

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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

# English

11



**PUNJAB EDUCATION, CURRICULUM,  
TRAINING AND ASSESSMENT AUTHORITY**

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### **Authors:**

- Aamna Aamad
- Malik Karrar Hussain Jakhar
- Shazia Manzoor
- Rubia Younas
- Zahida Batool
- Safdir Hussain

### **Reviewers:**

- Prof. Rao Jaleel Ahmad
- Prof. Khalid Mehmood
- Prof. Humayun Adil Hameed
- Prof. Saima Siddique
- Dr. Waseem Tabbasam
- Prof. Muhammad Iqbal Zafar
- Prof. Javed Azad Malakwali
- Prof. Naomi Justin
- Prof. Azhar Munir Bhatti
- Kh. Mazhar-ul-Haq

#### **Director (Curriculum and Compliance)**

Aamir Riaz

#### **Assistant Director (Compliance-Humanities)**

Safdir Hussain

#### **Deputy Director (Compliance-Humanities)**

Mehr Safdar Waleed

#### **Incharge Art Cell**

Aisha Sadiq

#### **Design & Layout**

Minal Tariq

**Experimental  
Edition**

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# Khatam-un-Nabiyeen

## Hazrat Muhammad (ﷺ)

### Learning Outcomes:

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

- respond to texts through arguments and discussions.
- read with correct pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.
- reading to analyse application / letter / report / summary / biography / autobiography.
- read, view and analyse a variety of readings grade-appropriate and high-interest books and texts from print and non-print sources: personal recounts (e.g., diary entries, biographies)
- distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing, and texts.
- demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.
- write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

### Pre-reading:

- What do you know about the early life of Rasoolullah (ﷺ)?
- What social and moral problems existed in pre-Islamic Arabia?
- What qualities make a person a strong and compassionate leader?
- Why are honesty and justice important for building a peaceful society?

1. In the south-western region of Hijaz, surrounded by arid hills, lies the sacred city of Makkah — the birthplace of Hazrat Muhammad (ﷺ), the last Rasool of Allah (ﷺ). Born in 571 A.D. into the noble and highly esteemed clan of Quraish, Rasoolullah (ﷺ), known as the **benefactor** of humanity, appeared at a time when the world was engulfed in ignorance and moral decay. The social fabric of society was torn by **idolatry**, tribal arrogance, and widespread injustice. Humanity appeared to be silently **yearning** for the dawn of enlightenment and divine guidance.
2. The early years of Rasoolullah (ﷺ) were marked by profound personal loss. His (ﷺ) father, Hazrat Abdullah, passed away before his birth, and his mother,

Hazrat Amina, died when he (ﷺ) was only six years old. Orphaned at such a tender age, he (ﷺ) was taken in by his grandfather, Hazrat Abdul Muttalib, who lovingly cared for him until his own passing away two years later. Thereafter, Hazrat Abu Talib, his paternal uncle, took responsibility for his upbringing and remained a steadfast guardian throughout his youth.

3. Despite the challenges of orphanhood, Rasoolullah (ﷺ) grew into a young man of exceptional character. He (ﷺ) was known for his truthfulness, humility, generosity, and sense of justice. His (ﷺ) interactions reflected integrity and gentleness, and he engaged in trade with honesty and fairness. These qualities earned him universal respect among the people of Makkah, who bestowed upon him the titles *Al-Sadiq* (The Truthful) and *Al-Amin* (The Trustworthy).

#### While-reading

What qualities of Rasoolullah (ﷺ) are described, and how did the people respond to them?

4. Several events from his (ﷺ) early adulthood illustrate his (ﷺ) noble character and concern for justice. One such incident was his (ﷺ) participation in *Hilf al-Fudul*, a pact formed by the tribes of Makkah to defend the oppressed, and uphold justice. Years later, Rasoolullah (ﷺ) would speak fondly of this **alliance**, declaring that even after the advent of Islam, he (ﷺ) would still honour such a cause. Another notable moment was his (ﷺ) wise arbitration during the reconstruction of the Ka'bah, when a dispute arose among the Quraish regarding who would have the honour of placing the *Hajr-e-Aswad* (Black Stone). His impartial and insightful solution prevented conflict and earned admiration from all quarters.

