blankets and looked toward the east for any light but there was none. In the dream from which he'd wakened he had wandered in a cave where the child led him by the hand. Their light playing over the wet flowstone walls. Like pilgrims in a fable swallowed up and lost among the inward parts of some granitic beast. Deep stone flues where the water dripped and sang. Tolling in the silence the minutes of the earth and the hours and the days of it and the years without cease. Until they stood in a great stone room where lay a black and ancient lake. And on the far shore a creature that raised its dripping mouth from the rimstone pool and stared into the light with eyes dead white and sightless as the eggs of spiders. It swung its head low over the water as if to take the scent of what it could not see. Crouching there pale and naked and translucent, its alabaster bones cast up in shadow on the rocks behind it. Its bowels, its beating heart. The brain that pulsed in a dull glass bell. It swung its head from side to side and then gave out a low moan and turned and lurched away and loped soundlessly into the dark. With the first gray light he rose and left the boy sleeping and walked out to the road and squatted and studied the country to the south. Barren, silent, godless. He thought the month was October but he wasn't sure. He hadn't kept a calendar for years. They were moving south. There'd be no surviving another winter here.

Nuances in meanings

Alleviate and elevate are two words that are sometimes confused.

Alleviate means to ease the suffering from a specific circumstance or situation, to make something that is difficult, easier to bear.

Elevate means to lift something higher, to raise something or someone to a superior level, whether in a physical sense or a figurative sense.

D Write pairs of words with similar nuances that are often confused.

Clause

A clause is a part of a sentence that contains a subject and some kind of predicate. The sentence "After the rain stopped, we went out on our bikes"

contains two clauses: “the rain stopped” and “we went out on our bikes.” The subjects ‘rain’ and ‘we’ are given something to do, thereby completing the idea.

Independent Clause

An independent clause is a group of words that contains a subject and verb and expresses a complete thought. An independent clause is a sentence.

Jim studied in the Sweet Shop for his chemistry quiz.

Dependent Clause

A dependent clause is a group of words that contains a subject and verb but does not express a complete thought. A dependent clause cannot be a sentence. Often a dependent clause is marked by a conjunction.

Example: When Jim studied in the Sweet Shop for his chemistry quiz . . .

There are two types of words that can be used as connectors at the beginning of an independent clause: **coordinating and subordinating conjunctions**.

Subordinating conjunctions are: after, although, as, as if, because, before, even if, even though, if, in order to, since, though, unless, until, whatever, when, whenever, whether, and while.

The seven coordinating conjunctions used as connecting words at the beginning of an independent clause are **and, but, for, or, nor, so, and yet**. When the second independent clause in a sentence begins with a coordinating conjunction, a comma is needed before the coordinating conjunction.

Example: Jim studied in the Sweet Shop for his chemistry quiz, **but** it was hard to concentrate because of the noise.

A subordinating conjunction is a connecting word used at the beginning of an independent clause. These words can always begin a sentence that can stand alone. When the second independent clause in a sentence has subordinating conjunction, a semicolon is needed before the independent marker word.

Example: Jim studied in the Sweet Shop for his chemistry quiz; **however**, it was hard to concentrate because of the noise.

E Add a dependent clause to each simple sentence.

- The man next door is a lawyer
- Those girls don't listen
- Nobody believes me
- That pen doesn't write
- I never eat cake
- We can be friends

F Make sentences using dependent and independent clauses.



Punctuation

Punctuation marks are essential to language and the structure of written work. They are used for separating ideas, organising text and providing cues for the reader to understand structure. Common punctuation marks include full stops, commas, question marks, exclamation marks, colons, semi-colons, inverted



Do you remember?

“**FANBOYS**” is an acronym that helps you remember the seven coordinating conjunctions in English.

F - For (used to explain reason or purpose)

A - And (used to add one thing to another)

N - Nor (used to present an alternative negative idea to an already stated negative idea)

B - But (used to show contrast or exception)

O - Or (used to present an alternative or choice)

Y - Yet (used to show contrast or an unexpected outcome, similar to “but”)

S - So (used to indicate effect, result, or consequence)

Note:

That the clauses are separated with a comma when the dependent clause comes first.



