

Based on National Curriculum
of Pakistan 2022-23

Model Textbook of
English

9

National Book Foundation



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as
Federal Textbook Board, Islamabad



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National Curriculum Council
Ministry of Federal Education and Professional Training



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**Model Textbook of English
for Grade 9**



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Preface

Model Text Book of Grade 9: An Introduction to the structure and purposes.

This book is second book of the group of three textbooks (IX-XII) developed on a similar pattern and in accordance with **National Curriculum of Pakistan IX-XII (NCP) 2022-23**. This book is aimed to provide students of elementary grades with a range of activities to help them achieve students learning objectives of their appropriate age/grade. The book provides the students with a range of fiction and non-fiction texts which are acquired from both authentic sources as well as exclusively produced for this age group of Pakistan students. The selection/development of contents of books has been purposely carried out in the context of multilingual communities where English is treated as second or third language.

This unique arrangement of textual materials provide a platform where students can improve their reading, writing, speaking and listening skills. Themes of the selected texts are selected in accordance with list of themes provided in NCP across the wide range of genre indicated in NCP. The ethical concepts embedded in the texts will engage students to think and relate with real concerns of their lives and reflect upon their own personality development towards **a becoming** a responsible citizen. This book is designed to provide a wide range of readings with a **variety of local, national and international contexts** which will enable students to learn about their **identity** and connection to the world. The variety of activities will help them to make these connections and to think critically.

This book is structured in a way to provide in-depth **knowledge** and exposure to different types/genres of literary texts. Units are grouped together in a **section** with a specific theme like narratives, poetry or drama. Each section has set of activities towards the end to engage the students in high order thinking skills, critical evaluation, differentiate and extended activities all set in the backdrop of contextual needs. Each unit begins with a **pre-reading** activity and have **while reading** activities to keep students engaged in the reading and help them in comprehension of the text. Each unit has a range of questions based on different stages of **understanding and comprehension** and students will have to answer questions **based on reading for detail to reading for inferences** and ideas. Use of dictionary and pronunciation is taught through direct and indirect usages of dictionary sources.

There is strong focus of writing **activities** and for that, a range writing assignments are introduced which demand outcomes both as **independent** writers as well as in pairs/group work. The variety of writing assignments has been designed to expose students with different types of texts like **informational texts, expository text** and imaginative work of writing. Activities like **role-plays, debates, one-minute speech, drama and poetry recitals** are introduced to provide students with the opportunities of **listening and speaking** English. These activities are designed with special focus on listening and speaking for different audiences and different situations. The purpose of these activities is to provide backdrop to develop effective communication skills in English. The difficulty level of all activities is varied to cater for learning needs of students from multilingual backgrounds and multiple local/national context.

The targets of all planned activities can be achieved fully with an active support of teacher. Evidently all such activities shall require diligent effort of teacher to guide the students in appropriate manner as well as to provide them with continuous support. Activities requiring searching for additional information through library and/or online sources shall also need special assistance from teacher. This active support from the teacher shall help students to fully benefit from this purposely designed text book of English to acquire better English language skills.

Dr. Raja Mazhar Hameed

Managing Director

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UNIT 1



SDG-MILLENNIUM DEVELOPMENT GOALS (Well-being)

After completing this lesson, students will be able to:

- explore simple to complex ideas
- read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts
- examine the central idea of an informational text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text
- apply editing and proofreading skills to a range of different texts and contexts
- research for short projects to answer a question (including a self generated question) or solve a problem
- synthesize multiple sources on the subject
- demonstrate understanding of the subject under investigation while writing or presenting their assignment
- consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital
- find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology

Main Theme: SDG-Millennium Development Goals

Sub Theme: Well-being

Pre-Reading Questions

- ◆ Look at the tile of the Unit and predict about the content of the lesson.
- ◆ How can we live peacefully in the society?

“HAZRAT MUHAMMAD (ﷺ): A MERCY FOR ALL CREATION”

Hazrat Muhammad (ﷺ) is the most revered figure in the history of human civilization. His teachings and preaching are a beacon of light for humanity. He (ﷺ) epitomized justice and compassion, and he (ﷺ) was an advocate of knowledge. His message is still relevant in the present day, and its impact is far reaching. He (ﷺ) is a matchless role model for everyone because of his wisdom, kindness and generosity. The legacy he (ﷺ) left behind belongs to the world and is an example of the importance of educating people, working toward peace and well-being.

The mercy of the Hazrat Muhammad (ﷺ) was so comprehensive and inclusive that it encompassed animals and birds. The Quran narrates that the Hazrat Muhammad (ﷺ) was sent as Mercy for all the worlds (Quraān: 21:107) and he (ﷺ) confirmed this when he said: **“O people, verily I am only a gifted mercy.”** This mercy evidently dominated every aspect of his life (ﷺ) and was witnessed by all.

Many injunctions urging Muslims to show mercy to animals and birds are easily accessible in the books of Sunnah and the life of Hazrat Muhammad (ﷺ). The Sunnah (Prophetic traditions) recorded many occasions where this mercy reached its peak. For instance a woman was reportedly promised the hellfire because of her merciless behavior with a cat (Al-Bukhāri and Muslim), and a man had his sins forgiven because he quenched the thirst of a dog (Al-Bukhāri and Muslim).

These injunctions and commands are highly reflective as they arouse the expectations of how merciful he was to human beings, followers and non-followers alike, in the first place.

On an occasion, Anas ibn-e-Malik (رضي الله عنه) reported that he was walking with the Hazrat Muhammad (ﷺ) who was wearing a cloak with a very thick border. A nomad man approached the Hazrat Muhammad (ﷺ) and arrogantly took hold of the side of this cloak and drew it violently. Anas noticed that the violence of this grasp had left red marks on the neck of Messenger of Allah (ﷺ). Continuing his arrogance and showing his harsh behavior, the nomad said: “O Muhammad! Give me out of Allah's wealth that you possess.” As a response to this, the Messenger of Allah (ﷺ) turned to him and smiled and ordered

that he should be given something. (Al-Bukhāri and Muslim). This show his compassionate behaviour with even those, who teased and disturbed him.

Myriads of similar occasions indicate how Hazrat Muhammad (ﷺ) used to behave towards people who were bitterly against him. It was this lenient behavior that spurred people on embracing Islam and following Hazrat Muhammad (ﷺ). Had the Prophet (ﷺ) been cruel to them, people would have abandoned his religion; Allah, the Exalted, says: ***"It is out of Allah's mercy that you, O Prophet, have been lenient with them. Had you been cruel or hard-hearted, they would have certainly abandoned you."*** (Quran: 3: 159)

Hazrat Ayesha (رضي الله عنها) narrates that the Messenger of Allah, Hazrat Muhammad (ﷺ) said: Allah is Kind and He loves kindness, and confers upon kindness which He does not confer upon severity, and does not confer upon anything besides kindness. -(Muslim)

The Messenger of Allah (ﷺ) was even compassionate and kind towards the nonbelievers. The prisoners of war taken captive in the battle of Badr were amongst his bitter enemies. Nevertheless, he made sure that they were given the best of treatment.

The non-believers inflicted him with every kind of sufferings, eventually forcing him to migrate to Madinah, and then waged war on him. However, when he (ﷺ) conquered Makkah without bloodshed in the twenty-first year of his Prophethood, he (ﷺ) asked the Makkan nonbelievers who were awaiting his decision about them: ***"How do you expect me to treat you?"*** They responded unanimously: ***"You are a noble one, the son of a noble one."*** He (ﷺ) announced to them his decision: ***"You may go free! No reproach this day shall be on you; may Allah forgive you!"***

Hazrat Muhammad (ﷺ) was also very kind and affectionate towards women. Women were very badly treated in those times. The Noble Prophet (ﷺ) gave them honor and dignity at par with men in the community. Allah's Messenger (ﷺ) established women's rights in the light of commandments of Allah, which improved their position and status.

