

## UNIT 4      PAKISTAN AND NATIONAL PRIDE

### What will I learn?

#### 4.1 Reading

- Use pre-reading strategies to predict the content of a text from the topic/ picture, key words, etc. by using prior knowledge, asking questions and using contextual clues.
- Skim text to have a general idea of the text.
- Infer themes/ main idea.
- Deduce the meaning of difficult words from context.
- Scan for facts
- Make simple inferences using the context of the text and prior knowledge
- Distinguish between what is clearly stated and what is implied
- Scan to locate an opinion
- Locate examples to support an opinion
- Organize information using various organizational patterns: sequence, classification

#### 4.2 Listening and Speaking

- Ask and respond to questions of academic nature

#### 4.3 Language Practice

- Revise and convert sentences from active voice to passive voice and use them in contexts in their writing
- Recognize common prefixes; use that knowledge to determine the meaning of unfamiliar words

#### 4.4 Writing

- Use paraphrasing skills to paraphrase stanzas in a poem by restating the message in simple prose
- Write an application to the class teacher / principal for various academic purposes using correct format, layout, and tone.

#### 4.5 Study Skills

- Listening for academic purposes.

#### 4.6 Fun

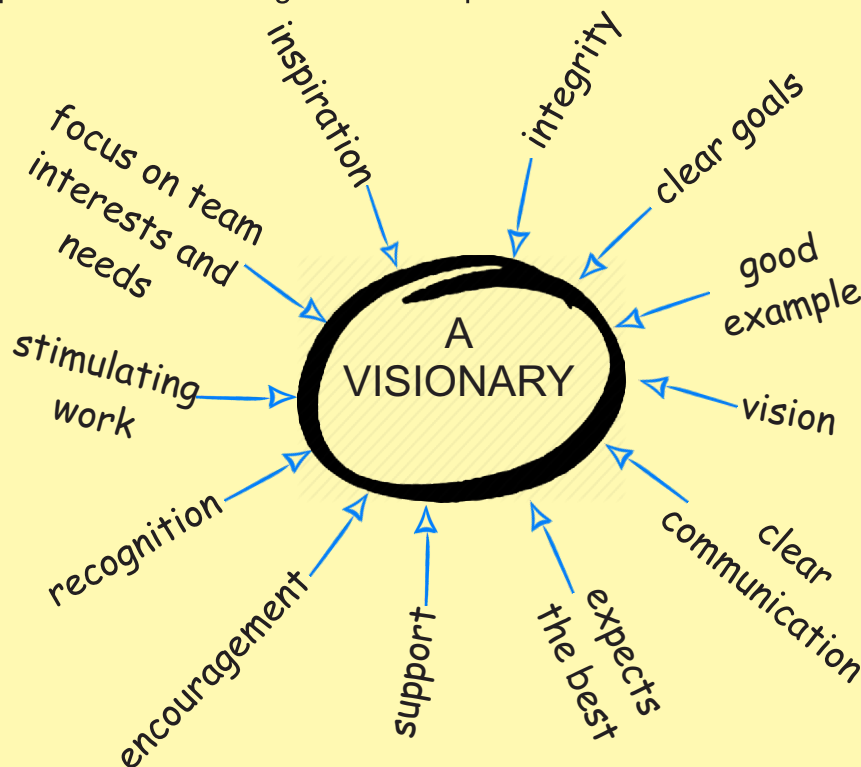
- Presenting a role play on Iqbal's poetry

## UNIT 4.1 READING COMPREHENSION

### Pre-reading

A visionary is a person who can think about or plan the future with imagination and/ or wisdom.

1. What qualities does a visionary have? Work in groups of three and decide which of the quality given in the web below is the most important for a visionary leader to have and which is the least important. Add one more quality that is not given. Number all the listed qualities in order of priority, with 1 being the most important and 13 being the least important.



**Note for Teachers:** Briefly discuss the meaning of the word 'visionary' with the class so that they understand what is meant by the term. Tell the students to discuss and put the listed qualities plus the one that they have added in order of priority, with 1 being the most important and 13 the least. Give them 10 minutes to complete the task. Then discuss the order of priority given by the students; tell them that there is no right or wrong order, as this would depend on a number of factors, including the aim, personality, resources, etc.

## UNIT 4.1 READING COMPREHENSION

2. Fill the first two columns of the following table about Quaid-e-Azam and Allama Iqbal. After you have filled the two columns, share with your partner.

What I think I know	What I want to know	What I learned

### Reading Text

#### The Great Visionaries

The teacher assigned the class a project for the summer vacations, titled 'The Great Visionaries'. The students were asked to work in groups of four and find information about the Quaid-e-Azam and Allama Iqbal, the two great visionary leaders of the Pakistan Movement. They were asked to develop a booklet, a newspaper edition, or any other form of visual presentation based on the collected information. The members of one of the groups decided to split up the information gathering task; Huma and Tahira offered to look up information on some aspects of Jinnah's life, while Lubna and Farheen agreed to find information about Iqbal. They decided to share the information with each other through emails. Here are some of their emails.

## UNIT 4.1 READING COMPREHENSION

To: huma.latif@kmail.com; lubna22@circle.com;  
farheen\_89@kingston.com

From: tahirabeauty@sunnyplace.com

Subject: Quaid-e-Azam

Date: June 11, 2018

Time: 2:29 pm

Dear Huma,

Here is some information that I have found about the Quaid-e-Azam:

### Personality and Achievements

Quaid-i-Azam Mohammed Ali Jinnah was one of the most dynamic personalities of South Asia. His message of 'Unity, Faith and Discipline' and his determination and steadfastness, if made the guiding principles by the nation, can speedily set the nation on the path of progress and prosperity.

