

MODEL TEXTBOOK OF **ENGLISH**

Based on National Curriculum of Pakistan 2022-23

Grade **9**



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A Textbook of English
For Grade 9

Authors

Salma Nawaz
Zia Hameed

Editorial Board

Prof. Dr. Shazia Naeem
Prof. Dr. Naeem Khalid

Supervision

Dr. Mariam Chughtai
Director, National Curriculum Council
Ministry of Federal Education and Professional Training, Islamabad

Reviewed by Internal Review Committee

- | | |
|--------------------|------------------------|
| • Robina Shaheen | • Nosheen Zafar |
| • Mamoonah Ikhlāq | • Ayesha Khalid |
| • Khalil Ur Rehman | • Arfa Batool |
| • Sofia Altaf | • Muhammad Yousaf Khan |
| • Umar Farooq | • Saima Hafeez |

Reviewed by National Review Committee

- | | |
|------------------------|---------------------------|
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| • Mr. Fareed Ahmed | • Mr. Anis-ur- Rehman |
| • Dr. Lubna Shaheen | • Inamullah Khan |
| • Inamullah Haq Hashmi | • Ms. Arfa Batool. |
| • Abdul Wahab | • Khalil Ur Rehman |

Desk Officer (NCC)

Shazia Abbasi

Management

Prof. Dr. Shazia Naeem

First Edition:



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SLO based Model Video lecture



Salient Features

Comprehensive Learning

Engage students with videos, simulations, and practical worksheets.

Structured Lesson Plan

Well-organized with clear objectives, PPTs, and a question bank.

Engaging Multimedia

Visual appeal through PPTs and interactive simulations.

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Diverse question bank and progress monitoring.

Adaptable & Accessible

Scalable and accessible, suitable for all learners.



Simulation

Oral communication

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



Power Point Presentation

SLO:E-09-A3-02

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



Question Bank

Oral Communication

Reflecting on the lives and contributions of Quaid-e-Azam Muhammad Ali Jinnah, Liaquat Ali Khan, Allama Muhammad Iqbal and Sir Syed Ahmad Khan; discuss the significant sacrifices, leadership qualities, and struggles each of these leaders endured in the process of a separate homeland for Muslims in the Indian subcontinent. Carry this activity in small groups.

Discuss the questions:

- How did their individual roles contribute to the broader movement for the creation of Pakistan?
- Consider the challenges they faced, the strategies they employed, and the impact of their sacrifices for an independent Pakistan.

Teacher Guideline

Assign each student or group one leader (Jinnah, Liaquat Ali Khan, Allama Muhammad Iqbal, or Sir Syed Ahmad Khan). Instruct students to research the assigned leader's background, contributions, struggles, and sacrifices. Have students come together in groups and share their findings. Encourage a discussion on the challenges each leader faced, the strategies they employed, and the impact of their sacrifices on the creation of Pakistan.

Writing

Write a descriptive essay on the Quaid-e-Azam Muhammad Ali Jinnah as a great leader. Use the given graphic organizer to gather the required information and write a unified paragraph. Follow the guidelines for writing.

Knowledge

Discussion Stems

EXAMINATION QUESTION

Discuss the lives and contributions of Quaid-e-Azam Muhammad Ali Jinnah, Liaquat Ali Khan, Allama Muhammad Iqbal and Sir Syed Ahmad Khan; discuss the significant sacrifices, leadership qualities, and struggles each of these leaders endured in the process of a separate homeland for Muslims in the Indian subcontinent. Carry this activity in small groups.

EXAMINATION QUESTION	ANSWER TO QUESTION
1. How did their individual roles contribute to the broader movement for the creation of Pakistan?	1. How did their individual roles contribute to the broader movement for the creation of Pakistan?
2. Consider the challenges they faced, the strategies they employed, and the impact of their sacrifices for an independent Pakistan.	2. Consider the challenges they faced, the strategies they employed, and the impact of their sacrifices for an independent Pakistan.
3. How did their individual roles contribute to the broader movement for the creation of Pakistan?	3. How did their individual roles contribute to the broader movement for the creation of Pakistan?
4. Consider the challenges they faced, the strategies they employed, and the impact of their sacrifices for an independent Pakistan.	4. Consider the challenges they faced, the strategies they employed, and the impact of their sacrifices for an independent Pakistan.
5. How did their individual roles contribute to the broader movement for the creation of Pakistan?	5. How did their individual roles contribute to the broader movement for the creation of Pakistan?
6. Consider the challenges they faced, the strategies they employed, and the impact of their sacrifices for an independent Pakistan.	6. Consider the challenges they faced, the strategies they employed, and the impact of their sacrifices for an independent Pakistan.

Work sheet

Skill Sheet

Write a descriptive essay on the Quaid-e-Azam Muhammad Ali Jinnah as a great leader. Use the given graphic organizer to gather the required information and write a unified paragraph. Follow the guidelines for writing.

Topic	Details
1. How did their individual roles contribute to the broader movement for the creation of Pakistan?	1. How did their individual roles contribute to the broader movement for the creation of Pakistan?
2. Consider the challenges they faced, the strategies they employed, and the impact of their sacrifices for an independent Pakistan.	2. Consider the challenges they faced, the strategies they employed, and the impact of their sacrifices for an independent Pakistan.
3. How did their individual roles contribute to the broader movement for the creation of Pakistan?	3. How did their individual roles contribute to the broader movement for the creation of Pakistan?
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6. Consider the challenges they faced, the strategies they employed, and the impact of their sacrifices for an independent Pakistan.	6. Consider the challenges they faced, the strategies they employed, and the impact of their sacrifices for an independent Pakistan.

Skill Sheet

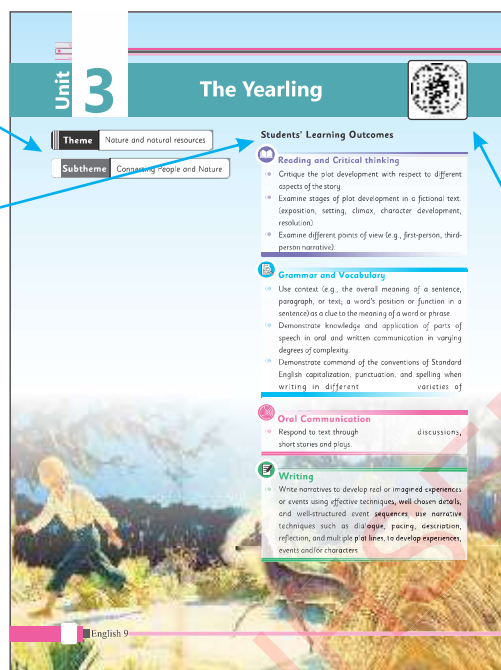


How to use this book?



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

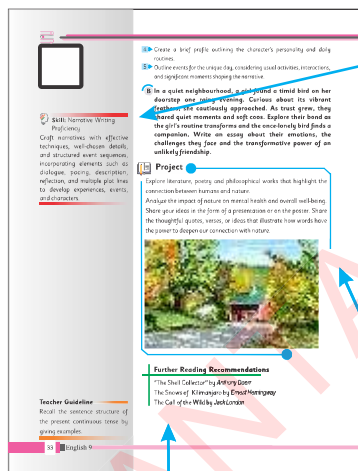
Students learning outcomes within a competency or across competencies overlap are interrelated one outcome is often dependent upon progress towards another e.g. writing skills are reinforced through reading and thinking skills.