Allah's Messenger (ﷺ) was particularly compassionate towards children.

When he (ﷺ) saw a child crying, he (ﷺ) sat beside him or her and shared his or her feelings. He (ﷺ) would take children in his arms and embrace them. He (ﷺ) was once hugging his beloved grandsons, Hasan (رضي الله عنه) and Hussain (رضي الله عنه), when Aqrah bin Haabis told him, 'I have got ten children. So far, I have not kissed any of them.'

While Reading Questions

What was the demand of the nomad?

While Reading Questions

What is the important of kindness?

While Reading Questions

What is the status of women in Islam?

While Reading Questions

How did the Hazrat Muhammad (ﷺ) treated the children?

Allah's Messenger responded: "The one with no pity for others is not pitied." (Al-Bukhari and Muslim) According to another version, he (ﷺ) said: "What can I do for you if Allah has removed from you the feeling of compassion?" (At-Tirmidhi)

The Prophet (ﷺ) forbade his companions to keep the unintelligent creatures hungry or thirsty, to disturb or to overburden them. He (ﷺ) commended that kindness and putting them at ease are meritorious acts tending to bring man nearer to Allah.

While Reading Questions



How are animals to be treated?

Abu Hurairah (رضي الله عنه) reports Hazrat Muhammad (ﷺ) as saying: "A traveler who was thirsty saw a well in the way. He got inside the well and when he came out he saw a dog licking mud due to thirst. The man realized that the dog was as thirsty as him, so he got into the well again, filled his leather sock with water and carried it out holding it with his teeth. Thus, he quenched the thirst of the dog. Allah was pleased with this act of kindness and pardoned his sins."

Once on return from a military campaign, a few Companions (رضي الله عنهم) took away the chicks of a bird from their nest to stroke them. The mother bird came back and when it could not find its chicks in the nest, it began to fly around screeching. When informed of the matter, Allah's Messenger (ﷺ) became angry and ordered the chicks to be put back in the nest. (Abu Dawood).

While Reading Questions



How did the mother bird react when it could not find its chicks?

The love and compassion of Allah's Messenger (ﷺ) for all kinds of creatures was not of the kind claimed by today's 'humanists'. He (ﷺ) was sincere and balanced in his love and compassion.

He (ﷺ) was more compassionate than any other person.

He (ﷺ) was a Prophet raised by Allah, the Creator and Sustainer of all beings, for the guidance and happiness of conscious beings and the harmony of existence. Therefore, he (ﷺ) lived not for himself but for others; he (ﷺ) is an epitome of mercy for all the worlds.

ADAPTED FROM THE ARTICLE "HAZRAT MUHAMMAD (ﷺ): A MERCY FOR ALL CREATION" BY ISLAM WEB.



Post-Reading Questions

How can we instill the values of well-being, patience, tolerance, and mutual respect in our society?

Teacher's Point



- It is our duty as educators to instill the values of well-being, patience, tolerance, and mutual respect in our students and make sure that these great teachings of Hazrat Muhammad (ﷺ) are passed on to future generations.



Glossary

Words	Meanings
mercy	a kind or forgiving attitude towards somebody that you have the power to harm or right to punish
beacon	a light that is placed somewhere to guide vehicles and warn them of danger
revered	to admire and respect somebody very much
epitomized	to be a perfect example of something
legacy	something is given inheritance
compassion	a strong feeling of sympathy for people or animals who are suffering and a desire to help them
inclusive	to add or include everything, all encompassing
encompassed	to include a large number or range of things
urge	to advise or try hard to persuade somebody to do something
quenched	to drink so that one is no longer feel thirsty
abandoned	to leave alone
witness	to see something or a person who sees something.
reproach	to blame or criticize someone for something
commandments	an order or a law given by Allah
meritorious	praiseworthy or deserve praise.
pardoned	to forgive
screeching	to cry, to scream restlessly



Reading and Critical Thinking

A. Answer the following questions.

- Q 1. What does the Holy Quran narrate about mercy?
- Q 2. How did Prophet Muhammad (ﷺ) treat the nonbelievers after the conquest of Makkah?
- Q 3. Hazrat Muhammad (ﷺ) is a “Mercy for all”, explain.
- Q 4. Narrate an example of kindness to animals from the life of Hazrat Muhammad (ﷺ).
- Q 5. What reward did the traveler get on quenching the thirst of the dog?
- Q 6. How should we treat animals?
- Q 7. What lesson do you get from the life of Hazrat Muhammad (ﷺ) and also narrate its significance in the present age?

B. Choose the correct option.

1. The preaching of the Hazrat Muhammad (ﷺ) is a beacon of light for humanity. The underlined phrase means _____
- A light for guidance for humanity.
 - A light for warning
 - A light for guidance for Muslims only
 - A light to show path
2. Hazrat Muhammad (ﷺ) is an epitome of mercy for all the worlds. The underlined word means _____
- principle
 - embodiment
 - example
 - light
3. The mother bird started _____ when her chicks were taken away from nest.
- flying
 - searching
 - screeching
 - chirping
4. Hazrat Muhammad (ﷺ) conquered Makkah during _____ year of His Prophethood (Nabuwat).
- 21st
 - 22nd
 - 25th
 - 27th
5. “The one with no _____ for others is not pitied”.
- care
 - worry
 - patience
 - pity



Oral Communication

Pair Work

Work in pairs and share an act of kindness that you have extended to someone recently.

Group Work

Discuss in groups and devise some strategies as to how you can take care of birds/animals in your locality especially during severe weather.



Vocabulary and Grammar

Q 1. Find the synonyms of the following words by using a thesaurus and also identify the parts of speech they belong to.

- i. Cloak ii. Verily iii. Lenient iv. Licking v. Sustainer
vi. Harmony vii. Campaign

Q 2. Consult a dictionary or an online source for finding out the pronunciation of the following words.

- i. Myriads ii. Military iii. Epitomize iv. Legacy v. Pardon
vi. Quench viii. Claim

Adjective

A word which qualifies or modifies a noun or a pronoun; as in a 'red hat' or 'a quick fox'. They can be used to complement the verbs 'to be' or 'to seem' ('Sue seems happy today').

NOTE: Adjectives are sometimes formed from nouns or verbs by the addition of a suffix such as '-able' (lovable), '-ful' (heedful), '-ic' (heroic), '-ish' (foolish), '-ive' (combative), '-ous' (famous), or '-y' (needy).

Exercise

Q 1. Form adjectives from the following nouns:

- i. duty ii. ice iii. peace iv. beauty

Q 2. Read the given sentences below and circle the adjectives.

- i. The homeless beggar hasn't eaten in days.
- ii. The fox is a sly animal.
- iii. Mary had a little lamb.
- iv. The selfish giant didn't allow the children to enter his garden.
- v. The foolish dog barked at its reflection and lost its food.

Conditional Sentences

Zero conditional

The zero conditional is used to narrate things that are generally true, especially for laws and rules.

The structure is: *if/when* + present simple + present simple.

- *If I drink too much coffee, I can't sleep at night.*
- *Ice melts if you heat it.*
- *When the sun goes down, it gets dark.*

Conditional: Type-I (Open condition)

Formation: If + Present Simple, + will/shall/can /may/must + 1st Form of Verb.

