

Class 9 · PCTB Board · English Medium

English Class 9

Complete Notes -- All 11 Units

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Prepared by freebooks.pk — original student notes covering the PCTB Board (Punjab Curriculum and Textbook Board) Updated National Curriculum of Pakistan 2023 syllabus for English Class 9. Each unit includes key concepts, glossary, diagrams, solved short and long questions, MCQs, revision summary and exam tips.

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Unit 1: The Saviour of Mankind

This unit presents 'The Saviour of Mankind', an expository (informative) prose passage describing the birth, prophethood, and mission of Hazrat Muhammad (ﷺ), who is presented as the most influential figure in human history and the last Rasool of Allah.

The passage traces the pre-Islamic condition of Arabia, the eloquence and poetic culture of the Arabs, the moral decline of mankind before Islam, the first revelation in the Cave of Hira, the beginning of the Prophet's (ﷺ) mission to proclaim Tawheed, the persecution he faced from the pagan Arabs, his uncle Hazrat Abu Talib's support, and an assessment by the historian Michael H. Hart of his unmatched influence on world history.

These notes summarise the passage as given in the textbook, preserving the honorifics used, and provide comprehension questions, vocabulary, and exam-oriented material for this unit, including the skill-based Reading, Vocabulary/ Grammar, Oral Communication, and Writing sections that accompany it.

Learning Objectives

- Speak confidently and fluently in a wide range of contexts (conflict resolution, panel discussion, role-play, dialogue) to fulfil different purposes such as exposition and argumentation
- Analyse how a text comprises a group of paragraphs that develop the main idea addressed by the author throughout the text
- Apply skimming and scanning strategies to identify the writer's purpose and intended audience, and infer the theme/main idea of a text
- Examine the central idea of an informational text and analyse its development, including its relationship to supporting ideas, and provide an objective summary
- Demonstrate knowledge and application of parts of speech in oral and written communication at varying levels of complexity
- Follow the process approach (brainstorming, structuring, mind-mapping, free writing, note-taking) to plan a paragraph



- Write informative/explanatory texts that convey complex ideas and information clearly and accurately

Key Concepts

Arabia Before Islam

Arabia is described as a land of unparalleled charm and beauty, with trackless deserts of sand dunes under a dazzling tropical sun -- it was in this land, in Makkah Mukarramah (about fifty miles from the Red Sea), that Rasoolullah (ﷺ) was born.

The Arabs possessed remarkable memory and eloquence, which found expression in their poetry; an annual poetry fair was held at Ukaz. Hammad claimed he could recite a hundred long poems for each letter of the alphabet, all composed before Islam -- showing why Allah chose the Arabic language for His final revelation and the preservation of His Word.

By the fifth and sixth centuries, mankind stood at the verge of chaos, and the civilization that had taken four thousand years to grow seemed to be crumbling. At this point, Allah raised a Rasool among the people to lift humanity from ignorance into the light of faith.

The First Revelation in the Cave of Hira

At the age of thirty-eight, Hazrat Muhammad (ﷺ) began spending much of his time in solitude and meditation in the Cave of Hira, retiring there with food and water for days and weeks in remembrance of Allah.

When the period of waiting came to a close, his heart overflowed with compassion for humanity and a pressing urge to eradicate wrong beliefs, social evils, cruelty, and injustice. Hazrat Jibril (Gabriel) came to him in the cave and conveyed Allah's first message: 'Read in the name of thy Lord Who created, created man from a clot (of congealed blood): Read and thy Lord is the Most Bountiful, Who taught (the use of) the pen, taught man that which he knew not.' (Quran, 96:1-5)



The Mission and the Persecution

The revelation continued for the next twenty-three years, and the Rasoolullah (ﷺ) arose to proclaim the Oneness of Allah (Tawheed) and the unity of mankind, aiming to destroy superstition, ignorance, and disbelief and lead mankind to faith and divine bliss.

Since this threatened their social dominance, the pagan Arabs pressured the Rasoolullah (ﷺ) and his followers to renounce their cause. They sent a delegation to his caring uncle, Hazrat Abu Talib, demanding he restrain his nephew or face their enmity.

The Rasoolullah (ﷺ) responded with his memorable words: 'My dear uncle, if they put the sun in my right hand and the moon in my left, even then I shall not abandon the proclamation of the Oneness of Allah. I shall set up the true faith upon the earth or perish in the attempt.' Impressed by this determination, Abu Talib replied: 'Son of my brother, go thy way; none will dare to touch thee. I shall never forsake thee.'

The Most Influential Figure in History

Imbued with divine guidance and firm resolve, the Rasoolullah (ﷺ) faced every challenge with grace and dignity, elevating mankind to the highest spiritual and worldly level and driving the Arab conquests that left an everlasting impression on human history.

The historian Michael H. Hart, in 'The 100: A Ranking of the Most Influential Persons in History', wrote that Muhammad (ﷺ) was responsible for both the theology of Islam and its ethical and moral principles, played the key role in spreading the new faith and establishing its religious practices, and as the driving force behind the Arab conquests, may rank as the most influential political leader of all time.

This thorough transformation of man and society is attributed to the Rasoolullah's (ﷺ) deep faith in Allah, his love for humanity, and the nobility of his character. Asked about his life, Hazrat Ayesha (رضي الله عنها) said: 'His morals and character are an embodiment of the Holy Quran.' The unit



closes with the Quranic verse describing him as a witness, a bearer of good news, a warner, one inviting to Allah, and a light-giving torch (Quran, 33:45-46).

Theme and Text Type

The theme of the unit is that Hazrat Muhammad (ﷺ), the last Rasool of Allah, has the greatest influence on mankind, and his teachings and life remain a source of motivation and guidance for humanity.

The passage is an expository (informative) text, which aims to inform or explain a topic using facts, examples, and logical organisation, rather than to narrate a story or argue a single position.

Important Definitions (Glossary)

bestow

to give something as an honour or a gift

chaos

lack of order, disorder

compassion

sympathy

crumble

to break something into very small pieces

dazzling

(of light) so bright that you cannot see for a short time

dilemma

a situation that makes problems

dispensation

special permission to do something

dune

a small hill of sand

eloquence

the ability to use language and express your opinions well



embodiment

a typical example of an idea or a quality

eradicate

to destroy or get rid of something

everlasting

continuing forever

meditation

the practice of focusing your mind in silence, especially for religious reasons or to make your mind calm

nexus

a complicated series of connections between different things

proclaim

to publicly and officially tell people about something important

promulgation

the act of spreading an idea, a belief, etc. among many people

proselytizing

to try to persuade other people to accept your beliefs, especially about religion or politics

renounce

to state publicly that you no longer have a particular belief or that you will no longer behave in a particular way

solitude

the state of being alone, especially when you find it pleasant

theology

the study of religions and beliefs

transformation

a complete change in somebody/something

tropical

the area between the two tropics, which is the hottest part of the world

unparalleled

used to emphasize that something is bigger or better than anything else like it

verge

the edge of a path, a road, etc.

Key Facts

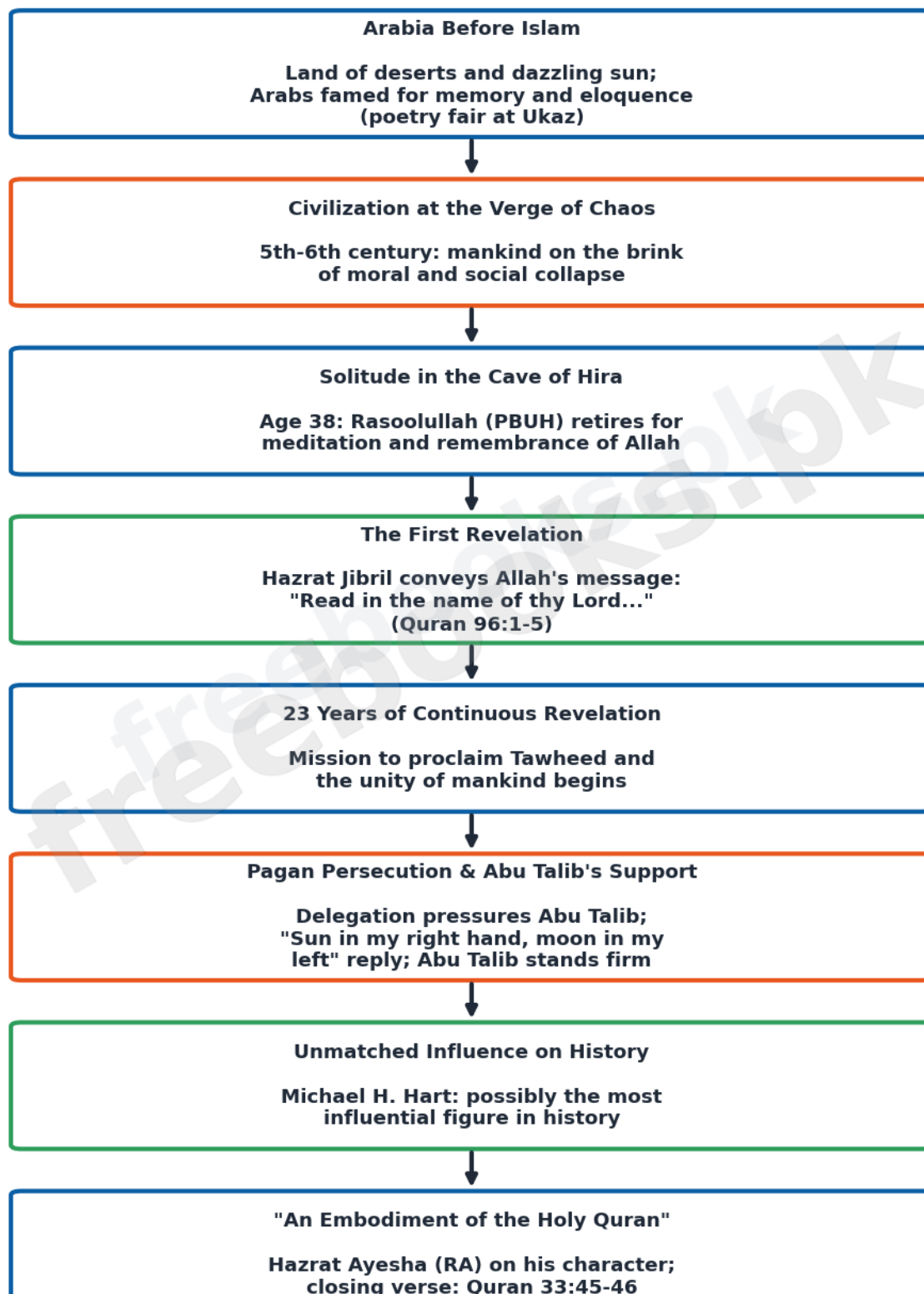
Item	Detail
Text type	Expository (informative) prose
Setting/origin	Makkah Mukarramah, about fifty miles from the Red Sea
Age at first revelation	40 years (waiting period began at 38, in the Cave of Hira)
Angel of revelation	Hazrat Jibril (Gabriel) (عليه السلام)
Duration of revelation	23 years
Uncle who supported him	Hazrat Abu Talib
Historian quoted	Michael H. Hart, 'The 100: A Ranking of the Most Influential Persons in History'
Closing Quranic reference	Quran, 33:45-46

Diagram

The Saviour of Mankind -- Sequence of Events: A purely textual/schematic timeline of the key events described in the passage, from the condition of pre-Islamic Arabia through the first revelation, the mission, the persecution, Abu Talib's support, and the historian's assessment, shown as labelled boxes connected by a single line (no illustrated human figures).



The Saviour of Mankind -- Sequence of Events



Short Questions & Answers

How does the geographical description of Makkah Mukarramah help the reader understand its historical importance?

It shows Makkah as part of a vast, striking desert landscape near the Red Sea, helping the reader appreciate the setting from which a message of world-changing significance would emerge.

What does the emphasis on the Arabs' memory and eloquence suggest about their culture before Islam?

It suggests that pre-Islamic Arab culture placed very high value on language, oral memory, and poetic skill, as shown by their organised poetry competitions at Ukaz and figures like Hammad who could recite hundreds of poems from memory.

Why is the anecdote about Hammad and Caliph Walid bin Yazid significant?

It illustrates just how extraordinary Arab poetic memory and output were before Islam, reinforcing why Allah chose Arabic, a language already rich in eloquence, for His final revelation.

What challenges did the Rasoolullah (ﷺ) face in proclaiming Tawheed?

He faced pressure and enmity from the pagan Arabs, whose social dominance was threatened by his message, including a delegation sent to his uncle Hazrat Abu Talib demanding he be restrained or face open hostility.

In what ways did the Rasoolullah (ﷺ) elevate mankind in both spiritual and worldly domains?

He raised humanity from ignorance and idol-worship to faith in the Oneness of Allah, established noble moral and ethical principles, and was the driving force behind Arab conquests that reshaped the course of human history.

How does the closing Quranic verse (33:45-46) summarise the Rasoolullah's (ﷺ) role?

It describes him as a witness, a bearer of good news, a warner, one who invites people to Allah by His permission, and a light-giving torch -- summarising his complete mission in a single verse.



What does Hazrat Abu Talib's reply reveal about his character?

It reveals deep love, loyalty, and protectiveness toward his nephew -- despite the danger, he promised never to forsake him, showing courage and unwavering family support.

Why does the author quote the historian Michael H. Hart?

To provide an outside, non-Muslim scholarly perspective that independently confirms the Rasoolullah's (صلى الله عليه وسلم) unmatched influence, lending the passage's central claim additional credibility.

What is the significance of Hazrat Ayesha's (رضي الله عنها) statement that his character was 'an embodiment of the Holy Quran'?

It shows that his everyday conduct perfectly reflected the teachings of the Quran, making his life a living, practical model of Quranic values for others to follow.

Why is this passage classified as an expository text?

Because it aims to inform and explain historical and biographical facts about the Rasoolullah's (صلى الله عليه وسلم) life using evidence, quotations, and logical organisation, rather than telling a fictional story or arguing a debatable opinion.

Long Questions & Answers

Describe the circumstances leading up to the first revelation and explain its significance.

What was Hazrat Muhammad's (صلى الله عليه وسلم) practice before the first revelation?

At the age of thirty-eight, he began spending much of his time in solitude and meditation in the Cave of Hira, retiring there with food and water for days and weeks in remembrance of Allah.

What state of mind did he have as the period of waiting came to a close?

His heart was overflowing with profound compassion for humanity, and he had a pressing urge to eradicate wrong beliefs, social evils, cruelty, and injustice from society.



What happened during the first revelation?

Hazrat Jibril (عليه السلام) came to him in the Cave of Hira and conveyed Allah's message, commanding him to 'Read in the name of thy Lord Who created,' marking the start of his prophethood.

Why is this revelation significant?

It marked the beginning of twenty-three years of continuous revelation and the start of his mission to proclaim the Oneness of Allah (Tawheed) and the unity of mankind, ultimately transforming both individuals and society.

Explain the persecution faced by the Rasoolullah (صلى الله عليه وسلم) and how Hazrat Abu Talib responded to it.

Why did the pagan Arabs oppose the Rasoolullah's (صلى الله عليه وسلم) message?

His message of Tawheed threatened their existing social dominance and traditional idol-worship, so they pressured him and his followers to abandon their cause.

What did the pagan Arabs demand from Hazrat Abu Talib?

They sent a delegation asking him either to restrain his nephew from preaching Allah's message or to face their open enmity, placing him in a difficult dilemma.

How did the Rasoolullah (صلى الله عليه وسلم) respond when his uncle explained the situation?

He firmly replied that even if the sun were placed in his right hand and the moon in his left, he would not abandon the proclamation of Tawheed, declaring he would establish the true faith or perish in the attempt.

How did Hazrat Abu Talib respond to this determination?

He was deeply moved and promised his nephew that none would dare to touch him, and that he would never forsake him -- showing steadfast loyalty despite the risk to himself.



Multiple Choice Questions (MCQs)

Where was Rasoolullah (ﷺ) born? (A) Madinah (B) Makkah Mukarramah (C) Taif (D) Damascus

Correct answer: (B) Makkah Mukarramah. The passage states he was born in Makkah Mukarramah, about fifty miles from the Red Sea.

Where was the first revelation received? (A) Cave of Thawr (B) Cave of Hira (C) Mount Uhud (D) Masjid al-Haram

Correct answer: (B) Cave of Hira. The first revelation was received in the Cave of Hira, where he used to retire for meditation.

Who conveyed the first message of Allah to the Rasoolullah (ﷺ)? (A) Hazrat Mikael (B) Hazrat Israfil (C) Hazrat Jibril (D) Hazrat Izraeel

Correct answer: (C) Hazrat Jibril. Hazrat Jibril (Gabriel) conveyed the first revelation to him in the Cave of Hira.

For how many years did the revelation continue? (A) 13 years (B) 20 years (C) 23 years (D) 40 years

Correct answer: (C) 23 years. The passage states the revelation continued for the next twenty-three years.

To whom did the pagan Arabs send a delegation to stop the preaching? (A) Hazrat Khadija (B) Hazrat Abu Talib (C) Hazrat Abu Bakr (D) Hazrat Hamza

Correct answer: (B) Hazrat Abu Talib. They sent a delegation to his kind and caring uncle, Hazrat Abu Talib.

Which historian is quoted regarding the Rasoolullah's (ﷺ) influence? (A) Arnold Toynbee (B) Michael H. Hart (C) Edward Gibbon (D) Karen Armstrong

Correct answer: (B) Michael H. Hart. The passage quotes Michael H. Hart, author of 'The 100: A Ranking of the Most Influential Persons in History'.

What did Hazrat Ayesha (رضي الله عنها) say about his character? (A) It was like the stars (B) It was an embodiment of the Holy Quran (C) It was unmatched in Arabia (D) It was known to all tribes



Correct answer: (B) It was an embodiment of the Holy Quran. She said, 'His morals and character are an embodiment of the Holy Quran.'

What type of text is 'The Saviour of Mankind'? (A) A narrative story (B) A persuasive argument (C) An expository (informative) text (D) A dramatic script

Correct answer: (C) An expository (informative) text. The passage is identified as an expository (informative) text that explains facts using logical organisation.

What was held annually at Ukaz? (A) A trade fair (B) A poetical competition (C) A religious pilgrimage (D) A wrestling contest

Correct answer: (B) A poetical competition. Every year a fair was held for poetical competitions at Ukaz, reflecting the Arabs' love of poetry and eloquence.

What is the central theme of this unit? (A) The beauty of the Arabian desert (B) The greatest influence of Hazrat Muhammad (صلى الله عليه وسلم) on mankind (C) The history of Arabic poetry (D) The customs of pre-Islamic tribes

Correct answer: (B) The greatest influence of Hazrat Muhammad (صلى الله عليه وسلم) on mankind. The theme states that Hazrat Muhammad (صلى الله عليه وسلم) has the greatest influence on mankind, and his life and teachings guide humanity.