Skill: Demonstrating Correct Spelling, Punctuation, and Capitalization

By the end of the learning period, students will be able to produce legible written work that adheres to the conventions of proper spelling, punctuation, and capitalization.

commas, apostrophes, hyphens, dash, parentheses and more. The rules and conventions of punctuation can vary among different languages and writing styles.

full stop	[.]	colon	[:]
comma	[,]	apostrophe	[']
exclamation mark	[!]	quotation marks	[“ ”] or [' ']
question mark	[?]	hyphen	[-]
semi-colon	[;]	dash	[–]
capitalization			

Capitalization

Capitalization rules are numerous and quite often challenging. Following are the most common rules:

Capitalization in Sentences

Always begin sentences with a capitalized word. This may mean changing numerals to letters:

- One hundred and thirty-five votes were needed to win the election.

Capitalize the following words:

Individual, unique names, and attached titles

- Wasim Akram
- Eleanor Roosevelt
- Governor Schwartz

Places and regions

- Pakistan
- Midwest
- the North Pole

Groups or organizations

- Olympics Committee
- Supreme Court
- Lions Club

Languages

- Spanish
- English
- Tagalog

Trademarks and company names

- Ford
- IBM
- Microsoft

Historical events, periods, documents

- Middle Ages
- Declaration of Independence
- the Magna Carta
- the Civil War

Lists after colons

Our mother had rules for us: 1) Come home on time. 2) Eat dinner. 3) Go to bed.

Days, months, holidays

- Monday
- March
- New Year's Day

Note: But NOT seasons or centuries

Capitalize the following words:

Book titles, but not their prepositions or articles

- Gone with the Wind
- Under the Tuscan Sun
- the Quran

The names of ships are both capitalized and italicized

- the *Queen Mary*
- the *Lusitania*

Abbreviations

- FAQ
- ASAP
- NASA

States

- UK
- UAE
- ALASKA

Time Periods

- BC
- BCE
- CE
- AD

Educational Degrees

- MA
- BA
- Ph.D.

Full stop [.]

A full stop is used to close sentences. After a full stop, a new sentence starts with a capital letter.

Examples:

- a. He appears to have an old head on young shoulders.
- b. All that glitters is not gold.
- **Full stop can be used after abbreviations in American English. However, we write abbreviations without full stops in modern British English.**

Examples:

- a. Mr (American English Mr.)
- b. Dr (American English Dr.)
- c. kg (American English kg.)

Note: But do not duplicate a full stop at the end of the term or phrase if the last letter ends a sentence.

Comma [,]

A comma generally reflects pauses in speech.

We use commas in the following cases:

- **to separate items in a series or list**

Example:

He lost his money, reputation, and his friends.

- **to separate pair of words of the same class**

Example:

Rich and poor, high and low, men and women, all gathered to greet him.

- **before and after a word in the vocative case**

Example:

I don't know, Jameel.

- **after absolute construction and the participle phrases**

Example:

The weather was nice, so we decided to go for a picnic.

- **between words and phrases in apposition**

Example:

Milton, the great English poet, was blind.

Q. Punctuate the following sentences, using full stops and capital letters where appropriate.

1. the man bought the newspaper he was an avid reader of the sun
2. jill ran up the hill with jack they needed to fetch a pail of water
3. the must-see film of the year is the new spiderman movie it stars tobey mcguire
4. on wednesday and thursday I am travelling to russia on the orient express
5. will young won the first ever pop idol competition pete waterman was a judge
6. manchester united have won my trophies
7. the great wall of china was built by shih huang ti his title was first emperor of china



Activity

Add commas in the following paragraph.

Thousands of high school students around the world take part in cultural exchange programs. These students spend a few months or even a full year living and going to school in another country. Some of the most popular countries Canadian exchange students go to are France, Spain, Italy and Germany. Cultural exchange students have a real-life study of another country's culture traditions language and history. For example students learn that there is more to France than French fries.

- **before and after words or phrases like indeed, therefore, hence**

Example:

Indeed, it was a big decision.

- **to separate a direct speech from the reporting verb**

Example:

He said, "Let's play cricket."