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

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

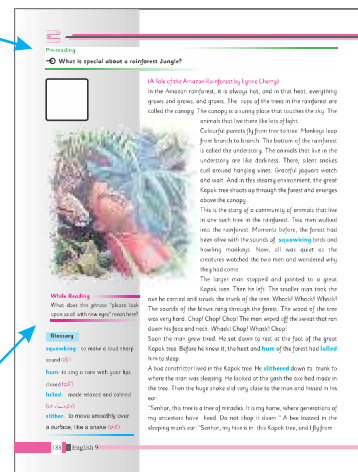
Pre-reading questions are asked before the lesson. The questions refresh students' previous knowledge about the lesson and they can predict the lesson by answering these questions.



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

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

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





Preface

With our Grade 9 textbook, you will embark on an exciting journey into English language learning. Language is a power tool that opens doors to new worlds, allows us to express our thoughts, and connects us with people from diverse backgrounds. Each chapter in this textbook has been meticulously crafted around distinct themes and subthemes, thereby presenting valuable lessons and insights. We've put a lot of work into this book, crafting a slick, engaging text that's sure to get students' attention and boost their skills in listening, speaking, reading, writing, vocabulary and grammar. Our objective is to elicit a fervent interest in language acquisition, foster critical thinking, and equip students with the necessary competencies to navigate the ever-changing realm of English language proficiency.

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

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

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

Writing: Writing is a powerful form of self-expression. Our textbook for Grade 9 provides students with the necessary tools to develop their writing skills with confidence. They will learn various writing forms, such as narratives, descriptive essays, and persuasive pieces, which will allow them to explore their creativity and sharpen their communication skills. Writing prompts and guided exercises will encourage students to express their thoughts, organise their ideas, and refine their writing style.

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



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03	The Yearling	Reading comprehension Stages of Plot	Transitive and Intransitive verbs Contextual meanings
04	In Spite of War (Poem)	Reading comprehension Summarization	Tenses Different meanings of words
05	Empowered Women	Reading comprehension Using Venn Diagram	Tenses Use of Dictionary
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Treaty of Hudaibiyah


Theme

SDG-Millennium Development Goals

Subtheme

Peace

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.
- Read and use inference and deduction to recognise implicit meaning (e.g., look for supporting details within a text/paragraph using prior knowledge and contextual cues effectively).



Grammar

- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyse, analysis, analytical; advocate, advocacy).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.



Oral Communication

- Engage in extended discussions.



Writing

- Apply editing and proofreading skills to a range of different texts and contexts.
- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking.

Pre-reading

- ☞ Why should people live peacefully together?
- ☞ What role do you believe individuals and communities play in fostering peace in today's world?

Treaty of Hudaibiyah

The TREATY OF HUDAIBIYAH, known as “Sulah Hudaibiyah” is a significant agreement in the history of Islam. The event took place during the life of Hazrat Muhammad (ﷺ). A crucial contract was signed at Makkah between Hazrat Muhammad (ﷺ) and the Quraish tribe.

Background and Leading Events

Hazrat Muhammad (ﷺ) dreamt of performing the Umrah in the Holy Kaaba. To consider this dream as a sign of revelation from Allah (سبحانه وتعالى), he (ﷺ) accompanied himself with 1400 Muslims wearing Ihram clothes and decided to visit Makkah. As per ancient Arab custom, everyone could visit the Kaaba unarmed and fighting of any kind was prohibited during the four sacred months of the year: Dhul-Qa’adah, Dhul Hijjah, Muharram and Rajab; therefore, Muslims embarked on their journey in the expectation that the Quraish would respect their customs and recognise their peaceful intentions to make the Hajj, but the Quraish proved Muslims wrong.

Hazrat Muhammad (ﷺ) and his followers were halted outside the city. He (ﷺ) made it clear to the people of Makkah that their **intention** was only to perform Umrah, but the Quraish of Makkah did not agree to accept it.

After seeing the **rebelliousness** and **obstinacy** of the Quraish of Makkah, Hazrat Usman Ghani (رضي الله تعالى عنه) was sent as his (ﷺ) ambassador to the people of Makkah, so that they may communicate with the infidels of Makkah. The Quraish disagreed and they kept Hazrat Usman (رضي الله تعالى عنه). Due to the delay, a **rumour** spread amongst the Muslims that Hazrat Usman Ghani (رضي الله تعالى عنه) had been martyred. Hazrat Muhammad (ﷺ) gathered all his companions under a tree and took a pledge from them that we would not return without taking revenge for the martyrdom of Hazrat Usman Ghani (رضي الله تعالى عنه). This pledge is called ‘Bait-e-Rizwan’ which was mentioned in the following verse of the Holy Qur’an: Translation: “Surely Allah was pleased with the believers when they were pledging **allegiance** to Him under the tree (in Hudaibiyah), so what was in their hearts (Allah) knew (in advance) then He sent down upon them peace (of heart) and gave them the reward of a very near victory (Khyber).” Surah



Glossary

intention- what you intend or plan to do; your aim (إرادة)

rebelliousness-the fact of being unwilling to obey rules or follow generally accepted standards of behaviour, dress, etc. (بغاوت)

obstinacy-the attitude of somebody who refuses to change their opinions, way of behaving, etc. when other people try to persuade them (ضد)

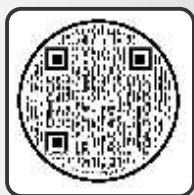
rumour- a piece of information, or a story, that people talk about, but that may not be true (أخبار)

allegiance- a person's continued support for a political party, religion, leader, etc. (بیت)

Things to know

Bias means showing favouritism or prejudice when talking about something. It happens when information is presented in a way that is not fair. Bias can be on purpose or by accident, and it can come from personal beliefs, cultural influences, or other factors.

An **opinion** is what someone personally thinks or believes about something. It's not based on facts that everyone can agree on; instead, it reflects an individual's thoughts and feelings. Opinions can differ from person to person.



While Reading

What is the significance of 'Bait-e-Rizwan', and where is it mentioned in the Holy Qur'an?

Glossary

reconciliation- an end to a disagreement or conflict with somebody and the start of a good relationship again (مفاهمت)

memorandum- a record of a legal agreement that has not been formally prepared and signed (دستاویز)

sheath- a cover that fits closely over the blade (sharp part) of a knife or other sharp weapon or tool (میان)

armistice- a formal agreement during a war to stop fighting and discuss making peace (جنگ بندی)

obligation- the state of being forced to do something because it is your duty, or because of a law, etc. (ذمہ داری)

Fatah, verse 18.

It soon became known that the report of Hazrat Usman Ghani's (رضی اللہ تعالیٰ عنہ) martyrdom was wrong. The Quraish sent Suhail bin Umroo as their ambassador, so that they could talk about **reconciliation**. The talks proved fruitful, and a **memorandum** of understanding was reached between the parties.

The Treaty was a significant victory for the Muslims who wanted to perform the Umrah peacefully. After the Pagans of Makkah agreed to calmly resolve the situation, the conditions of the Treaty were discussed at great length.