Use: The first conditional is for future actions dependent on the result of another future action or event, where there is a reasonable possibility of the conditions for the action being satisfied.

eg: If he gets here soon, I'll speak to him about it. (The speaker believes that there is a reasonable or good chance of seeing him.)

Q 3. Complete the sentences using the verbs in brackets.

- i. If it _____ (rain) tomorrow, we will cancel the picnic.
- ii. If I _____ (finish) work early, I will go to the cinema.
- iii. She will fail the exam if she _____ (not study) tonight.
- iv. If he _____ (eat) too much ice cream, he will get a stomachache.
- v. They will come to the party if they _____ (get) an invitation.

d. Circle the correct verb form or write it in the blank.

- i. Ahmed wondered where he _____ his keys. (leaves, left, has left, had left).
- ii. He believes he _____ them. (lost, has lost, have lost, had lost).
- iii. The receptionist told the interviewer that the applicant _____. (has arrived, have arrived, had arrived, will arrive) .
- iv. The interviewer says that she _____ for an hour. (waits, has waited, has been waiting, had waited)
- v. I felt _____ after the meal. (satisfy, satisfied, satisfying, am satisfied).

For the Teacher

- Help the students identify adjectives and Conditional type-I
- Demonstrate the use of tenses.
- Guide the students about important points in paragraph writing.



Writing

- Q 1. Write a paragraph on the topic “Mercy of Hazrat Muhammad (ﷺ)” by using specific words and details from the text?
- Q 2. Analyze the text and write at least five main points on mercy for all?
- Q 3. Discuss interfaith harmony keeping in view the current world scenario and write a paragraph of 100-150 words?

Proofreading

Proofreading is the careful reading of a text for errors in grammar, spelling, and punctuation. Proofreading is the last stage of the writing process, occurring after revision.

Why to proofread?

Mistakes in an essay distract the reader from the content of the essay and make an unprofessional impression on the reader. Always try to make reading your work a pleasure.

Teacher's Point



Non Muslim students must be given liberty to express their views and teacher must mediate to bring a harmony among students of inter faith.

Guide the students about proof reading technique.

1. Proofread in a quiet place without distractions.
2. For out-of-class essays, do not try to proofread immediately after writing or revising an essay, set it aside for a few hours or a day. You will identify more errors if you give yourself time to “forget” what you wrote.
3. Proofread slowly. If you hurry, you will end up reading groups of words rather than individual ones, and you will miss errors.
4. Read your essay out loud. Your ears will hear errors that your eyes miss. This will also force you to consider each word and slow down the reading process for better results. Again, be sure to proofread slowly.

Proofreading Exercise

Here are three short paragraphs. Find the mistakes (mostly punctuation and spelling; about 10 mistakes per paragraph) and rewrite the paragraph.

Paragraph #1

did you no that bats are mammals. we no they are mammals just like us because they are warm-blooded they are the only mammals that no how to fly bats are Nocturnal, which means they sleep during the day and are awake at night?

Paragraph #2

bes are intresting animals. A honey be can fly at a speed of 15 miles per hour a hive of honey bees has about 40,000 bees in it? the honey bee has five eyes! a worker bee will mak 1/12th of a teaspoon of honey over it's lifetime? Bees have been making honey for about 150 million years.

Paragraph #3

did you know that a person can live without food for more than a hole month a person can only live four about won week without water we need water more then we need food. About 97% of earths water is in the oceans. Just 3 % of the earths water can be used four drinking.

Approximately 75% of the worlds fresh water is frozen in the north and south polar ice caps.

Precis Writing

- A précis is a short summary. It is not a paraphrase, which merely says in

different and simpler words exactly what the passage being paraphrased has to say. A paraphrase may be as long as the passage itself. A précis rarely is more than one-third the length of the original selection and may be only one-fourth as long.

- A précis gives only the "heart" of a passage. It omits repetition and such details as examples, illustrations, and adjectives unless they are of unusual importance.
- A précis is written entirely in the words of the person writing it, not in the words of the original selection. Avoid the temptation to lift long phrases and whole sentences from the original.
- A précis is written from the point of view of the author whose work is being summarized. Do not begin with such expressions as "This author says" or "The paragraph means." Begin as though you were summarizing your own writing.

In writing a précis proceed as follows:

1. Read carefully, sentence by sentence, the passage to be summarized. Try to grasp the writer's main point. Spotting the topic sentence will help. Look up in the dictionary any words whose meaning is not absolutely clear. As you read, take brief notes to be used in your writing.
2. When you have finally decided what the author's main point is, write it out in your own words. Do not use the wording of the original except for certain key words which you may find indispensable. If you cannot translate the idea into language of your own, you do not understand them very well. Be especially careful not to rely too much on the topic sentence. Do not add any opinions or ideas of your own.
3. Revise your writing until you are sure that you have given an accurate summary.
4. Usually you will find your précis is too long, if it is more than one-third the length of the original. Continue your revision until you have reduced the précis to the proper length. In this careful revision lies the principal value of the précis as a composition exercise.

UNIT 2

The Art of Muslim Women's Entrepreneurship

by Zaynab Abdi

After completing this lesson, students will be able to:

- respond to text through discussion, short stories and plays
- ask and answer simple and higher-order questions to guide/assess reading (e.g., why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)
- give an informed personal and analytical response to a descriptive and informative text
- reading to analyse descriptive/argumentative essays
- give an informed personal and analytical response to a descriptive and informative text
- reading to analyse descriptive/argumentative essays
- 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 understanding of figurative language, word relationships, and nuances in word meanings;
 - a. interpret figures of speech (e.g., euphemism, oxymoron) in context and analyse their role in the text
 - b. analyse nuances in the meaning of words with similar denotations

Main Theme: Entrepreneurship

Sub Theme:

- Entrepreneurship-Role in a society.
- Success stories of entrepreneurs
- women empowerment

Pre-Reading Questions

What do you already know or assume about Muslim women's entrepreneurship?

Are you familiar with any historical examples of successful women in business, especially from the Muslim community?

What are your expectations regarding the challenges Muslim women might face in starting and running their businesses?

The Art of Muslim Women's Entrepreneurship

by Zaynab Abdi

The Art of Muslim Women's Entrepreneurship by Zaynab Abdi

When I think about women in business, I always go back to the Muslim leader Hazrat Khadija (رضي الله عنها). She was the first wife of Hazrat Muhammad (صلى الله عليه وآله وسلم) as well as a successful businesswoman who controlled one of the most important caravan trades in her time. She was knowledgeable, respected, and business-savvy.

Although there were many obstacles for women business owners during that time, Hazrat Khadija (رضي الله عنها) shows us that achieving financial independence and self-sustenance is a real possibility.

Today, Muslim women all around the world are starting their own businesses. We see it at the Karmel Mall, where many of these women are not considered "legitimate" business owners, but they bring their own business acumen, ambitions, and successes that we can learn from. As female entrepreneurship grows, it's important to appreciate the achievements of our own community in business ownership, financial independence, and beyond.

Since I was very young I dreamed of owning my own business. Watching so many Somali women back home in Yemen and in the U.S start businesses and succeed motivated me to consider starting my own. But the question was: how?

I was so excited to plan and host one of Reviving Sisterhood's Economic Empowerment events for Muslim women, where the topic was How to Start a Business. As I thought about my business idea, I came to the session with lots of questions. What are the first steps to opening

<https://www.revivingsisterhood.org/expressions/zaynab-abdi-entrepreneurship>

While Reading Questions:



How did Hazrat Khadija (رضي الله عنها) inspire the author in the context of women in business?
What obstacles did Hazrat Khadija (رضي الله عنها) face during her time as a businesswoman?

a small business? How will you know when you're successful? How do you manage failure?