He was one of the top barristers of Bombay. But his greatest achievement, which is unparalleled in the recent history of the world, is the creation of Pakistan. The world has seen many leaders who have obtained independence for their people from undesired rulers, but few have achieved what the Quaid-e-Azam did; he created a new country. He led the Muslims of the sub-continent to achieve an independent state called Pakistan, where they could live honourably, according to the teachings of their faith and culture.

Regards.

Tahira

## UNIT 4.1 READING COMPREHENSION

To: tahirabeauty@sunnyplace.com; lubna22@circle.com;  
farheen\_89@kingston.com

From: huma.latif@kmail.com

Subject: Quaid-e-Azam

Date: June 11, 2018

Time: 4:37 pm

Tahira, here is some more information that we can add in this section:

Moreover, Mohammed Ali Jinnah was the only leader in British India, who was popular not only among the Muslims but also had a great respect among the people of other faiths, including the Hindus, Christians, Sikhs and Parsis. Due to his tolerance and acceptance of all faiths, some Hindu leaders, like Gokhale and the famous Hindu poetess Sarojini Nido, called him 'the best Ambassador of Hindu Muslim Unity.'

Best wishes.

Huma

To: huma.latif@kmail.com; lubna22@circle.com;  
tahirabeauty@sunnyplace.com

From: farheen\_89@kingston.com

Subject: Quaid-e-Azam

Date: June 14, 2018

Time: 4:30 pm

Huma and Tahira, you might want to add this vital piece of information in this section:

However, he was very clear about one thing: while Pakistan would be a state where the Muslims would be free to practise the teachings of their faith and to prosper economically. This is in no way meant that the people of other faiths, living in the geographical boundaries of the new state, would, in any way, be lesser citizens.

Farheen

## UNIT 4.1 READING COMPREHENSION

To: huma.latif@kmail.com; lubna22@circle.com;  
farheen\_89@kingston.com

From: tahirabeauty@sunnyplace.com

Subject: Quaid-e-Azam

Date: June 15, 2018

Time: 5:29 pm

Thank you, Huma. I agree with you. Now, here is some more information about him:

### Political Acumen and Contribution

Initially, Quaid-e-Azam was a strong proponent of Hindu-Muslim unity and an active member of the Indian National Congress. But, as an outstanding political leader, he very soon sensed that the Indian National Congress was leading the Hindus of the sub-continent towards Hindu-Muslim polarization. This, he realized, would result in political and economic victimization of the Muslims in the region. Therefore, he decided to leave the Congress and join the Muslim League.

Soon after joining the Muslim League he became its president. He, very intelligently, pleaded the case of a separate homeland for the Muslims and succeeded in getting Pakistan. This was despite strong opposition from the two big power players in British India; the ruling British and the majority Hindus.

Have you found some more information?

Tahira

## UNIT 4.1 READING COMPREHENSION

To:; lubna22@circle.com; farheen\_89@kingston.com; tahirabeauty@sunnyplace.com

From: huma.latif@kmail.com

Subject: Personality and Achievements of Jinnah

Date: June 17, 2018

Time: 1:30 pm

Thank you, Farheen. We will definitely add this. Now here is the vision that the Quaid had for Pakistan:

### **Aspirations for Pakistan**

Quaid-i-Azam envisioned Pakistan, as a 'nation state' ensuring equal rights for all citizens of Pakistan. On August 11, 1947, the Quaid-e-Azam, on his election as the first President of the Constituent Assembly of Pakistan, declared, "You are free; you are free to go to your temples, you are free to go to your mosques or to any other place of worship in this state of Pakistan. We are starting in the days when there is no discrimination, no distinction between one community and another. We are starting with this fundamental principle that we are all citizens and equal citizens of one State."

He also wanted Pakistan to be a state where justice and merit prevailed. He wanted the people of Pakistan to be united and to work towards making this new country, an exemplary state. He said: "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."

Alas! This great leader had to leave this world before he could transform his ideals into practical steps. It is now our responsibility to set the future directions for this great country by implementing the Quaid's vision of Pakistan. If we truly want to pay homage to our great Quaid, we should try and do the things he wanted us to do and not merely praise what he did. On every Independence Day, we should think of what we need to do to take Pakistan forward on the way to peace and prosperity.

Tahira, I think we now have enough information about the Quaid-e-Azam. Let's see what Lubna and Farheen find about Allama Iqbal. We'll then meet and decide how to present all this information.

Best wishes

Huma

## UNIT 4.1 READING COMPREHENSION

To:farheen\_89@kingston.com;huma.latif@kmail.com;  
tahirabeauty@sunnyplace.com

From: lubna22@circle.com

Subject: Allama Iqbal

Date: June 18, 2018

Time: 6:32 pm

Dear Farheen,

Now that my cousin's wedding is over, I have managed to find the following information about the Poet of the East:

### Personality and Achievements

Allama Muhammad Iqbal, the poet of the East was, no doubt, a great poet, but poetry was only one of his many accomplishments. He began his professional career as a Professor of Arabic at the Oriental College, Lahore, after doing his M.A., in 1899. In 1905, he went to London to study law and received a law degree. He thus became a barrister by profession. But this does not mean that he gave up everything else. This versatile person continued his quest for knowledge in various fields and, in 1908, he was awarded a Ph.D. degree by the Munich University, in Germany, for his work on Persian philosophy. That is why he is also known as Dr. Muhammad Iqbal.