The Quraish of Makkah agreed to resolve the situation after agreeing to the following points:

1. The Muslims will return to Madinah without performing Umrah. However, the Muslims will be permitted to come back next year to peacefully stay in Makkah for three days and perform Umrah. The Muslims are only allowed to carry swords for protection, which should be kept underneath **sheaths**.
2. The Treaty of Hudaibiyah declared a ten-year **armistice** between both parties and advised everyone to live in harmony and peace during this time.
3. If anyone from the Quraish goes over to Hazrat Muhammad (ﷺ) without his guardian's permission, he should be sent back to the Quraish, but any of Hazrat Muhammad's (ﷺ) followers return to Quraish, he shall not be sent back.
4. Any tribe or person who wishes to join Hazrat Muhammad (ﷺ) and sign the agreement alongside him will be free to do so. Similarly, any tribe or person who wishes to sign the contract from the Quraish's side will be free to do so.
5. If any young person whose father was still alive went to Hazrat Muhammad (ﷺ) without permission from his guardian or father, he must be returned to Makkah. On the other hand, if anyone went from Madinah to Makkah, the Quraish people would be under no **obligation** to return them.

Hazrat Ali (رضی اللہ تعالیٰ عنہ) and Treaty of Hudaibiyah

Hazrat Muhammad (ﷺ) was dictating and Hazrat Ali (رضی اللہ تعالیٰ عنہ) was writing the points of the Treaty. When Hazrat Muhammad (ﷺ) dictated 'Muhammad Rasoolullah' in writing, the Quraishi ambassador objected to it and said that 'Muhammad bin Abdullah' should be written instead. On this, Hazrat Muhammad

(حَاطَمُ النَّجَّيْنِ صَلَّى اللَّهُ عَلَيْهِ وَعَلَى آلِهِ وَاصْحَابِهِ وَسَلَّمَ) ordered Hazrat Ali (رَضِيَ اللَّهُ تَعَالَى عَنْهُ) to write the word ‘Muhammad bin Abdullah’ and change ‘Rasool ullah.’ Hazrat Ali (رَضِيَ اللَّهُ تَعَالَى عَنْهُ) did not like to change this word, so Hazrat Muhammad (حَاطَمُ النَّجَّيْنِ صَلَّى اللَّهُ عَلَيْهِ وَعَلَى آلِهِ وَاصْحَابِهِ وَسَلَّمَ) erased it himself.

Return of Hazrat Abu Jundal (رَضِيَ اللَّهُ تَعَالَى عَنْهُ)

This peace treaty was still being written when Abu Jundal, son of Suhail bin Umroo, came dragging his shackles. The Rasool of Allah (حَاطَمُ النَّجَّيْنِ صَلَّى اللَّهُ عَلَيْهِ وَعَلَى آلِهِ وَاصْحَابِهِ وَسَلَّمَ) said: “Abu Jundal! Be patient and consider it a reward. Allah will make a place of openness and refuge for you and for all the other weak Muslims with you. We have made peace with the Quraish, so we cannot make bad promises.”

The role of Hazrat Umm Salamah (رَضِيَ اللَّهُ تَعَالَى عَنْهَا)

In the meantime, the Rasool of Allah (حَاطَمُ النَّجَّيْنِ صَلَّى اللَّهُ عَلَيْهِ وَعَلَى آلِهِ وَاصْحَابِهِ وَسَلَّمَ) had finished writing the peace agreement, so he (حَاطَمُ النَّجَّيْنِ صَلَّى اللَّهُ عَلَيْهِ وَعَلَى آلِهِ وَاصْحَابِهِ وَسَلَّمَ) said to the sahaba (رَضِيَ اللَّهُ تَعَالَى عَنْهُمْ), “Get up! And sacrifice your animals”, but no one was willing to go back without performing Umrah.

Umm al-Mu’minin Hazrat Umm Salamah (رَضِيَ اللَّهُ تَعَالَى عَنْهَا) said: “O Rasool of Allah! (حَاطَمُ النَّجَّيْنِ صَلَّى اللَّهُ عَلَيْهِ وَعَلَى آلِهِ وَاصْحَابِهِ وَسَلَّمَ) You should slaughter your animal quietly without saying anything to anyone and call your barber to shave the head.” Hazrat Muhammad (حَاطَمُ النَّجَّيْنِ صَلَّى اللَّهُ عَلَيْهِ وَعَلَى آلِهِ وَاصْحَابِهِ وَسَلَّمَ) came out, and slaughtered his animal. He (حَاطَمُ النَّجَّيْنِ صَلَّى اللَّهُ عَلَيْهِ وَعَلَى آلِهِ وَاصْحَابِهِ وَسَلَّمَ) called a barber and asked him to shave his (حَاطَمُ النَّجَّيْنِ صَلَّى اللَّهُ عَلَيْهِ وَعَلَى آلِهِ وَاصْحَابِهِ وَسَلَّمَ) head. When the people saw it, they also got up and slaughtered their own animals and after that, they started shaving each other’s heads.

Importance of the Treaty of Hudaibiyah

Even though some of the terms of the Treaty of Hudaibiyah did not favour Muslims, its importance in Islamic history cannot be denied. After the Treaty was signed, the people of Quraish started to recognise Hazrat Muhammad (حَاطَمُ النَّجَّيْنِ صَلَّى اللَّهُ عَلَيْهِ وَعَلَى آلِهِ وَاصْحَابِهِ وَسَلَّمَ) as a leader of Madinah, and Muslims were permitted to make **alliances** with other tribes.

Furthermore, the Treaty brought a peaceful end to the ongoing struggle amongst the **polytheists** and followers of Islam as people started to see Islam as a religion of peace. The ten-year truce allowed Muslims to freely preach Islam and peacefully deal with the enemies on the other side of the Arabian Peninsula.

Hazrat Muhammad (حَاطَمُ النَّجَّيْنِ صَلَّى اللَّهُ عَلَيْهِ وَعَلَى آلِهِ وَاصْحَابِهِ وَسَلَّمَ) taught a lesson of keeping promises in the Peace of Hudaibiyah, which is the way of eternal



Ruin of Hudaibiyah Mosque
in Makkah

Glossary

alliance- a group of people, political parties, etc. who work together in order to achieve something that they all want (اتحاد)

Key Term

Polytheist

noun [C] • Religion

someone who believes in many gods



Glossary

salvation- a way of protecting somebody from danger, disaster, loss, etc. (نجات)

diplomacy- the activity of managing relations between different countries; the skill in doing this (سفارت کاری)

perseverance- the quality of continuing to try to achieve a particular aim despite difficulties (استقامت)

foster- to encourage something to develop (حوصله افزائی)



Skill: Use inference to recognise contextual cues.

Recognise prior knowledge and contextual cues through effective use of inference and deduction.

salvation. The apparent defeat of the peace of Hudaibiyah was actually declared as a victory for Muslims and Islam. The Treaty of Hudaibiyah serves as a timeless reminder of the power of **diplomacy**, patience, and **perseverance** in resolving conflicts and **fostering** harmony among diverse communities. It remains a shining example of the transformative impact of peacebuilding efforts in shaping the course of history and promoting the values of tolerance, coexistence, and mutual respect.

*Derived from Ar-Raheeq Al-Makhtum
by Safi -ur- Rahman al-Mubarakpuri (page no 213)*



Comprehension



A Answer the following questions.

- 1 ► What is the historical importance of the Treaty of Hudaibiyah in the context of Islamic history. How did it impact the relationship between the Muslims and the Quraish?
- 2 ► How did the misunderstanding about Hazrat Usman Ghani's (رضی اللہ تعالیٰ عنہ) martyrdom affect the course of events, and how was it resolved?
- 3 ► Why did Hazrat Muhammad (ﷺ) decide to embark on the journey to Makkah despite the challenges posed by the Quraish?
- 4 ► Based on the text, what conditions were agreed upon for the Muslims' return to Makkah after the Treaty of Hudaibiyah?
- 5 ► Evaluate the leadership qualities of Hazrat Muhammad (ﷺ) during the events of the Treaty of Hudaibiyah.
- 6 ► In the Treaty of Hudaibiyah, what conditions did the Quraish agree to regarding the Muslims' return to Makkah?