The event speakers offered so much experience, advice, and wisdom.

Anisa Haji started her own business fighting the skin-lightening industry, where dark-skinned women are always told that they aren't beautiful unless they're "Fair & Lovely." Anisa's skincare products are aimed at caring for melanated skin and inspiring Black and Brown women to appreciate their natural beauty.

Annie Qaiser's story is another example of passion guiding entrepreneurship. Her business is about embracing her South Asian heritage and its healing traditions in order to create natural wellness products. I loved learning about Anisa's and Annie's businesses. To see their creativity and their business outcomes was so impressive. And sisters who attended the event were adding their experiences, giving advice, and asking questions along the way.

One of the things that Anisa said was: "Remember what motivates you to start a business." What is the spark that pushes you toward entrepreneurship, and what is your end goal? These questions are important in keeping business owners aligned with their intentions. Although we want to earn money and become financially successful, what often motivates an entrepreneur most is a personal mission or passion.

Especially for Muslim women business owners, community, awareness, changing narratives, or giving back may be just as important as profit. And that is what I call the art of entrepreneurship.

I had to ask myself, beyond starting a business, what do I really want to accomplish? What are my entrepreneurial goals and dreams? I realized that I am most interested in getting my own food truck so I can cook Yemeni food in Minnesota and introduce my Yemeni culture to my fellow Minnesotans. The thing that motivates me is my love for sharing a meal and connecting with people. I love cooking for others and building community over a warm meal, and I want to do that through this business. My next step after this event is to talk to owners of restaurants or food trucks so I can learn more about their journeys and the steps that I need to take to start my business. I am planning to find a small group of people from the office that I can cook for from my home and get feedback before starting big.

I encourage every Muslim woman to think about how their passions and their talents align and how they can turn that into a business.

We've been taught that a business market is a competitive place that we should stay away from, but there are so many examples from our own communities that show us the possibilities of overcoming business challenges.

We see women entrepreneurs develop a sustainable income from another source where they can help their family and their community. We need to follow the lead of these women and start our own businesses. Even if your business starts small or experiences failure, you are still uplifting yourself and your family financially, and you are becoming the next example of an entrepreneur for the next generation.

While Reading Questions



What motivates the author to consider starting her own business?

Who are Anisa Haji and Annie Qaiser, and what are their respective businesses focused on?

What does Anisa emphasize about motivation in entrepreneurship, and why is it significant?

While Reading Questions



How does the author plan to align her passion for cooking Yemeni food with her entrepreneurial goals?

What message or advice does the author offer to Muslim women regarding entrepreneurship and community?

About the Writer

As Leadership Development Coordinator, Zaynab Abdi supports Reviving Sisterhood's leadership programming and helped develop Economic Empowerment series to increase financial literacy and build wealth among Muslim women. She is also an advocate for girls' education and spoke at the United Nations about the importance of educating girls in countries where they are disadvantaged.



<https://www.revivingsisterhood.org/expressions/zaynab-abdi-entrepreneurship>



Post-Reading Questions

- Reflect on the idea that motivation in entrepreneurship often stems from personal mission or passion. What motivates you personally, and how could it relate to your own entrepreneurial aspirations?
- Consider the notion of the "Art of Entrepreneurship" as discussed by the author. What do you think this means, and how does it apply to the examples provided in the text?



Glossary

Words	Pronunciations	Meanings
entrepreneurship	/ˌɒn.tre.prəˈnɜː.ʃɪp/	the activity of setting up and running a business, typically with a creative or innovative idea.
businesswoman	/ˈbɪz.nɪsˌwʊm.ən/	a woman who is actively engaged in managing and operating her own business.
caravan	/ˈkær.ə.væn/	a group of travelers, especially merchants or pilgrims, journeying together for safety and mutual support.
financial independence	/faɪˈnæns.jəl/ /ˌɪn.drɪˈpen.dəns/	the ability to support oneself financially without relying on others for income or financial assistance.
acumen	/ˈæk.jə.mən/	the ability to make good judgments and quick decisions, typically in a specific area, such as business.
ambitions	/æmˈbɪʃ.ən/	strong desires or aspirations to achieve specific goals or objectives.
empowerment	/ɪmˈpaʊə.mənt/	the process of giving individuals or groups the authority and means to make decisions and take control of their own lives.

skincare products	/ˈskɪn,keə/ prɒd.ʌkt/	products designed and used for maintaining or improving the condition of the skin, such as creams, lotions, and cleansers.
south Asian heritage	/saʊθ/ /ˈæf.ri.kən/ /ˈher.i.tɪdʒ/	cultural and historical traditions, customs, and values associated with the region of South Asia, which includes countries like India, Pakistan, and Bangladesh.
wellness products	/ˈwel.nəs/ prɒd.ʌkt/	products intended to promote physical and mental well-being, often through natural or holistic means.
community	/kəˈmjʊ.nə.ti/	a group of people living in the same area or sharing common interests, often providing support and a sense of belonging.
narratives	/ˈnær.ə.tɪv/	stories or accounts that describe events, experiences, or a series of connected events.
passion	/ˈpæʃ.ən/	a strong and intense enthusiasm or interest in something, often driving one's actions and choices.
food truck	/fuːd/ /trʌk/	a mobile restaurant on wheels that serves and sells food to customers at various locations.
yemeni culture	/ˈjem.ə.ni/ /ˈkʌl.tʃər/	the customs, traditions, and way of life associated with the people of Yemen, a country in the Middle East.
restaurant	/ˈres.tər.ɒnt/	an establishment where meals are prepared and served to customers in exchange for money.
competitive	/kəmˈpet.ɪ.tɪv/	involving or characterized by rivalry or the pursuit of success in a challenging environment.
sustainable income	/səˈsteɪ.nə.bəl/ /ˈɪŋ.kʌm/	earnings or financial resources that can be maintained over time without significant depletion or harm to resources.
uplifting	/ʌpˈlɪf.tɪŋ/	positively influencing or improving one's own situation or the situation of others, often in terms of financial or emotional well-being.



Reading and Critical Thinking

- Q 1. Who is Hazrat Khadija (ﷺ) and what role did she play in business during her time?
- Q 2. What motivates the author, Zaynab Abdi, to consider starting her own business?
- Q 3. How did Anisa Haji and Annie Qaiser contribute to entrepreneurship, and what were their businesses focused on?

- Q 4. According to Anisa, what is important for entrepreneurs to remember when starting a business?
- Q 5. What is Zaynab Abdi's personal entrepreneurial goal, and how does it reflect her passion?
- Q 6. How does the author encourage Muslim women to approach entrepreneurship in the text?
- Q 7. Why does the author believe it's essential for Muslim women to start their own businesses, even if they start small or face failures?
- Q 8. How do the stories of Anisa Haji and Annie Qaiser challenge stereotypes or cultural norms about beauty and wellness?
- Q 9. What are some key takeaways from the text that you find inspiring or insightful for aspiring entrepreneurs, especially Muslim women?
- Q 10. Can you identify any additional questions or areas of interest that arose for you as you read the text?



Oral Communication

1. Group Discussion

- Discuss the topic "Entrepreneurial Motivation" or "Role Models in Business" in groups following the conventions of group discussion as guided by the teacher.

Instructions for Teachers

- Divide participants into small groups.
- Assign each group a specific topic from the text, such as "Entrepreneurial Motivation" or "Role Models in Business."
- Have each group discuss their assigned topic, summarizing key points and sharing their own thoughts and experiences related to it.
- Encourage active participation and the use of clear, concise language.