Regards  
Lubna



## UNIT 4.1 READING COMPREHENSION

To: huma.latif@kmail.com;tahirabeauty@sunnyplace.com; lubna22@circle.com

From: farheen\_89@kingston.com

Subject: Allama Iqbal

Date: June 19 2018

Time: 1:40 pm

Thanks, Lubna. Here's the information that I have found:

### Political Acumen and Contribution

Allama Iqbal also took an active part in politics and worked for the cause of the Muslims of South Asia. He was elected as a member of the Punjab Legislative Council in 1926, a post he held till 1929. By then, he had become deeply involved with the Muslim League activities. Due to his commitment to the cause of Muslim rights in India, he was soon elected as the President of the Punjab branch of the All India Muslim League, a post he held till the time of his death.

One of Iqbal's biggest political contributions is his Allahabad address, which he delivered in 1930, when he presided over the Allahabad meeting of the All-India Muslim League. It was on this historic occasion that he made a definite demand for a separate Muslim State in South Asia. In his presidential address, Dr. Iqbal said, "India is a continent of human groups belonging to different races, speaking different languages, and believing in different religions.... The Muslim demand to create a Muslim India within India is in no way without justice. For my part I would like to go one step further; I would like to see the Punjab, North West Frontier Province, Sindh and Baluchistan unite under a single Muslim State". However this demand shocked both the Hindus and the British alike and they both opposed it. This demand for a separate state for Muslims took such firm root that at its meeting in Lahore, on March 23, 1940, the Muslim League passed a resolution demanding a separate state for the Muslims of India. This resolution is known as the Pakistan Resolution. From this point onwards, all efforts were directed towards this end, culminating in the creation of Pakistan, on August 14, 1947.

Best wishes.

Farheen

## UNIT 4.1 READING COMPREHENSION

To:huma.latif@kmail.com; farheen\_89@kingston.com;  
lubna22@circle.com

From: tahirabeauty@sunnyplace.com;

Subject: Allama Iqbal

Date: June 20, 2018

Time: 11:29 am

Moreover, he had clear ideas about what Muslims should do.

### Aspirations for Muslims

Lubna and Farheen, both of you have collected excellent information about Allama Iqbal. While we all know what the Quaid-e-Azam did, we often do not exactly recall the role of Allama Iqbal in the creation.

Allama Iqbal died in 1938, nine years before the creation of Pakistan. But he played a major role in its creation, by planting the seeds of a separate state for the Muslims of India in people's minds. Quaid-e-Azam, praised Iqbal's role in a message on his death: 'To me he was a friend, guide and philosopher, and during the darkest moments through which the Muslim League had to go, he stood like a rock'.

Allama Iqbal had a great love for Islam; he always advised the Muslims to remain true to their faith, and to practise it in letter and spirit. In his Allahabad address he said: "I have learned one lesson from the history of Muslims. At difficult moments in their history, it is Islam that has saved Muslims and not Muslims that have saved Islam. If, today, you put your faith in Islam, you will become strong and united once again and save yourself from complete destruction."

Tahira

## UNIT 4.1 READING COMPREHENSION

### While Reading

#### Exercise 1

Complete the table given in task 2 of the Pre-Reading section: What did you learn after reading the text?

Share your table with your partner.

#### Exercise 2

Read the text and find out the names of the students who collected information on the following topics. Write the answers in your notebook.

- a. Personality and achievements of the Quaid
- b. Political acumen and contribution of Allama Iqbal
- c. The Quaid's aspirations for the Muslims
- d. Allama Iqbal's aspirations for the Muslims
- e. Personality and achievements of Allama Iqbal
- f. The Quaid's political acumen and contribution

For Exercise 3, make sure that the students understand how they are supposed to work.

### Vocabulary

#### Exercise 3

Read the text. Find the following words and underline them.

1	dynamic	2	steadfastness	3	guiding principles	4	unparalleled
5	undesired	6	acumen	7	proponent	8	polarization
9	aspirations	10	envisioned	11	pluralistic	12	discrimination
13	prevailed	14	impartiality	15	transform	16	implementing
17	versatile	18	accomplishments	19	culminating	20	recall
21	victimization	22	distinction	23	homage	24	quest

Work with your partner and guess the meanings of these words. Then check the meanings given in the glossary at the end of the book to see if you have guessed correctly.

**Note for Teachers:** Before asking the students to do Exercise 1, tell them that there may be one, two or three group members who could have found the information on any given topic, so they should write all the names.

## UNIT 4.1 READING COMPREHENSION

### Exercise 4

Work in groups of four. Each student should write six sentences in their notebook. Follow the steps given below:

Give a number from 1-4 to each member of the group. Next each member of the group should use six of these words in their own sentences, as follows:

- Student No. 1 should use word numbers 1, 5, 9, 13, 17, 21
- Student No. 2 should use word numbers 2, 6, 10, 14, 18, 22
- Student No. 3 should use word numbers 3, 7, 11, 15, 19, 23
- Student No. 4 should use word numbers 4, 8, 12, 16, 20, 24

After you have completed,

1. Exchange your notebooks with each other
2. Read all the sentences written by your group members
3. Give critical feedback
4. Incorporate the feedback given by your group members
5. Then student 1, 2, 3 and 4 should read out the six sentences one by one, according to the order of the words in exercise 3, and all others should write these in their notebook

### Exercise 5

Tick the correct column for the statements given in the table.

No.	Statement	True	False
1.	Jinnah wanted Muslims to have more rights in Pakistan.		
2.	Zoya and Amber offered to find information about Allama Iqbal.		
3.	Quaid-e-Azam first joined the Congress and then the Muslim League.		
4.	Both Quaid-e-Azam and Allama Iqbal were barristers.		
5.	Allama Iqbal wrote two letters to Quaid-e-Azam in 1938.		
6.	In his letters he said that Muslims should demand a separate state.		