Analytical question

Analyse the effects of the Treaty on the Muslim community in terms of unity, faith, and their perception in the eyes of the Quraish.



Talk about the Text

Discuss the significance of the Treaty of Hudaibiyah in Islamic history. How did the terms of the treaty contribute to a peaceful resolution, and what lessons can be learned from the events surrounding the treaty?

B Choose the correct options.

- 1 ▶ What event led to the signing of the Treaty of Hudaibiyah?
 - ☐ battle of Badr
 - ☐ battle of Uhud
 - ☐ the Muslims' attempt to perform Hajj in Makkah
 - ☐ conquest of Makkah by the Muslims
- 2 ▶ Which event led to the pledge known as 'Bait-e-Rizwan' mentioned in the text?
 - ☐ Hazrat Muhammad's (ﷺ) speech in Makkah
 - ☐ the alleged martyrdom of Hazrat Usman Ghani (رضي الله تعالى عنه)
 - ☐ the signing of the Treaty of Hudaibiyah
 - ☐ the completion of the Umrah pilgrimage
- 3 ▶ What did Hazrat Muhammad (ﷺ) do in response to Hazrat Umm Salamah's (رضي الله تعالى عنها) advice?
 - ☐ refused to follow her suggestion
 - ☐ sacrificed his animal quietly
 - ☐ called for a meeting with the sahaba (رضي الله تعالى عنهم)
 - ☐ ignored her advice and left the scene
- 4 ▶ According to the text, why did Hazrat Muhammad (ﷺ) erase the words "Rasoolullah" from the treaty and replace them with "Bin Abdullah"?
 - ☐ to appease the Quraish
 - ☐ to maintain peace with the Quraish
 - ☐ to assert his authority as the Rasool of Allah (ﷺ)
 - ☐ to please Hazrat Ali (رضي الله تعالى عنه)
- 5 ▶ What was the outcome of the talks between the parties?
 - ☐ no agreement was reached
 - ☐ a peace treaty was signed
 - ☐ further conflict erupted
 - ☐ the talks were inconclusive
- 6 ▶ What role did Hazrat Ali (رضي الله تعالى عنه) play in the writing of the Treaty of Hudaibiyah?
 - ☐ He was the main negotiator.
 - ☐ He wrote the entire treaty.
 - ☐ He served as a witness to the treaty.
 - ☐ He was responsible for diplomatic communications with the Quraish.
- 7 ▶ What values are highlighted by the Treaty of Hudaibiyah, according to the text?
 - ☐ aggression and dominance
 - ☐ conflict and discord
 - ☐ tolerance, coexistence, and mutual respect
 - ☐ superiority and subjugation



Things to know

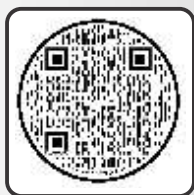
Treaty of Najran:

Established between Hazrat Muhammad (ﷺ) and the Christian community of Najran in 631 A.D, this treaty ensured religious freedom and protection for Christians living under Muslim rule.



Activity

Read all the events of the Treaty of Hudaibiyah in pairs. Scan the QR code to find the PDF.

**Skill:** Recognising word

transformations in pairs

To enable individuals to distinguish and appropriately employ linguistic patterns, such as prefixes, suffixes, and root words, in order to understand and manipulate vocabulary effectively.

**Do you remember?**

Parts of speech are like the building blocks of sentences. They are different categories that help us understand the role of each word in a sentence.

**Activity**

Read the text of the lesson and find parts of speech from it. Categorise them in your notebook as above.

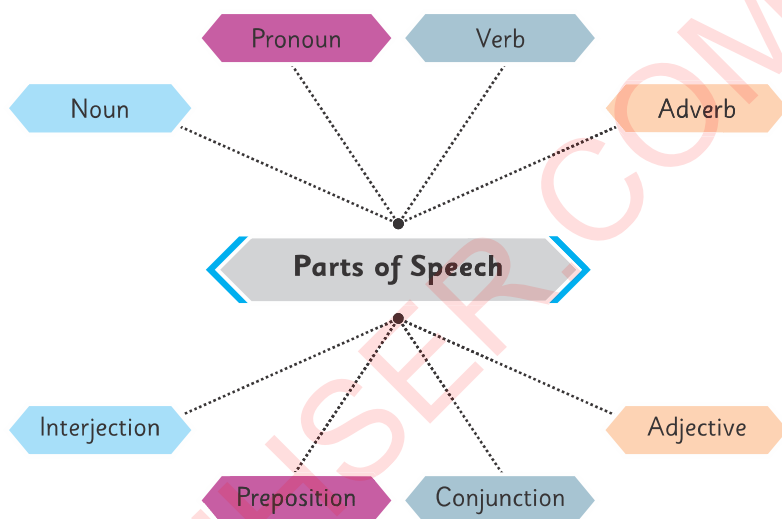
Teacher's Guideline

Ask student to recall the concepts of affixation, word family and inflectional endings.

**Vocabulary****Word Family**

We can transform a word from one part of speech to another by recognising and applying specific patterns of word changes.

The parts of speech are eight in number:



Only four parts of speech are interchangeable: nouns, adjectives, verbs, and adverbs. The transformation of adverbs may be discussed in the next grade.

Examples:

Analyse, Analysis, Analytical

- **Analyse (verb):** This is the base form, and it's an action, meaning to examine or study something.
- **Analysis (noun):** By adding "-sis," we convert the verb "analyze" into a noun, representing the process or result of the action.
- **Analytical (adjective):** Adding "-tical" turns the noun "analysis" into an adjective, describing something characterized by careful examination.

Transformation:

Verb → Noun → Adjective
Analyse → Analysis → Analytical



A Read the words in the given table and write their parts of speech in their relevant columns.

Noun	Verb	Adjective
	reflect	
engagement		
		significant
	dreamt	

		recognisable
advocacy		



Grammar



Parts of Speech

Noun

A noun is a word used as the name of a person, place, or thing. The term 'thing' encompasses (i) all objects that we can see, hear, taste, touch, or smell; and (ii) something that we can think of but cannot perceive through the senses.



A Read the given paragraph and identify countable, uncountable, concrete and abstract nouns from it and use them in your sentences too in your notebook.

Hazrat Muhammad (ﷺ) dreamt of performing the Umrah in the Holy Kaaba. To consider this dream as a sign of revelation from Allah (ﷻ), he (ﷺ) accompanied himself with 1400 Muslims wearing Ihram clothes and decided to visit Makkah. As per ancient Arab custom, everyone could visit the Kaaba unarmed and fighting of any kind was prohibited during the four sacred months of the year: Dhul-Qa'dah, Dhul Hijjah, Muharram and Rajab; therefore, Muslims embarked on their journey in the expectation that the Quraish would respect their customs and recognise their peaceful intentions to make the Hajj, but the Quraish proved Muslims wrong.



Quantifiers

Quantifiers are pre-modifiers which indicate how much or how many there is of something. Using quantifiers requires a distinction to be made between countable and uncountable nouns. A countable noun can be modified by a number and has both a singular and plural form.



B Choose the right options to fill the blanks.