- **to indicate omission**

Example:

To err is human, to forgive, (is) divine.

- **to separate the date the of the month from the year**

Example:

She was born on September 11, 2007.

- **to mark words like yes, no, well, etc.**

Example:

Yes, he wanted to do something extraordinary.

Question Mark [?]

A question mark (?) is used at the end of a direct question or to indicate uncertainty or inquiry in writing.

Examples:

When will you come back home?

What are you doing?

- **Question marks are not used after indirect questions.**

Examples:

He enquired what I was looking for.

Exclamation Mark [!]

An exclamation mark (!) is used to indicate strong emotion, excitement, surprise, or emphasis in writing.

Examples:

a. What a terrible fire it was!

b. Hurray! We did it.

c. Long live the queen!

- **It is also used after a name or title when talking to someone directly.**

Examples:

a. Allah (سبحانه وتعالى)! Help me.

b. Help me, O Allah (سبحانه وتعالى)!

Colon [:]

A colon is used before a quotation or a saying.

Examples:

a. Mark Twain said it best: "When in doubt, tell the truth."

b. Feminism: A new wave in gender studies.

- **Between sentences which are connected in a sense yet independent.**

Example:

a. Man proposes: Allah (سبحانه وتعالى) disposes.

A colon can introduce a list.

Q. The following are situations in which an exclamation mark could be used.

Think up a suitable interesting exclamation for each situation.

E.g. Lost- "Help! I think I'm lost!"

1. Football match.
2. Fire in a house.
3. In deep water.
4. A mouse under your chair.
5. Seeing a beautiful sight.
6. The Olympics.
7. Seeing a ghost.

Example:

- a. The main points are as follows: (1) ----- (2) ----- (3) -----.

● **Before enumeration**

Example:

- a. The pies liked by Ali are: chicken and mushroom, mince and onion, cheese and onion.

Semi-colon [;]

It shows a pause of greater importance than that shown by the comma. It is also used to separate a series of loosely related clauses.

Examples:

- a. Her court was pure; her life serene;
b. We set out at dusk; the weather was not promising.

● **A semi-colon is sometimes used instead of full stop, in cases where the meaning is closely connected.**

Example:

- a. It's going to be great tomorrow; we have paid all our dues, we expect all the privileges listed in the contract.

● **To separate the clauses of a compound sentence when they contain commas.**

Example:

- a. She was a lovely young woman; and we all loved her.

Apostrophe [']

We use apostrophes ['] for three main reasons.

It is used to show contractions.

Examples:

- a. can't = cannot
b. I'd = I would/ had
c. it's = it is/ has
d. who's = who is/ has

● **To form the plural of letters and figures. Words that do not usually have plurals sometimes have an apostrophe when a plural form is written.**

Examples:

- a. Let's discuss the do's and don't's.
b. There are a lot of if's involved.
c. He writes b's instead of d's.

● **To show possession, we use apostrophes before or after possessive - s.**

Examples:

- a. The cat's master loves his cat.
b. It was her teacher's copy that she lost.
c. That was my parents' house.

Quotation Marks [" "]

Quotation marks are also called inverted commas in British English. They can be single [' '] or double [" "].

Q. Add the colon (:) in the correct place between the two independent clauses.

1. The waves crashed violently against the shore it had whipped up a frenzy of sea foam.
2. The volcano was dangerous it had erupted many times before.
3. Heavily my eyelids began to close it was time to go to bed.
4. Sloths are extremely slow they take hours to cross the smallest of distances.

Q. Rewrite each sentence below, replacing the conjunction with a semicolon.

1. The boys were very excited because they were going bowling.
2. On a hillside, the goats bleated loudly and the valley echoed with the sound.
3. Hiba was feeling sad because her best friend had moved to another town.
4. Jamal raced through the gates when he was running late for school.