**Note for Teachers:** Divide the class in groups of four. Ask them to assign a number, from 1-4, to each student in the group. Then, each student should work individually and write six sentences each, as stated in the exercise. After they have completed, they should follow step 1 – 5 given in the exercise. Finally, each student should read out 1 sentence, i.e. sentences 1, 2, 3 and so on and the others, should write them. This way, each student will have 24 sentences in their note book.

## UNIT 4.1 READING COMPREHENSION

### Exercise 6

The following tables have quotes from the speeches of Quaid-e-Azam and Allama Iqbal. The first part of each quote is in table **A** and the second part in table **B**. Work in pairs and complete the quotes. Write the alphabet in the Answer Column in Table **A**. The first one has been alone as an example.

Now work in pairs and find out who said these words. Write 'Q' for Quaid-e-Azam and 'A' for Allama Iqbal in the 'Person' column in Table B.

**Table A**

No.	Quote Part 1	Answer
1.	You are free; you are free to go to your temples,	
2.	To me he was a friend, guide and philosopher,	
3.	The Muslim demand to create a Muslim India within India	
4.	At difficult moments in their history, it is Islam	
5.	My guiding principle will be	
6.	I am sure that with your support and cooperation, I can look forward	
7.	We are all citizens	

**Table B**

No.	Quote Part 2	Person
a.	is in no way without justice.	
b.	and equal citizens of one State.	
c.	justice and complete impartiality.	
d.	you are free to go to your mosques or to any other place of worship in this state of Pakistan.	
e.	that has saved Muslims and not Muslims that have saved Islam.	
f.	and during the darkest moments through which the Muslim League had to go, he stood like a rock.	
g.	to Pakistan becoming one of the greatest nations of the world.	

### Exercise 7

Go back to exercise 6 and find out when and where these words spoken. After this write seven complete sentences in your notebook like this:

1. On August, 1947, in the Constituted Assembly of Pakistan, the Quaid-e-Azam said these words.

## UNIT 4.1 READING COMPREHENSION

### Exercise 8

Work in pairs and orally discuss the reasons for the following statements. After you have discussed the reasons, rewrite the following statements in your notebooks by stating the reasons. The first one has been done as an example.

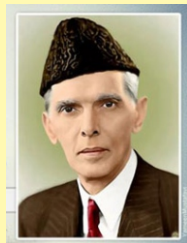
Example: Jinnah's achievement is unparalleled in recent history because, unlike most other leaders who only freed their countries from foreign rule, he not only got freedom but also managed to create a new state for the Muslims.

1. Jinnah's achievement is unparalleled in recent history.
2. The Quaid was greatly respected by the people of all faiths.
3. Quaid-e-Azam left the Indian National Congress.
4. Despite strong opposition by the British and the Hindus, Quaid-e-Azam succeeded in creating Pakistan.
5. Allama Iqbal could point out some of the defects in the philosophical systems of the West.
6. Dr. Iqbal did not seek re-election to the Punjab Legislative Council.
7. One of Iqbal's biggest political contributions is his Allahabad address.
8. Allama Iqbal wanted the Muslims to put their faith in Islam.

### Exercise 9

Work in groups of three and make mind-maps on the following aspects of both these great personalities.

Qualities as a person  
Vision for Pakistan  
What should we do to make Pakistan great



Academic achievements  
Dream about Pakistan  
Advice to Muslims



**Note for Teachers:** Divide the class in groups of three. Ask half the groups to work on Quaid-e-Azam and half to work on Allama Iqbal. Tell them to develop each mind map on a different sheet of paper. After the groups have completed their mind maps, the groups who worked on Quaid-e-Azam should exchange their work with those who worked on Allama Iqbal. They should look at the points written and add any others that they think are missing, using a different colour pen/ pencil.

## UNIT 4.2 LISTENING AND SPEAKING

### **Focus:** *Asking and responding to questions of academic nature*

Work in groups of eight/ ten students. A press conference will be conducted by each group of ten students. Three/ four of the students in each group will be representing one ministry while five/ six will be reporters from the media (both press and television).

Each group will represent one of the following ministries:

- Ministry of Health
- Ministry of Power
- Ministry of Water
- Ministry of Sanitation
- Ministry of Education

The students representing the ministry will all say one thing that their ministry is doing or plans to do. Each reporter will then ask the panellists at least two questions and they will have to answer their questions.

Each group should brainstorm and decide what the panellists will say, what questions the reporters will ask, and what answers will be given. Practise the dialogues in your groups.

Once the groups are ready, each group will come up and roleplay their press conference. Students from the other groups will be the audience and they can also ask questions from the panellists.

**Note for Teachers:** Divide the class in groups of eight to ten students. Explain to the students what they have to do. While the students are discussing and preparing for their press conference, set up some chairs for the panellists in front of the class such that they are facing the class. For the press conference, ask the reporters to sit in the front row, facing the panellists. Tell the students that each member of the group will have to speak according to the role that they are playing.

## UNIT 4.3 LANGUAGE PRACTICE

### REVISION: Fluency practice for changing the voice in sentences

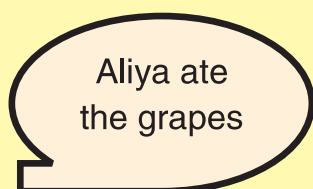
#### Exercise 1

Get ready to play an oral game. Change the voice of the sentence without changing the meaning.

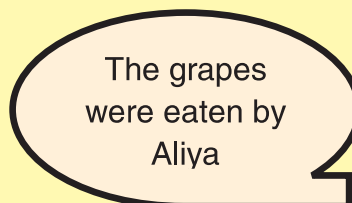
- Divide the class into 2 groups. Group A and Group B
- Each group must write up a list of 8-10 sentences.
- The list should contain active voice sentences and passive voice sentences.
- Group A will say a sentence
- Group B must change the voice of the sentence and say it out loud.
- Next it is group B's turn to call out a sentence and Group A must change it.