- 1▶ Ansa is always at home. She doesn't go out _____.
☐ enough ☐ many
☐ too many ☐ much
- 2▶ I don't like the weather in London. There is _____ rain.
☐ too many ☐ much
☐ too less ☐ too much
- 3▶ We couldn't sit anywhere at the event. There were _____ people.
☐ many ☐ too many



Types of Noun

Nouns are categorised into various types based on their function and characteristics.

Common nouns are words for types of things, people, and places, such as 'cat', 'professor', and 'city'.

Proper nouns refer to specific people, places and things. Examples are 'Maria', 'Pakistan', and 'Islamabad.'

Concrete nouns are physical things that can be seen, touched, heard, etc. For example, you can touch a glass, which makes it a concrete noun.

Abstract nouns represent intangible ideas. Words like love, time, beauty, and science are all abstract nouns.

Countable nouns refer to items that can be counted. For example, chairs, sticks, students, etc.

Uncountable nouns are nouns that come in a state or quantity that is impossible to count; liquids are uncountable, as are things that act like liquids (sand, air). Abstract ideas like creativity or courage are also uncountable.

Compound nouns are words for people, animals, places, things, or ideas, made up of two or more words. For example, rainbow, hair brush, football, etc.

Note:

Out of eight parts of speech, only noun and its types are discussed in this unit.



Activity

Students in pairs read a piece of writing and find the abstract, concrete and compound nouns in it. They then have to use them orally in their sentences.

Glossary

ambassador- an official who lives in a foreign country as the senior representative there of their own country (سفیر)

generation- all the people who were born at about the same time (نس)

fruitful-producing many useful results (نتیجہ خیز)

halted- to stop; to make somebody/ something stop (روک دیا)



Do you remember?

A collective noun refers to a group of people, animals, objects, or concepts treated as a single entity. "Flock" is a collective noun that represents a group of birds, such as geese or sheep. For instance, "The flock of geese flew south for the winter." In this example, "flock" is used to refer to multiple geese acting as a unified group.

- too much ○ much
- 4 ▶ I did not have _____ time to finish my test.
- too many ○ too much
- enough ○ too little
- 5 ▶ You drank _____ coffee. That's why you feel sick.
- too much ○ many
- enough ○ too less

C Read the given sentences and write the parts of speech of the bold words in your notebook. Use dictionary for this purpose.

- 1 ▶ He (حَاسَمُ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَعَلَى آلِهِ وَاصْحَابِهِ وَسَلَّمَ) tented **outside** the city.
- 2 ▶ Hazrat Usman Ghani (رضی اللہ تعالیٰ عنہ) was **sent** as his **ambassador** to the people of Makkah.
- 3 ▶ The apparent **defeat** of the peace of Hudaibiyah was actually **declared** as a victory for Muslims and Islam.
- 4 ▶ After seeing **rebelliousness** and **obstinacy** of the Quraish of Makkah, Hazrat Usman Ghani (رضی اللہ تعالیٰ عنہ) was sent as his ambassador to the people of Makkah.
- 5 ▶ The talks proved **fruitful** and a **memorandum** of understanding was reached between the parties.
- 6 ▶ Hazrat Muhammad (حَاسَمُ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَعَلَى آلِهِ وَاصْحَابِهِ وَسَلَّمَ) and his followers were **halted** outside the city.



Collective nouns

D Underline the collective nouns in the given sentences and use them in your own sentences.

- 1 ▶ Any tribe or person who wishes to join Hazrat Muhammad (حَاسَمُ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَعَلَى آلِهِ وَاصْحَابِهِ وَسَلَّمَ) and sign the agreement alongside him will be free to do so.
- 2 ▶ Before deciding, we consulted a panel of experts.
- 3 ▶ The orchestra played beautiful music at the concert hall.
- 4 ▶ A hive of bees has formed in the bushes.
- 5 ▶ The gamekeeper spotted a new herd on the moors.



Singular and Plurals

- 1 ▶ Some nouns have two forms of plural, each with somewhat different meanings.

Examples:

Singular

Brother

Plural

Brothers (sons of the same parents)



	Brethren (members of a society or a community)
Cloth	Cloths (kinds or pieces of cloth) (clothes, garments)
Penny	Pennies (number of coins) (pence, amount in value)

- 2 ► Some nouns have two meanings in the singular form but only one in the plural.

Examples:	Singular	Plural
	Light	Lights
	(1) radiance;	(1) lamps
	(2) a lamp.	
	Powder	Powders
	(1) dust;	(1) doses of medicines
	(2) a dose of medicine	
	in fine grains like dust	

- 3 ► Some nouns have one meaning in the singular, two meanings in the plural.

Examples:	Singular	Plural
	Colour (hue)	Colours
		(1) hues;
		(2) the flag of a regiment
	Manner (method)	Manners
		(1) methods;
		(2) correct behaviours.

- 4 ► Some nouns have different meanings in the singular and plural.

Examples:	Singular	Plural
	Air (atmosphere)	Airs (affected manners)
	Good (benefit, well-being)	Goods (merchandise)

- 5 ► Letters, figures and other symbols are made plural by adding an apostrophe and 's'.

Examples: There are more e's than a's on this page. Dot your l's and cross your t's.

Add two 5's and four 2's.

- E** Write more singular nouns with their plurals in your notebook while keeping the above rules in view.



Skill: Apply parts of speech (noun) in diverse oral and written communication contexts.

To emphasize the learning aspect and the goal of applying knowledge of parts of speech (noun) effectively in both spoken and written communication, with the ability to adapt to varying levels of linguistic complexity.



Activity

Read the text of the lesson and find parts of speech from it. Categorise them in your notebook.

Note:

Abstract Nouns have no plural. They are uncountable. **Examples:** hope, charity, love, kindness, etc.



Do you remember?

The **process approach** to writing is a method that involves several stages. It helps you improve the quality of your writing.

Oral Communication

Discuss the historical significance of the Treaty of Hudaibiyah for Muslims in small groups. How did it impact the perception of Hazrat Muhammad (ﷺ) as a leader, and what long-term consequences did it have for the Muslim community?

Listen to each other's views attentively and share your viewpoints.

Writing

A Follow the steps of process approach and write an essay on the topic 'Peace'.

- Brainstorming helps generate ideas and organize thoughts. Use different brainstorming techniques, such as making a list, creating a concept map, or using a graphic organizer.
- Write the main components of a paragraph, such as the topic sentence, supporting detail and concluding sentence. Organize ideas into a clear and logical structure.
- Write freely first without worrying about grammar, spelling, or punctuation.
- Review your first draft, make necessary changes, and proofread your work before finalizing the paragraph.

Proofread and Edit Texts for Errors

- To proofread or edit a text, keep the following points in mind:

Sentence Structure

- Does the paragraph have a clear topic sentence using specific words, vivid words, modifiers etc.?
- Does it have adequate supporting detail?
- Are the events in chronological/sequential/spatial order?

Spellings

- Have you spelled all of the words correctly?
- Have you used the dictionary?

Punctuation

- Does each sentence punctuate any conversation with quotation marks?

Capitalization

- Have you started sentences and conversations with a capital letter?
- Have you capitalized on specific people, places or things?

Usage

- Have you misused any of the commonly mixed homonyms such as there, their, they're, to, too, two, its, it's, our, are, your, you're?

Grammar

- Do your subjects and verbs agree?
- Have you kept your verb tenses consistent?
- Have you used any sentence fragments or run-on sentences?



Project

Initiate a "Peace Mural" project aimed at fostering unity and understanding within the school community. Incorporate diverse cultural elements and symbols of peace to reflect the community's rich tapestry. Organize a mural unveiling event to showcase the collective artwork and its positive message. The Peace Mural project serves as a visual testament to the community's commitment to harmony and cooperation, leaving a lasting impact on both participants and onlookers.