#### While-reading

How did Rasoolullah (ﷺ) demonstrate his concern for justice in his early adulthood? Provide examples.

5. A significant chapter in the personal life of Rasoolullah (ﷺ) began with his (ﷺ) marriage to Hazrat Khadijah (رضي الله تعالى عنها) — a woman of outstanding virtue, intellect, and business **acumen**. She (رضي الله تعالى عنها) had inherited her father's prosperous trade and managed it with great success. Upon hearing of the integrity of Rasoolullah (ﷺ) in business dealings, she (رضي الله تعالى عنها) entrusted him (ﷺ) with a trade expedition to Syria. Deeply impressed by his (ﷺ) honesty, graceful conduct, and upright character, she (رضي الله تعالى عنها) later proposed marriage through the family of

Hazrat Abu Talib. Their union was built on mutual respect and affection. Hazrat Khadijah (رضي الله تعالى عنها) stood beside Rasoolullah (ﷺ) as his first supporter, providing emotional and financial support during the most challenging early years of his (ﷺ) divine mission.

6. As Rasoolullah (ﷺ) approached the age of forty, he (ﷺ) became deeply saddened and concerned by the moral decay and injustice that prevailed in Makkan society. He (ﷺ) would frequently retreat to the Cave of Hira, seeking **solitude** and reflection. It was during one of these meditative retreats in the month of Ramadan that Hazrat Jibraeel (عليه السلام) appeared before him (ﷺ) with the first revelation. The angel said, "Read!" the Rasoolullah (ﷺ) responded, "I cannot read." The angel said again, and then the following verses were revealed:

***"Read in the name of thy Lord Who created; created man from a clot (of congealed blood): Read and thy Lord is the Most Bountiful, Who taught (the use of) the pen, taught man that which he knew not."*** (Surah Al-'Alaq, 96:1-5)

7. This moment marked the beginning of Rasoolullah's

(ﷺ) mission as the last Rasool of Allah (سُبْحَانَهُ وَتَعَالَى).

The revelation of the Qur'an not only brought spiritual awakening but also initiated a **radical** transformation in the socio-political and moral fabric of Arabia. The call to *Tauhid* — belief in the Oneness of Allah (سُبْحَانَهُ وَتَعَالَى) — challenged deep rooted practices of idolatry, class privilege, and social injustice. It laid the foundations for a society based on truth, equality, accountability, and compassion.

8. The life of Rasoolullah (ﷺ) was never the same again. The same Quraish who once admired him now became his (ﷺ) staunch opponents. They viewed his (ﷺ) message as a threat to their traditions and authority. The Muslims faced relentless **persecution**, economic boycotts, and social **ostracism**. Despite this, Rasoolullah (ﷺ) remained unwavered and preached the message of Islam with patience, wisdom, and resilience.

9. As oppression grew unbearable, Rasoolullah (ﷺ) was divinely commanded to migrate to Madinah. This migration, known as the *Hijrah*, was a decisive turning point in Islamic history. In Madinah, the first Islamic society was established. The Charter of Madinah, crafted under the guidance of Rasoolullah (ﷺ), introduced principles

#### While-reading

What was the significance of the first revelation to Rasoolullah

(ﷺ)?

of governance rooted in civic equality, religious freedom, and the rule of law. It united diverse communities, guaranteeing protection for all citizens regardless of faith or ethnicity — a revolutionary model of coexistence and justice in its time.

**10.** The growing strength of the Muslim community led to several military encounters with the Quraish. The first major battle, *Badr*, resulted in a remarkable Muslim victory and reinforced the **legitimacy** of Rasoolullah's (ﷺ) mission. Over time, further victories followed, culminating in the Conquest of Makkah in 8 AH. This event, astonishingly bloodless, was marked by the exemplary mercy of Rasoolullah (ﷺ), who declared general amnesty, even for those who had persecuted him. It was a victory not merely of land, but of spirit — the triumph of forgiveness over **vengeance**.