2. Role-Playing

- Take up different entrepreneur roles with the guidance of teacher and practice effective communication in business contexts. Discuss and choose scenarios for the particular role you choose.

Instructions for Teachers

- Create scenarios related to entrepreneurship and business ownership based on the text.
- Assign participants different roles, such as an aspiring entrepreneur, a mentor, or an investor.
- Have participants engage in role-play conversations where they discuss business ideas, seek advice, or negotiate partnerships.
- This activity helps participants practice effective communication in business contexts.

3. Interview Activity

- Conduct a mock interview of a successful Business Woman (role played by a

student) about her career's strengths and weaknesses with a pre crafted set of questions.

Instructions for Teachers

- Pair participants and assign one person as the interviewer and the other as the interviewee.
- The interviewee should take on the role of one of the entrepreneurs mentioned in the text (e.g., Anisa Haji or Annie Qaiser).
- The interviewer asks questions related to the entrepreneur's journey and business, and the interviewee responds in character.



Vocabulary and Grammar

A hyphen (-) joins two words to have one meaning. Use hyphens in writing as compound nouns, verbs, and adjectives. For example: Not-so-pretty, Run-down, Editor-in-chief, Up-to-date, Bell-like, Fifty-one, Anti-nuclear.

Exercise 1: Hyphen Use

Q 1. Identify whether the following sentences require hyphens or not. If they do, place the hyphen(s) in the correct position.

- She is a well known author.
- The two year old toddler is very energetic.
- His computer skills are top notch.
- I bought a brand new car yesterday.
- The restaurant offers gluten free options.

Exercise 2: Hyphenated Nouns and Adjectives

Q 2. Fill in the blanks with the correct hyphenated nouns or adjectives:

- The _____ was decorated for the holiday season.
- My _____ is full of childhood memories.
- We attended a _____ conference on technology.
- She's a _____ writer known for her suspense novels.
- The school organized a _____ for charity.

Exercise 3: Words Ending in "-ough"

Q 3. Complete each sentence with the correct word ending in "-ough" from the given options:

- The weather outside is very _____ today. (rough/tough)
- I can't believe you ate the whole pizza! You have a big _____. (enough)
- The boat sailed smoothly through the _____ water. (plough)
- We'll need to work _____ this problem together. (through)
- He's trying to _____ the difficult math equation. (bough)

Exercise 4: Creating Hyphenated Phrases

Q 4. Create hyphenated phrases using the word "high" in different contexts. For example: "high-pitched."

- A _____ mountain
- A _____ school
- A _____ jump
- A _____ tide
- A _____ five

Exercise 5: Hyphen Use in Compound Adjectives

Q 5. Rewrite the following sentences, adding hyphens to create compound adjectives where needed:

- She is a woman of twenty years old.
- They live in a small sized house.
- The project requires a lot of time consuming research.
- He has a part time job and a full time commitment.
- The story was set in the late evening hours.

Denotative Meanings

Denotation is the literal meaning of a word. **It's the definition you would find in the dictionary.** For example, if you were to look up the word "proud" in the dictionary, a typical entry would read, "having or showing self-respect or self-esteem" That's the denotation of the word.

Connotative Meanings

Connotation refers to the emotions or ideas that you think of when you read or hear a word. Take the word "proud" again. While it has a clear-cut denotation, the word can have different connotations for different people. If you hear the word proud, you might associate it with negative meanings, such as egotistical, show-off, etc. It could also have positive connotations, such as self-confidence, talent, etc.

Exercise 6: Identifying Connotative and Denotative Meanings

Q 6. For each word, identify whether it has a connotative or denotative meaning.

1. snake

2. home

3. mansion

4. slim

5. skinny

6. house

7. cottage

8. childish

9. childlike

10. houseful

Exercise 7: Connotative vs. Denotative Sentence Creation

Q 7. Create two sentences for each of the following words: one using the denotative meaning and one using the connotative meaning.

1. fire

2. student

3. rich

4. patriot

5. queen

Exercise 8: Choosing Words for Tone

Q 8. Given different writing contexts, choose appropriate words with either similar or dissimilar denotations to convey specific tones. For example, select words to convey a formal, informal, positive, or negative tone.

- ÿ Create an informal social media post about a recent achievement.
- ÿ Write a negative critique of a restaurant experience.
- ÿ Draft a neutral email to a colleague about a work-related matter.

Exercise 9: Exploring Similar Denotations

- ÿ Choose two words with similar denotations and use them in sentences where their connotations differ.
- ÿ Discuss the impact on the overall tone or message of the sentences.

Exercise 10: Exploring Dissimilar Denotations

- ÿ Choose two words with dissimilar denotations and use them in sentences where their connotations align.

Explain how the connotations of these words can still create a cohesive meaning.

Literary Devices

A **euphemism** is a mild or indirect word or expression substituted for one considered to be too harsh or blunt when referring to something **distasteful**, inappropriate. Examples of common euphemisms include saying something like *passed away* instead of *died* or saying *We have to let you go* instead of *You're fired!* or *unpleasant*.

An **oxymoron** is the combination of **opposite** or extremely dissimilar words into a single phrase. *Deafening silence*, *alone together*, and *definitely maybe* are all examples of common oxymorons.

Exercise 11: Analyzing Nuances in Word Meanings

Nuance is the sensibility to, awareness of, or ability to express delicate shadings (as of meaning, feeling, or value)

Examine the following pairs of words with similar denotations. Explain the nuances that make them different in meaning. Use each word in a sentence to demonstrate their distinctions.

1. Furlous vs. Enraged

Nuances: _____

Sentence (Furious): _____

Sentence (Enraged): _____

2. Slim vs. Slender

Nuances: _____

Sentence (Slim): _____

Sentence (Slender): _____

3. Polite vs. Courteous

Nuances: _____

Sentence (Polite): _____

Sentence (Courteous): _____

4. Sincere vs. Genuine

Nuances: _____

Sentence (Sincere): _____

Sentence (Genuine): _____

Exercise 12: Creating Figures of Speech

Provide students with a list of common objects or concepts (e.g., love, time, silence). Ask them to create original sentences using various figures of speech (e.g., simile, metaphor, personification) to describe these objects or concepts. Encourage them to consider the role of these figures of speech in adding depth to their descriptions.

Exercise 13: Synonyms vs. Nuances

Provide a list of synonyms (e.g., happy, joyful, delighted) and ask students to explain the nuanced differences between these words. Then, have them write sentences demonstrating the appropriate use of each synonym in different contexts.

Learning Figures of Speech in Context

Read the given text and attempt the exercises based on context.

The Dance of Contradiction

In a quaint little village nestled amidst rolling hills, there lived a woman named Eleanor. Eleanor was, by all accounts, an intriguing character. Her presence was like a gentle thunderstorm on a sunny day, a contradiction that the villagers could never quite fathom.

Eleanor's home was an old, dilapidated cottage, charming in its decay. Inside, the furniture was mismatched, each piece telling a different story. The dining table, although worn, hosted lively conversations where laughter echoed like a melancholic melody. In her garden, she tended to roses with thorns as sharp as a mother's love and petals as soft as a whispered secret.

Her attire was equally perplexing. Eleanor often donned dresses that seemed both out of fashion and yet somehow timeless. Her choice of words was equally enigmatic. She had a knack for saying the most uncomfortable truths in the gentlest way, using euphemisms that could make even the harshest realities seem like tender caresses.

One sunny afternoon, as Eleanor strolled through the village, a curious young boy approached her. "Miss Eleanor," he inquired, "why do you wear such old-fashioned dresses and live in that ancient cottage?"