Sample mural is given for an idea.



Further Reading Recommendations

O Sun of Real Peace by *Walt Whitman*
 The Art of Peace by *Erasmus*
 Beyond War by *Douglas Fry*



Skill: Apply editing and proofreading skills

To proficiently plan and organize a well-structured paragraph through the systematic application of brainstorming techniques, strategic structuring, the utilization of diverse graphic organizers for mind mapping, effective freewriting, and meticulous note-taking.



Theme Literature & Poetry

Subtheme Freedom

Students' Learning Outcomes



Reading and Critical thinking

- Read to analyse descriptive/argumentative essay.
- Give an informed personal and analytical response to a descriptive and informative text.



Grammar and Vocabulary

- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing in different varieties of texts.
- Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.
- Comprehend and use contemporary idioms and proverbs in the different texts and in their speech.



Oral Communication

- Demonstrate attentive listening' skills to respond orally with standard pronunciation.



Writing

- Apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience.
- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking.
- 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.

Pre-reading

As the driving force behind the creation of Pakistan, Jinnah's **eloquence** and visionary leadership played a pivotal role in shaping the destiny of millions. Quaid-e-Azam was like a guiding star for the creation of Pakistan. He was not just a leader; he was like a hero for many people.

What role did Quaid-e-Azam play in acquiring freedom for the creation of Pakistan?

Achieving one's dreams requires a lifetime of dedication, but turning a dream into reality on a grand scale, impacting millions of lives, is something very few people achieve. Quaid-e-Azam was one of those **exceptional** individuals. The way he used his talents and skills to create Pakistan, backed by convincing arguments and logical thinking, was truly extraordinary. We owe him and the millions who sacrificed so much for this cause a debt of **gratitude** that will last forever.

The services and dynamic leadership of Quaid-e-Azam Mohammad Ali Jinnah in the Pakistan Movement need no introduction.

Quaid-e-Azam's strong leadership and hard work made the challenging job of creating Pakistan easier. We are grateful for his efforts; the Muslims of India successfully reached their destination after a long journey led by his **charismatic** guidance. He was one of the most striking and distinctive figures in that part of time and above all, one of the great nation-builders in modern times. He changed the Muslim League from a group of inactive leaders into a powerful and organized political party. This party included Muslims from all over India.

In 1946, they won the election by promising to separate from India and this led to the creation of Pakistan when Britain left the region. Jinnah was not always a **separatist**, but throughout his life, he was a passionate defender of the rights of Indian Muslims. After the 1937 elections, when the majority Congress party refused to share power with the Muslim League, Jinnah concluded that under its leadership, Muslims would become second-class citizens. From then on, the road led only to Pakistan. "*Think 100 times before you take a decision*", Jinnah said at the Muslim League's historic 1940 Lahore Conference, which came down in favour of partition. "*But once that decision is taken, stand by it as one man.*" He followed his own rule and did not let politics sway him.

There was no force to back him. He created Pakistan out of sheer will and against enormous odds. Jinnah was the obvious choice to be sworn in as the new nation's first Governor-general on August 11, 1947, Jinnah was elected as the president of the Constituent Assembly, a position



Glossary

eloquence-the ability to use language and express your opinions well, especially when you are speaking in public (نصاحت)

exceptional-unusually good (غیر معمولی)

gratitude-the feeling of being grateful and wanting to express your thanks (شکرگزاری)

charismatic-having charisma (the powerful personal quality that some people have to attract and impress other people) (کرماتی)

separatist-someone who wants to be separate or independent (تفکیک پسند)



While Reading

Think about the relevance of Jinnah's vision and ideals in the context of present-day Pakistan. How can his principles guide the nation towards a future aligned with his aspirations?

Glossary

legislature- a group of people who have the power to make and change laws (مقننہ)

ceremonial- conferring or involving only nominal authority or power (رسمی)

secular- not connected with spiritual or religious matters (دنیاوی)

rebuttal- the act of saying or proving that a statement or criticism is false (تردید)

Language Focus

Notice the use of idioms in the text while reading.

Teacher's Guideline

Ask students to notice the descriptive language in the text.

A Visionary Leader

equivalent to that of a speaker of a **legislature**. The post of Governor-general simply meant a **ceremonial** head of the State while Jinnah played a very active role in government till the day he died. After independence, he focused on stopping religious violence, helping millions of refugees, and trying to safeguard religious minorities, encouraging them to stay in Pakistan. He crafted Pakistan's economic policy and currency and established military, government and educational institutions. He put forward a clear vision for the State of Pakistan, saying in his speech opening to the Constituent Assembly on 11th August 1947, *"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. We are starting with this fundamental principle that we are all citizens and equal citizens of one State. We would keep that in front of us as our ideal and you will find that in due 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."* It was a landmark statement as a leader of an Islamic state and the right way to begin the political career of an independent state.

At the transfer of power ceremony in Karachi on 14th August 1947, Lord Mountbatten referred to the **"secular"** example of the Mughal Emperor Akbar for Jinnah to follow in running the affairs of Pakistan. In a **rebuttal** to Lord Mountbatten, the British Viceroy to India, Jinnah presented an alternative model and in his reply pointed out that Muslims had a more permanent and more inspiring model to follow, that of Hazrat Muhammad (ﷺ). Jinnah replied:

"The tolerance and goodwill that great Emperor Akbar showed to all the non-Muslims is not of recent origin. It dates back thirteen centuries ago when our Hazrat Muhammad (ﷺ) not by words but by



deeds, treated the Jews and Christians after he had conquered them with the utmost tolerance, regard, and respect for their faith and beliefs. The whole history of Muslims, wherever they ruled, is **replete** with those human and great principles, which should be followed and practised.”

Quaid said, “It was not I alone who achieved Pakistan but I had millions with me and especially the masses. The **intelligentsia** came last; the masses came first. I am proud that I am not that Governor-General who was an agent of another power but one who has been chosen by the people.” Continuing he said, “Do not forget one thing; I have never forgotten it and will never forget it our duty towards the poor and the **downtrodden**. It is your sacred duty to look after the poor and serve them. We must secure better living conditions. It should not be our policy to make the rich richer, but this does not mean that we want to uproot things. We can quite consistently give all and sundry their due share.” The Quaid had a strong connection with people, and they had full trust in their leader who understood their needs. His roots were deeply tied to the common folk.

He noticed that people were feeling very downhearted. So, he made a plan to boost their confidence and spirits. He gave powerful speeches that filled people with excitement. His words had a big impact and helped to ease the sadness and tension. His first step was to talk to government workers in Karachi on October 11, 1947. Quaid-e-Azam gave a strong message to the officials from civil and military departments.

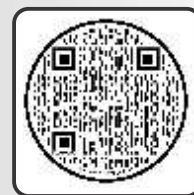
“This is a challenge to our very existence and if we are to survive as a nation, we shall have to face the problems with redoubled **zeal** and energy. Our masses are disorganized today; their **morale** is exceedingly low and we shall have to do something to pull them out of this state and **galvanize** them into activity. All throws additional responsibility on government servants to who in our people are looking for guidance.” His words revived the drooping spirits.