Quick Revision Summary

- 'The Saviour of Mankind' is an expository (informative) prose passage about Hazrat Muhammad (صلى الله عليه وسلم)
- He was born in Makkah Mukarramah, near the Red Sea
- Pre-Islamic Arabs were known for their remarkable memory and eloquence, celebrated at the Ukaz poetry fair
- By the 5th-6th centuries, mankind stood on the verge of chaos before Islam's guidance arrived
- First revelation occurred in the Cave of Hira, delivered by Hazrat Jibril (عليه السلام)
- Revelation continued for 23 years; his mission was to proclaim Tawheed and the unity of mankind



- Pagan Arabs pressured Hazrat Abu Talib to restrain him; he refused and remained loyal
- The Rasoolullah's (صلى الله عليه وسلم) famous words: 'I shall set up the true faith upon the earth or perish in the attempt'
- Historian Michael H. Hart called him possibly the most influential person in history
- Hazrat Ayesha (رضي الله عنها) described his character as 'an embodiment of the Holy Quran'

Exam Tips

- Learn the glossary words with their exact textbook meanings -- synonym-in-context and spelling MCQs are drawn directly from unit glossaries
- Memorise the sequence of events (pre-Islamic Arabia, Cave of Hira, first revelation, mission, persecution, Abu Talib's support, historian's assessment) so long answers stay in order
- Practice explaining WHY the text is classified as expository/informative, since text-type identification is commonly tested
- Learn the two famous quoted lines (the Rasoolullah's words to Abu Talib, and Hazrat Ayesha's statement) word-for-word, as these are frequently quoted in exams
- Review parts of speech (noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection) covered in this unit's Grammar section, since MCQ Part D draws from grammar across most units
- Maintain a formal, respectful tone and stick strictly to facts from the text when answering questions about Hazrat Muhammad (صلى الله عليه وسلم); avoid inserting personal opinions or unsupported details



Unit 2: Patriotism

This unit presents 'Patriotism', an expository (informative) prose passage that explains the meaning of patriotism, the qualities of a true patriot, and the sacrifices made by the people of Pakistan -- most notably Quaid-e-Azam Muhammad Ali Jinnah and the soldiers awarded Nishan-e-Haider -- for the sovereignty, integrity, and honour of their homeland.

The passage traces the origin of the word 'patriot' from the Latin 'patriota', explains the supreme values a patriot upholds, cites Quaid-e-Azam's vision of a united and strong nation, lists the great martyrs of Pakistan's wars who embraced martyrdom for the country, and closes with a quotation from Sir Walter Scott describing a man devoid of patriotic spirit.

These notes summarise the passage as given in the textbook and provide comprehension questions, vocabulary, and exam-oriented material for this unit, including the skill-based Reading, Vocabulary/Grammar, Oral Communication, and Writing sections that accompany it.

Learning Objectives

- Respond to text through oral discussion, telling short stories and acting plays
- Read with correct pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts
- Distinguish cause from effect, fact from opinion, and generalized statements from evidence-based information with specific reference to informational texts
- Read, view, and analyse a variety of grade-appropriate expository texts (e.g., reviews, arguments)
- Apply knowledge of parts of speech, tenses, sentence structure, and other features of grammar and vocabulary to understand how language functions in context
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant, sufficient evidence



Key Concepts

Meaning and Value of Patriotism

Patriotism means love for the motherland or devotion to one's country. A patriot loves his country and is willing to sacrifice when the need arises. The word 'patriot' comes from the Latin word 'patriota', meaning countryman, and patriotism is considered a commendable quality.

Patriotism gives people the strength and courage to safeguard the interests of the country and nation. For a patriot, the sovereignty, integrity, and honour of the country are of supreme values on which no compromise can be made, and patriots render great sacrifice for the preservation and protection of these values.

Quaid-e-Azam Muhammad Ali Jinnah: A Great Patriot

Quaid-e-Azam Muhammad Ali Jinnah was a nation-builder and great patriot who wanted to protect the values, culture, and traditions of the Muslims of the subcontinent. He gave the Muslims a sense of identity by securing a separate homeland for them.

He said: 'We must develop a sense of patriotism which galvanizes us all into a united and strong nation' -- showing that, for him, patriotism was the force that could unite a diverse nation into one strong identity.

Sacrifices of Pakistan's Martyrs

The spirit of patriotism makes a nation stay alert in case of foreign invasion. In the wars of 1965, 1971, and the Kargil War of 1999, many brave soldiers laid down their lives to protect the homeland.

The text names several martyrs: Naik Saif Ali Janjua Shaheed (awarded Hilal-e-Kashmir, an equivalent to Nishan-e-Haider), Captain Muhammad Sarwar Shaheed, Major Tufail Muhammad Shaheed, Major Raja Aziz Bhatti Shaheed, Pilot Officer Rashid Minhas Shaheed, Major Shabbir Sharif Shaheed, Sowar Muhammad Hussain Shaheed, Major Muhammad Akram Shaheed, Lance Naik



Muhammad Mahfuz Shaheed, Havildar Lalak Jan Shaheed, and Captain Karnal Sher Khan Shaheed.

All of these soldiers embraced martyrdom while fighting bravely for their motherland, and all were awarded Nishan-e-Haider, the highest military award given to great patriots who laid down their lives for the country.

The Living Spirit of Patriotism

Patriotism is not just a feeling but a living spirit that continuously inspires and guides a nation. The passage quotes S. W. Scott (Sir Walter Scott) describing a man devoid of patriotic spirit as one who never says: 'This is my own, my native land!'

The quoted lines are: 'Breathes there the man, with soul so dead, / Who never to himself hath said, / This is my own, my native land!' -- used to show, by contrast, how essential a sense of belonging and love of country is to genuine patriotism.

Theme

The theme of the unit is the spirit of patriotism: it explains the qualities of true patriots and shows how they look after the interests and progress of their country, often at great personal sacrifice.

Important Definitions (Glossary)

commendable

deserving praise and approval

devoid

completely without something / deprived

devotion

great love, care, and support for somebody/something

embrace

the act of accepting an idea, a proposal, a set of beliefs, etc., especially when done with enthusiasm

instances



examples

martyrdom

the suffering of death on account of adherence to a cause, especially one's religious or political faith

native

connected with the place where you were born and lived for the first years of your life

preservation

the act of keeping something in its original state or in good condition

spirit

a person's feelings or state of mind

supreme

highest in rank or position

Key Facts

Item	Detail
Text type	Expository (informative) prose
Origin of the word 'patriot'	Latin word 'patriota', meaning countryman
Supreme values of a patriot	Sovereignty, integrity, and honour of the country
Key historical figure	Quaid-e-Azam Muhammad Ali Jinnah
Wars mentioned	1965 War, 1971 War, Kargil War (1999)
Highest military award	Nishan-e-Haider
Poet quoted	S. W. Scott (Sir Walter Scott)

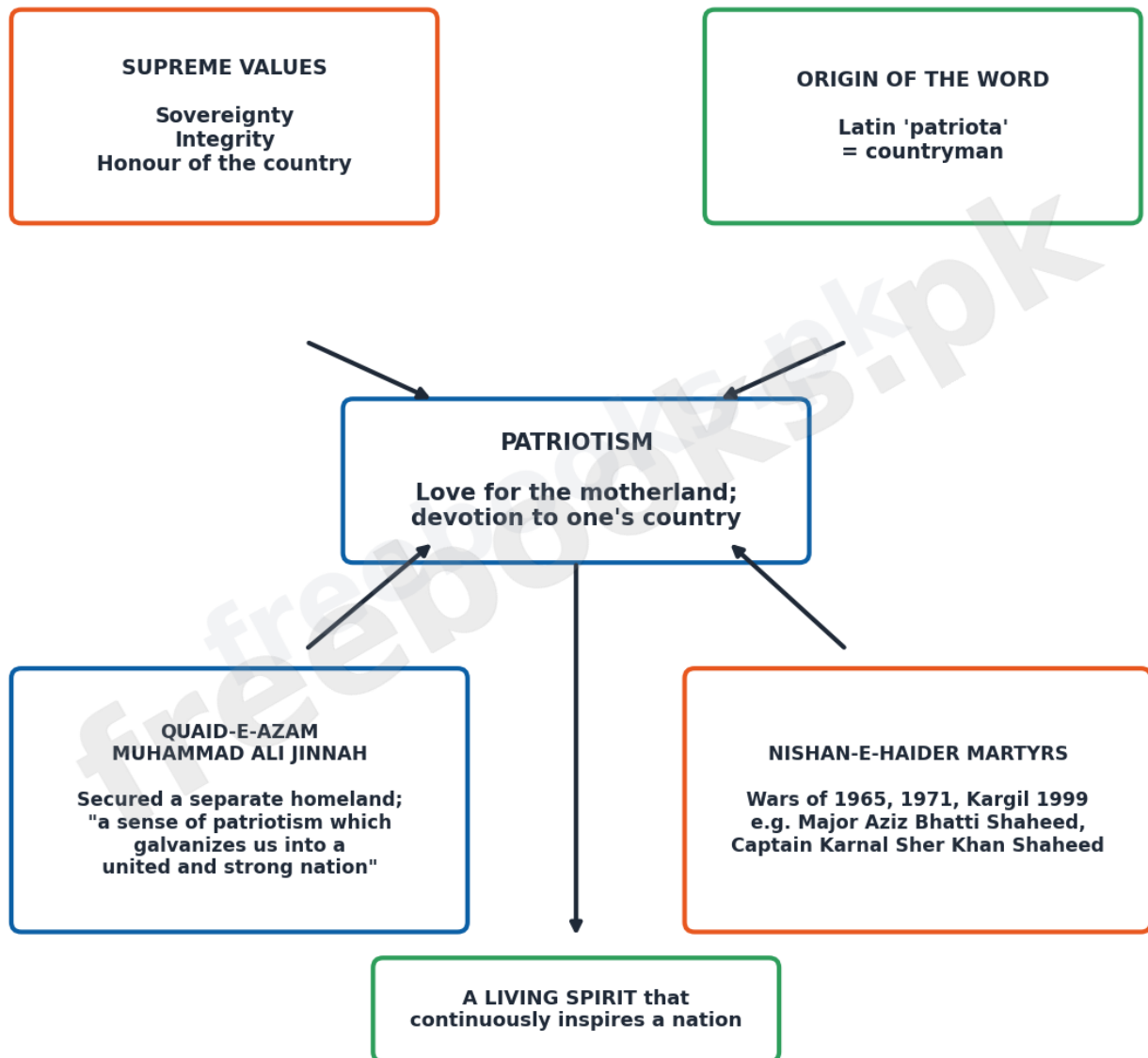
Diagram

Qualities and Sacrifices of a Patriot: A purely textual/schematic diagram showing the meaning of patriotism at the centre, connected to its supreme values (sovereignty, integrity, honour), its key examples (Quaid-e-Azam



Muhammad Ali Jinnah and the Nishan-e-Haider martyrs), and its living spirit, shown as labelled boxes connected by lines (no illustrated human figures).

Qualities and Sacrifices of a Patriot



Short Questions & Answers

What does the word 'patriot' originally mean, and where does it come from?

The word 'patriot' comes from the Latin word 'patriota', meaning countryman, and patriotism itself is considered a commendable quality.



What are the supreme values that a patriot upholds according to the text?

According to the text, the sovereignty, integrity, and honour of the country are of supreme value to a patriot, and no compromise can be made on them.

Why did Quaid-e-Azam Muhammad Ali Jinnah want a separate homeland for the Muslims of the subcontinent?

He wanted to protect the values, culture, and traditions of the Muslims of the subcontinent and give them a sense of identity through a separate homeland.

What does Quaid-e-Azam's quote about patriotism suggest about his vision for the nation?

It suggests he believed a shared sense of patriotism was necessary to unite the diverse Muslims of the subcontinent into a single, strong, and united nation.

Why are the soldiers named in the text considered great patriots?

They embraced martyrdom while bravely defending Pakistan in the wars of 1965, 1971, and the Kargil War, sacrificing their lives for the sovereignty and honour of their country.

What is Nishan-e-Haider, and why is it significant?

Nishan-e-Haider is the highest military award of Pakistan, given to soldiers who laid down their lives while displaying extraordinary courage in defence of the country.

How does the S. W. Scott quotation help explain the theme of the passage?

It illustrates, by contrast, that a person without patriotic spirit is someone who feels no sense of belonging to his native land, emphasising how essential love of country is to being a true patriot.

Why does the author describe patriotism as 'a live spirit' rather than just a feeling?

Because patriotism does not remain passive; it continuously inspires and guides a nation's actions, motivating real sacrifice and service rather than remaining a private emotion.

What role does the spirit of patriotism play during a foreign invasion, according to the text?



It makes the nation stay alert and prepared, giving people the courage to defend their homeland against foreign threats.

Why is this passage classified as an expository text?

Because it aims to inform and explain the meaning, values, and historical examples of patriotism using facts, quotations, and logical organisation, rather than telling a fictional story or arguing a single debatable opinion.

Long Questions & Answers

Explain the meaning of patriotism and the values a true patriot upholds, according to the text.

What is the literal meaning and origin of the word 'patriot'?

The word 'patriot' comes from the Latin word 'patriota', meaning countryman, and patriotism means love for the motherland or devotion to one's country.

What does patriotism give people the strength to do?

It gives people the strength and courage to safeguard the interests of the country and nation, especially in the face of threats to it.

What are the supreme values a patriot upholds?

The sovereignty, integrity, and honour of the country are of supreme value to a patriot, and no compromise can be made on them.

What are patriots willing to do for these values?

Patriots render great sacrifice, including the sacrifice of their own lives, for the preservation and protection of these values.



Describe how Quaid-e-Azam Muhammad Ali Jinnah and Pakistan's martyrs demonstrated patriotism.

How did Quaid-e-Azam Muhammad Ali Jinnah demonstrate patriotism?

As a nation-builder, he worked to protect the values, culture, and traditions of the Muslims of the subcontinent and secured a separate homeland to give them a distinct identity.

What did Quaid-e-Azam say about patriotism and national unity?

He said, 'We must develop a sense of patriotism which galvanizes us all into a united and strong nation,' showing that he saw patriotism as the force that could unite the nation.

How did soldiers demonstrate patriotism in Pakistan's wars?

Many soldiers, including Major Aziz Bhatti Shaheed and Captain Karnal Sher Khan Shaheed, embraced martyrdom in the wars of 1965, 1971, and the Kargil War while defending the homeland.

How were these soldiers' sacrifices recognised?

They were awarded Nishan-e-Haider, the highest military award given to great patriots who laid down their lives for the country.

Multiple Choice Questions (MCQs)

The word 'patriot' originates from _____. (A) the Greek word 'patriotikos' (B) the Latin word 'patriota' (C) the French word 'patriote' (D) the Spanish word 'patriota'

Correct answer: (B) the Latin word 'patriota'. The passage states that the word 'patriot' comes from the Latin word 'patriota', meaning countryman.

What is considered a commendable quality according to the text? (A) bravery (B) intelligence (C) patriotism (D) honesty

Correct answer: (C) patriotism. The text describes patriotism itself as a commendable quality.



Who led the Muslims of the subcontinent in their struggle for a separate homeland? (A) Allama Iqbal (B) Liaqat Ali Khan (C) Quaid-e-Azam Muhammad Ali Jinnah (D) Sir Syed Ahmad Khan

Correct answer: (C) Quaid-e-Azam Muhammad Ali Jinnah. The passage identifies Quaid-e-Azam Muhammad Ali Jinnah as the nation-builder who secured a separate homeland for the Muslims.

What are the supreme values for a patriot according to the text? (A) wealth and power (B) sovereignty, integrity and honour (C) education and knowledge (D) freedom and independence

Correct answer: (B) sovereignty, integrity and honour. The text states that sovereignty, integrity, and honour are of supreme value to a patriot.

In which wars did many brave soldiers lay down their lives for Pakistan, according to the text? (A) the wars of 1965, 1971, and the Kargil War 1999 (B) the World War I and the World War II (C) the War of 1857 and the Afghan Wars (D) the Gulf War and the Iraq War

Correct answer: (A) the wars of 1965, 1971, and the Kargil War 1999. The passage mentions the wars of 1965, 1971, and the Kargil War of 1999.

What is the highest military award mentioned in the text? (A) Sitara-e-Jurat (B) Tamgha-e-Basalat (C) Nishan-e-Haider (D) Hilal-e-Imtiaz

Correct answer: (C) Nishan-e-Haider. Nishan-e-Haider is named as the highest military award given to great patriots who laid down their lives for the country.

Who is quoted in the text describing a man devoid of patriotic spirit? (A) William Wordsworth (B) S. W. Scott (C) John Keats (D) Robert Frost

Correct answer: (B) S. W. Scott. The passage quotes S. W. Scott (Sir Walter Scott) on the idea of a man devoid of patriotic spirit.

According to the text, patriotism is best described as _____. (A) a temporary feeling (B) a live spirit that inspires and guides a nation (C) a legal obligation (D) a purely academic concept

Correct answer: (B) a live spirit that inspires and guides a nation. The passage states patriotism is not just a feeling but a live spirit that continuously inspires and guides a nation.

What type of text is 'Patriotism'? (A) A narrative story (B) A persuasive argument only (C) An expository (informative) text (D) A dramatic script



Correct answer: (C) An expository (informative) text. The passage is identified as an expository (informative) text explaining facts using logical organisation.

What is the central theme of this unit? (A) The history of Pakistan's wars (B) The spirit of patriotism and the qualities of patriots (C) The biography of Quaid-e-Azam (D) The rules of military awards

Correct answer: (B) The spirit of patriotism and the qualities of patriots. The theme states that the unit is about the spirit of patriotism and the qualities of patriots who look after their country's interests.

Quick Revision Summary

- 'Patriotism' is an expository (informative) prose passage explaining love for one's country and its supreme values
- The word 'patriot' comes from the Latin 'patriota', meaning countryman
- A patriot upholds the sovereignty, integrity, and honour of the country above all else
- Quaid-e-Azam Muhammad Ali Jinnah secured a separate homeland to protect the identity of the Muslims of the subcontinent
- Many soldiers embraced martyrdom in the wars of 1965, 1971, and the Kargil War (1999)
- Nishan-e-Haider is Pakistan's highest military award for great patriots who sacrificed their lives
- S. W. Scott's quote describes a man with no love for his native land as one lacking a true 'soul'
- Patriotism is described as a 'live spirit' that continuously inspires and guides a nation, not just a passing feeling

Exam Tips

- Learn the glossary words with their exact textbook meanings -- synonym-in-context and spelling MCQs are drawn directly from unit glossaries
- Memorise the origin of the word 'patriot' (Latin 'patriota') and the three supreme values (sovereignty, integrity, honour), as these are frequently tested



- Learn the names and achievements of at least two or three of the Nishan-e-Haider martyrs mentioned in the text for long-answer questions
- Practice quoting Quaid-e-Azam's line about patriotism and unity, and the S. W. Scott lines, exactly as given in the textbook
- Review verb tenses, gerunds, infinitives, and participles covered in this unit's Grammar section, since MCQ Part D draws from grammar across most units
- When answering 'why' questions, connect the specific example (a person or event) back to the general definition of patriotism given at the start of the passage



Unit 3: Daffodils (Poem)

This unit presents 'Daffodils', one of William Wordsworth's most famous poems, in which the speaker recalls wandering alone like a cloud until he comes upon a vast, joyful field of golden daffodils beside a lake, an image that continues to lift his spirits whenever he recalls it in solitude.