For example:

#### Group A



#### Group B



passive verb = be +  
passive participle  
e.g. is cleaned, were  
given,

future = will + be +  
passive participle  
e.g. will be given, will be  
told

<i>Tense</i>	<i>Active</i>	<i>Passive</i>
<i>Present simple</i>	<i>give</i>	<i>is given</i>
<i>Present continuous</i>	<i>is giving</i>	<i>is being given</i>
<i>Present perfect</i>	<i>has given</i>	<i>has been given</i>
<i>Past simple</i>	<i>gave</i>	<i>was given</i>
<i>Past continuous</i>	<i>was giving</i>	<i>was being given</i>
<i>Past perfect</i>	<i>had given</i>	<i>had been given</i>



## UNIT 4.3 LANGUAGE PRACTICE

### Exercise 2

Work in pairs and complete the following news report using the correct form of the passive, using the verbs given in brackets. Write the correct news report in your notebook.

The northern part of the country was hit (hit) by a massive earthquake this morning. The entire infrastructure \_\_\_\_\_ (damage) very badly. The roads \_\_\_\_\_ (break). The telephone lines \_\_\_\_\_ (destroy), and the mobile services \_\_\_\_\_ (disrupt). The people \_\_\_\_\_ (scare) as many aftershocks \_\_\_\_\_ (expect). Food, water and medical aid \_\_\_\_\_ (rush) to the area. An appeal \_\_\_\_\_ (make) by the government asking people not to panic. Work \_\_\_\_\_ (do) by the army to enable reaching of aid to the remote areas. Funds \_\_\_\_\_ (release) by the government to help people in this hour of grief.

### Exercise 3

Read the following story. Then, work with a partner and orally complete Samina's report to the police, using the passive form. Use the verbs from the story. Write the complete report in your notebook.

Samina hired a new servant. She asked her to submit a copy of her identity card. The servant gave her a copy. She gave her someone else's card. Unfortunately, Samina did not check all the details.

After a few days the servant asked for a loan. Samina refused to give her a loan. The following week, the servant told her a sad story and again asked for some money. She told the servant not to come to work from the next day. When Samina went to her room after a couple of hours, she found it in a mess, with all her things on the floor. The servant had emptied her cupboard. She had taken away all the money and the jewellery.

This is what Samina said to the police when they asked her for details:

A new servant was hired by me. She \_\_\_\_\_ to submit a copy of her identity card. A copy \_\_\_\_\_ by her. I \_\_\_\_\_ someone else's card to me by her. Unfortunately, the details \_\_\_\_\_ by me.

### UNIT 4.3 LANGUAGE PRACTICE

After a few days, I \_\_\_\_\_ by the servant for a loan. The loan \_\_\_\_\_ by me. The following week, I \_\_\_\_\_ told a sad story by the servant and again I \_\_\_\_\_ for some money. The servant \_\_\_\_\_ not to come to work from the next day. When I went to my room, after a couple of hours, it \_\_\_\_\_ in a mess, with all the things on the floor. The cupboard \_\_\_\_\_ by her. All the money and the jewellery \_\_\_\_\_ by her.

#### Prefixes

We sometimes add a pair or group of alphabets at the beginning of a word to add something to the meaning of a word. These are called prefixes.

Examples: **re**+try = retry                      **re**+group = regroup  
**mis**+spell = misspell                      **mis**+trust = mistrust

We can also use a prefix to form the opposite of a word.

Examples: **dis**+join = disjoin              **dis**+allow = disallow  
**un**+tidy = untidy                      **un**+clear = unclear

#### Exercise 4

- A. Fill the blanks in the following exercise by using the prefix 're' with the appropriate given words. One has been done as an example.

tell      do      claim      apply      print      arrange

1. The government is trying to reclaim land from the sea in Karachi.
2. The company had to \_\_\_\_\_ this book three times.
3. I advised my friend to \_\_\_\_\_ for a teaching position in our school.
4. My father likes to \_\_\_\_\_ his childhood stories to his grandchildren.
5. Saira and Khalida decided to \_\_\_\_\_ the furniture in their room.
6. The teacher told the class to \_\_\_\_\_ the exercise.

### UNIT 4.3 LANGUAGE PRACTICE

B. Fill the blanks in the following exercise by using the prefix 'mis' with the appropriate given words.

treat      match      behave      understand      place

1. When children \_\_\_\_\_ they are often punished by their parents.
2. My brothers always \_\_\_\_\_ their mobile phones.
3. There is a \_\_\_\_\_ between their income and expenditure.
4. Many people \_\_\_\_\_ their leader's message.
5. It is not right to \_\_\_\_\_ servants.

C. Fill the blanks in the following exercise by using the prefix 'inter' with the appropriate given words.

national      faith      personal      city      dependent

1. The \_\_\_\_\_ bus service is very good in some countries.
2. There is more \_\_\_\_\_ travel today than about fifty years ago.
3. For success in any work good \_\_\_\_\_ skills are needed.
4. The quality of goods and their price are \_\_\_\_\_.
5. \_\_\_\_\_ understanding is very important for peace in the world.

## UNIT 4.4 WRITING

### Paraphrasing a Poem

Paraphrasing can help you understand poetry well. The Four R's of Paraphrasing can be very useful while paraphrasing a poem.

**Reword** – Replace words and phrases with synonyms wherever you can.

**Rearrange** – Rearrange words within stanzas/ couplets to make proper sentences. You can even rearrange the ideas presented within stanzas/ couplets.

**Realize** – Realize that some words and phrases (e.g. names, dates, titles, etc.) cannot be changed, but you can present them differently in your paraphrase.