Q. Add quotation marks in the following extract.

One summer day, a trout approached a young boy sitting on a dock. Hey, little boy, said the trout, The bait you're using is quite delicious. My friends and family are having a hard time avoiding your sharp hook. Startled for a moment, the boy slowly replied, Really? Then how come I haven't caught any of you? We are much more clever than you think, little boy, said the trout, Your hook does, from time to time, injure us, though. My little son Jimmy was pricked just a moment ago as he nibbled on your bait. I knew I'd felt a bite! Said the little boy, Indeed. Which brings me to the purpose of this little visit, said the trout. The little boy frowned and said, Yes, why exactly are you talking to me anyway? The trout became a bit frightened by the little boy's stern face and glanced away toward the surface of the lake, where his family and friends were looking up at him. He regained his courage. It's just that, well, we're still hungry, and your hook is now empty, said the trout. Could you please put some more bait on for us? We would much appreciate it!

Examples:

- "To be or not to be"
 - "I need to eat something right now," she cried.
- **We often put quotation marks (usually single) around words used as titles or when we give them special meanings.**

Examples:

- His next book was 'Heart of Darkness'.
- The word 'ransom' is difficult to pronounce.

Hyphen [-]

A **hyphen** can be used:

- **To link two words together to form compound words.**

Examples:

- Rabia was a **happy-go-lucky** kid who enjoyed every moment of her life to the fullest.
- Meera was a **bright-eyed** girl.
- I did not notice that the **green-coloured** floral dress that I bought the other day was damaged.

- **To refer to physical quantities if the unit is spelled out and not when it is written in the abbreviated form;**

Examples:

- I had to carry a **sixty-pound** bag full of clothes up to the third floor yesterday.
- Maria found an **eight-centimetre** long chameleon sitting on one of the rose bushes in her garden.

- **With numbers, to represent time frames, estimates of distance and other attributes;**

Examples:

- They had informed us that the meeting would be held from **3:30-5:30 p.m.**
- We were expecting only **500-750 people** to attend the seminar, but around 1300 people attended.

- **When referring to the age of people or things.**

Examples:

- Our **four-year-old daughter** won the Kids' essay competition.
- The **ten-year anniversary** of our shop falls on the 12th of June.

- **When writing compound numbers and fractions only if they are spelled out;**

Examples:

- Nadir ate **three-fourths** of the cake all by himself.
 - Almost **two-third** of the town is occupied by Afghans.
 - Twenty-five** students were selected to go to the International Science Fair.
- When adding prefixes and suffixes, though not always, we hyphenate,**

- Every word that begins with prefixes such as 'ex', 'self' and 'all'
- Every word that has a prefix that ends with a vowel and a root word that begins with a vowel
- Every proper noun that has a prefix
- When using prefixes to describe family relations

Examples:

- The **ex-president** is visiting Paris today.
- Our city has been **semi-arid** for many years now.
- In **mid-January**, we will be leaving for Canada.
- My **great-grandfather** was a soldier.

Dash [–]

It is used to indicate a sudden break in thought or emphasise information.

There are two types of dashes: **en dashes** and **em dashes**. For both en dashes and em dashes, do not put any spaces before or after the dashes.

- **En dash implies that there is distance between a range of numbers or dates. En dashes are also used to report scores.**

Examples:

- 3–7
- test–retest
- plant in August–October

- **Em dash is longer, named after the width of the letter "m".**
separate a phrase or clause from the rest of a sentence.

Examples:

A lot of things—more than you can even imagine—have changed in the last two years.

Parentheses

Parentheses () are used to enclose additional, non-essential information to clarify, explain, or add a side note in a sentence. Use parentheses to prevent disrupting the flow of a sentence.

Example: She is coming to our house after work (around six o' clock).

- **Parentheses can also be used to include dates or other referential information.**

Example: Amelia Earhart (1897-1937) was a famous aviatrix in the 20th century.

Another use of parentheses is to enumerate a list.

Example: They asked me several questions in the interview: (1) What are my future goals? (2) What are my greatest strengths? (3) Where do I see myself in ten years?

Unless the parentheses contain a complete sentence, punctuation should go outside of the parentheses, and the first word should not be capitalized, as noted in the examples above.

Parentheses should not be used in excess because they can be distracting. Example: I have seven siblings (three half siblings) who attend seven universities (all CSUs) and have different pets (dogs, cats, monkeys, birds, bunnies, hamsters, and snakes) that like to eat a lot (mainly treats and candies).