The poem was inspired by a real walk Wordsworth took with his sister Dorothy near Ullswater in the Lake District on 15 April 1802, where they encountered a long belt of daffodils, and it is a key example of the English Romantic movement's celebration of nature's power to inspire and heal the human spirit.

These notes summarise the poem stanza by stanza and provide comprehension questions, vocabulary, figurative language, and exam-oriented material for this unit, including the skill-based Vocabulary/Grammar, Oral Communication, and Writing (paraphrasing and summary) sections that accompany it.

Learning Objectives

- Demonstrate attentive listening skills to respond orally with standard pronunciation and intonation
- Use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts, including biases and opinions
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- Identify and use compound prepositions and prepositional phrases in writing
- Use paraphrasing skills to paraphrase a poem
- Use summary skills to write an objective summary of the given text and poems

Key Concepts

Stanza 1: A Chance Encounter with the Daffodils

The speaker describes wandering alone, comparing himself to a cloud that floats high over valleys ('vales') and hills. Suddenly, he sees a great crowd -- 'a host of



golden daffodils' -- beside a lake and beneath the trees, fluttering and dancing in the breeze.

The simile 'I wandered lonely as a cloud' establishes the speaker's initial mood of isolation and aimlessness, which is about to be transformed by what he sees.

Stanza 2: The Vastness of the Golden Host

The daffodils are described as continuous, like the stars that shine and twinkle on the Milky Way, stretching in a never-ending line along the margin of a bay. The speaker estimates he saw ten thousand daffodils at a glance, tossing their heads in a lively ('sprightly') dance.

This stanza uses hyperbole ('ten thousand') and imagery comparing the daffodils to stars to emphasise the overwhelming scale and beauty of the scene.

Stanza 3: Daffodils Outshine the Waves

The waves beside the daffodils danced too, but the daffodils outdid the sparkling waves in glee. The speaker says a poet could not help but feel joyful ('gay') in such a cheerful ('jocund') company, and he simply gazed and gazed, not yet realising what wealth the sight would later bring him.

This stanza shows the daffodils' effect deepening from a striking visual sight into a source of joy that even surpasses the beauty of the sparkling lake waves.

Stanza 4: The Lasting Gift of Memory

The final stanza shifts to the present: often, when the speaker lies on his couch in an empty ('vacant') or thoughtful ('pensive') mood, the daffodils flash upon his 'inward eye' -- his memory or imagination -- which is the source of the bliss of solitude.

When this happens, his heart fills with pleasure and 'dances with the daffodils', showing that the memory of nature's beauty continues to comfort and uplift him long after the actual moment has passed.



About the Poem and the Poet

'Daffodils' was inspired by a walk William Wordsworth took with his sister Dorothy near Ullswater in the Lake District on 15 April 1802, where they encountered a long belt of daffodils.

William Wordsworth (1770-1850) was a key figure in the English Romantic movement. Born in Cockermouth, England, he developed a deep love for nature, which became a central theme of his poetry, and he believed nature had the power to inspire and heal the human spirit.

Theme

'Daffodils' explores several interconnected themes: the beauty of nature, celebrating the daffodils' vibrant and joyful presence; the power of memory, showing how beautiful experiences in nature can provide comfort long after the event; solitude and connection, as the poet's initial loneliness is transformed into a joyful connection with nature; and emotional and spiritual uplift, showing nature's ability to elevate the poet's mood and offer solace.

Form and Poetic Devices

The poem uses several figures of speech: simile ('I wandered lonely as a cloud'), personification (the daffodils 'fluttering and dancing in the breeze'), hyperbole ('Ten thousand saw I at a glance'), metaphor ('inward eye' for memory/imagination), alliteration ('Beside the lake, beneath the trees'), assonance ('A host of golden daffodils'), and imagery comparing the daffodils to stars on the Milky Way.

The poem does not use euphemism or oxymoron, since Wordsworth's language is direct and aims to create a harmonious, uplifting picture of nature rather than softening harsh topics or creating contradictions.

Important Definitions (Glossary)

bliss

happiness

continuous



spreading in a line or over an area without any spaces

fluttering

to move lightly and quickly

host

a large number of people or things

jocund

cheerful

milky way

a band of light across the night sky made up of a huge number of stars that form a large part of the galaxy that includes our sun and its planets

pensive

thinking deeply

solitude

the state of being alone

sprightly

full of life and energy

vacant

empty or unoccupied

vales

valleys

wandered

to walk slowly around

Key Facts

Item	Detail
Poet	William Wordsworth (1770-1850)
Movement	English Romanticism
Inspired by	A walk with his sister Dorothy near Ullswater, Lake District, 15 April 1802



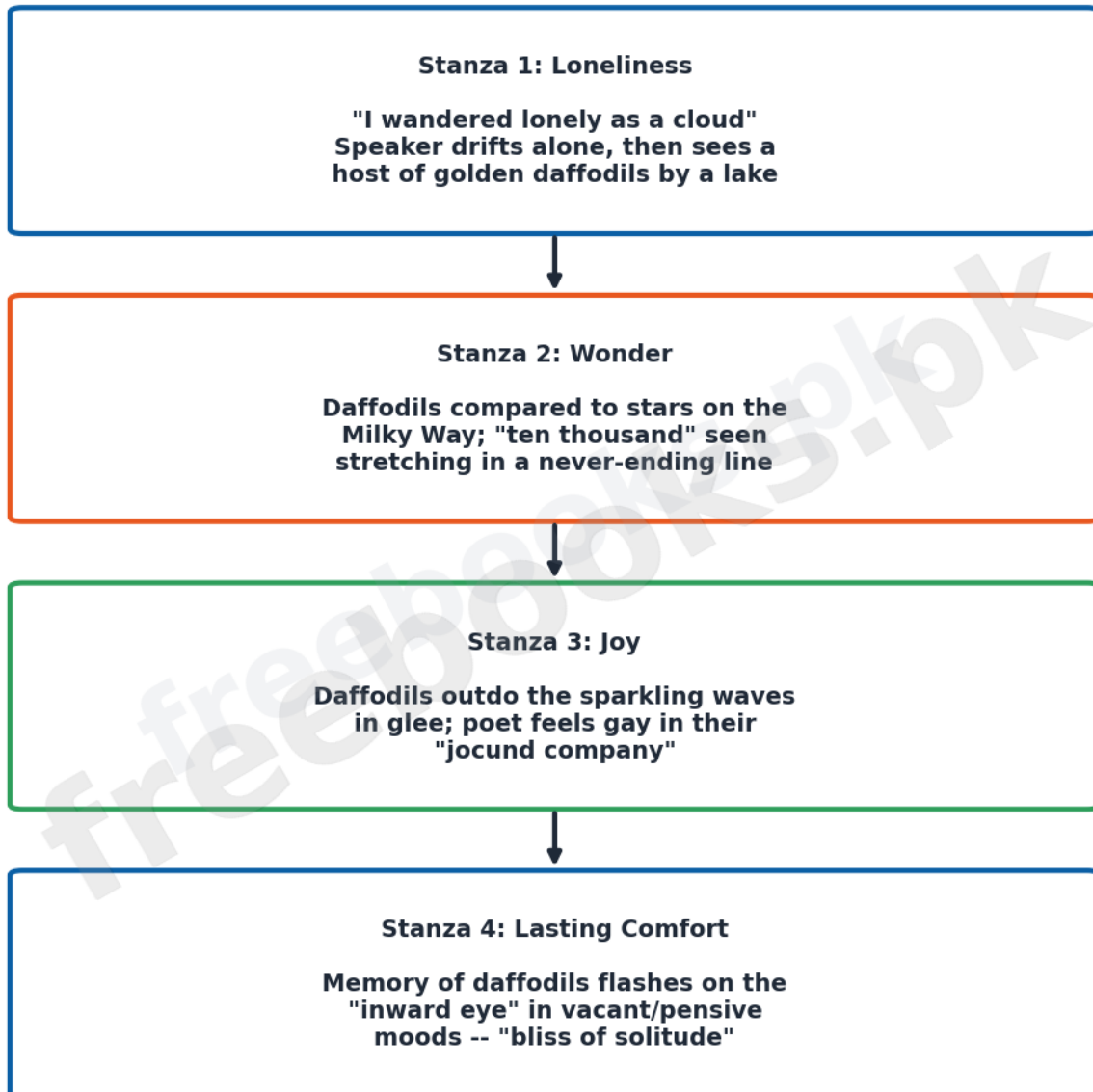
Number of stanzas	4 (six lines each)
Opening simile	"I wandered lonely as a cloud"
Estimated number of daffodils	Ten thousand (hyperbole)
Key metaphor	"inward eye" = memory / imagination
Central themes	Beauty of nature, power of memory, solitude and connection, emotional uplift

Diagram

Daffodils -- Stanza-by-Stanza Emotional Journey: A purely textual/ schematic diagram showing the poet's emotional journey across the four stanzas -- from loneliness, to wonder at the vast field of daffodils, to joy that outshines the waves, to lasting comfort through memory -- shown as labelled boxes connected by a single line (no illustrated human figures).



Daffodils -- Stanza-by-Stanza Emotional Journey



Short Questions & Answers

What does the poet compare himself to at the start of the poem, and why?

The poet compares himself to a cloud that floats over valleys and hills, suggesting a sense of loneliness and aimless wandering before he encounters the daffodils.



Where does the poet see the daffodils, and how are they first described?

He sees them beside a lake and beneath the trees, described as 'a host of golden daffodils' fluttering and dancing in the breeze.

How does the poet convey the vastness of the field of daffodils?

He compares them to the continuous, twinkling stars of the Milky Way and estimates that he saw ten thousand of them at a glance, stretching in a never-ending line.

How do the daffodils compare to the waves beside them?

Although the waves beside them also danced, the daffodils outdid the sparkling waves in glee, showing that the daffodils' joyful movement surpassed even the beauty of the lake.

What does the poet mean by 'jocund company'?

He means the daffodils were such cheerful, lively company that a poet could not help but feel joyful in their presence.

What is the 'inward eye' mentioned in the last stanza?

The 'inward eye' is a metaphor for the poet's memory or imagination, through which he can vividly recall the daffodils long after seeing them.

How does the memory of the daffodils affect the poet afterward?

Whenever he lies in a vacant or pensive mood, the memory of the daffodils flashes before his inward eye, filling his heart with pleasure and making it 'dance' with joy.

Identify one example of personification in the poem and explain its effect.

The daffodils are described as 'fluttering and dancing in the breeze', giving them human-like liveliness that makes the scene feel more joyful and animated.

Why is 'Ten thousand saw I at a glance' considered a hyperbole?

It is an exaggerated figure used for effect, emphasising the overwhelming scale and beauty of the daffodils rather than stating a literally counted number.

What overall theme does the poem convey about nature and memory?



It conveys that the beauty of nature can leave a lasting impression on the mind, providing comfort, joy, and emotional upliftment long after the original experience.

Long Questions & Answers

Describe the poet's experience of encountering the daffodils and how it changes his mood.

What was the poet's mood before he saw the daffodils?

He describes himself as wandering lonely, like a cloud drifting aimlessly over valleys and hills, suggesting a quiet sense of isolation.

What did the poet suddenly see, and where?

He suddenly saw a great host of golden daffodils beside a lake and beneath the trees, fluttering and dancing in the breeze.

How does the poet emphasise the scale of the daffodils?

He compares them to the continuous stars of the Milky Way and estimates ten thousand daffodils stretching in a never-ending line along the bay.

How does the sight of the daffodils affect the poet's mood in the moment?

The daffodils' joyful dancing outdoes even the sparkling waves beside them, filling the poet with such gaiety that he simply gazed at them in wonder.

Explain how memory and solitude work together in the final stanza of the poem.

In what state of mind does the poet recall the daffodils?

He recalls them when lying on his couch in a vacant or pensive mood, that is, when his mind is empty or deep in thought.



What does 'they flash upon that inward eye' mean?

It means the image of the daffodils vividly reappears in his memory or imagination, as if seen again with an inner form of sight.

Why does the poet call this the 'bliss of solitude'?

Because being alone allows him to fully experience this inner vision without distraction, turning solitude into a source of happiness rather than loneliness.

What is the final effect of remembering the daffodils?

His heart fills with pleasure and 'dances with the daffodils', showing that the memory recreates the same joy he felt during the original encounter.

Multiple Choice Questions (MCQs)

What is the primary theme of the poem 'Daffodils'? (A) the power of love (B) the beauty of nature (C) the importance of friendship (D) the struggle of life

Correct answer: (B) the beauty of nature. The poem primarily celebrates the beauty of nature through the image of the daffodils.

To which natural element does the poet compare himself in the beginning of the poem? (A) a tree (B) a river (C) a cloud (D) a mountain

Correct answer: (C) a cloud. The poet compares himself to a cloud in the opening simile, 'I wandered lonely as a cloud'.

Where does the poet see the daffodils? (A) beside a river (B) in a garden (C) beside a lake (D) on a mountain

Correct answer: (C) beside a lake. The poet sees the daffodils beside a lake and beneath the trees.

How does the poet describe the movement of the daffodils? (A) swaying in the wind (B) standing still (C) fluttering and dancing (D) falling to the ground

Correct answer: (C) fluttering and dancing. The daffodils are described as 'fluttering and dancing in the breeze'.



To what does the poet compare the daffodils in terms of their continuous stretch? (A) a flowing river (B) a starry night (C) a long road (D) an endless forest

Correct answer: (B) a starry night. The daffodils are compared to the continuous stars of the Milky Way, stretching without end.

How many daffodils does the poet estimate he saw at a glance? (A) hundreds (B) thousands (C) tens of thousands (D) hundreds of thousands

Correct answer: (C) tens of thousands. The poet says 'Ten thousand saw I at a glance', which falls in the tens-of-thousands range.

Which word best describes the poet's initial feeling before he sees the daffodils? (A) happy (B) lonely (C) excited (D) angry

Correct answer: (B) lonely. The poet describes himself as 'lonely' in the opening line of the poem.

What effect do the daffodils have on the poet's mood when he later recalls them? (A) They make him sad. (B) They make him anxious. (C) They bring him joy. (D) They make him tired.

Correct answer: (C) They bring him joy.. Recalling the daffodils fills the poet's heart with pleasure and makes it dance with joy.

What phrase does the poet use to describe his reflective moments about the daffodils? (A) in a cheerful mood (B) in a vacant or in pensive mood (C) in a thoughtful moment (D) in a joyous state

Correct answer: (B) in a vacant or in pensive mood. The poet says the memory returns to him 'in vacant or in pensive mood'.

Which line from the poem best conveys the lasting impact of the daffodils on the poet? (A) I wandered lonely as a cloud (B) They stretched in never-ending line (C) And then my heart with pleasure fills (D) The waves beside them danced

Correct answer: (C) And then my heart with pleasure fills. 'And then my heart with pleasure fills' shows the lasting emotional impact of remembering the daffodils.



Quick Revision Summary

- 'Daffodils' by William Wordsworth is a Romantic poem in 4 stanzas about a joyful encounter with a field of daffodils
- The poem was inspired by a real walk near Ullswater, Lake District, with his sister Dorothy in April 1802
- Opening simile: 'I wandered lonely as a cloud' establishes the poet's initial loneliness
- The daffodils are compared to the stars of the Milky Way; the poet estimates 'ten thousand' of them (hyperbole)
- The daffodils' joy outdoes even the sparkling waves beside them
- The 'inward eye' is a metaphor for memory/imagination, source of the 'bliss of solitude'
- Key devices: simile, personification, hyperbole, metaphor, alliteration, assonance, imagery
- Themes: beauty of nature, the power of memory, solitude transformed into connection, emotional and spiritual uplift

Exam Tips

- Learn the glossary words with their exact textbook meanings -- synonym-in-context and spelling MCQs are drawn directly from unit glossaries
- Memorise the opening line and the final two lines of the poem exactly, as direct-quotation questions are common
- Be ready to identify and explain at least one example each of simile, personification, hyperbole, and metaphor from this poem
- Practice explaining WHY the poem is classified as Romantic/nature poetry and how it reflects Wordsworth's belief in nature's healing power
- Review compound prepositions and prepositional phrases from this unit's Grammar section, since MCQ Part D draws from grammar across most units
- When paraphrasing or summarising, keep the poet's original meaning intact while using simpler, everyday language, and avoid inserting personal opinions



Unit 4: Hazrat Asma (RA)

This unit presents 'Hazrat Asma (RA)', an expository (informative) and narrative prose passage recounting the courage, wisdom, and generosity of Hazrat Asma bint Abu Bakr (RA) during the migration (Hijrah) of Hazrat Muhammad (PBUH) and Hazrat Abu Bakr Siddique (RA) from Makkah Mukarramah to Madinah Munawwarah in 622 A.D.

The passage describes how Hazrat Asma (RA) prepared and secretly delivered food to the travellers hiding in the Cave of Thawr, tying it with her own belt (earning her the title Zaat-un-Nitaqain), how she bravely faced Abu Jahl's anger without revealing her father's whereabouts, and how she cleverly reassured her blind grandfather about the family's wealth.

These notes summarise the passage as given in the textbook, preserving the honorifics used, and provide comprehension questions, vocabulary, and exam-oriented material for this unit, including the skill-based Reading, Vocabulary/ Grammar, Oral Communication, and Writing sections that accompany it.

Learning Objectives

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners
- Explain whether predictions about the content of a text are acceptable or should be modified, and why
- 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
- Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences



Key Concepts

The Migration and the Danger Facing the Travellers

Rasoolullah (PBUH) and his close companion Hazrat Abu Bakr Siddique (RA) migrated from Makkah Mukarramah to Madinah Munawwarah in 622 A.D. When the chiefs of the Makkan tribes learned of the migration, they became furious and offered huge rewards and bounties for the travellers' capture, dead or alive.

The preparation for this dangerous journey was made at Hazrat Abu Bakr Siddique's (RA) house, and Hazrat Asma (RA) rendered vital services in getting the travellers ready to leave safely.

Zaat-un-Nitaqain: Preparing and Delivering Food

Hazrat Asma (RA) prepared food for the journey and, finding nothing else available, tied it to the camel's back using her own belt. For this service, the Rasoolullah (PBUH) gave her the title Zaat-un-Nitaqain (the woman of the two belts/girdles).

During the perilous journey, it was extremely difficult and dangerous for anyone to supply food to the travellers hidden in the Cave of Thawr. Every night, Hazrat Asma (RA) quietly ventured with a pack of food towards the rugged mountains where the cave was located, carefully managing every detail despite the constant fear of being detected and caught.