Eleanor smiled, her eyes twinkling with mischief. "My dear," she replied, "these dresses and

this cottage are like forgotten stories waiting to be rediscovered.”

The boy was impressed with her reply. He couldn't help but be enchanted by the contradictions that defined Eleanor's existence.

And so, the village came to embrace the peculiar charm of Eleanor. She taught them that sometimes, it is in the contradictions and nuances of existence that the true beauty of the world can be found, much like the gentle thunderstorm on a sunny day.

Identifying Figures of Speech

Read the text carefully and identify instances of nuances, euphemism, and oxymoron.

For each example found, explain its meaning and impact on the text.

Nuances in Word Choices

Examine the words used in the text and discuss how they contribute to the nuances of the character and setting. For example, how do words like "quaint," "gentle thunderstorm," "mismatched," and "charming in its decay" create nuanced descriptions?

Euphemism Exploration

- List the euphemisms found in the text (e.g., "forgotten stories waiting to be rediscovered"). Discuss the original, less gentle meanings behind these euphemisms.
- Create a list of euphemisms that could replace harsh or direct phrases (e.g., "passed away" instead of "died"). Discuss the importance of euphemism in communication.

Oxymoronic Phrases

Identify oxymoronic phrases in the text (e.g., "gentle thunderstorm," "sharp as a mother's love").

Discuss how these phrases juxtapose contradictory elements and contribute to the characterization of Eleanor.

Writing with Figures of Speech

- Encourage students to write their own short paragraphs or stories that incorporate nuances, euphemism, and oxymoron to create vivid and thought-provoking descriptions.
- Have them explain the intended effect of the figures of speech in their writing.

Discussion and Analysis

In small groups or as a class, engage in a discussion about the significance of figures of speech in literature and everyday language.

Encourage students to share their interpretations of the text and how figures of speech enhance their understanding.



Writing

Guided Activity

Follow the steps of the process approach (brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking) to plan for writing a paragraph on: **Success Story of a Lady Entrepreneur.**

A simple text-based graphic organizer outlining key points on the topic "Success Story of a Lady Entrepreneur":

Introduction: Name of the Entrepreneur, Brief Overview of Her Business

Early Life and Background: Family Background, Education and Early Influence, Initial Career Experiences

Business Ventures: Company, Founding Year, Key Products/Service, Milestones and Achievements

Challenges Faced: Obstacles in Entrepreneurial Journey, How She Overcame Challenges

Achievements and Impact: Major Accomplishments, Influence on Industry or Community

Personal Qualities and Skills: Traits That Contributed to Success, Leadership, Innovation, Resilience, etc.

Conclusion: Summary of Her Success Story, Inspiring Takeaways



Creative Writing

Write Success Story of a Role Model following the graphic organizer mentioned above.

Teacher's Point



This graphic organizer provides a structured framework for discussing the success story of a lady entrepreneur, covering her background, business ventures, challenges, achievements, personal qualities, and impact. You can use this as a guide to organize information and create a more detailed narrative or presentation.

UNIT 3

Modern World and Age of Digital Globalization

After completing this lesson, students will be able to:

- demonstrate attentive listening skills to respond orally with standard pronunciation
- discuss how authors use language, including figurative language, considering the impact on the reader. Discuss their own reading critically
- examine the mechanics of developing a book review report write a book review report
- use paraphrasing skills to paraphrase a poem
- acquire and use appropriate words and phrases for reading, writing, speaking, and listening; independently gather vocabulary when considering a word or phrase important for comprehension or expression
- use all types of tenses correctly in speech and writing. Use gerunds, infinitives, and participles. Use the aspect of time correctly in speech and writing

Main Theme: Digital Globalization

Sub Theme:

- Impact of digital globalization on the English Language, Impact on culture and economy,
- MOOC (Massive Open Online Courses), Twitter/ LinkedIn

Pre-Reading Questions

1. Have you heard the term globalization? What do you think it means?
2. When did globalization begin and how?

Globalization is the process through which ideas, knowledge, information, goods and services spread around the world. In business, the term is used in an economic context. It describes integrated economies marked by free trade, free flow of capital amongst countries and easy access to foreign resources, including labour markets. It maximizes returns and benefits for the common good of all people.

Globalization is driven by the convergence of cultural and economic systems. This convergence promotes, and in some cases necessitates increased interaction, integration and interdependence among nations. The more countries and regions of the world become intertwined politically, culturally, and economically, the more globalized the world becomes.

Money, products, materials, information, and people are flowing swiftly across national boundaries today more than ever. Advances in technology have enabled and accelerated this flow and thus are resulting in increased international interactions and dependencies. These technological advances are especially visible in transportation and telecommunications.

The recent technological changes have played a vital role in globalization. The internet has increased the sharing and flow of information and knowledge, access to ideas and exchange of cultures among different Nations. It has contributed to closing the digital divide between developed and developing countries. The introduction of 4G and 5G technologies has

While Reading Questions



- How can we make the world more globalized?
- What do you know about technological changes in the world?

dramatically increased the speed and responsiveness of mobile and wireless networks.

Globalization changes the way nations, businesses, and people interact. Specifically, it changes the nature of economic activity among nations by expanding trade, opening global supply chains and providing access to natural resources and labour markets. Resultantly trade, financial exchange and interaction occur among nations and also promotes the cultural exchange of ideas. It removes the barriers set by geographic political boundaries and political economies.

Media is one of the major contributors to digital globalization which refers to different means of communication like radio, television, internet, etc. Mass media is a section of the media determined to reach a greater audience. Most globalization theorists believe that media has played an important role in the acceleration of globalization. The increase in the importance of economic, cultural, and technological integration between countries, has a great impact on our society's personal lives. Globalization has a great influence on the media and further its impact on us. The most visible effect of globalization is widespread communication. The introduction of newspapers, magazines, the internet, and TV has immensely helped to spread information and has helped people to come together from all over the world. role of internet in the media globalization.

While Reading Questions



Does media play any role in expanding the impact of globalization?

The internet has done a revolution to the impact of globalization in the media. The contribution of the internet in the role of media has changed over the past few years and has increased distinctively. In society, digital media is intensely transforming consumer behavior and traditional media business models. Be it at school work or home everybody has access to the internet these days. People especially students are heavily active on social networks like Facebook and LinkedIn. In fact, these social networks sometimes bring integrity and help people stay connected. It acts as a platform to society for better connectivity and hence being aware or updating themselves regarding what is happening around them.

The many types of exchanges that globalization facilitates can have both positive and negative effects. For instance, the exchange of people and goods across borders can bring fresh ideas and help businesses. However, this movement can also heighten the spread of pandemics and promote ideas that might destabilize political economies.

The term *globalization* as it's used today came to prominence in the 1980s, reflecting several technological advancements that increased international interactions. IBM's introduction of the personal computer in 1981 and the subsequent evolution of the modern internet are two examples of technology that helped drive international communication, commerce, and globalization.

There are two types of globalization. In **Economic globalization** the focus is on the

integration of international financial markets and the coordination of financial exchange. Free trade agreements, such as the North American Free Trade Agreement and the Trans-Pacific Partnership are examples of economic globalization. Multinational corporations, which operate in two or more countries, play a large role in economic globalization. **Cultural globalization**, on the other hand, focuses in a large part on the technological and societal factors that are causing cultures to converge. These include increased ease of communication, the pervasiveness of social media and access to faster and better transportation.



The effects of globalization can be felt locally and globally, touching the lives of individuals as well as the broader societies in many ways:

While Reading Questions

What are the effects of globalization and how it effects your life?