**11.** Despite enduring years of hostility and persecution, he (ﷺ) declared a general amnesty, forgiving even his most ardent enemies. This unmatched act of compassion transformed the hearts of the people and marked not just the political liberation of Makkah, but a spiritual awakening across Arabia. It was a moment that truly reflected the Qur'anic description of Rasoolullah (ﷺ):

**"And We have not sent you, [O Muhammad (ﷺ)], except as a mercy to the worlds." (Surah Al-Anbiya, 21:107)**

**12.** By the tenth year of *Hijrah*, Islam had spread across the Arabian Peninsula. That year, Rasoolullah (ﷺ) announced his intention to perform *Hajjat-ul-Wida* (Farewell Pilgrimage). People from every corner of Arabia gathered to accompany him (ﷺ). On the plain of *Arafat*, Rasoolullah (ﷺ) delivered his final sermon — a **profound** address that encapsulated the ethical core of Islam and affirmed universal human dignity.

He (ﷺ) proclaimed:

**"O people! Your Lord is One and your father (Adam) is one. An Arab has no superiority over a non-Arab, nor does a non-Arab have superiority over an Arab. A white person has no superiority over a black person, nor does a black person have superiority over a white person — except through piety and righteous action." (Musnad Ahmad, 23489)**



### For the Teacher:

Start by reading a passage aloud to the class. Model correct pronunciation, appropriate pitch, and voice variation. Demonstrate how to read expressively and help the students understand how voice can convey meaning.



**13.** With this address, the divine mission of Rasoolullah (ﷺ) reached its fulfilment. He (ﷺ) had delivered the final message of Allah (ﷻ), established a community of believers, and modelled a way of life that balanced faith with justice, mercy, and truth. His (ﷺ) life continues to inspire and guide humanity, transcending all barriers of time, place, and culture — a shining example of moral excellence for all of mankind.

#### Theme:

The theme of the entire text revolves around the life and mission of Rasoolullah (ﷺ), focusing on his exemplary character, leadership, and the transformative impact of his teachings. The text highlights the moral and social decay that predated his mission, his personal challenges, and his commitment to justice, compassion, and truth. It also emphasizes key moments of his life, such as his early years, his marriage to Hazrat Khadijah (رضي الله تعالى عنها), the first revelation, the migration to Madinah (*Hijrah*), and the establishment of the first Islamic society. Ultimately, the text illustrates how Rasoolullah (ﷺ) laid the foundation for a just, inclusive, and compassionate society, offering lessons for leaders and communities across time.

#### Glossary:

Words	Meanings
acumen	the ability to understand and decide things quickly and well
alliance	an agreement between countries, political parties, etc. to work together in order to achieve something that they all want
benefactor	a person who offers support, help, or assistance, often in the form of financial aid, teachings, and actions, guiding and uplifting individuals, communities, or causes in need
idolatry	the practice of worshipping statues as gods
legitimacy	the quality of being based on a fair or acceptable reason
ostracism	the act of deliberately not including somebody in a group or activity; the state of not being included
persecution	the act of treating somebody in a cruel and unfair way, especially because of their race, religion or political beliefs

Words	Meanings
profound	showing great knowledge or understanding
radical	relating to the most basic and important parts of something; complete and detailed
solitude	the state of being alone, especially when you find this pleasant
vengeance	the act of punishing or harming somebody in return for what they have done to you, your family or friends
yearning	a strong and emotional desire