Confronting Abu Jahl

On the night of the migration, the disbelieving tribal chief Abu Jahl, furious, went to Hazrat Abu Bakr Siddique's (RA) home and violently demanded of Hazrat Asma (RA), 'Where is your father?' She calmly replied, 'How would I know?' -- a wise, careful answer that gave him no clue at all.

Her composed counter-question infuriated Abu Jahl so much that he slapped her face hard enough to make her earring fall off, yet she remained steadfast and did not reveal the secret, showing remarkable courage and self-discipline under pressure.



Reassuring Her Blind Grandfather

Her grandfather, Hazrat Abu Quhafoo (RA), who was a disbeliever at the time and was old and blind, worried aloud that Hazrat Abu Bakr had taken all the family's wealth and left them helpless.

Hazrat Asma (RA) quickly gathered some pebbles, placed them where her father used to keep his money and jewels, and covered them with cloth, telling her grandfather to feel it and see that her father had left plenty for them. Believing the cloth was full of gold and jewels, he was relieved -- showing her quick thinking, compassion, and care for her family's peace of mind.

Family, Character, and Legacy

Hazrat Asma (RA) was among the earliest people to accept Islam. She was the daughter of Hazrat Abu Bakr Siddique (RA), the stepsister of Hazrat Ayesha Siddiqah (RA), the wife of Hazrat Zubair bin al-Awwam (RA), and the mother of Hazrat Abdullah bin Zubair (RA). She lived to about a hundred years of age.

Hazrat Abdullah bin Zubair (RA) said he had never seen anyone more generous and open-hearted than his aunt Hazrat Ayesha (RA) and his mother. Hazrat Asma (RA) was so generous that she sold her inherited garden and gave away all the money to the poor and needy; nobody ever left her doorstep empty-handed. She will always be remembered for her courage, generosity, and wisdom, with resolute faith in Allah.

Theme

The theme of the unit is to appreciate the integrity and valour of Hazrat Asma (RA) for the cause of Islam. She is a role model for the Muslim Ummah due to her modesty, truthfulness, honesty, piety, bravery, and generosity.

Important Definitions (Glossary)

alleviate

to make less severe

beacon

a light



bounties

generous actions

constant

happening repeatedly, incessant

detect

to discover or notice

furious

in an extreme anger

infuriated

extremely angry

migrate

to move from one town, country, etc., to go to another area

perilous

dangerous

render

to present/provide a service/help

resolute

strong and determined

reveal

to make something known to somebody

traverse

to cross an area of land or water

venture

a project that involves taking risks

Key Facts

Item	Detail
Text type	Expository and narrative prose
Migration (Hijrah)	



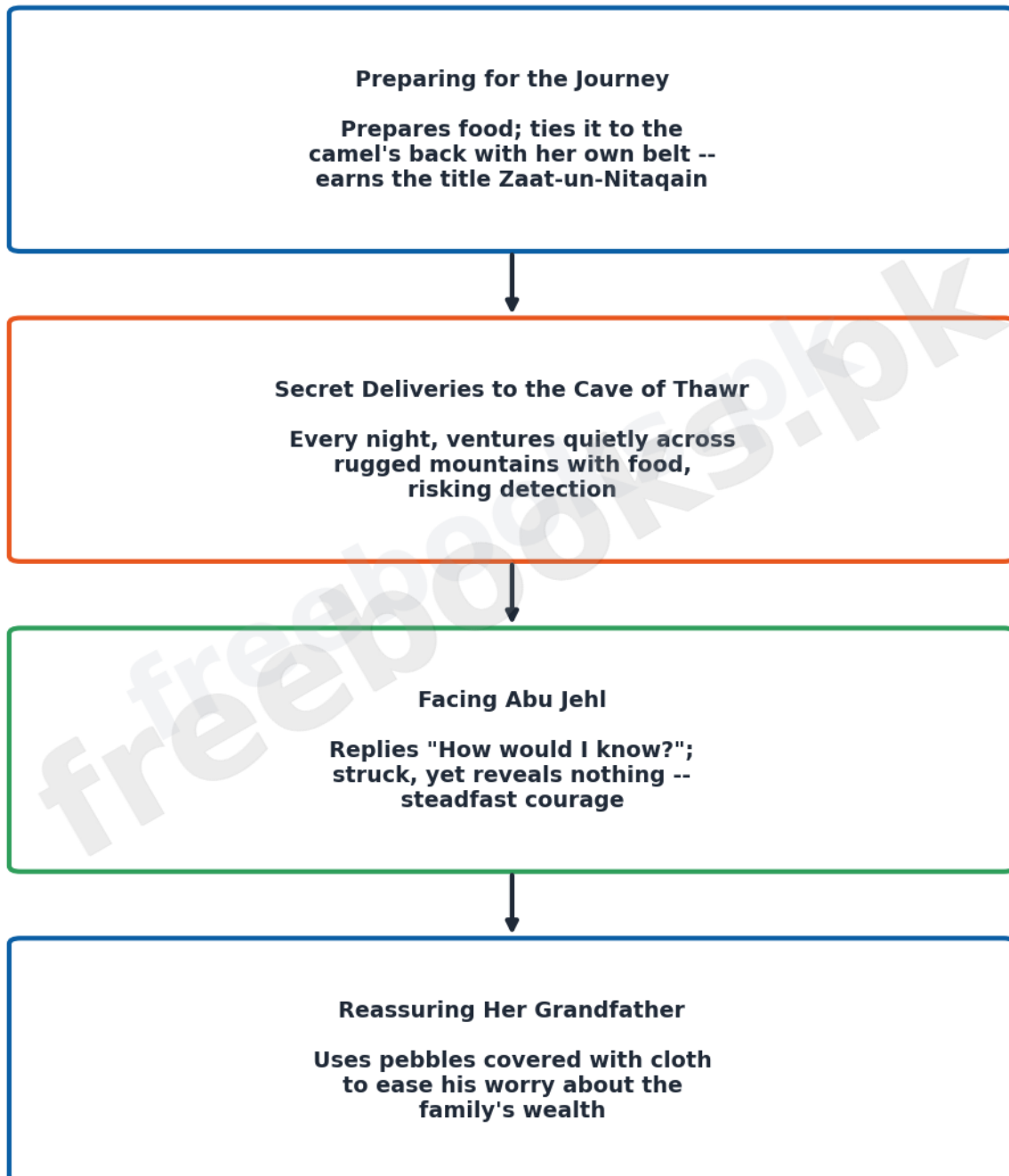
	Makkah Mukarramah to Madinah Munawwarah, 622 A.D.
Title given to Hazrat Asma (RA)	Zaat-un-Nitaqain (the woman of the two belts)
Hiding place of the travellers	Cave of Thawr
Tribal chief who confronted her	Abu Jahl
Her grandfather	Hazrat Abu Quhafaa (RA), old, blind, a disbeliever at the time
Her father	Hazrat Abu Bakr Siddique (RA)
Her husband and son	Hazrat Zubair bin al-Awwam (RA); Hazrat Abdullah bin Zubair (RA)

Diagram

Hazrat Asma (RA) -- Key Acts of Courage and Wisdom: A purely textual/ schematic diagram showing four key episodes -- preparing and tying food for the journey, secretly delivering food to the Cave of Thawr, facing Abu Jahl without revealing the secret, and reassuring her blind grandfather -- shown as labelled boxes connected by lines (no illustrated human figures).



Hazrat Asma (RA) -- Key Acts of Courage and Wisdom



Short Questions & Answers

Why did the Makkan tribal chiefs offer rewards for the capture of the Rasoolullah (PBUH) and Hazrat Abu Bakr Siddique (RA)?



When the chiefs learned of the migration to Madinah, they became furious and offered huge rewards and bounties to have the travellers captured, dead or alive.

How did Hazrat Asma (RA) earn the title Zaat-un-Nitaqain?

She prepared food for the journey and, finding nothing else to secure it with, tied it to the camel's back using her own belt, for which the Rasoolullah (PBUH) gave her this title.

What made the nightly food deliveries to the Cave of Thawr so dangerous?

She had to quietly traverse rugged, rocky mountain paths at night with the constant fear of being detected and caught, which could have endangered the Rasoolullah's (PBUH) life.

How did Hazrat Asma (RA) respond when Abu Jehl demanded to know her father's whereabouts?

She calmly replied, 'How would I know?', a wise answer that revealed nothing and instead infuriated Abu Jehl with its composure.

What happened after Hazrat Asma's (RA) reply angered Abu Jehl?

He slapped her face so hard that her earring fell off, but she remained steadfast and did not reveal the secret of her father's location.

How did Hazrat Asma (RA) reassure her blind grandfather about the family's wealth?

She placed pebbles where her father kept his money, covered them with cloth, and let him feel it, so he believed wealth had been left behind and felt relieved.

What does the pebble episode reveal about Hazrat Asma's (RA) character?

It shows her quick thinking, resourcefulness, and compassion, as she found a gentle, comforting way to ease her grandfather's worry without revealing the truth that could endanger her father.

What was Hazrat Asma's (RA) relationship to Hazrat Ayesha Siddiqah (RA)?

Hazrat Asma (RA) was the stepsister of Hazrat Ayesha Siddiqah (RA), as both were daughters of Hazrat Abu Bakr Siddique (RA).

How did Hazrat Asma (RA) show generosity later in her life?



She sold her inherited garden and gave away all the money to the poor and needy, and nobody ever left her doorstep empty-handed.

What is the central theme of this unit?

The theme is to appreciate the integrity and valour of Hazrat Asma (RA), who is a role model for the Muslim Ummah because of her modesty, truthfulness, honesty, piety, bravery, and generosity.

Long Questions & Answers

Describe how Hazrat Asma (RA) supported the migration of the Rasoolullah (PBUH) and Hazrat Abu Bakr Siddique (RA).

How did Hazrat Asma (RA) help prepare for the journey?

She prepared food for the journey, and since nothing else was available to secure it, she tied it to the camel's back using her own belt.

What title did she receive for this service, and why?

She was given the title Zaat-un-Nitaqain (the woman of the two belts) by the Rasoolullah (PBUH) in recognition of her resourcefulness.

What was her role once the travellers were hidden in the Cave of Thawr?

Every night, she quietly carried a pack of food to the rugged mountains where the cave was located, ensuring the travellers were fed despite the danger.

What risks did she face while doing this?

She had to traverse rocky, difficult paths at night under constant fear of being detected and caught, which could have endangered the Rasoolullah's (PBUH) life.

Explain how Hazrat Asma (RA) demonstrated courage and wisdom when confronted by Abu Jehl and her grandfather.

What did Abu Jehl demand from Hazrat Asma (RA)?

In a fit of fury, he went to her home on the night of the migration and violently demanded to know where her father was.



How did she respond, and what did this reveal about her?

She calmly replied, 'How would I know?', a composed counter-question that revealed nothing and showed her wisdom and courage under pressure.

What was the consequence of her response, and how did she react?

Abu Jehl, infuriated, slapped her hard enough to make her earring fall off, but she remained steadfast and never revealed the secret.

How did she separately handle her blind grandfather's worry about the family's wealth?

She placed pebbles where her father's money used to be kept, covered them with cloth, and let her grandfather feel it, easing his concern by letting him believe wealth had been left behind.

Multiple Choice Questions (MCQs)

In which year did the migration (Hijrah) from Makkah to Madinah take place? (A) 610 A.D. (B) 622 A.D. (C) 632 A.D. (D) 570 A.D.

Correct answer: (B) 622 A.D.. The passage states the migration took place in 622 A.D.

What title was given to Hazrat Asma (RA) for tying food to the camel's back with her belt? (A) Umm-ul-Mumineen (B) Zaat-un-Nitaqain (C) Siddiqa (D) Khatun-e-Jannat

Correct answer: (B) Zaat-un-Nitaqain. She was given the title Zaat-un-Nitaqain (the woman of the two belts) by the Rasoolullah (PBUH).

Where were the Rasoolullah (PBUH) and Hazrat Abu Bakr Siddique (RA) hiding during the migration? (A) Cave of Hira (B) Cave of Thawr (C) Masjid al-Haram (D) Mount Uhud

Correct answer: (B) Cave of Thawr. They were hidden in the Cave of Thawr, to which Hazrat Asma (RA) delivered food at night.

Who confronted Hazrat Asma (RA) demanding to know her father's whereabouts? (A) Abu Jehl (B) Abu Sufyan (C) Abu Lahab (D) Utbah



Correct answer: (A) Abu Jehl. Abu Jehl violently confronted her, demanding to know where her father was.

How did Hazrat Asma (RA) respond to Abu Jehl's demand? (A) She told him the truth (B) She said, 'How would I know?' (C) She refused to speak (D) She fainted

Correct answer: (B) She said, 'How would I know?'. She calmly replied, 'How would I know?', revealing nothing about her father's location.

What did Hazrat Asma (RA) use to reassure her blind grandfather about the family's wealth? (A) Real gold coins (B) Pebbles covered with cloth (C) A letter from her father (D) Nothing, she told him the truth

Correct answer: (B) Pebbles covered with cloth. She placed pebbles where the money used to be kept and covered them with cloth so he would believe wealth had been left behind.

Who was Hazrat Asma's (RA) father? (A) Hazrat Umar (RA) (B) Hazrat Abu Bakr Siddique (RA) (C) Hazrat Ali (RA) (D) Hazrat Uthman (RA)

Correct answer: (B) Hazrat Abu Bakr Siddique (RA). She was the daughter of Hazrat Abu Bakr Siddique (RA).

Who was Hazrat Asma's (RA) stepsister? (A) Hazrat Fatimah (RA) (B) Hazrat Ayesha Siddiqa (RA) (C) Hazrat Umm-e-Salma (RA) (D) Hazrat Zainab (RA)

Correct answer: (B) Hazrat Ayesha Siddiqa (RA). She was the stepsister of Hazrat Ayesha Siddiqa (RA), as both were daughters of Hazrat Abu Bakr Siddique (RA).

How did Hazrat Asma (RA) show generosity later in her life? (A) She built a mosque (B) She sold her inherited garden and gave the money to the poor (C) She wrote books (D) She travelled to teach

Correct answer: (B) She sold her inherited garden and gave the money to the poor. She sold her inherited garden and gave away all the money to the poor and needy.

What is the central theme of this unit? (A) The history of Makkah (B) The courage, wisdom, and generosity of Hazrat Asma (RA) (C) The architecture of the Cave of Thawr (D) The rules of migration



Correct answer: (B) The courage, wisdom, and generosity of Hazrat Asma (RA).
The theme is to appreciate Hazrat Asma's (RA) integrity and valour as a role model for the Muslim Ummah.

Quick Revision Summary

- 'Hazrat Asma (RA)' recounts her courage during the Hijrah (migration) of 622 A.D.
- She tied food to the camel's back with her own belt, earning the title Zaat-un-Nitaqain
- She secretly delivered food each night to the Cave of Thawr, risking detection on rugged mountain paths
- When Abu Jahl demanded her father's whereabouts, she calmly replied, 'How would I know?' and did not reveal the secret, even after being struck
- She reassured her blind grandfather about the family's wealth using pebbles covered with cloth
- She was the daughter of Hazrat Abu Bakr Siddique (RA), stepsister of Hazrat Ayesha Siddiqah (RA), wife of Hazrat Zubair bin al-Awwam (RA), and mother of Hazrat Abdullah bin Zubair (RA)
- She was known for generosity, giving away money from her inherited garden to the poor and needy
- Theme: her modesty, truthfulness, honesty, piety, bravery, and generosity make her a role model for the Muslim Ummah

Exam Tips

- Learn the glossary words with their exact textbook meanings -- synonym-in-context and spelling MCQs are drawn directly from unit glossaries
- Memorise the sequence of events (preparation, food-tying, nightly deliveries, Abu Jahl's confrontation, the pebble episode) so long answers stay in order
- Learn the exact family relationships (father, stepsister, husband, son) as these are frequently tested in short-answer and MCQ form
- Learn her two famous quoted lines -- her reply to Abu Jahl, and the pebble episode's explanation -- as these often appear in comprehension questions
- Review gerunds, infinitives, and participles from this unit's Grammar section, since MCQ Part D draws from grammar across most units



- When writing about Hazrat Asma (RA), maintain a formal, respectful tone and stick strictly to facts from the text without inserting personal opinions



Unit 5: Women Empowerment through Entrepreneurship

This unit presents 'Women Empowerment through Entrepreneurship', an expository (informative) prose passage written in the third-person narrative that explains what entrepreneurship is, how it empowers women, and how women -- from Hazrat Khadija (RA) in early Islamic history to modern-day Pakistani businesswomen -- have overcome barriers to build successful ventures.

The passage defines entrepreneurship, presents Hazrat Khadija (RA) as history's earliest and most significant example of a successful woman entrepreneur, surveys the sectors where Pakistani women are active today, lists the obstacles they still face, and explains the wide-ranging benefits their entrepreneurship brings to families, communities, and the national economy.

These notes summarise the passage as given in the textbook and provide comprehension questions, vocabulary, idioms and proverbs, and exam-oriented material for this unit, including the skill-based Reading, Vocabulary/Grammar, Oral Communication, and Writing (biography/autobiography and formal letter) sections that accompany it.

Learning Objectives

- Use rhetorical questions for a range of audiences
- Examine different points of view (e.g., first-person, third-person narrative); determine an author's point of view or purpose in a text; analyse how authors distinguish their position from that of others
- Analyse various types of biographies and autobiographies connected to different fields and professions, determining which details are emphasized in each type
- Comprehend and use contemporary idioms and proverbs in different texts and in speech
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing in different varieties of texts



- Write formal letters to people in extended academic and professional environments for various purposes

Key Concepts

What Is Entrepreneurship?

Entrepreneurship refers to the process of starting, managing, and growing a business venture. Entrepreneurs identify opportunities, take calculated risks, and bring innovative ideas to life, creating products or services that meet market demands, solve problems, and contribute to economic growth.

For women specifically, entrepreneurship offers more than financial independence: it empowers them to take control of their future, challenge societal norms, and become leaders in their communities.

Hazrat Khadija (RA): An Early Model of Success

Hazrat Khadija (RA), a prominent businesswoman from Makkah Mukarramah, is presented as one of the earliest and most significant examples of a successful woman entrepreneur -- among the wealthiest people of her time, known for her wisdom, integrity, and leadership in managing a thriving trading business.

Her story shows that even in a male-dominated society, women can thrive through hard work, intelligence, and strategic thinking. She carefully expanded her trading ventures across regions and became a symbol of empowerment, inspiring generations of women to pursue entrepreneurial dreams regardless of societal expectations.

Women Entrepreneurs in Modern Pakistan

In modern-day Pakistan, women entrepreneurs are playing an increasingly important role across sectors such as fashion, technology, food, education, and crafts, in both urban centres like Karachi and Lahore and smaller towns and rural areas.