- **Individuals:** Here, a variety of international influences affect ordinary people. Globalization affects their access to goods, the prices they pay and their ability to travel to or even move to other countries.
- **Communities:** This level encompasses the impact of globalization on local or regional organizations, businesses and economies. It affects who lives in communities, where they work, who they work for, their ability to move out of their community and into another country, amongst other things. Globalization also changes the way local cultures develop within communities.
- **Institutions:** Multinational corporations, national governments and other organizations such as colleges and universities are all affected by their country's approach to and acceptance of the phenomenon of globalization. Globalization affects the ability of companies to grow and expand, a university's ability to diversify and grow its student body and a government's ability to pursue specific economic policies.

To conclude, globalization is a long-standing trend that is in the process of changing and possibly slowing. There are advantages and disadvantages of open borders and free trade that globalization promotes. In a modern, post-pandemic world, individuals, businesses, and countries must consider both pros and cons of globalization.

By : Ben Lutkevich, Technical Features Writer

<https://www.techtarget.com/searchcio/definition/globalization>



Post-Reading Questions

- What do you think are the advantages of globalization in terms of economic development?
- How would your life be different if globalization hadn't happened?



Glossary

Words	Pronunciations	Meanings
integration	ˌɪntɪˈɡreɪʃən	a process of combining different parts or elements into a unified whole
interdependence	ˌɪntəˈdɛpəndəns	mutual reliance or reliance of one thing on another
dependencies	dɪˈpɛndənsɪz	factors that rely on or are influenced by something else
convergence	kənˈvɜːdʒəns	act of coming together or meeting at a common point
necessitates	nɪˈsɛsɪtɛɪtɪz	requires or makes something necessary
intertwined	ˌɪntəˈtwænd	interconnected or closely linked
swiftly	ˈswɪftli	quickly
logistics	ləʊˈdʒɪstɪks	detailed coordination and organization of a complex operation
constraints	kənˈstreɪnts	limitations or restrictions that hinder or control a situation
barriers	ˈbæriəz	obstacles that prevent progress or movement
prominence	ˈprɒmɪnəns	well-known or standing out
disruption	dɪsˈrʌpʃən	act of interrupting or disturbing a process
pandemic	pænˈdɛmɪk	a widespread outbreak of a disease that affects a large geographic area



Reading and Critical Thinking

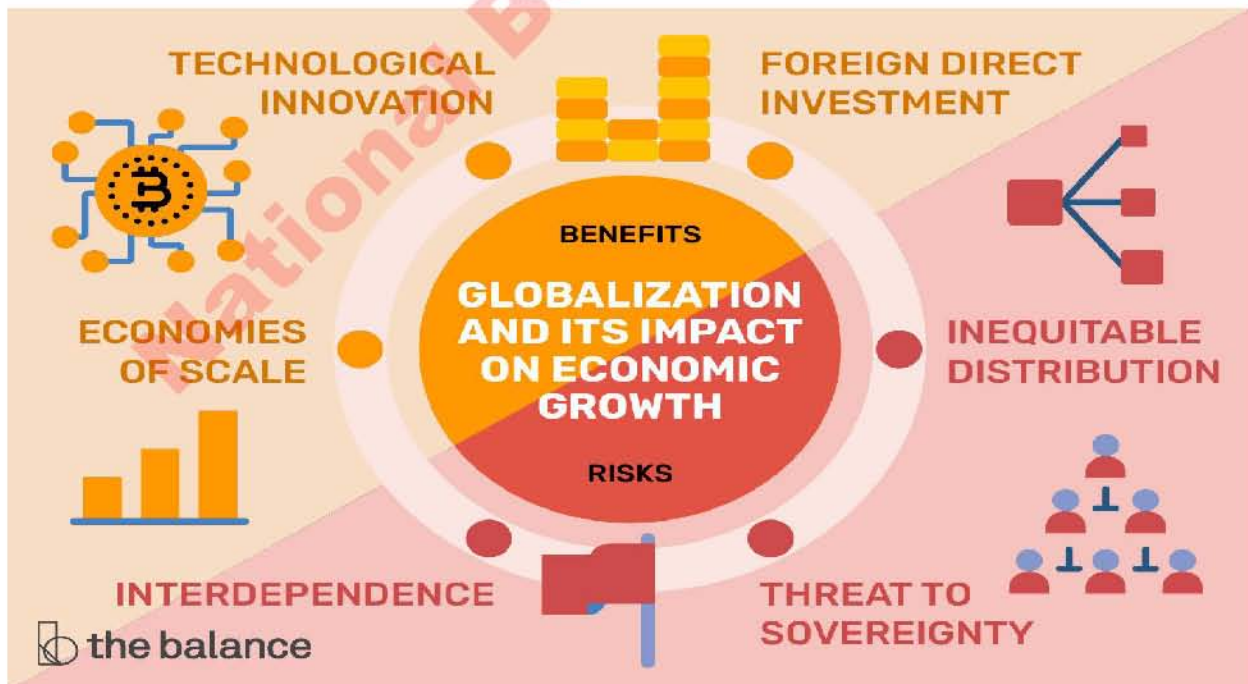
- Q1. Define globalization with reference to business and economic development around the world?
- Q2. How do you think globalization has influenced the world?
- Q3. Shed some light on the positive role played by media in accelerating the process of globalization.
- Q4. What negative consequences does globalization have for the world in general?
- Q5. How do you think globalization has improved people's lives? Relate the answer to your daily life.



Oral Communication

Pair Activity

Look at the picture below and discuss with your partner.



<https://www.sketchbubble.com/en/presentation-globalization-then-vs-now.html>

Group discussion

Divide the class into groups. Ask the students to work in groups and share an instance of digital globalization with reference to Pakistan keeping in view the topics and questions given below.

Group 1: E-commerce and Online Marketplaces

- i. How do you think the ability to sale and purchase of goods from the global market has influenced local business in Pakistan?
- ii. Share a few examples of popular online selling hubs in Pakistan, and how they contributed towards digital economy?

Group 2: Telecommunications and Internet Connectivity

- i. How does the expansion of mobile networks along with improved connectivity influence digital globalization in Pakistan?
- ii. How access to information and communication technologies has transformed the lives of ordinary Pakistanis?

Group 3: Social Media and Digital Communication

- i. How have social media platforms like Facebook, Instagram, and Twitter influenced communication and connectedness in Pakistan?
- ii. Can you provide examples of how social media has been used for cultural exchange, activism, or business promotion in Pakistan?



Group 4: Online Education and Remote Work

- i. How has the concept of remote work and freelancing grown in Pakistan due to digital globalization?
- ii. Can you share examples of online learning platforms and their role in expanding educational opportunities?

Group 5: Digital Financial Services

- i. How have digital banking and financial services evolved in Pakistan, and what role have they played in financial inclusion?
- ii. Can you provide examples of mobile payment solutions and their impact on financial transactions in the country?

Teacher's Point



Guide your students to demonstrate 'attentive listening' skills to respond orally with standard pronunciation. Ask the students to work in groups and share an instance of digital globalization.

Group 6: Cybersecurity and Data Privacy

What challenges and risks does digital globalization pose to cybersecurity and data privacy in Pakistan?

What measures are being taken by the government to address cybersecurity concerns in Pakistan?

Each group can discuss these questions, conduct research, and share their findings with the class. This approach allows for a thorough examination of various aspects of digital globalization in Pakistan and encourages critical thinking and discussion among students.



Vocabulary and Grammar

Gerunds

A gerund is a verb form ending in -ing that functions in a sentence as a noun. Although both the present participle and the gerund are formed by adding -ing to a verb, the participle does the job of an adjective while the gerund does the job of a noun.