**Recheck** – Check to see that the paraphrase conveys the same meaning as the poem.

### Exercise 1

Underline the following words in the poem:

longing	supplication	sparkling	attain
elegance	moth	supportive	suffering

Work with a partner and discuss the possible meanings of these words. Look up these words in the glossary at the end of the book to see if you have guessed the correct meaning.

### Exercise 2

Next, paraphrase each couplet (two lines in a poem) of the following famous poem of Allama Iqbal. The first couplet has been paraphrased for you.

1. Oh Allah! I pray that my life should be like a candle.
2. Through my light should the world's darkness \_\_\_\_\_ and \_\_\_\_\_ sparkle wish my light.
3. Through me, my \_\_\_\_\_ just like a \_\_\_\_\_.
4. I pray that just like \_\_\_\_\_.
5. I pray that \_\_\_\_\_ and \_\_\_\_\_.
6. O God! \_\_\_\_\_ and \_\_\_\_\_.

**Note for Teacher:** Explain each of the four R's of paraphrasing to the students. You may choose another poem to explain these terms with example. Next, divide students in pairs. Ask them to underline the given words and discuss their meanings. After this discuss Exercise 2 with them and ask them to complete it.

## UNIT 4.4 WRITING

### A Child's Invocation

My longing comes to my lips as supplication of mine

O God! May like the candle be the life of mine!

May the world's darkness disappear through the life of mine!

May every place light up with the sparkling light of mine!

May my homeland through me attain elegance

As the garden through flowers attains elegance

May my life like that moth be, O Lord!

May I love the lamp of knowledge, O Lord!

May supportive of the poor my life's way be

May loving the old, the suffering my way be

O God! Protect me from the evil ways

Show me the path leading to the good ways

Translation of Allama Iqbal's Poem "*Lab pay ati hai dua*".

### Exercise 3

Write the paraphrased poem in the form of a paragraph in your notebook.



**Note for Teachers:** Walk around to see that all the students are doing the task as required. After all the pairs have done the whole poem, ask each group to come and share the explanation of one couplet each

## UNIT 4.4 WRITING

### Application

#### Exercise 4

On a sheet of paper, write a letter to your principal requesting him/ her to allow your class to visit the Karachi Museum. Follow the sample given below.

**1. The address** of the person to whom the letter is written

**2. Greetings/ Salutation:** Dear followed by the person's position or name

**3. Closing:** Any of the words like sincerely, yours truly, thank you etc. can be used, written with a capital letter and followed by a comma

The Class Teacher

Class IX

ABC School

Karachi

Dear Teacher,

I shall not be able to attend school today because I am suffering from high fever. Kindly allow me a day's leave.

I shall be obliged.

Sincerely,

*Sara Khan*

**Sara Khan**  
Student Class IX-A

**4. The body** of the letter: stating the purpose clearly, along with the request, suggestion, etc.

**5. Signature** followed by the name of the writer and his / her position.

After you have written, exchange your paper with your partner. Read each other's work and give feedback. Make changes in your application, if needed, based on the feedback given by your partner. Rewrite the corrected application in your notebook.

**Note for Teachers:** Remind the students about the rules of writing an application. Discuss the given sample, step by step, with them, by reading out the details given at the side and showing how these are written in the application.

## UNIT 4.5 STUDY SKILLS

*Note: For acquiring additional language skills. Not to be formally assessed.*

### Listening for Academic Purpose

We are listening all the time, but for academic purposes we need specialized focused skills. Here is a small activity for focused listening; it is story followed by exercise to check how well you have listened.

#### Exercise 1

Read the following 4 questions. Listen to the story when the teacher reads it and answer these questions. You are not allowed to ask questions when the story is being read.

1. Circle the characters of the story.  
hare      tortoise      fox      dove      stork
2. What was the relationship between the characters? Circle the correct answer.  
relatives      friends      neighbours      siblings
3. Who served in the following utensils? Write the names of the characters in the space provided.



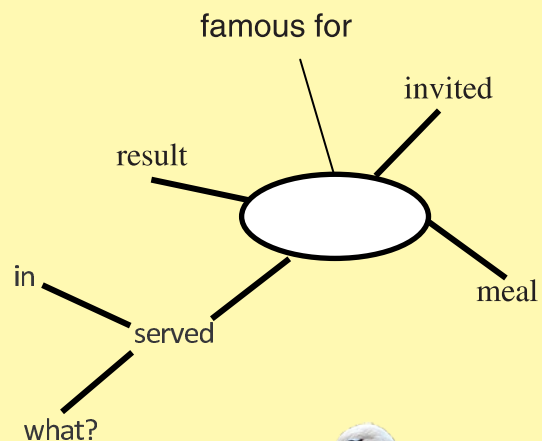
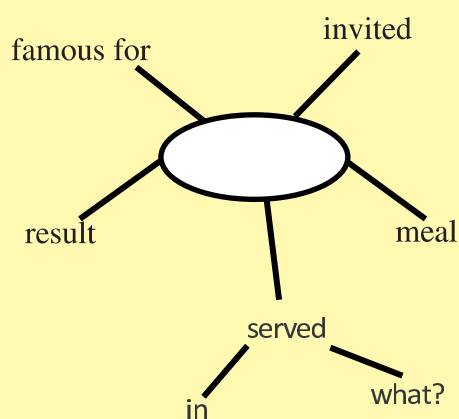
4. Tick the choices that the stork had according to the author.
  - a) The stork could have invited other animals and served all of them in jugs.
  - b) The stork could have served in a container suitable for the fox.
  - c) The stork could have invited other animals too and served them all in containers suitable for each of them.
  - d) The stork could have served in a bottle that had a broad base.