Several initiatives support them: microfinance institutions offer loans to help women start small businesses, mentorship programmes build essential skills, and



women's chambers of commerce provide platforms for networking and showcasing products.

Challenges Women Entrepreneurs Face

Despite these advances, women face significant obstacles: cultural expectations that prioritise household duties over professional goals; limited access to financial resources, education, and networks; mobility restrictions that limit meeting clients or accessing markets; legal and institutional barriers in registering businesses; and a lack of support networks and mentors compared to male entrepreneurs.

Sectors and Benefits of Women's Entrepreneurship

Women entrepreneurs are active in fashion and textiles, food and catering services, handicrafts and artisanship, education and training centres, and e-commerce and tech startups.

Their entrepreneurship brings wide benefits: economic growth and job creation (especially for other women and youth), empowerment of future generations through role models, community development by addressing local issues like education and healthcare, promoting gender equality by challenging stereotypes, and driving innovation and problem-solving through unique perspectives.

Overcoming Barriers and Looking Forward

Women entrepreneurs are overcoming barriers by building strong support networks and using e-commerce and online platforms for flexibility, bypassing some mobility issues. Government bodies and NGOs also support women entrepreneurs with financial resources, training, and market access.

The passage concludes that entrepreneurship offers women the opportunity to realise their full potential; by supporting women's entrepreneurship and addressing the barriers they face, society can unlock the potential of half its population.



Theme

The theme of the unit is that entrepreneurship empowers women by providing financial independence and breaking traditional gender roles. Women entrepreneurs contribute to their communities by creating jobs, fostering innovation, and promoting gender equality; through examples like Hazrat Khadija (RA) and modern-day Pakistani women, the unit shows that despite societal challenges, women can succeed in business and inspire future generations as leaders and innovators.

Important Definitions (Glossary)

corporation

a large business company

e-commerce

business that is conducted on the internet

entrepreneurship

the activity of making money by starting or running businesses, especially when this involves taking financial risks; the ability to do this

innovative

introducing or using new ideas, ways of doing something, etc.

microfinance

a system of providing services such as lending money and saving for people who are too poor to use banks

norm

a situation or a pattern of behaviour that is usual or expected

societal

connected with society and the way it is organized

stereotype

a fixed idea or image that many people have of a particular type of person or thing, but which is often not true in reality and may cause hurt and offence

strategic



done as part of a plan that is meant to achieve a particular purpose or to gain an advantage

thrive

to become, and continue to be, successful, strong, healthy, etc.

Key Facts

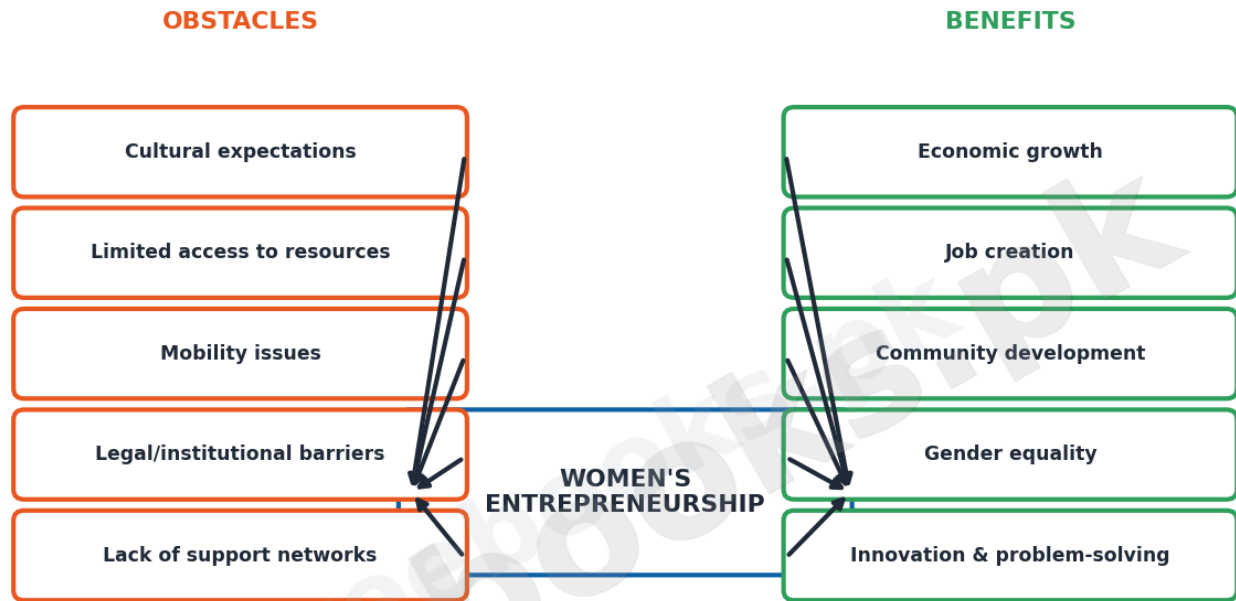
Item	Detail
Text type	Expository (informative) prose, third-person narrative
Historical example	Hazrat Khadija (RA), businesswoman of Makkah Mukarramah
Key sectors for Pakistani women entrepreneurs	Fashion and textiles, food and catering, handicrafts, education, e-commerce/tech
Support mechanisms	Microfinance institutions, mentorship programmes, women's chambers of commerce
Main obstacles	Cultural expectations, limited resources, mobility issues, legal barriers, lack of support networks
Key benefits of women's entrepreneurship	Economic growth, job creation, community development, gender equality, innovation

Diagram

Women's Entrepreneurship -- Obstacles and Benefits: A purely textual/ schematic diagram showing entrepreneurship at the centre, connected on one side to the key obstacles women face (cultural expectations, limited resources, mobility issues, legal barriers, lack of support) and on the other to the key benefits it brings (economic growth, job creation, community development, gender equality, innovation), shown as labelled boxes connected by lines (no illustrated human figures).



Women's Entrepreneurship -- Obstacles and Benefits



Short Questions & Answers

What is entrepreneurship, according to the passage?

Entrepreneurship is the process of starting, managing, and growing a business venture, in which entrepreneurs identify opportunities, take calculated risks, and bring innovative ideas to life.

What does entrepreneurship offer women beyond financial independence?

It empowers women to take control of their future, challenge societal norms, and become leaders in their communities.



Why is Hazrat Khadija (RA) considered a significant example of a successful woman entrepreneur?

She was one of the wealthiest individuals of her time and was known for her wisdom, integrity, and leadership in managing a thriving trading business, even in a male-dominated society.

In which sectors are Pakistani women entrepreneurs commonly active?

They are active in fashion and textiles, food and catering services, handicrafts and artisanship, education and training centres, and e-commerce and tech startups.

What role do microfinance institutions play for women entrepreneurs?

They offer loans to help women start small businesses, supporting them where traditional banks may be hesitant to lend.

What is one major cultural obstacle women entrepreneurs face in Pakistan?

Traditional gender roles often dictate that women should prioritise household duties over professional goals, creating barriers and a lack of support from family and society.

How has e-commerce helped women entrepreneurs overcome challenges?

It has given women more flexibility, allowing them to run businesses from home and bypass some of the mobility issues they face due to cultural norms.

How does women's entrepreneurship contribute to gender equality?

When women participate in the economy as entrepreneurs, they challenge gender stereotypes and encourage society to view women as capable leaders and decision-makers.

What role do the government and NGOs play in supporting women entrepreneurs?

They provide financial resources, training, and access to markets, working to create a more inclusive and supportive environment for female entrepreneurs.

What is the central theme of this unit?



The theme is that entrepreneurship empowers women by providing financial independence and breaking traditional gender roles, allowing them to contribute to their communities and inspire future generations.

Long Questions & Answers

Explain how Hazrat Khadija (RA) and modern Pakistani women demonstrate that women can succeed in entrepreneurship despite societal barriers.

What made Hazrat Khadija (RA) a successful entrepreneur?

She was known for her wisdom, integrity, and leadership in managing a thriving trading business, expanding her ventures across regions even in a male-dominated society.

What legacy did her success leave behind?

She became a symbol of empowerment for other women, showing that gender should not be a barrier to success and inspiring generations of women to pursue entrepreneurial dreams.

In which fields are modern Pakistani women entrepreneurs active?

They are active in fashion and textiles, food and catering, handicrafts, education, and e-commerce and tech startups, across both urban and rural areas.

What support systems help them succeed today?

Microfinance institutions, mentorship programmes, women's chambers of commerce, and government/NGO initiatives all provide resources, training, and market access.



Describe the main challenges faced by women entrepreneurs in Pakistan and the broader benefits their entrepreneurship brings to society.

What cultural and resource-based challenges do women entrepreneurs face?

They face cultural expectations to prioritise household duties, limited access to financial resources and education, and mobility restrictions that limit meeting clients or accessing markets.

What institutional challenges do they face?

They encounter legal and institutional barriers when registering businesses and often lack established support networks or mentors compared to male entrepreneurs.

What economic benefits does women's entrepreneurship bring?

It contributes to economic growth and job creation, generating income and boosting productivity, especially by employing other women and youth.

What social benefits does it bring?

It promotes gender equality, drives community development by addressing local issues like education and healthcare, and inspires future generations as role models.

Multiple Choice Questions (MCQs)

According to the passage, what is entrepreneurship? (A) A government job programme (B) The process of starting, managing, and growing a business venture (C) A type of school curriculum (D) A form of charity work

Correct answer: (B) The process of starting, managing, and growing a business venture. The passage defines entrepreneurship as the process of starting, managing, and growing a business venture.



Who is presented as one of history's earliest successful women entrepreneurs? (A) Hazrat Ayesha (RA) (B) Hazrat Khadija (RA) (C) Hazrat Asma (RA) (D) Hazrat Fatimah (RA)

Correct answer: (B) Hazrat Khadija (RA). Hazrat Khadija (RA), a businesswoman from Makkah Mukarramah, is presented as one of history's earliest and most significant successful women entrepreneurs.

Which of these is NOT listed as a common obstacle for women entrepreneurs in Pakistan? (A) Cultural expectations (B) Limited access to resources (C) Mobility issues (D) Excess of government support

Correct answer: (D) Excess of government support. The passage lists cultural expectations, limited resources, mobility issues, legal barriers, and lack of support networks as obstacles -- not excess government support.

What is microfinance, as defined in the glossary? (A) A large business company (B) A system of providing loans and savings services to people too poor to use banks (C) A form of online shopping (D) A university degree in finance

Correct answer: (B) A system of providing loans and savings services to people too poor to use banks. Microfinance is defined as a system of providing services such as lending money and saving for people who are too poor to use banks.

In what narrative style is the passage written? (A) First-person (B) Second-person (C) Third-person (D) Mixed narrative

Correct answer: (C) Third-person. The passage is written in the third-person narrative, providing an objective overview of the entrepreneurs' stories.

Which sector is NOT mentioned as an area where Pakistani women entrepreneurs are active? (A) Fashion and textiles (B) Food and catering (C) Heavy machinery manufacturing (D) E-commerce and tech startups

Correct answer: (C) Heavy machinery manufacturing. Heavy machinery manufacturing is not mentioned; the passage lists fashion, food, handicrafts, education, and e-commerce/tech.

How has e-commerce helped women entrepreneurs, according to the passage? (A) By increasing mobility restrictions (B) By giving them flexibility to run businesses from home (C) By eliminating the need for skills (D) By reducing job creation



Correct answer: (B) By giving them flexibility to run businesses from home. The growth of e-commerce has given women more flexibility, allowing them to run businesses from home and bypass mobility issues.

What does women's entrepreneurship contribute to gender equality?

(A) It reinforces traditional gender roles (B) It challenges stereotypes and promotes women as capable leaders (C) It has no effect on gender roles (D) It discourages women from working

Correct answer: (B) It challenges stereotypes and promotes women as capable leaders. Women's entrepreneurship challenges gender stereotypes and encourages society to view women as capable leaders and decision-makers.

Who, besides the government, is mentioned as supporting women

entrepreneurs in Pakistan? (A) Foreign embassies (B) Non-governmental organisations (NGOs) (C) Sports federations (D) Religious councils

Correct answer: (B) Non-governmental organisations (NGOs). The passage mentions the government and non-governmental organisations (NGOs) as playing an important role in supporting women entrepreneurs.

What is the central theme of this unit? (A) The history of trade in

Makkah (B) How entrepreneurship empowers women and breaks traditional gender roles (C) The rules of starting a corporation (D) The geography of Pakistan

Correct answer: (B) How entrepreneurship empowers women and breaks traditional gender roles. The theme is that entrepreneurship empowers women by providing financial independence and breaking traditional gender roles.

Quick Revision Summary

- Entrepreneurship is the process of starting, managing, and growing a business venture
- Hazrat Khadija (RA) is presented as history's earliest major example of a successful woman entrepreneur
- Pakistani women entrepreneurs are active in fashion, food, handicrafts, education, and e-commerce/tech



- Support systems include microfinance, mentorship programmes, and women's chambers of commerce
- Key obstacles: cultural expectations, limited resources, mobility issues, legal barriers, lack of support networks
- Key benefits: economic growth, job creation, empowerment of future generations, community development, gender equality, innovation
- The passage is written in third-person narrative, giving an objective, holistic view
- Theme: entrepreneurship empowers women with financial independence and breaks traditional gender roles

Exam Tips

- Learn the glossary words with their exact textbook meanings -- synonym-in-context and spelling MCQs are drawn directly from unit glossaries
- Memorise the five listed obstacles and five listed benefits of women's entrepreneurship, as these are frequently tested in list-based questions
- Be ready to explain why the passage is written in third-person narrative and how that affects its objectivity
- Review the idioms and proverbs covered in this unit's Vocabulary section (e.g., 'actions speak louder than words', 'slow and steady wins the race'), since idiom-matching questions are common
- Practice punctuation and capitalisation rules from this unit's Grammar section, since MCQ Part D draws from grammar across most units
- When writing the biography/autobiography or formal letter tasks, keep a clear structure, correct point of view, and specific examples drawn from the text



Unit 6: The Value of Time

This unit presents 'The Value of Time', a short fictional narrative about a cheerful, kind-hearted but poorly time-managed boy named Taseer, who learns to prioritise his responsibilities after his wise grandfather teaches him a memorable lesson using a jar, big rocks, pebbles, and sand.

The story follows a classic plot structure -- exposition, rising action, climax, falling action, and resolution -- as Taseer moves from constant procrastination and rushed, incomplete work to becoming a confident, reliable, and well-balanced individual who continues to apply his grandfather's lesson throughout his life.

These notes summarise the story and provide comprehension questions, vocabulary, and exam-oriented material for this unit, including the skill-based Reading/Plot Development, Vocabulary/Grammar, Oral Communication, and Writing (story-writing) sections that accompany it.

Learning Objectives

- Engage in extended discussions
- Examine how an author develops and contrasts the points of view of different characters or narrators in a text
- Critique the plot development with respect to different aspects of the story
- Examine the particular elements of a story or drama (e.g., how the setting shapes the characters or plot)
- Examine stages of plot development in a fictional text (exposition, setting, climax, character development, resolution)
- Analyse how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme
- Apply editing and proofreading skills to a wide range of texts and contexts
- Apply the techniques of writing a first draft with sufficient detail, then proofread and edit to suit purpose and audience



Key Concepts

Exposition: Taseer's Struggle with Time Management

Taseer was well known for his cheerful nature and kind-heartedness and was adored by all, but he had one flaw: he was terribly weak at managing his time. He often procrastinated, spending hours on video games, chatting with friends, and daydreaming while his schoolwork and chores piled up.

Despite his good intentions, he always seemed to run out of time, leading to rushed assignments and incomplete tasks. His teachers were concerned and his parents were perpetually worried, but Taseer was not ready to change his ways.

Rising Action: The Grandfather's Lesson

Taseer's wise grandfather noticed his struggle and invited him to his house to teach him a valuable lesson. In the kitchen, there was an empty glass jar and a basket filled with big rocks, pebbles, and sand.

His grandfather asked him to fill the jar with everything in the basket. Taseer poured the sand in first, then the pebbles, but the big rocks would not fit -- leaving him puzzled.

Climax: Understanding the Big Rocks, Pebbles, and Sand

His grandfather then emptied the jar and methodically placed the large rocks in first, then the pebbles (which filled the gaps between the rocks), and finally the sand (which filled the remaining gaps) -- and everything fit perfectly.

He elucidated the meaning: the jar represents Taseer and his time; the big rocks are significant things like schoolwork, family, and health; the pebbles are other priorities like hobbies and friendships; and the sand represents small, trivial things. If you fill your time with small things first, there is no room left for what matters -- but if you prioritise the big rocks, everything else finds its proper place.



Falling Action: Applying the Lesson

The grandfather helped Taseer make a schedule, setting aside time for schoolwork, chores, and family activities, and only allocating time for hobbies and relaxation after the important tasks were completed.

At first it was challenging, as Taseer was used to seeking immediate gratification, but with practice and determination he began to see improvements: he felt more in control of his time, less stressed about deadlines, his grades improved, and he had more time for family and friends.

Resolution: A Changed Life

When Taseer's teacher asked him to share his secret, he told the story of the jar, rocks, pebbles, and sand, and many of his classmates decided to try the same approach. His improved time management also strengthened his relationships -- his parents were proud, and his friends appreciated that he had become more reliable.

Taseer remembered his grandfather's wise words for the rest of his life and became a master of time management, growing up to be a successful and happy individual who always made time for what truly mattered. His story became a cherished tale reminding everyone of the importance of managing time wisely and prioritising what matters most.

Theme

Through the development and contrast of different characters' perspectives, the author explores themes of responsibility, growth, and the importance of time management. Each character's viewpoint -- Taseer's struggle, his grandfather's wisdom, and the reactions of his teachers, parents, and friends -- contributes to a comprehensive understanding of the challenges and lessons Taseer faces as he learns to prioritise and manage his time effectively.