## Reading and Critical Thinking

### A. Answer the following questions:

1. Reflect on the lasting legacy of Rasoolullah (ﷺ) as mentioned in the text. How does his (ﷺ) life and mission continue to inspire people across different cultures and societies today?
2. What was the importance of Rasoolullah (ﷺ)'s involvement in the *Hilf al-Fudul*? How does this event show his (ﷺ) commitment to justice?
3. How did Hazrat Khadijah (رضی اللہ تعالیٰ عنہا) support Rasoolullah (ﷺ) both emotionally and financially? Why was her (رضی اللہ تعالیٰ عنہا) support crucial during the early years of his (ﷺ) mission?
4. What was the Charter of Madinah, and how did it create a new system of governance that promoted fairness and equality?
5. Why was the *Hijrah* (migration) from Makkah to Madinah so important for the growth of Islam? How did it change the course of history?
6. Why do you think the writer focuses on values like mercy, justice, and equality in Rasoolullah's (ﷺ) life? What might be the writer's intention or point of view behind selecting these aspects?
7. In his (ﷺ) final sermon, Rasoolullah (ﷺ) spoke about the core tenets of Islam. How can his (ﷺ) message be understood as a universal call for justice, equality, and moral integrity?
8. Describe the significance of the Conquest of Makkah. How did Rasoolullah's (ﷺ) decision to declare general amnesty demonstrate his (ﷺ) magnanimity and vision for a unified society?

**B. Fill in the blanks using the correct forms of the words in the parenthesis.**

1. The society of Makkah at the time of Rasoolullah's (صَلَّى اللّٰهُ عَلَيْهِ وَسَلَّمَ) birth was marked by widespread \_\_\_\_\_ and injustice.  
(idol / idolatrous / idolatry)
2. Despite early personal losses, Rasoolullah (صَلَّى اللّٰهُ عَلَيْهِ وَسَلَّمَ) grew into a man of remarkable \_\_\_\_\_.  
(character / characterise / characteristic)
3. His (صَلَّى اللّٰهُ عَلَيْهِ وَسَلَّمَ) fair dealings in trade earned him a reputation for \_\_\_\_\_ and trustworthiness.  
(honest / honesty / honestly)
4. By participating in *Hilf al-Fudul*, he (صَلَّى اللّٰهُ عَلَيْهِ وَسَلَّمَ) showed his (صَلَّى اللّٰهُ عَلَيْهِ وَسَلَّمَ) lifelong commitment to \_\_\_\_\_ and justice.  
(uphold / upholding / upheld)
5. Hazrat Khadijah (رَضِيَ اللّٰهُ تَعَالَى عَنْهَا) was deeply \_\_\_\_\_ by Rasoolullah's (صَلَّى اللّٰهُ عَلَيْهِ وَسَلَّمَ) conduct during the trade expedition.  
(impress / impression / impressed)
6. The first revelation was a call to seek knowledge and acknowledge the \_\_\_\_\_ of Allah (سُبْحَانَهُ وَتَعَالَى).  
(generous / generosity / generously)
7. The teachings of Islam brought about a \_\_\_\_\_ transformation in the social fabric of Arabia.  
(revolution / revolutionise / revolutionary)
8. Despite persecution, Rasoolullah (صَلَّى اللّٰهُ عَلَيْهِ وَسَلَّمَ) continued to preach with patience and \_\_\_\_\_.  
(resilient / resilience / resiliently)
9. The Charter of Madinah introduced principles of civic \_\_\_\_\_ and justice for all citizens.  
(equal / equality / equally)
10. The *Hijrah* was a \_\_\_\_\_ moment that led to the establishment of the first Islamic society.  
(decide / decision / decisive)

**C. Read the sentence and choose the meaning of the bold word based on how it's used in the text.**

1. The **fabric** of society was torn by idolatry, tribal arrogance, and widespread injustice.  
a) material      b) structure      c) clothing      d) decoration