**Note for Teachers:** Tell the students that you will read a story three times. Each time they will have to do a different task. Tell them to listen carefully as for each task you will read the story only once. Also tell them that they are not allowed to ask any questions while you are reading; they only need to complete the task in silence. Next, ask them to silently read the questions before you start reading the text. Read the text and ask the students to do Exercise 1. Guide them to keep moving and doing the exercise and to leave the sections that they cannot answer.

## UNIT 4.5 STUDY SKILLS

### Exercise 2

Draw the following two spider webs in your notebook. Listen to the story again and fill in the required information in the two spider webs.



### Exercise 3

Now write the following incomplete statements in your notebook. Listen to the story again and complete them.

1. The stork followed the rule of \_\_\_\_\_.
2. God tells us to \_\_\_\_\_.
3. The key message of the article is \_\_\_\_\_.



**Note for Teachers:** Ask the students to draw the web in Ex. 2, in their note books. Then, read the text again and ask them to listen and fill in the information in the web. For Ex. 3, ask the students to write the incomplete sentences in their note books, leaving one line after each statement. Again read the text and ask them to do Exercise 3.



## UNIT 4.5 STUDY SKILLS

### Listening Text



Long ago, there was a stork and his friend the fox. They lived in a jungle. The fox was famous for being cunning. The stork, on the other hand, was known for being kind and gentle.

One day the fox invited the stork for dinner and served him soup in a dish. The stork was unable to have the soup because the soup has thinly spread out in the dish so he could not manage to have it with his long beak. He had to return home hungry.

Next week, the stork invited the fox for dinner and served fish in a narrow vase. The fox could not reach the fish at the bottom of the narrow vase and had to return home hungry.

This is called tit for tat. He did to the fox what the fox had done to him.

The question is: was this the best the stork could have done? Should the stork have behaved in the same manner as the fox? Couldn't he have behaved in a different manner?

The stork had many choices. He could have served the fox in a utensil that was suitable for him and could have set an example of true hospitality. Better still, he could have invited some other animals as well and could have served each one of them their favourite food in the utensils that would suit them.

The same is true for us human beings. We should also not follow 'tit for tat' with our friends and family. Our relationships will become better if we stop following the tit for tat rule. God tells us to replace the bad with the good. We must follow this rule. Let us promise that even if someone does something bad to us we will be good to them. This will make the world a better place.

## UNIT 4.6 FUN

*Note: For having fun with language. Not to be formally assessed.*

### Role Play of a Poem

Work in trios to plan your role play for the following poem by Allama Iqbal. One of you should read the poem, one should act as the mountain, and the third one should act as the squirrel. Each trio will have to present their role play in front of the class.

Discuss the meanings of these words then check their meanings from the glossary:

self-respect insignificant arrogant shrewd splendour pose  
grandeur expel beetlenut Omnipotence

### A Mountain and a Squirrel

A mountain was saying this to a squirrel  
"Commit suicide if you have self-respect  
You are insignificant, still so arrogant, how strange!  
You are neither wise, nor intelligent! Not even shrewd!  
It is strange when the insignificant pose as important!  
When the stupid ones like you pose as intelligent!  
You are no match in comparison with my splendour  
Even the earth is low compared with my splendour  
The grandeur of mine does not fall to your lot  
The poor animal cannot equal the great mountain!"  
On hearing this the squirrel said, "Hold your tongue!  
These are immature thoughts; expel them from your heart!  
I do not care if I am not large like you!  
You are not a little thing like me

## UNIT 4.6 FUN

Everything shows the Omnipotence of God  
Some large, some small, is the wisdom of God  
He has created you large in the world  
And He has taught me climbing large trees  
You are unable to walk a single step  
Only large size! What other greatness have you?  
If you are large show me some of the skills I have  
Show me how you break this beetle nut as I can.”  
Nothing is useless in this world  
Nothing is bad in God's creation.

(Translation of Allama Iqbal's poem “*Pahar Aur Gilareeh*”)



**Note for Teachers:** Divide the students in groups of three. Tell them to underline the words given at the top in the poem and discuss their meanings and then check in the glossary. Next, ask them to read the poem to understand what it is about. Finally, they should divide the three roles, reader, mountain and squirrel, amongst them and practise the role play. Once the students have practised, ask each trio to come and present in front of the class.

## MODEL TEST PAPER I (Units 1-4)

### READING COMPREHENSION

Read the following passage and answer the questions below:

Galileo Galilei was born on 15 February 1564, in the town of Pisa, Italy. He was the first of six children of Vincenzo Galilei, a famous music composer and lutenist, an expert at playing the lute, a musical instrument. Galileo also learned to play the lute. It was probably because he observed his father experimenting with music, to create new music, from an early age that he acquired this attraction for experimentation. Moreover, the importance of time and rhythm in music required calculation, hence, he acquired an understanding of mathematics and its relationship with everything.

As a young man, Galileo thought of becoming a priest, and then a mathematician, but his father wanted him to become a doctor because a doctor earned a higher income than a mathematician. So he enrolled at the University of Pisa for a medical degree. However, after attending a lecture on geometry, he talked his reluctant father into letting him study mathematics and natural philosophy instead of medicine.

His interest in experimenting with different things started early. In 1581, when he was studying medicine, he noticed that a swinging chandelier took the same amount of time to swing back and forth, no matter how far it was swinging. When he returned home, he set up two pendulums of equal length and swung one with a large sweep and the other with a small sweep and found that they kept time together. However, it was almost one hundred years later, that the swinging pendulum was used to create an accurate timepiece.