Important Definitions (Glossary)

cherished



cherish somebody/something: to love somebody/something very much and want to protect them or it

elucidate

to make something clearer by explaining it more fully

gratification

the state of feeling pleasure when something goes well for you or when your desires are satisfied; something that gives you pleasure

intrigued

very interested in something/somebody and wanting to know more about it/them

methodically

in a careful and logical way

perpetually

in a way that continues for a long time without stopping

prioritising

giving importance

reliable

able to be trusted

significant

large or important enough to have an effect or to be noticed

Key Facts

Item	Detail
Text type	Fictional narrative (short story)
Main character	Taseer
Mentor character	Taseer's grandfather
Central object/symbol	A glass jar filled with big rocks, pebbles, and sand
Big rocks represent	Significant things: schoolwork, family, health
Pebbles represent	Other priorities: hobbies, friendships



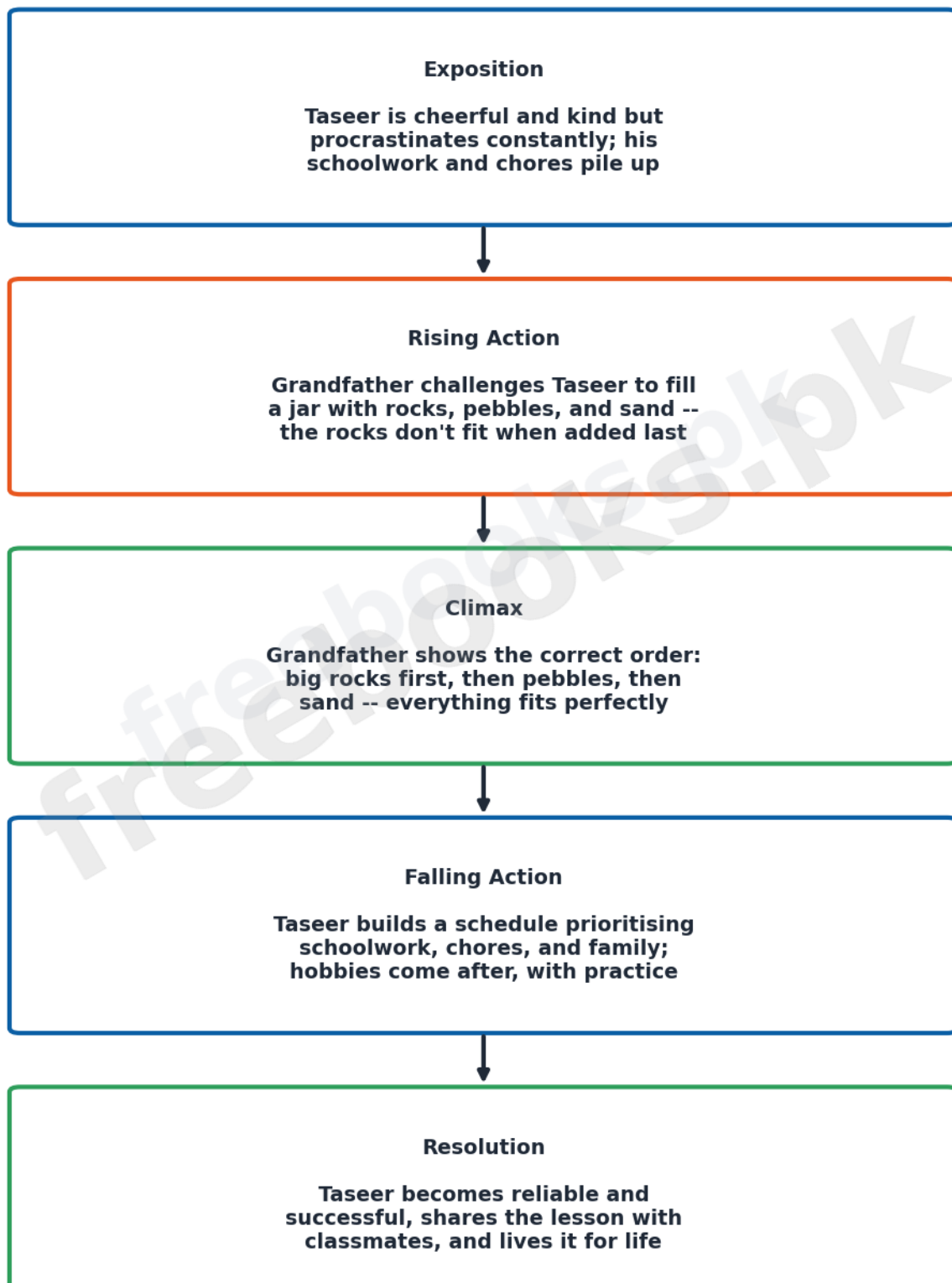
Sand represents	Small, trivial things
Plot stages	Exposition, Rising Action, Climax, Falling Action, Resolution

Diagram

The Value of Time -- Plot Development: A purely textual/schematic diagram showing the five stages of plot development in the story -- Exposition (Taseer's poor time management), Rising Action (the jar challenge), Climax (understanding the rocks/pebbles/sand lesson), Falling Action (building a schedule), and Resolution (Taseer becomes a reliable, successful time-manager) -- shown as labelled boxes connected by a single line (no illustrated human figures).



The Value of Time -- Plot Development



Short Questions & Answers

What was Taseer's main flaw despite his cheerful and kind-hearted nature?

Despite being adored by all for his cheerful nature and kind-heartedness, Taseer was terribly weak at managing his time.

How had Taseer been wasting his time before visiting his grandfather?

He often procrastinated, spending hours on video games, chatting with friends, and daydreaming, letting his schoolwork and chores pile up.

What object did Taseer's grandfather use to teach him about time management?

He used an empty glass jar along with big rocks, pebbles, and sand from a basket.

What happened when Taseer tried to fill the jar with sand and pebbles first?

When he poured in the sand and then the pebbles, the big rocks no longer fit in the jar, leaving him puzzled.

How did the grandfather demonstrate the correct way to fill the jar?

He emptied the jar, placed the big rocks in first, then added the pebbles (which filled the gaps between rocks), and finally poured in the sand (which filled the remaining gaps) -- everything fit perfectly.

What do the big rocks, pebbles, and sand symbolise in the grandfather's lesson?

The big rocks symbolise significant things like schoolwork, family, and health; the pebbles symbolise other priorities like hobbies and friendships; and the sand symbolises small, trivial things.

What steps did Taseer take after learning the lesson?

With his grandfather's help, he made a schedule that prioritised schoolwork, chores, and family activities, allocating time for hobbies and relaxation only after important tasks were done.

How did Taseer's life change after applying the lesson?

He felt more in control of his time and less stressed, his grades improved, he had more time for family and friends, and he became more reliable and successful.



How did Taseer's story affect his classmates?

When he shared the story of the jar, rocks, pebbles, and sand with his class, many classmates decided to try the same approach for themselves.

What is the central theme of this unit?

The theme explores responsibility, growth, and the importance of time management, showing through different characters' perspectives how prioritising significant things over trivial ones leads to a balanced, fulfilling life.

Long Questions & Answers

Explain the lesson Taseer's grandfather taught him using the jar, rocks, pebbles, and sand.

What problem was Taseer's grandfather trying to solve?

He noticed that Taseer struggled badly with time management, procrastinating and leaving schoolwork and chores incomplete, so he decided to teach him a valuable lesson.

What happened when Taseer first tried to fill the jar?

He poured in the sand first, then the pebbles, but the big rocks did not fit afterward, leaving him puzzled about why his approach failed.

How did the grandfather demonstrate the correct approach?

He emptied the jar and placed the big rocks in first, then the pebbles to fill the gaps between them, and finally the sand to fill the remaining spaces -- and everything fit perfectly.

What did the grandfather explain the jar represented?

He explained the jar represents Taseer and his time: the big rocks are significant things (schoolwork, family, health), the pebbles are other priorities (hobbies, friendships), and the sand is small, trivial things -- prioritising the big rocks first makes room for everything else.



Describe how Taseer's life changed after learning his grandfather's lesson.

What difficulty did Taseer initially face in applying the lesson?

At first it was challenging, as he was used to putting off important tasks and seeking immediate gratification instead of following his new schedule.

What did Taseer's grandfather help him create?

His grandfather helped him make a schedule that set aside time for schoolwork, chores, and family activities, with hobbies and relaxation only after the important tasks were finished.

What improvements did Taseer experience?

He felt more in control of his time and less stressed about deadlines, his grades improved, and he had more time to spend with family and friends.

How did this change affect his relationships and future?

His parents were proud of his progress, his friends appreciated his new reliability, and he grew into a successful, happy individual who always made time for what truly mattered.

Multiple Choice Questions (MCQs)

What was Taseer's main weakness, according to the story? (A) Being unkind (B) Poor time management (C) Being disrespectful (D) Lack of intelligence

Correct answer: (B) Poor time management. Despite his cheerful, kind-hearted nature, Taseer was terribly weak at managing his time.

Who taught Taseer the valuable lesson about time management? (A) His teacher (B) His grandfather (C) His friend (D) His father

Correct answer: (B) His grandfather. Taseer's wise old grandfather noticed his struggle and taught him the lesson.



What items did the grandfather use to teach the lesson? (A) Books and a shelf (B) A jar, big rocks, pebbles, and sand (C) A clock and a calendar (D) A notebook and a pen

Correct answer: (B) A jar, big rocks, pebbles, and sand. The grandfather used an empty glass jar along with big rocks, pebbles, and sand from a basket.

What happened when Taseer poured the sand and pebbles into the jar first? (A) Everything fit perfectly (B) The big rocks did not fit (C) The jar broke (D) Nothing happened

Correct answer: (B) The big rocks did not fit. When Taseer filled the jar with sand and pebbles first, the big rocks no longer fit.

What do the big rocks represent in the grandfather's lesson? (A) Trivial things (B) Hobbies and friendships (C) Significant things like schoolwork, family, and health (D) Free time

Correct answer: (C) Significant things like schoolwork, family, and health. The big rocks represent the significant things in life: schoolwork, family, and health.

What do the pebbles represent in the lesson? (A) Significant things (B) Other priorities like hobbies and friendships (C) Trivial things (D) Nothing important

Correct answer: (B) Other priorities like hobbies and friendships. The pebbles represent other priorities such as hobbies and friendships.

What did Taseer's grandfather help him create after teaching the lesson? (A) A new video game (B) A daily schedule prioritising important tasks (C) A shopping list (D) A story book

Correct answer: (B) A daily schedule prioritising important tasks. The grandfather helped Taseer make a schedule that prioritised schoolwork, chores, and family activities.

How did Taseer's life change after applying the lesson? (A) His grades got worse (B) He became more stressed (C) His grades improved and he felt more in control (D) He stopped spending time with family

Correct answer: (C) His grades improved and he felt more in control. His grades improved, he felt more in control of his time, and he had more time for family and friends.



What did Taseer's classmates do after hearing his story? (A) Ignored it (B) Many decided to try the same approach (C) Made fun of him (D) Forgot about it immediately

Correct answer: (B) Many decided to try the same approach. Many of his classmates decided to try the same jar approach after hearing his story.

What is the central theme of 'The Value of Time'? (A) The importance of video games (B) Responsibility, growth, and the importance of time management (C) The history of Pakistan (D) The rules of cricket

Correct answer: (B) Responsibility, growth, and the importance of time management. The theme explores responsibility, growth, and the importance of managing time wisely.

Quick Revision Summary

- 'The Value of Time' is a fictional narrative about Taseer, a boy who struggles with time management
- His grandfather teaches him a lesson using a jar, big rocks, pebbles, and sand
- Big rocks = significant things (schoolwork, family, health); pebbles = other priorities (hobbies, friendships); sand = trivial things
- Filling the jar with sand/pebbles first leaves no room for the big rocks -- prioritising big rocks first makes everything fit
- Taseer builds a schedule prioritising important tasks, with hobbies/relaxation afterward
- His grades improve, his stress decreases, and his relationships strengthen
- He shares the lesson with his classmates, many of whom adopt the same approach
- Theme: responsibility, growth, and the importance of managing time and priorities wisely

Exam Tips

- Learn the glossary words with their exact textbook meanings -- synonym-in-context and spelling MCQs are drawn directly from unit glossaries
- Memorise what each element (big rocks, pebbles, sand) symbolises, as this is the heart of the story and frequently tested



- Be ready to identify and explain the five plot stages (exposition, rising action, climax, falling action, resolution) using this specific story as an example
- Practice explaining how different characters' perspectives (Taseer, his grandfather, his teachers/parents/friends) contribute to the story's theme
- Review coordinating, subordinating, and correlative conjunctions and transition words from this unit's Grammar section, since MCQ Part D draws from grammar across most units
- When writing your own short story for the Writing Skills task, use the same structure (setting, characters, conflict, resolution, theme) modelled in this unit



Unit 7: If (Poem)

This unit presents 'If', one of Rudyard Kipling's most celebrated poems, written as a father's advice to his son on how to face life's triumphs and disasters with calm self-control, patience, humility, and unwavering determination.

Structured as a long series of conditional 'If you can...' clauses, the poem builds toward its final promise: a person who can meet all these tests of character 'will be a Man' who possesses the whole earth and everything in it.

These notes summarise the poem stanza by stanza and provide comprehension questions, vocabulary, figures of speech, and exam-oriented material for this unit, including the skill-based Vocabulary/Grammar, Oral Communication, and Writing (paraphrasing and summary) sections that accompany it.

Learning Objectives

- Discuss how authors use language, including figurative language, considering the impact on the reader, and critically discuss their own understanding of it
- Make recommendations and develop an interest in fiction and poetry
- Provide an objective summary of fiction and poetry texts
- Examine and interpret the use of conjunctions and transitional devices in speech and writing for effective communication
- Recognize and use subordinating conjunctions to connect independent clauses to dependent clauses
- Recognize and use correlative conjunctions including pairs such as both/and, either/or, neither/nor, not/but, and not only/but also

Key Concepts

Stanza 1: Keeping Your Head and Trusting Yourself

The poem opens by describing self-control amid chaos: keeping calm and level-headed when everyone else is panicking and blaming you, and trusting yourself even when others doubt you, while still allowing for their doubt.



It also urges patience without growing tired of waiting, honesty even when lied about, avoiding hatred even when hated, and staying humble -- 'don't look too good, nor talk too wise'.

Stanza 2: Dreams, Thoughts, and Facing Triumph and Disaster

The second stanza advises having dreams and ambitious thoughts without letting them control or dominate you -- dreaming is good, but dreams should not become your master, nor thoughts your only aim.

It introduces the poem's most famous idea: meeting 'Triumph and Disaster' and treating 'those two impostors just the same' -- neither success nor failure should be allowed to define or destabilise a person. It also speaks of bearing to hear one's own truthful words twisted by dishonest people ('knaves'), and having the strength to rebuild broken life's work with 'worn-out tools'.

Stanza 3: Risking Everything and Holding On

This stanza describes risking everything one has gained ('make one heap of all your winnings') on a single chance, losing it all, and having the courage to start again from the beginning without ever complaining about the loss.

It celebrates sheer willpower: forcing your 'heart and nerve and sinew' to keep serving you long after they are exhausted, holding on through sheer determination when there is 'nothing' left in you except the Will that says 'Hold on!'.

Stanza 4: Balance, Humility, and the Final Promise

The final stanza speaks of balance across social situations: talking with common crowds without losing your virtue, and walking with kings without losing the 'common touch'. It also speaks of being resilient to both enemies and friends, and being valued by all people without letting anyone matter 'too much'.

The poem closes with its central image: filling 'the unforgiving minute with sixty seconds' worth of distance run', meaning making the most of every moment. The reward for meeting all these conditions is total: 'Yours is the Earth and everything that's in it, / And -- which is more -- you'll be a Man, my son!'



About the Poem and the Poet

Rudyard Kipling (1865-1936) was an English author, poet, and journalist, best known for works of fiction including *The Jungle Book*, *Kim*, and *The Man Who Would Be King*. Born in British colonial India, his upbringing greatly influenced his writing, which often explores themes of British imperialism, adventure, and the interaction of British and subcontinental cultures during colonial rule.

'If' is written in the form of paternal advice, addressed directly to 'my son' at its close, framing the whole poem as a father's guide to developing maturity, character, and self-mastery.

Theme

The theme of 'If' is the ideal of stoic self-mastery: the poem sets out the qualities -- patience, humility, honesty, resilience, balance, and quiet determination -- that define genuine maturity and integrity. It teaches that true strength lies in remaining steady and humble through both success and failure, and that a person who can meet every test described will possess not just material reward but complete self-command.

Form and Poetic Devices

The poem is built almost entirely from a repeated conditional structure ('If you can...'), creating an anaphora that gives the poem its rhythmic, sermon-like momentum leading to the final resolution in the last two lines.

Kipling uses personification and metaphor throughout -- describing Triumph and Disaster as 'impostors', dreams as something that could become a 'master', and time as 'the unforgiving minute' -- as well as vivid imagery ('worn-out tools', 'heart and nerve and sinew') to make abstract virtues feel physical and urgent.

Important Definitions (Glossary)

imposter

a person who pretends to be somebody else in order to trick people

knave

a dishonest man or a boy



sinew

a strong band of tissue in the body that joins a muscle to a bone

stoop

to bend your body forwards and downwards

triumph

a great success, achievement or victory

virtue

behaviour or attitudes that show high moral standards

Key Facts

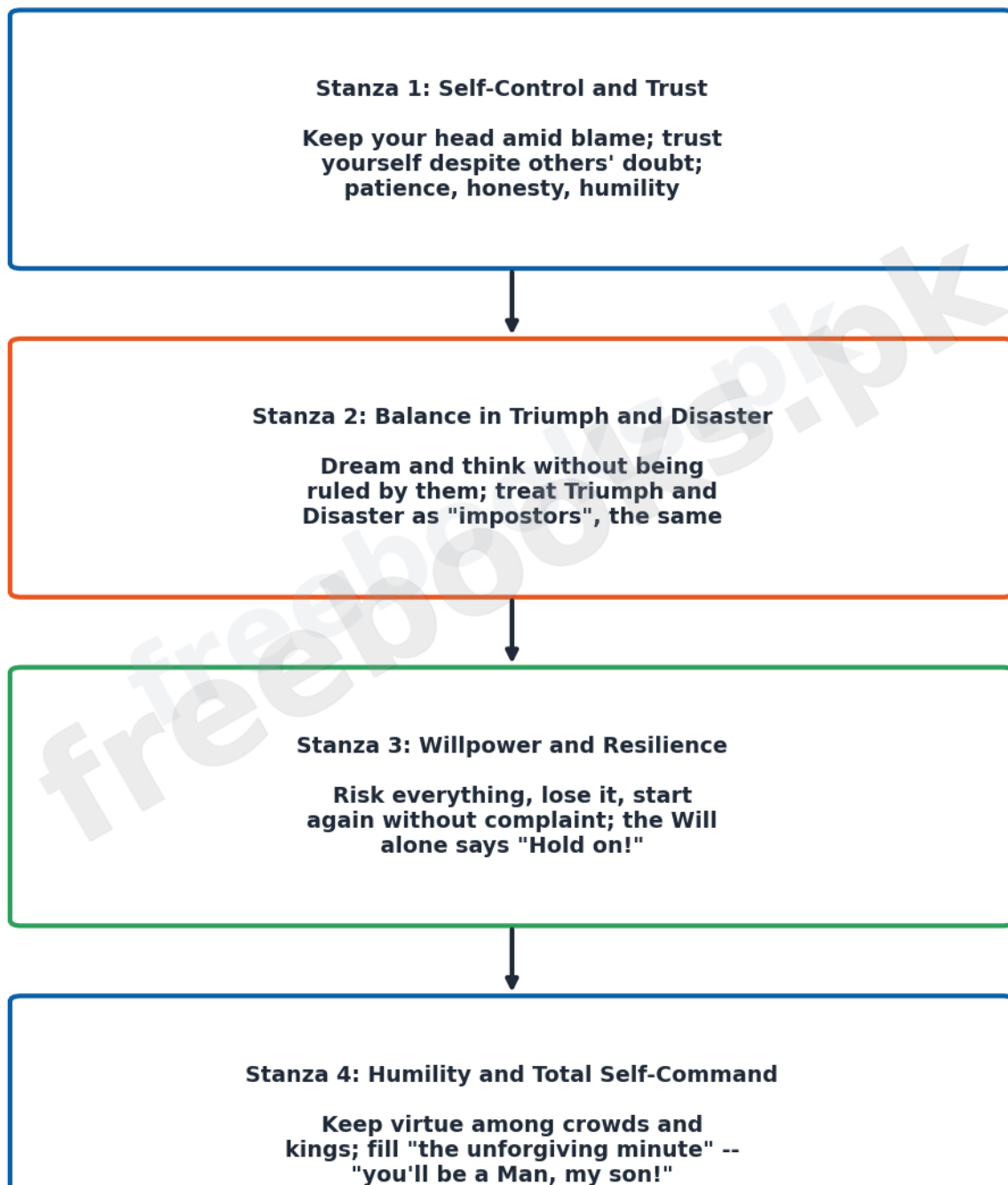
Item	Detail
Poet	Rudyard Kipling (1865-1936)
Nationality/ background	English author, poet, journalist; born in British colonial India
Other famous works	The Jungle Book, Kim, The Man Who Would Be King
Number of stanzas	4 (eight lines each)
Poem's structure	A repeated series of conditional 'If you can...' clauses
Famous phrase	"Triumph and Disaster" treated as "just the same" -- two "impostors"
Closing image	"Fill the unforgiving minute / With sixty seconds' worth of distance run"
Final line	"...you'll be a Man, my son!"