Examples

Jumping is fun.

He liked skiing.

He had a unique way of whistling.

Swimming is good for health.

Infinitives

An infinitive is a verb form—often preceded by 'to'—that can function as a noun, an adjective, or an adverb.

Examples

To jump is fun.

I like to ski.

She had a suggestion to offer.



Participles

A participle is a verb form that can be used as an adjective to modify nouns and pronouns. It can end in "-ing," "-ed," or other irregular forms.

Examples

Holding the torch steadily, Jenny approached the monster.

The dancing parrots entertained the crowd.

The wrecked sailboat washed up on shore.

Q 1. For each of the following sentences, decide if the word or phrase in italics is a participle, a gerund, or an infinitive.

1. They complimented me on my *singing*.
2. Jenny likes to *dance* in the rain.
3. There are many ways of *cooking* this dish.
4. A broken heart will *mend* over time.
5. "Happiness is having a large, loving, caring, close-knit family in another city." – George Burns
6. *Traveling* is good for the mind.
7. To *arrive* on time, Sam took the metro.
8. We do not have the funding to build the *proposed* sports facility.
9. The students were confused by the professor's *lecture*.
10. He agreed to wait for a better time.

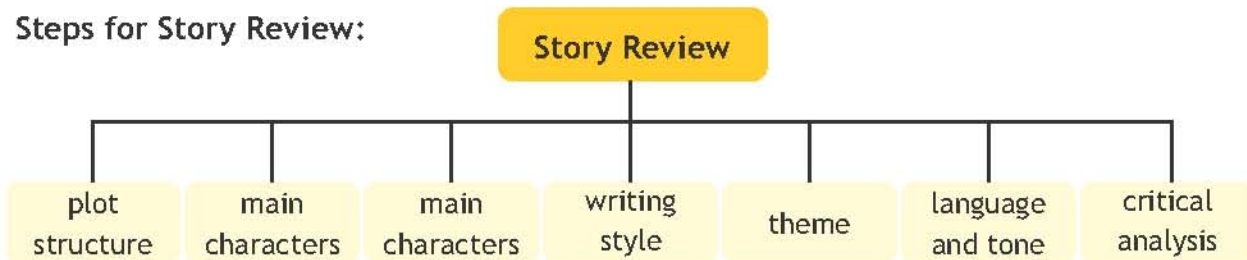
Q 2. Go through the main text and find out gerunds, infinitives and participles. Also, use them in meaningful sentences keeping in view the correct sentence structure and grammar.



Writing

Q 1. Read the story "The Gift of Maggie" by O Henry. Compose a book review report keeping in view the steps mentioned below.

Steps for Story Review:



Teacher's Point



Guide your students to examine and compose a book review report. Guide students to keep plot, tone, theme and language while writing a book review.

Connected by the World

A world of nations, connected by trade,
A network of people, from every shade,
Globalization, a force that brings us together,
To create a world, that's bound forever.

Through trade, we share, our resources and goods,
From the east to the west, and all that's in between,
We create a world, that's full of diversity,
And a culture, that's rich in humanity.

Communication, the key to our connection,
A tool, that's helped us, overcome all obstruction,
From phone calls to video conferencing,
We're connected, in every way we're imagining.

Transportation, the thread that binds,
A way to travel, that's fast and kind,
From planes to ships, and every other ride,
We're connected, to every corner of the world, wide.

And in this connected world, we're building,
A community, that's strong and willing,
To face every challenge, and to find every solution,
In a world that's free, from every confusion.

by: Gabriel Cruz

Courtesy: <https://letslearnslang.com/poem-about-globalization/>



Theme

The poem is about the concept of globalization and the interconnectedness of the world. It describes that nations are connected through trade. The poet also talks about how people from different backgrounds interact with each other. The world has become a global village because of the advancement in communication and transportation. A global community has emerged over the time which can face problems and find their solutions by working together in the hope of a better world.

Q 2. Highlight gerunds, infinitives, and participles in the poem “Connected by the World”.

Q 3. Read and comprehend the poem titled 'Connected by the World.' Also, paraphrase the poem using tenses correctly.

MOOC (Massive Open Online Courses): A change in imparting quality education

A MOOC is an online course aimed at self-paced unlimited learning and open access via web. The term MOOC was coined by Dave Cormier of the University of Prince Edward Island.

MOOCs will overcome these barriers in terms of low tuition fees or free resources , no need to have high end infrastructural support, puts an end to non-availability qualified and competent instructors for the course, self-paced learning and removes multiple level of decision makers. In the schooling level students can pursue the courses to fine tune their basics, advance their knowledge to prepare for competitive exams. In professional courses students can augment their skill sets through MOOCs which will help them to stand apart from the crowd while getting interviewed for internships or jobs in reputed firms.

At the industry level, the employees are expected to enhance their skill sets regularly to meet changing scenarios of job market or employer's need to make transition to the new technologies, services or processes by keeping their learning curve to minimum. MOOCs provide the excellent platform for the employees of any organization to enhance their skills by getting certified from the course providers.

(Manoj T is a researcher in Blockchain and Machine Intelligence, MAHE, Manipal | Ex-Philips Innovation Campus Employ , Published Dec 27, 2017)

Teacher's Point



Guide your students to identify and use all types of tenses correctly in speech and writing. Use gerunds, infinitives, and participles.

Guide your students to use paraphrasing skills to paraphrase a poem

Paraphrasing is technique in which we express the meaning of a text or poem in our own words keeping in mind the main theme. It involves rephrasing the content.

Group Work

Q 4. Complete the following activity after reading the above-mentioned paragraph on MOOC.

Step 1: A brief explanation of MOOCs, LinkedIn, and Twitter. Discuss the importance of professional development and networking in today's digital age.

Step 2: Engage the participants in a brainstorming session to gather their thoughts and understanding of MOOCs, LinkedIn, and Twitter. Write down their ideas on a whiteboard or flip chart.

Step 3: Divide the participants into groups and assign them topics as follows;

Group 1: Benefits of MOOCs for professional development

Group 2: Benefits of LinkedIn for networking and job searching

Group 3: Benefits of Twitter for professional networking and staying updated

Step 4: Interactive presentations by group members.

(Allow each group some time to research their assigned topic and come up with a short presentation. Encourage them to find examples, success stories, or case studies related to their topic.)

Q 5. Develop an expository essay in which significance of MOOCs (Massive Open Online Courses) and digital learning is highlighted.

- Start with a logical structure having an introduction, body paragraphs, and a conclusion. : Begin each body paragraph with a topic sentence that introduces the main point of that paragraph.
- Write in a clear and simple manner.
- Use precise and concise language to effectively communicate ideas.
- Write a concluding statement. Include the main points in your conclusion.
- Check for spelling, punctuation, and formatting errors.
- Revise and edit your essay for clarity, coherence, and grammar.

By following these points, you can create a well-structured and informative expository essay on the given topic.



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قومی ترانہ

پاک سر زمین شاد باد! کشورِ حمین شاد باد!
تو نشانِ عزمِ عالی شان ارضِ پاکستان
مسکزِ یقین شاد باد!

پاک سر زمین کا نظام قوتِ اخوتِ عوام
قوم، ملک، سلطنت پائندہ تابندہ باد!
شاد باد منزلِ مسرود!

پرچمِ ستارہ و ہلال رہبرِ ترقی و کمال
ترجمانِ ماضی، شانِ حال جانِ استقبال
سایہ خدائے ذوالجلال!



National Book Foundation
as
Federal Textbook Board, Islamabad