Because he needed to earn money, Galileo began experimenting with different things, trying to come up with some sort of invention that he could sell for money. He had a little bit of success with his invention that was like a compass and could be used to measure plots of land. By this time, he had already experimented with pendulums and magnets. He had also created a thermoscope, an earlier form of the thermometer, and in 1586 he published a small book on the design of a hydrostatic balance that he had invented.

However, the invention for which Galileo is known is the telescope; the wonderful device that allows us to see from a distance. When he heard that a Dutch inventor had invented something called a spyglass, but was keeping it a secret, Galileo decided to work on one of his own. Within 24 hours, he had invented a telescope that could magnify things to make them appear ten times larger than real life.

His multiple interests included astronomy, the study of the universe and its contents. It was because of this interest that one night Galileo pointed his telescope toward the sky and made his first of many space observations. He noticed that the moon was not smooth, like everyone thought; it was covered in bumps and craters. As technology has improved, many others have made improvements on the telescope that Galileo first invented.

Galileo died on 8 January 1642, aged 77, after suffering from fever and heart palpitations.

**Q.1.** Read the text and complete the following sentences by selecting one word from those given.

- I.** The text is about a person who invented a \_\_\_\_\_.
  - a) pendulum
  - b) timepiece
  - c) telescope
  - d) thermometer
- II.** Galileo was interested in \_\_\_\_\_.
  - a) music
  - b) mathematics
  - c) medicine
  - d) metallurgy

**Q.2.** The meanings of the following words are given in the text. Write down these words and their meanings.

- a) lutenist
- b) lute

- c) telescope
- d) astronomy

**Q.3.** The following sentences are wrong. Read the text and write the correct sentences.

- a) Galileo was the sixth child in the family.
- b) He took admission in the University of Italy.
- c) He published a book on the design of a timepiece.
- d) The invention for which Galileo is known is the pendulum.
- e) Galileo died of heart failure.

**Q.4.** Read the text and complete the following sentences by giving reasons.

- a) His father wanted him to become a doctor because  
\_\_\_\_\_.
- b) He left his medical studies because  
\_\_\_\_\_.
- c) He wanted to invent something that he could sell because  
\_\_\_\_\_.
- d) Galileo pointed his telescope towards the night sky because  
\_\_\_\_\_.

**Q. 5.** Read the text and answer the following questions.

- a) What two things did Galileo probably learn when he saw his father creating music?
- b) Why and when did he leave his medical education?
- c) What did he invent to earn some money? What was its use?
- d) How did he invent the telescope?
- e) What was his first space observation?

## GRAMMAR

**Q.6.** Rewrite the following sentences by correcting the punctuation and capitalization errors.

- a. yes the sahara desert is a lonely hot and dry place said faseeh
- b. hurrah the khans will invite us next year shouted akram with joy
- c. im going to plant an apple tree. it will be fun said hannan
- d. asif and his friends were having rice bread curry fried fish and noodles for lunch

**Q.7.** Fill in the blanks with articles, where necessary.

When Lubna got married she moved to \_\_\_\_ United States of America. Fifteen years later, she returned to Pakistan with her family and visited her brother, Essa. Lubna had two children, \_\_\_\_ boy and \_\_\_\_ girl, and Essa had two boys and \_\_\_\_ girl. Although \_\_\_\_ children had never met before, except through \_\_\_\_ e-mail, \_\_\_\_ two families had \_\_\_\_ great time together. \_\_\_\_ children played games and \_\_\_\_ elders talked about their life, trying to catch up on fifteen years' news and gossips.

**Q.8.** Fill the blanks in the following sentences with words formed by using the suffix 'ment', 'ness' or 'al' with one of these words, as appropriate: sign, treat, kind

- a. The employer showed his \_\_\_\_\_ by giving a big salary raise to all his employees.
- b. They were finally given the \_\_\_\_\_ to start the construction on the new bridge.
- c. He recovered fully after completing his \_\_\_\_\_.

**Q.9.** Fill the blanks in the following sentences with words formed by using the prefix 'un', 'in' or 'dis' with one of these words, as appropriate: complete, honest, healthy

- a. One of our neighbours lost his job because he was \_\_\_\_\_.
- b. We should avoid \_\_\_\_\_ food and exercise regularly so that we remain fit.
- c. Our work was still \_\_\_\_\_ when the bell rang.

**Q.10.** Change the following negative sentences into affirmative and the affirmative ones into negative.

- a. Did you give my message to your mother?
- b. I like riding a horse when I go to the beach.
- c. Aren't you coming to my sister's wedding?
- d. Turn right at the end of the road.
- e. They cannot cross this river without a boat.

**Q.11.** Change the voice of the following sentences.

- a. Algebra was taught to us by Sir Sadiq.
- b. Samina gave an impressive presentation.
- c. The task was done well by the class.
- d. They have written a letter.

**Q.12.** Complete the following second conditional sentences.

- a. If I became a doctor \_\_\_\_\_.
- b. Seema would be sad \_\_\_\_\_.
- c. If I have enough money \_\_\_\_\_.
- d. Javed could become a cricketer \_\_\_\_\_.

**Q.13.** Fill the following blanks with 'can' or 'could'.

I \_\_\_ speak Balochi quite well when I was a child, but now I \_\_\_ speak only Urdu. I read somewhere that a child \_\_\_ learn to speak five languages at a time; I wish I \_\_\_ do that now. However, I think I \_\_\_ manage to learn only one more language now. I wish one \_\_\_ learn five languages easily at the age of forty!



## WRITING

**Q.16.** Write an essay on any ONE of the following.

- a. Use of mobile phones
- b. Piles of garbage in populated areas
- c. An accident that I saw

**Q.17.** Write any ONE of the following.

- a. Write a letter to the editor of a newspaper complaining about the electricity shortage problems in your area.
- b. Write an application to your class teacher requesting for leave to look after your sick mother.