Diagram

If -- Qualities of Self-Mastery by Stanza: A purely textual/schematic diagram showing the four stanzas of the poem mapped to the core quality each emphasises -- self-control and trust, balance between dreams/triumph and disaster, willpower and resilience, and humility with total self-command -- shown as labelled boxes connected by a single line (no illustrated human figures).



If -- Qualities of Self-Mastery by Stanza



Short Questions & Answers

According to the poem, how should one respond to being blamed by others?

The poet advises keeping your head and staying calm even when everyone around you is losing theirs and blaming it on you.



What does the poem say about trusting yourself when others doubt you?

It advises trusting yourself even when all men doubt you, while still making allowance for their doubting too, rather than dismissing it entirely.

What does the poem mean by treating Triumph and Disaster 'just the same'?

It means not letting either success or failure control your emotions or self-worth -- both should be met with the same steady, balanced attitude, since both are ultimately temporary 'impostors'.

How does the poem describe handling a total loss of one's winnings?

It describes risking everything on one chance, losing it all, and having the strength to start again from the beginning without ever complaining about the loss.

What keeps a person going when they have 'nothing' left, according to the poem?

The poet says it is the sheer Will -- willpower alone -- that says 'Hold on!' and keeps a person going after their heart, nerve, and sinew are exhausted.

How does the poem describe maintaining balance in social life?

It describes being able to talk with common crowds without losing your virtue, and walk with kings without losing the common touch -- being valued by everyone without letting anyone matter excessively.

What does 'fill the unforgiving minute' mean?

It means making full use of every moment of time, since time given ('the minute') does not forgive being wasted, so each of its sixty seconds should be used productively.

What is the poem's final promise to the reader?

If all the conditions described are met, 'Yours is the Earth and everything that's in it', and more importantly, the person will have become a true 'Man' in full possession of themselves.

Why is the poem structured almost entirely of 'If you can...' clauses?



This repeated conditional structure builds a rhythmic, cumulative list of tests of character, creating anaphora that gives the poem its momentum toward the final resolution in the last two lines.

What is the central theme of 'If'?

The theme is stoic self-mastery: patience, humility, honesty, resilience, and quiet determination define true maturity, and steadiness through both success and failure is the mark of genuine strength.

Long Questions & Answers

Explain the qualities of self-control and balance that the poem 'If' encourages in its opening stanzas.

What does the poem say about handling blame and doubt?

It advises keeping your head when others are losing theirs and blaming you, and trusting yourself even when others doubt you, while still allowing room for their doubt.

What does the poem say about patience and honesty?

It advises waiting without growing tired of waiting, and staying honest even when lied about, rather than deceiving others in return.

How does the poem describe handling dreams and thoughts?

It advises having dreams and ambitious thoughts without letting them become your master or sole aim, keeping ambition balanced with groundedness.

What is the poem's key message about Triumph and Disaster?

It urges treating both success and failure the same way, calling them 'impostors' because neither should be allowed to permanently define or control a person's sense of self.



Describe how the poem 'If' presents resilience, humility, and the final reward of self-mastery.

How does the poem describe resilience after a total loss?

It describes risking everything on one chance, losing it completely, and having the strength to start over from the beginning without complaint.

What keeps a person persevering when exhausted, according to the poem?

The poem says it is pure Will -- willpower itself commanding 'Hold on!' -- that keeps a person going after their physical and emotional strength is spent.

How does the poem describe humility in different social situations?

It describes talking with crowds without losing your virtue and walking with kings without losing the common touch, being valued by all without letting anyone matter excessively.

What is the poem's ultimate promise for someone who meets all these conditions?

The poem promises that such a person will possess 'the Earth and everything that's in it' and, more significantly, will have truly become a 'Man' -- fully self-possessed and mature.

Multiple Choice Questions (MCQs)

Who wrote the poem 'If'? (A) William Wordsworth (B) Rudyard Kipling (C) Robert Frost (D) John Milton

Correct answer: (B) Rudyard Kipling. The poem 'If' was written by Rudyard Kipling (1865-1936).

What other famous work is Rudyard Kipling known for? (A) Romeo and Juliet (B) The Jungle Book (C) Pride and Prejudice (D) Hamlet

Correct answer: (B) The Jungle Book. Kipling is well known for The Jungle Book, along with Kim and The Man Who Would Be King.



What does the poet call Triumph and Disaster? (A) Two teachers (B) Two impostors (C) Two friends (D) Two enemies

Correct answer: (B) Two impostors. The poem describes Triumph and Disaster as 'those two impostors' that should be treated the same way.

What must a person NOT let their dreams become, according to the poem? (A) Their hobby (B) Their master (C) Their friend (D) Their job

Correct answer: (B) Their master. The poem advises, 'If you can dream -- and not make dreams your master'.

What keeps a person going when they have 'nothing' left in them? (A) Money (B) The Will (C) Friends (D) Luck

Correct answer: (B) The Will. The poem states it is the Will that says 'Hold on!' that keeps a person going.

According to the poem, what should one not lose while walking with Kings? (A) Their wealth (B) The common touch (C) Their patience (D) Their temper

Correct answer: (B) The common touch. The poem advises walking with Kings 'nor lose the common touch'.

What does 'fill the unforgiving minute' mean in the poem? (A) Waste no time and use every moment well (B) Complain about lost time (C) Sleep for a full minute (D) Count exactly sixty seconds

Correct answer: (A) Waste no time and use every moment well. It means making full, productive use of every moment, since time does not forgive being wasted.

What is promised to the person who fulfils all the conditions in the poem? (A) Wealth only (B) Fame only (C) The Earth and everything in it, and becoming a Man (D) A long life only

Correct answer: (C) The Earth and everything in it, and becoming a Man. The poem promises, 'Yours is the Earth and everything that's in it, / And -- which is more -- you'll be a Man, my son!'

What repeated structure gives the poem its rhythm and momentum? (A) Rhyming couplets only (B) A series of 'If you can...' conditional clauses (C) A single long sentence (D) A question-and-answer format



Correct answer: (B) A series of 'If you can...' conditional clauses. The poem is built almost entirely from repeated 'If you can...' conditional clauses, creating anaphora.

What is the central theme of the poem 'If'? (A) The beauty of nature (B) Stoic self-mastery and balanced maturity (C) The history of British colonialism (D) The rules of cricket

Correct answer: (B) Stoic self-mastery and balanced maturity. The theme is stoic self-mastery -- patience, humility, resilience, and balance define true maturity.

Quick Revision Summary

- 'If' by Rudyard Kipling is structured as a father's advice to his son, built almost entirely from 'If you can...' clauses
- Stanza 1: keeping your head, trusting yourself, patience, honesty, and humility
- Stanza 2: not letting dreams/thoughts control you; treating Triumph and Disaster as 'impostors', treated 'just the same'
- Stanza 3: risking everything, losing it, starting again without complaint; the Will alone keeps you going
- Stanza 4: balance between crowds and kings, being valued without excess, filling 'the unforgiving minute'
- Final promise: 'Yours is the Earth and everything that's in it... you'll be a Man, my son!'
- Kipling (1865-1936) also wrote The Jungle Book, Kim, and The Man Who Would Be King
- Theme: stoic self-mastery -- patience, humility, resilience, and quiet determination define true maturity

Exam Tips

- Learn the glossary words with their exact textbook meanings -- synonym-in-context and spelling MCQs are drawn directly from unit glossaries
- Memorise the poem's most quoted lines exactly: 'Triumph and Disaster... just the same', 'the Will which says to them: Hold on!', and the final two lines



- Be ready to explain the anaphora ('If you can...') and how it builds the poem's rhythm and cumulative effect
- Practice identifying the personification/metaphor in phrases like 'those two impostors' and 'the unforgiving minute'
- Review subordinating and correlative conjunctions from this unit's Grammar section, since MCQ Part D draws from grammar across most units
- When paraphrasing or summarising the poem, keep Kipling's core message -- balance, patience, and self-mastery -- intact while using simpler language



Unit 8: The Impact of Globalisation on Culture and Economy

This unit presents 'The Impact of Globalisation on Culture and Economy', an expository (informative) prose passage that explains what globalisation is and examines its effects on Pakistan's economy and culture, from expanded trade and job creation to digital cultural exchange and concerns about the erosion of tradition.

The passage defines globalisation as the process by which countries, economies, and cultures become interconnected and interdependent through communication, trade, and the exchange of ideas, and explores both its economic benefits (trade, foreign investment, job creation) and its cultural effects (cross-cultural learning through digital platforms, alongside the risk of cultural homogenisation).

These notes summarise the passage as given in the textbook and provide comprehension questions, vocabulary, and exam-oriented material for this unit, including the skill-based Reading, Vocabulary/Grammar, Oral Communication, and Writing (precis writing) sections that accompany it.

Learning Objectives

- Ask and answer questions of personal relevance, information, and a variety of communicative purposes
- Construct sentences using the sentence patterns and structures learnt in earlier classes
- Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation
- Develop precis writing skills and write precis effectively
- Write multiple paragraphs of free writing for fluency, creativity, brainstorming, or pleasure



- Proofread and edit texts for errors in sentence structure, subject/verb agreement, noun/pronoun agreement, reference words, connectives/transitional devices, punctuation, and spelling

Key Concepts

What Is Globalisation?

Globalisation is the process by which countries, economies, and cultures become interconnected and interdependent through increased communication, trade, and exchange of ideas. It involves the integration of markets, technologies, and policies, leading to a more connected world where events in one region can significantly affect others.

Advances in technology, transportation, and communication have accelerated globalisation, making it easier for people and goods to move across borders. Globalisation has opened up new markets for Pakistani products such as textiles, rice, and sports goods, boosting the economy and creating jobs, while foreign companies have invested capital and technology that improved local industries.

Globalisation's Impact on Pakistan's Economy

Globalisation impacts Pakistan's economy through enhanced trade and investment: it opens up international markets for exports like textiles and agricultural products while giving consumers and industries access to imported goods. Foreign direct investment, especially through initiatives like CPEC, brings crucial capital, technology, and job opportunities.

Globalisation also expands industries by providing access to larger markets, leading many multinational companies to set up operations in Pakistan and create new jobs in sectors like information technology, telecommunication, and manufacturing -- often with better pay and working conditions. It also increases demand for skilled labour, leading to higher wages and better job prospects for skilled workers.



Digital Globalisation and Cultural Exchange

Digital globalisation allows instant access to information worldwide, significantly impacting cultural exchange, especially for young learners, who can learn about different cultures, traditions, and histories through websites, videos, and online articles.

Social media platforms like Instagram, Facebook, Twitter, and TikTok let people from different cultures interact and share their daily lives, promoting empathy and understanding. TV shows, documentaries, and video games from various countries are now easily accessible, and digital tools like language learning apps make it easier to learn new languages and understand other cultures' literature and values. Exposure to global fashion trends and international cuisines has also diversified local tastes.

Concerns: Erosion of Traditional Culture

On the flip side, there is concern that globalisation might lead to the erosion of traditional Pakistani culture, as adopting global trends risks overshadowing unique cultural practices, languages, and heritage. It is important to find a balance where global influences are embraced while preserving cultural identity.

Digital platforms also allow individuals and communities to create and share content reflecting their own cultures, traditions, and stories, which can help preserve and promote local cultures globally, and have expanded access to education through online courses, webinars, and virtual classrooms.

Balancing Opportunity and Challenge

Digital globalisation has transformed media and communication, creating opportunities for enhanced cultural exchange and understanding, while also posing challenges related to cultural homogenisation, misinformation, and inequality. By promoting digital literacy, supporting local content, ensuring ethical standards, and bridging the digital divide, societies can harness the positive aspects of digital globalisation while mitigating its negative effects.

Globalisation is a powerful force that has brought significant changes to Pakistan's economy and culture. While it opens up new opportunities for trade,



investment, and cultural exchange, it also presents challenges that must be carefully managed so Pakistan can benefit from globalisation while maintaining its unique cultural identity and economic stability.

Theme

Globalisation has significantly reshaped Pakistan's economy by enhancing trade and creating job opportunities, yet it poses challenges for local businesses facing international competition. Culturally, it fosters a rich exchange of ideas and lifestyles, though it also risks overshadowing traditional practices. Balancing these influences is crucial for maintaining economic stability and cultural identity.

Important Definitions (Glossary)

appreciate

to recognize the good qualities of somebody/something

communication

the activity or process of expressing ideas and feelings or of giving people information

complexities

the state of being formed of many parts; the state of being difficult to understand

crucial

extremely important

economy

the relationship between production, trade, and the supply of money in a particular country or region

empathy

the ability to understand another person's feelings, experience, etc.

erosion

the process by which the surface of something is gradually destroyed through the action of wind, rain, etc.

globalisation



the fact that different cultures and economic systems around the world are becoming connected and similar to each other because of the influence of large multinational companies and of improved communication

harness

a set of narrow pieces of leather and metal pieces put around the head and body of an animal so that it can be controlled and fastened to a carriage, etc.

homogenisation

the process of making things uniform or similar

integration

the act or process of combining two or more things so that they work together

interconnected

to connect similar things; to be connected to or with similar things

misinformation

the act of giving wrong information about something; the wrong information that is given

opportunities

a time when a particular situation makes it possible to do or achieve something

preserve

to keep a particular quality, feature, etc.; to make sure that something is kept

technology

scientific knowledge used in practical ways in industry, for example in designing new machines

trade

the activity of buying and selling or of exchanging goods or services between people or countries

tradition

a belief, custom, or way of doing something that has existed for a long time among a particular group of people

wages

a regular amount of money that you earn, usually every week or every month, for work or services



Key Facts

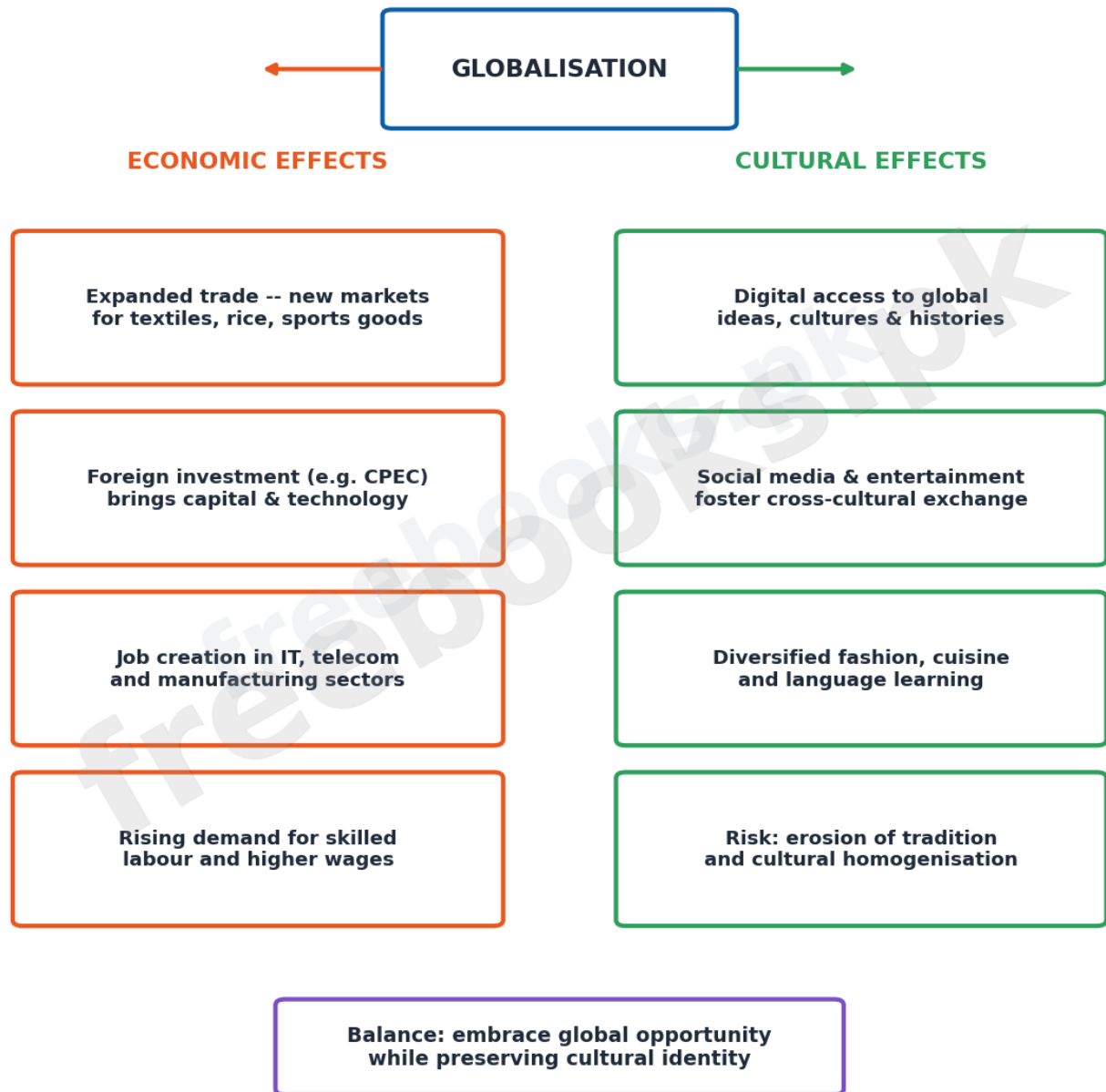
Item	Detail
Text type	Expository (informative) prose
Definition of globalisation	Countries, economies, and cultures becoming interconnected through communication, trade, and exchange of ideas
Key Pakistani exports mentioned	Textiles, rice, sports goods, agricultural products
Key investment initiative mentioned	CPEC (China-Pakistan Economic Corridor)
Job sectors expanded by globalisation	Information technology, telecommunication, manufacturing
Social media platforms mentioned	Instagram, Facebook, Twitter, TikTok
Main cultural risk highlighted	Erosion of traditional Pakistani culture / cultural homogenisation
Strategies to balance digital globalisation	Promoting digital literacy, supporting local content, ensuring ethical standards, bridging the digital divide

Diagram

Globalisation's Impact -- Economy and Culture: A purely textual/schematic diagram showing globalisation at the centre, branching into its economic effects (trade, foreign investment, job creation) on one side and its cultural effects (digital cultural exchange, education access, and the risk of eroding tradition) on the other, shown as labelled boxes connected by lines (no illustrated human figures).