2. One such incident was his participation in **Hilf al-Fudul**, a pact formed to defend the oppressed and uphold justice.  
a) organization      b) battle      c) agreement      d) punishment
3. He (عَلَّمَكَ الْاَيُّمَاتِ الْيَاسِرَاتِ الْيَاسِرَاتِ) would frequently **retreat** to the Cave of Hira, seeking solitude and reflection.  
a) go back      b) take shelter      c) move forward      d) gather people
4. The Quraish viewed his message as a **threat** to their traditions and authority.  
a) gift      b) danger      c) tradition      d) helper
5. The **Charter** of Madinah introduced principles of governance rooted in equality and justice.  
a) ship      b) map      c) document      d) story
6. The Muslims faced **ostracism**, boycotts, and persecution in Makkah.  
a) reward      b) acceptance      c) exclusion      d) protection
7. The **Hijrah** was a **decisive** turning point in Islamic history.  
a) uncertain      b) delaying      c) firm and conclusive      d) forgettable
8. The Muslims faced relentless **persecution** for following Islam.  
a) celebration      b) praise      c) cruel treatment      d) partnership
9. The **migration** to Madinah marked a turning point in Islamic history.  
a) relocation      b) trade route      c) inactivity      d) map change
10. The Charter of Madinah united diverse communities under a model of peaceful **coexistence**.  
a) rebellion      b) shared living      c) opposition      d) authority

## Vocabulary and Grammar

### Denotation and Connotation

Words often carry more than one type of meaning.

- A denotative meaning is the dictionary or literal definition.
- A connotative meaning is the emotional, cultural, or symbolic meaning a word suggests.

#### A. Read the sentences below. For each bolded word:

- Identify whether it is used with a literal (denotative) or implied (connotative) meaning.
- Explain your reasoning.
- Describe the feelings or associations the word carries in the context of the passage.

1. The Muslims undertook a long **migration** to escape oppression.
2. The world was covered in **darkness** before the message of Islam.

3. The message brought **unity** to tribes that had long been at war.
4. **Justice** was one of the core values taught in the Charter of Madinah.
5. The first **revelation** changed the course of history.

### Parts of Speech

English words are divided into different kinds or classes, called Parts of Speech. The part of speech indicates how the word functions in meaning as well as grammatically in a sentence. Understanding parts of speech is essential for determining the correct definition of a word when using a dictionary.

There are eight parts of speech in the English language:

	Parts of Speech	Definition	Types	Example
1.	Noun	A noun is a word used as the name of a person, place or thing.	Common, Proper, Abstract, Concrete	table (common), Lahore (proper), happiness (abstract), book (concrete)
2.	Pronoun	A pronoun is a word used instead of a noun, often to avoid the need to repeat the same noun over and over in a paragraph or piece of writing.	Personal, Possessive, Demonstrative, Relative	he (personal), mine (possessive), this (demonstrative), who (relative)
3.	Verb	A verb is a word that indicates a physical action, mental action or a state of being, in a sentence.	Action, State of Being, Transitive, Intransitive	run (action), is (state of being), give (transitive), sleep (intransitive)
4.	Adjective	An adjective is a word used to modify or describe a noun or a pronoun.	Descriptive, Quantitative, Comparative, Superlative	beautiful (descriptive), many (quantitative), taller (comparative), tallest (superlative)
5.	Adverb	An adverb is a word which modifies a verb, an adjective, or another adverb.	Manner, Place, Time, Degree	quickly (manner), here (place), yesterday (time), very (degree)

6.	Preposition	A preposition is a word used before nouns and pronouns to show in the relation the person or thing denoted by it stands in regard to something else.	Simple, Compound	in (simple), on (simple), in front of (compound)
7.	Conjunction	A conjunction is a word which <i>joins</i> together sentences, and sometimes words	Coordinating, Subordinating, Correlative	and (coordinating), because (subordinating),

**B. Read each sentence carefully. Identify the part of speech of the bold word in context. Base your answer on how the word functions in the sentence.**

1. She gave a **composed** reply despite the chaos.
2. They planned to **launch** the new campaign in spring.
3. His **conduct** during the trial was questioned.
4. We travelled **across** the desert by nightfall.
5. Her criticism was both **constructive** and insightful.
6. He spoke so **eloquently** that the audience was moved.
7. You must learn to **balance** your priorities effectively.
8. The **abstract** concepts confused the younger students.
9. The general's **command** was executed immediately.
10. We waited **outside** until the hall was ready.