Q. Make sentences using hyphens, keeping in view the rules discussed here.

Q. Rewrite the sentences below, adding the dashes in the correct places.

- Cats are very cute and cuddly I think they're my favourite animal.
- My friend Will who is extremely good at sports has been chosen for team captain.
- Greed, jealousy, ambition which of these was Macbeth's worst trait?
- Amna didn't like spicy food it always made her feel poorly!

Punctuate it correctly.

a police spokesperson has announced a belgian man who popped out to his local bakery to buy bread rolls took a wrong turn and ended up 400km away in germany the absentminded pensioner spent several hours driving along the belgian and german motorway network before running out of fuel near the small town of waldaschaff in bavaria on thursday. other motorists spotted the man walking aimlessly in his slippers along the hard shoulder and alerted police they towed away his car and took him with them to the nearest police station where he was later collected by family members the mans daughter told police my father often gets lost while driving, but he has never strayed as far as germany



Study Tip

Work in pairs. In turn, ask biography questions from one another. Use the questions below.

1. What is your name?
2. Do you have any nicknames?
3. When and where were you born?
4. When you were a child, what did you want to be when you grew up?
5. Where have you lived?
6. How would you describe your cultural identity?
7. What is your favourite hobby?
8. What is your favourite travel destination?
9. What causes are you passionate about?
10. What is your highest level of education?
11. Did you go to a college or university? If so, where?
12. What have been the most significant life lessons you've learned?
13. What legacy do you hope to leave behind?



Skill: Descriptive Writing with the Process Approach

By the end of the learning period, students will be able to write a descriptive composition, moving from general to specific details about a person, object, or place.

G Insert parentheses where they belong.

- 1 He finally arrived late at the meeting.
- 2 I ate two sandwiches one with cheese, one without.
- 3 We must act now or else it will be too late.
- 4 He is an old professor he has taught here for twenty years.
- 5 My favourite colour is blue but I'm fond of green too.



Oral Communication

A An argumentative speech is a persuasive type of presentation where the speaker attempts to convince the audience to change their views on a certain controversial topic. The main aim of an argumentative presentation is to change the opinions that the audience already has on a certain issue.

In groups of five, brainstorm on the topic "Is poverty a global pandemic?" After effective brainstorming, present your ideas, in front of the class either in favour or against the topic. Use the following format.

- Introduce the problem.
- Explain your perspective
- Present your evidence.
- Conclude your argument.
- Explain your opponent's perspective. Refute their points one by one as you go.



Writing

A A biography is a written account of someone's life. We can write a professional biography to highlight your career achievements and career path. It can be included in an online portfolio or a company website for potential employers, clients, and other professionals to read and learn about you.

Write a descriptive composition using the biography technique, on "Abdul Sattar Edhi" by:

- Give physical description and characteristics/traits of a person/object/place moving from general to specific.
- Use correct punctuation and spelling use the process approach- brainstorming, mind mapping and writing a first draft.

B You and many of your friends wish to set up a charity cricket match at your institution. The administration has said that before they commit money and resources to organizing a match, they need to be convinced

that there will be sufficient interest in the sport to make it worthwhile doing so.

- You have been asked to write a report of about 100 words for the administration in which you give reasons as to why a cricket match would be successful in your institution.
- You have been asked to produce a brochure/leaflet to encourage people to attend and watch the cricket match.



Project

- Investigate the root causes of poverty in Pakistan, including economic, social, and political factors. Explore how these factors interconnect and contribute to the persistence of poverty.
- Draw a poster and give a presentation in class.

Further Reading Recommendations

It Snows by *Sarah Juhosepha Hale*
 The Road By *Cormac McCarthy*
 Oliver Twist by *Charles Dickens*



Study Tip

Research: Find out how many people like cricket in your school.

Keep It Short: Write only the most important points in about 100 words.

Use Facts: Use numbers and examples to show why a cricket match would work.

Think about your Readers:

Remember, you're writing for the people who run the school, so focus on what they care about.

Check your Work: Make sure your report is easy to understand and has no mistakes.

Ask for Help: If you're not sure, ask a teacher or friend to check your report.

Stay Positive: Show why a cricket match would be fun and helpful for everyone involved.