Jinnah’s wise ideas still apply to the challenges Pakistan faces today. By **heeding** the advice of its founder, Pakistan can shine among the world’s nations. Jinnah, a truly great leader, altered history by creating a nation-state with dignity, fairness, justice, and lofty ideals. Unfortunately, after his death, the nation faced weak and self-centered leadership. Despite past disappointments, there is hope for change. Let’s unite to overcome selfish motives and fulfil Pakistan’s promise in line with Jinnah’s **lofty** ideals.

Publisher: Pakistan Study Centre, University of the Punjab, Lahore. 2001

Source: dailytimes.com.pk

Reference: Pakistan Vision (Quaid-i-Azam Number) Vol. II, Nos. 1 & 2, Jan-Jul 2001



Skill: Examine essays with a descriptive or argumentative nature by reading.

The objective of the specified Student Learning Outcome (SLO) is to cultivate the ability to provide a well-informed, personal, and analytical response to a descriptive and informative text.

Glossary

replete-filled with something (بھرا)

intelligentsia-the people in a country or society who are well educated and are interested in culture, politics, literature, etc. (ذہین افراد)

downtrodden-people are treated so badly by the people with authority and power that they no longer have the energy or ability to fight back

(پسماندہ)

zeal-great energy or enthusiasm connected with something that you feel strongly about (جوش)

morale-the amount of confidence and enthusiasm, etc. that a person or a group has at a particular time

(حوصلہ)

galvanize-to make somebody take action by shocking them or by making them excited (متحرک کرنا)

heed-to pay careful attention to somebody’s advice or warning (توجہ)

lofty-very high and impressive (بلند)



Do you remember?

Idioms are expressions or phrases in a language that have a figurative meaning different from the literal interpretation of the words.

Here are a few examples of idioms:

Break a leg: This is an idiom used to wish someone good luck.

Literal meaning: Physically breaking a leg.

Figurative meaning: Wishing someone success or good luck.

Piece of cake: This idiom signifies that something is very easy to do.

Literal meaning: A piece of cake.

Figurative meaning: Something that is effortless or simple.

All and sundry: The idiom is an expression used to refer to everyone, without exception.

Literal meaning: Every person or thing without exception.

Figurative meaning: It suggests that something is universally applicable or relevant to everyone involved, without distinction or discrimination.



Comprehension



A Answer the following questions.

- 1 ▶ Do you think the sacrifices made by millions for the cause of Pakistan were justified? Why or why not?
- 2 ▶ What is the significance of Jinnah's statement at the 1940 Lahore Conference regarding partition. How did it shape the course of events?
- 3 ▶ How can the far-sightedness of Jinnah be applied to address the issues faced by Pakistan today?
- 4 ▶ What were the lessons learnt from Jinnah's leadership?
- 5 ▶ What do you think "drooping spirits" means in the context?
- 6 ▶ How did Quaid-e-Azam connect with common people and boost their confidence during challenging times?

Analytical question

Analyse the role of Jinnah in transforming the Muslim League from a passive group to a powerful political force in the pre-independence era of India.



Talk about the Text

Discuss and share thoughts on one specific aspect of Quaid-e-Azam's leadership. Examples include his role in the creation of Pakistan, his communication style, or his vision for a united nation.



B Create a timeline by summarizing key events in Quaid-e-Azam's life and their impact on the creation of Pakistan.



Vocabulary



Idioms



A Identify and explain the contemporary idioms used in the sentences.

- 1 ▶ Achieving one's dreams often requires a lifetime of dedication.
- 2 ▶ Jinnah replied: "Think 100 times before you take a decision, but once that decision is taken, stand by it as one man."
- 3 ▶ He noticed that people were feeling very downhearted.
- 4 ▶ He created Pakistan out of sheer will and against enormous odds.

- B** Read an excerpt from the Martin Luther King Jr. speech on freedom and identify a few idioms from it. Use them in your own sentences.

Proverbs

A proverb is a short saying or piece of folk wisdom that emerges from the general culture rather than being written by a single, individual author. Proverbs often use metaphors or creative imagery to express a broader truth.

Example: Quaid-e-Azam's leadership during the struggle for a separate nation for Muslims vividly exemplifies the proverb "fortune favours the bold."

- C** The following are some common English proverbs along with their meanings:

- 1 ▶ **Birds of the same feather flock together** – people with common characteristics always end up together.
- 2 ▶ **He who plays the piper calls the tune** – the person who provides the money for something has the right to determine how it's spent.
- 3 ▶ **Out of sight, out of mind** – once you lose sight of a thing, you can forget it altogether.
- 4 ▶ **Beggars can't be choosers** – when a person is in a difficult position, he can only take whatever he gets.
- 5 ▶ **All's well that ends well** – everything is acceptable as long as the ending is favourable.

- D** Use these proverbs in meaningful sentences.

- | | |
|-----------------------------------|------------------------------------|
| • Actions speak louder than words | • Cleanliness is next to godliness |
| • Honesty is the best policy | • Make hay while the sun shines |
| • No gain without pain | • Knowledge is power |

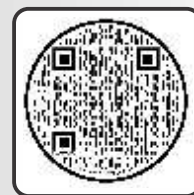


Grammar



Pronouns

A pronoun is a word that is used to replace or substitute a noun in a sentence, avoiding the repetition of the same noun. Pronouns are helpful for making sentences less repetitive and more concise. They simplify communication by referring back to previously mentioned nouns.



Things to know

An **excerpt** is a short passage or segment taken from a larger text, document, or piece of literature.



Skill: Idiom Comprehension and Application

After explicit instruction and practice, students will demonstrate proficiency in comprehending and effectively using contemporary idioms in both written and spoken communication.

Teacher 's Guideline

Provide an excerpt from the speech of Martin Luther King Jr. to students to find idioms.



Do you remember?

The **personal pronouns** for subjects are: I, you, he, she, it, we, and they. For objects, they are me, you, him, her, it, us, and them.

Impersonal pronouns are used when the focus is on the action itself rather than the person performing the action. Impersonal pronouns include "it," "one," and "they" (used in the singular sense).

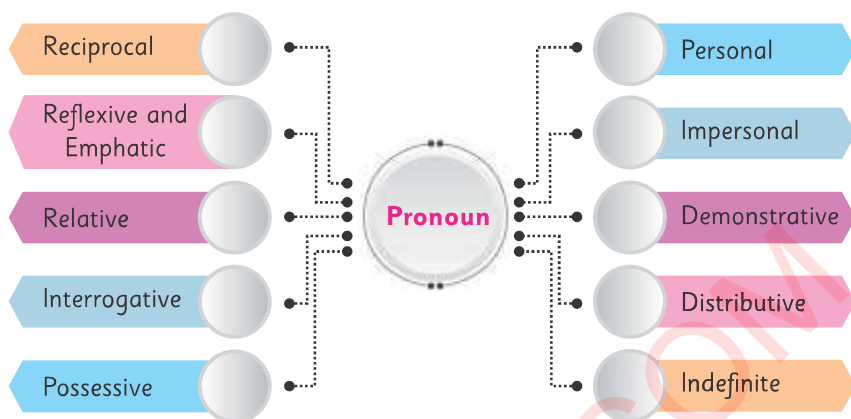
The **demonstrative pronouns** are: this, that, these, and those and refer to a particular noun, a noun phrase, or a clause.

The **indefinite pronouns** are: all, any, anyone, anything, each, everybody, everyone, everything, few, many, nobody, none, one, several, some, somebody, and someone.

Reciprocal pronouns include "each other" and "one another", they are used to express a mutual action or relationship.

Emphatic or reflexive pronouns are: myself, ourselves, themselves, itself, himself, herself, yourself, yourselves.