**C. Read each sentence carefully and choose the correct form of the verb from the options given in parenthesis.**

1. The committee \_\_\_ to announce the results tomorrow. (plans / plan)
2. Neither the teacher nor the students \_\_\_ late for the seminar. (was / were)
3. Each of the candidates \_\_\_ submitted the application. (has / have)
4. She usually \_\_\_ her coffee without sugar. (take / takes)
5. I \_\_\_ my notes before the lecture began. (review / reviewed)

**D. Transform the word in parenthesis to the appropriate form based on the sentence's grammatical structure.**

1. She always speaks with great (confide) \_\_\_\_\_.
2. The teacher (encourage) \_\_\_\_\_ students to think critically.
3. His (create) \_\_\_\_\_ ideas were welcomed by the committee.
4. They acted (impulse) \_\_\_\_\_, which led to a poor outcome.

5. That was an extremely (value) \_\_\_\_\_ contribution.

**E. Choose the correct preposition from the options given.**

1. She was really pleased \_\_\_ her exam results. (with / about)
2. The company's headquarters is located \_\_\_ Lahore. (in / on)
3. We had to discuss the issue \_\_\_ the meeting. (during / in)
4. The teacher was very strict \_\_\_ the students' attendance. (about / with)
5. The book is due back \_\_\_ the library next week. (to / at)
6. He has been working \_\_\_ the same company for ten years. (at / for)
7. The festival is celebrated \_\_\_ the first weekend of every month. (on / at)
8. The argument is primarily \_\_\_ personal beliefs. (about / over)
9. She has been traveling \_\_\_ Europe for the past two months. (around / across)
10. They arrived \_\_\_ the airport just in time for the flight. (to / at)

## Oral Communication

**A. Group Discussion: Leadership Qualities of Rasoolullah (ﷺ)**

**Instructions:**

- Organise yourselves into groups of 4–5 students.
- Assign roles within your group (e.g., speaker, note-taker, timekeeper).
- Each group will choose one leadership quality exemplified by Rasoolullah (ﷺ), such as: *integrity, justice, compassion, wisdom, perseverance, or humility*.
- As a group, read or revisit the relevant sections of the text. Use the guiding questions below to frame your discussion and take notes.
  1. How is this quality demonstrated in the life of Rasoolullah (ﷺ)?
  2. Which incident(s) in the text best reflect this trait?
  3. How did this trait influence his (ﷺ) followers and community?
  4. What can today's leaders learn from this aspect of his (ﷺ) character?
- Each group will present the highlights of their discussion to the class.
- Be prepared to answer questions from your classmates or teacher.

## Writing Skills

- A. Write a 250–300 word explanatory essay highlighting the key teachings from Rasoolullah's (ﷺ) Farewell Sermon and their continued relevance in today's world.**

### Your essay should include:

- **Introduction** (approx. 50 words): Briefly introduce the context of the Farewell Sermon.
- **Body** (approx. 150–180 words): Explain 2–3 core messages from the sermon (e.g., equality, justice, human dignity). Support each with brief examples or explanation.
- **Conclusion** (approx. 50–70 words): Summarise the overall lesson and how it can guide individuals and societies today.

### Writing Tips:

- Use formal and respectful tone.
- Organise your essay clearly (paragraphs, linking words).
- Stay focused on the message — avoid excessive storytelling.
- Check for grammar, spelling, and punctuation.

### B. Write a biographical sketch of Hazrat Khadijah (رضي الله تعالى عنها) highlighting her life, character, and her exceptional support to Islam during its earliest and most difficult years.

### Guidelines:

- Word count: 200–250 words
- Structure into clear paragraphs:
  - Introduction (Brief overview of her (رضي الله تعالى عنها) background and status in society)
  - Main body (Her (رضي الله تعالى عنها) character, marriage to Rasoolullah (ﷺ), and her (رضي الله تعالى عنها) unwavering support to Islam)
  - Conclusion (Her (رضي الله تعالى عنها) legacy as the first believer and a role model for all the Muslims)
- Use formal tone and accurate information
- Avoid personal opinions; focus on facts and respectful narration.