Relative pronouns introduce relative clauses. The most common relative pronouns are: who, whom, whose, which, that.



A Identify the personal pronouns in the text and replace the proper nouns with personal pronouns where applicable.

B Provide the relative pronouns in the given sentences.

- 1▶ Quaid-e-Azam was one such individual _____ demonstrated remarkable abilities and skills in the establishment of Pakistan.
- 2▶ The car, _____ colour is blue, belongs to my friend.
- 3▶ This is the house _____ I grew up.
- 4▶ The concert, _____ took place last night, was amazing.
- 5▶ Can you introduce me to the person _____ you mentioned in your email?

C Fill in the reflexive pronouns in the given in complete sentences. Remember that reflexive pronouns end in "-self" (singular) or "-selves" (plural) and are used to reflect the action back to the subject.

- 1▶ Quaid-e-Azam _____ changed the Muslim League from a group of inactive leaders into a powerful and organized political party.
- 2▶ The children can dress _____ without any help.
- 3▶ After the game, he _____ congratulated on their victory.
- 4▶ We taught _____ how to ride a bike.
- 5▶ It is your sacred duty to look after the poor _____ and serve them.
- 6▶ Please introduce _____ to the new neighbours.

D Choose the correct distributive pronouns for the following statements.

- 1▶ Choose the distributive pronoun in the sentence: _____ of the students completed their homework on time.
☐ all ☐ each ☐ one ☐ some
- 2▶ _____ team could win a decisive victory.
☐ either ☐ neither ☐ each ☐ other

- 3 ▶ Which sentence uses a distributive pronoun correctly?
- ☐ Everybody in the team has their own tasks.
 - ☐ Each of the girls has finished she's project.
 - ☐ Neither of the options is correct.
 - ☐ None of the team members has finished their tasks.
- 4 ▶ Fill in the distributive pronoun in this sentence: _____ of the books on the shelf are mine.
- ☐ some ☐ many ☐ both ☐ either
- 5 ▶ Complete the sentence with the correct distributive pronoun: _____ of the children brought _____ own lunch to the picnic.
- ☐ each, their ☐ some, their ☐ both, her ☐ some, its

Punctuation

- E** Read the following extract and add punctuation marks where needed.

Extract: Long Walk to Freedom (Autobiography of Nelson Mandela)

it was dawn when we reached the offices of crown Mines which were located on the plateau of a great hill overlooking the still dark metropolis johannesburg was a city built up around the discovery of gold on the witwatersrand in 1886 and crown Mines was the largest gold mine in the city of gold. i expected to see a grand building like the government offices in umtata but the crown mine offices were rusted tin shanties on the face of the mine Gold mining on the witwatersrand was costly because the ore was low grade and deep under the earth Only the presence of cheap labour in the form of thousands of africans working long hours for little pay with no rights made gold mining profitable for the mining houses — whiteowned companies that became wealthy beyond the dreams of croesus on the backs of the african people. i had never seen such enterprise before such great machines such methodical organization and such backbreaking work it was my first sight of south african capitalism at work and i knew i was in for a new kind of education



Do you remember?

Interrogative pronouns are used to ask questions. They are: who, which, whom, what and whose.

Possessive pronouns are words that replace nouns and show ownership. The possessive pronouns are: mine, yours, his, hers, ours, theirs.

Distributive pronouns refer to persons or things one at a time. They are: each, either, neither.



Skill: Demonstrate Standard English conventions

Show proficiency in Standard English conventions in varied text writing through capitalization, punctuation, and spelling.



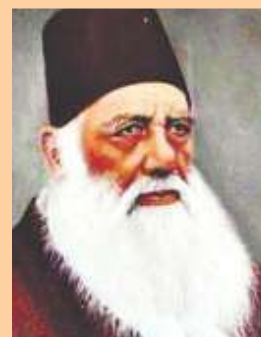


Oral Communication

Reflecting on the lives and contributions of Quaid-e-Azam Muhammad Ali Jinnah, Liaquat Ali Khan, Allama Muhammad Iqbal and Sir Syed Ahmad Khan; discuss the significant sacrifices, leadership qualities, and struggles each of these leaders endured in the process of a separate homeland for Muslims in the Indian subcontinent. Carry this activity in small groups.

Discuss the questions:

- 1 ► How did their individual roles contribute to the broader movement for the creation of Pakistan?
- 2 ► Consider the challenges they faced, the strategies they employed, and the impact of their sacrifices for an independent Pakistan.



Teacher's Guideline

Assign each student or group one leader (Muhammad Ali Jinnah, Liaquat Ali Khan, Allama Muhammad Iqbal, or Sir Syed Ahmad Khan).

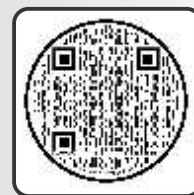
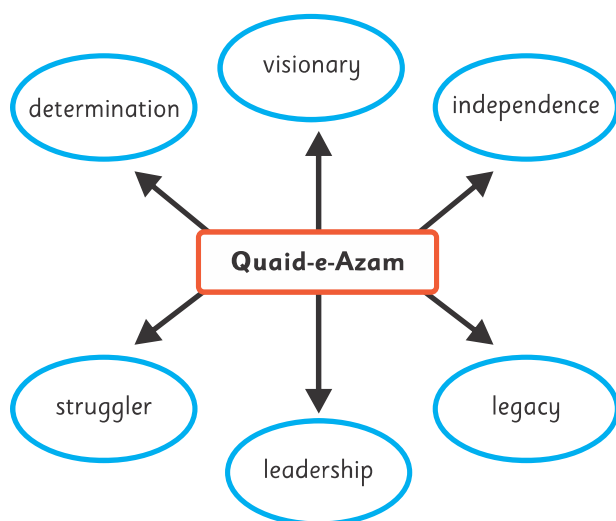
Instruct students to research the assigned leader's background, contributions, struggles, and sacrifices.

Have students come together in groups and share their findings.

Encourage a discussion on the challenges each leader faced, the strategies they employed, and the impact of their sacrifices on the creation of Pakistan.

Writing

Write a descriptive essay on the Quaid-e-Azam Muhammad Ali Jinnah as a great leader. Use the given graphic organizer to gather the required information and write a unified paragraph. Follow the guidelines for writing.



Study Tip

- Develop a concise statement that conveys the main idea or emotion you want to express in your essay.
- Begin your essay with a captivating introduction that hooks the reader and provides a preview of what to expect.
- Each paragraph should focus on a specific aspect of your topic.
- Organise details logically, perhaps chronologically or spatially, to guide the reader through your descriptions.
- Use transitional phrases and sentences to create a smooth flow between paragraphs and ideas.
- Share your thoughts and emotions related to the topic. Explain why it is significant or memorable to you.
- Summarise your main points in the conclusion and leave a lasting impression on the reader.
- Review your essay for clarity, coherence, and grammar.
- Before submitting your essay, proofread it to catch any spelling, grammar, or punctuation errors.



Skill: Compose descriptive text using process approach

Write a descriptive composition with correct punctuation and spelling, employing the process approach (brainstorming, mind mapping and drafting) while presenting physical details and characteristics moving from general to specific.



Project

Write a speech about your favourite leader with the audience in mind. Edit and proofread the first draft of your speech, then finalize it. Finally, deliver the speech in front of others.

Further Reading Recommendations

Freedom Speech of *Martin Luther King Jr.*

Long walk to Freedom, *Autobiography of Nelson Mandela*

No Rack can torture me by *Emily Dickinson*