Globalisation's Impact on Pakistan



Short Questions & Answers

What is globalisation, according to the passage?

Globalisation is the process by which countries, economies, and cultures become interconnected and interdependent through increased communication, trade, and exchange of ideas.

How has globalisation affected Pakistan's exports?



It has opened up new markets for Pakistani products such as textiles, rice, and sports goods, helping to boost the economy and create jobs.

What role does foreign direct investment, such as through CPEC, play in Pakistan's economy?

It brings crucial capital, technology, and job opportunities, contributing to infrastructure development and economic growth.

Which job sectors have expanded in Pakistan due to globalisation?

Sectors such as information technology, telecommunication, and manufacturing have expanded, often offering better pay and working conditions than local companies.

How has digital globalisation affected cultural exchange for young learners?

It allows students to learn about different cultures, traditions, and histories through websites, videos, and online articles, broadening their understanding and promoting cultural awareness.

How do social media platforms contribute to globalisation?

Platforms like Instagram, Facebook, Twitter, and TikTok let people from different cultures interact and share their daily lives, promoting empathy and understanding.

What concern does the passage raise about globalisation and Pakistani culture?

There is concern that globalisation might lead to the erosion of traditional Pakistani culture, as unique practices, languages, and heritage risk being overshadowed by global trends.

How can digital platforms help preserve local cultures despite globalisation?

They allow individuals and communities to create and share content reflecting their own cultures, traditions, and stories, helping preserve and promote local cultures globally.

What strategies does the passage suggest for managing the challenges of digital globalisation?



Promoting digital literacy, supporting local content, ensuring ethical standards, and bridging the digital divide can help harness the positive aspects of digital globalisation while mitigating its negative effects.

What is the central theme of this unit?

Globalisation has reshaped Pakistan's economy through trade and job creation while posing cultural challenges, and balancing these influences is crucial for maintaining both economic stability and cultural identity.

Long Questions & Answers

Explain how globalisation has affected Pakistan's economy, according to the passage.

How has globalisation affected Pakistan's trade?

It has opened up international markets for Pakistani exports like textiles and agricultural products, while giving consumers and industries access to a wide range of imported goods.

What role does foreign investment play?

Foreign direct investment, especially through initiatives like CPEC, brings crucial capital, technology, and job opportunities, contributing to infrastructure development and growth.

How has globalisation affected industries and jobs?

Many multinational companies have set up operations in Pakistan, creating new jobs in sectors like IT, telecommunication, and manufacturing, often with better pay than local companies.

What effect does globalisation have on skilled labour?

It increases the demand for skilled labour to manage advanced technologies and systems, leading to higher wages and better job prospects for skilled workers.



Describe how globalisation affects culture in Pakistan, including both benefits and concerns.

How has digital globalisation expanded cultural exchange?

It allows people to access information instantly worldwide, letting students learn about different cultures, traditions, and histories through websites, videos, and online articles.

How do social media and digital tools contribute to this exchange?

Social media platforms let people from different cultures interact and share daily life, while language learning apps and access to global fashion, cuisine, and entertainment diversify local tastes and understanding.

What concern does the passage raise about this cultural exchange?

There is a concern that adopting global trends might lead to the erosion of traditional Pakistani culture, overshadowing unique practices, languages, and heritage.

How does the passage suggest managing this challenge?

It suggests finding a balance -- embracing global influences while preserving cultural identity -- and using digital platforms to actively share and promote local culture and traditions.

Multiple Choice Questions (MCQs)

What is globalisation based on the text? (A) Increased isolation of countries (B) Enhanced connectivity and interdependence (C) Strict regulation of international trade (D) Limited exchange of ideas and technologies

Correct answer: (B) Enhanced connectivity and interdependence. The text defines globalisation as enhanced connectivity and interdependence between countries, economies, and cultures.

How does globalisation primarily impact Pakistan's economy, according to the text? (A) By increasing barriers to international trade (B) By



reducing access to imported goods (C) By opening up international markets for exports (D) By decreasing foreign direct investment

Correct answer: (C) By opening up international markets for exports.

Globalisation opens up international markets for Pakistani exports like textiles and agricultural products.

How do digital tools primarily impact students, according to the text? (A) By restricting access to language learning (B) By promoting cultural isolation (C) By facilitating easier language learning (D) By limiting exposure to global trends

Correct answer: (C) By facilitating easier language learning. Digital tools like language learning apps and online dictionaries make it easier for students to learn new languages.

What is a potential concern regarding the impact of globalisation on Pakistani culture? (A) Increased preservation of cultural practices (B) Enriching cultural exchange (C) Erosion of traditional Pakistani culture (D) Limited exposure to global influences

Correct answer: (C) Erosion of traditional Pakistani culture. The text raises the concern that globalisation might lead to the erosion of traditional Pakistani culture.

How have digital platforms primarily contributed to globalisation, according to the text? (A) By limiting international communication (B) By restricting access to education (C) By enabling instant global communication (D) By reducing cultural exchange

Correct answer: (C) By enabling instant global communication. Digital platforms like social media and video conferencing tools enable instant communication across the globe.

What are the strategies to harness the positive aspects of digital globalisation while mitigating its negative effects? (A) Promoting digital literacy and supporting local content (B) Encouraging cultural homogenisation and spreading misinformation (C) Ignoring ethical standards and widening the digital divide (D) Limiting opportunities for cultural exchange



Correct answer: (A) Promoting digital literacy and supporting local content. The text suggests promoting digital literacy, supporting local content, ensuring ethical standards, and bridging the digital divide.

What is the key challenge for Pakistan in managing the effects of globalisation? (A) Ignoring new opportunities for trade and investment (B) Finding a balance between benefiting from globalisation and maintaining cultural identity and economic stability (C) Completely avoiding cultural exchange with other countries (D) Focusing solely on cultural changes while neglecting economic opportunities

Correct answer: (B) Finding a balance between benefiting from globalisation and maintaining cultural identity and economic stability. The key challenge is finding a balance between benefiting from globalisation and maintaining Pakistan's unique cultural identity and economic stability.

Which investment initiative is mentioned as bringing capital and technology to Pakistan? (A) SAARC (B) CPEC (C) ASEAN (D) BRICS

Correct answer: (B) CPEC. The passage mentions CPEC (China-Pakistan Economic Corridor) as bringing crucial capital, technology, and job opportunities.

Which sectors are mentioned as expanding due to globalisation in Pakistan? (A) Agriculture only (B) Information technology, telecommunication, and manufacturing (C) Tourism only (D) Mining only

Correct answer: (B) Information technology, telecommunication, and manufacturing. The passage mentions IT, telecommunication, and manufacturing as sectors that have expanded due to globalisation.

What is the central theme of this unit? (A) The history of Pakistan's independence (B) Globalisation's impact on Pakistan's economy and culture, and the need for balance (C) The rules of international trade law (D) The geography of Pakistan

Correct answer: (B) Globalisation's impact on Pakistan's economy and culture, and the need for balance. The theme is that globalisation has reshaped Pakistan's economy and culture, and balancing these influences is crucial.



Quick Revision Summary

- Globalisation is the interconnection of countries, economies, and cultures through communication, trade, and exchange of ideas
- Pakistan's exports (textiles, rice, sports goods) have found new markets through globalisation
- Foreign investment, especially through CPEC, brings capital, technology, and jobs
- New job sectors expanded: IT, telecommunication, manufacturing, often with better pay
- Digital globalisation enables cultural exchange via social media, videos, and online learning
- Concern: globalisation risks eroding traditional Pakistani culture and languages
- Digital platforms can also help preserve and promote local culture globally
- Theme: balancing global opportunity with cultural identity and economic stability is essential

Exam Tips

- Learn the glossary words with their exact textbook meanings -- synonym-in-context and spelling MCQs are drawn directly from unit glossaries
- Memorise the specific examples given (CPEC, textiles/rice/sports goods, IT/telecom/manufacturing, Instagram/Facebook/Twitter/TikTok), since MCQs often test these details
- Be ready to explain both sides of globalisation's cultural impact: the benefits of cultural exchange and the risk of eroding tradition
- Practice identifying subject, verb, and object in simple sentences, and dependent/independent clauses in complex sentences, from this unit's Grammar section
- Review the precis-writing rules (condense to about one-third, use your own words, write in third person, avoid personal opinions) since this unit's Writing Skills task focuses on precis
- When answering 'how does X impact Y' questions, structure your answer with a clear cause (the globalisation trend) and effect (the specific impact on Pakistan)



Unit 9: Quality Education: A Key to Success

This unit presents 'Quality Education: A Key to Success', an expository (informative) prose passage that explains why quality education is essential for sustainable development, and explores its role in economic growth, empowerment, social cohesion, innovation, and overall human wellbeing.

The passage is closely tied to Sustainable Development Goal 4 (Quality Education), and explains how education builds human capital, reduces poverty and inequality, promotes peace and tolerance, and drives innovation -- while also acknowledging real challenges such as outdated curricula, teacher shortages, and unequal access.

These notes summarise the passage as given in the textbook and provide comprehension questions, vocabulary, and exam-oriented material for this unit, including the skill-based Reading, Vocabulary/Grammar (adjectival, prepositional, and adverbial phrases), Oral Communication, and Writing (book review) sections that accompany it.

Learning Objectives

- Summarize complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words, and relevant punctuation marks
- Make inferences to draw conclusions from contextual information, the writer's viewpoint, and implied information
- Interpret and integrate information from a variety of sources for comprehension, such as maps, graphs, charts, and diagrams
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as give inferences drawn from the text
- Clarify the meaning of unknown and multiple-meaning words and phrases
- Identify and use adjectival, prepositional, and adverbial phrases in reading and writing tasks
- Examine the mechanics of developing a book review and write a book review report



Key Concepts

What Is Quality Education?

Quality education is essential for the sustainable development of our world. It helps individuals gain the knowledge, skills, and values necessary for productive and fulfilling lives, and encompasses a holistic approach to education that equips learners with the knowledge, skills, values, and attitudes necessary to thrive in a rapidly changing world.

Sustainable development, as defined by the United Nations, aims to meet the needs of the present without compromising the ability of future generations to meet their own needs. Education fosters economic growth, reduces poverty, promotes gender equality, and helps protect the environment -- in Pakistan, where a significant portion of the population is young, investing in education can unlock the potential of millions.

Education and Economic Growth

Quality education equips individuals with skills and knowledge necessary for the workforce. Subjects like mathematics, science, and technology help students develop critical thinking and problem-solving abilities, which are in high demand in industries such as technology, healthcare, and engineering, reducing unemployment and underemployment.

Human capital refers to the knowledge, skills, and health that individuals accumulate over their lives, enabling them to contribute effectively to economic growth. Quality education enhances human capital by equipping individuals with the competencies needed to thrive in a rapidly evolving global economy, emphasising literacy, numeracy, digital literacy, and vocational skills that improve employability and reduce income inequality.

Education as Empowerment

Education is a powerful tool for empowerment, enabling individuals to realize their full potential and participate actively in social, economic, and political spheres. It equips them with essential skills such as literacy, numeracy, and digital literacy, laying the foundation for lifelong learning and socio-economic



advancement, and is crucial for advancing gender equality by empowering women with knowledge, confidence, and leadership opportunities.

Quality education is a powerful tool for addressing socio-economic disparities. It serves as a leveller, providing equal opportunities for all regardless of socio-economic background, gender, or ethnicity, helping to break the cycle of poverty and foster inclusive growth.

Education, Social Cohesion, and Peace

Quality education teaches students about different cultures, religions, and perspectives, fostering mutual respect and understanding. Providing equitable access to education for all helps bridge social divides, and schools often serve as community hubs where diverse groups come together, enhancing social cohesion.

Education encourages critical thinking, allowing individuals to question and understand the root causes of conflicts and violence. It promotes understanding, tolerance, and respect for diversity, cultivating empathy and enabling individuals to engage constructively in democratic processes and resolve conflicts peacefully.

Education, Innovation, and Wellbeing

Quality education fuels innovation and creativity, driving technological advancements and fostering entrepreneurship, which creates economic opportunities and lifts individuals and communities out of poverty. Education also improves health outcomes by promoting awareness of hygiene, nutrition, and disease prevention.

Emphasizing science, technology, engineering, and mathematics (STEM) equips students with technical skills necessary for innovation, fostering curiosity and a problem-solving mindset. Higher education institutions play a pivotal role in research and development, providing the resources and environment for new inventions, technologies, and methodologies.



Challenges and the Way Forward

Outdated curricula and pedagogical approaches fail to equip learners with the skills demanded by the rapidly changing global landscape. There is a pressing need to align education systems with 21st-century needs, emphasising critical thinking, problem-solving, and digital literacy -- while shortages of teachers, low salaries, and inadequate training undermine educational quality.

Quality education is a fundamental human right and a prerequisite for individual fulfillment and societal progress, serving as the bedrock of sustainable development. By prioritising quality education and investing in teacher training, curriculum reform, and equitable access, societies can unlock the transformative potential of education for a brighter future.

Theme

Quality education plays a crucial role in advancing sustainable development goals (SDGs). It explores how quality education, as outlined in SDG 4, promotes inclusivity, equity, practical skills, and safe learning environments. It discusses challenges in achieving quality education, such as disparities in access, teacher shortages, and education in emergencies. It emphasizes the transformative impact of education in empowering individuals, fostering social cohesion, and contributing to global progress towards sustainable development.

Important Definitions (Glossary)

bedrock

a strong base for something, especially the facts or the principles on which it is based

cohesion

the act or state of keeping together

conflict

a situation in which people, groups or countries disagree strongly or are involved in a serious argument

crucial

extremely important, because it will affect other things



curiosity

a strong desire to know about something

emphasis

to give special importance to something

enhance

to increase or further improve the good quality, value or status of somebody/something

equip

to provide yourself/somebody/something with the things that are needed for a particular purpose or activity

essential

completely necessary; extremely important in a particular situation or for a particular activity

formidable

if people, things or situations are formidable, you feel fear and/or respect for them, because they are impressive or powerful, or because they seem very difficult

holistic

considering a whole thing or being to be more than a collection of parts

inclusive

designed to include, and providing equal opportunities for, people who might otherwise be excluded or marginalized

literacy

the ability to read and write

pedagogical

relating to teaching methods

prosperity

the state of being successful, especially in making money



Key Facts

Item	Detail
Text type	Expository (informative) prose
Related SDG	SDG 4 -- Quality Education (Sustainable Development Goals)
Definition of human capital	The knowledge, skills, and health individuals accumulate over their lives, enabling them to contribute to economic growth
Key subjects for critical thinking	Mathematics, science, and technology
Core skills education provides	Literacy, numeracy, and digital literacy
Meaning of STEM	Science, Technology, Engineering, and Mathematics
Key challenges to quality education	Outdated curricula, teacher shortages, low salaries, inadequate training
What education is described as	A fundamental human right and the bedrock of sustainable development

Diagram

How Quality Education Drives Success: A purely textual/schematic diagram showing 'QUALITY EDUCATION' at the centre, branching out into four labelled boxes -- Economic Growth, Empowerment & Equality, Social Cohesion & Peace, and Innovation & Wellbeing -- connected by lines (no illustrated human figures).



How Quality Education Drives Success



Short Questions & Answers

How does the text define quality education?

Quality education is described as essential for sustainable development, helping individuals gain the knowledge, skills, and values necessary for productive and fulfilling lives, through a holistic approach.

Name three benefits of quality education mentioned in the passage.

Three benefits mentioned are economic growth, reduction of poverty, and promotion of gender equality (education also fosters social cohesion, innovation, and better health outcomes).



Why is human capital development important for a country's economic growth?

Human capital -- the knowledge, skills, and health individuals accumulate -- enables people to contribute effectively to economic growth; quality education enhances this by equipping individuals with the competencies needed to thrive in a global economy.

Describe the role of education in reducing inequality and poverty.

Quality education acts as a leveller, providing equal opportunities for all regardless of socio-economic background, gender, or ethnicity, helping to break the cycle of poverty and foster inclusive growth.

How does quality education promote understanding and tolerance?

It teaches students about different cultures, religions, and perspectives, fostering mutual respect and understanding, and helps bridge social divides through equitable access to education.

How does teaching entrepreneurship in schools promote economic growth?

Education fuels innovation and creativity, fostering entrepreneurship that creates economic opportunities and lifts individuals and communities out of poverty.

Why is STEM education important for driving innovation?

STEM education equips students with technical skills necessary for innovation and fosters curiosity and a problem-solving mindset, which are crucial for technological advancements and scientific discoveries.

What role do higher education institutions play in research and development?

Universities and colleges provide the resources and environment for students and faculty to conduct research, leading to new inventions, technologies, and methodologies that drive innovation.

What challenges does the text identify as obstacles to quality education?

Outdated curricula and pedagogical approaches, along with shortages of teachers, low salaries, and inadequate training, undermine the effectiveness of education systems.



What is the central theme of this unit?

Quality education plays a crucial role in advancing sustainable development goals by promoting inclusivity, equity, practical skills, and safe learning environments, while facing challenges like disparities in access and teacher shortages.

Long Questions & Answers

Explain how quality education contributes to economic growth and reducing poverty.

How does education prepare individuals for the workforce?

It equips individuals with skills in subjects like mathematics, science, and technology, developing critical thinking and problem-solving abilities that are in high demand across industries like technology, healthcare, and engineering.

What is human capital and how does education enhance it?

Human capital is the knowledge, skills, and health individuals accumulate over their lives; quality education enhances it by equipping people with the competencies needed to thrive in a rapidly evolving global economy.

How does education help break the cycle of poverty?

By providing equal opportunities for all regardless of socio-economic background, gender, or ethnicity, quality education serves as a leveller that helps marginalized populations escape poverty and fosters inclusive growth.

How does entrepreneurship link education to economic opportunity?

Education fuels innovation and creativity, fostering entrepreneurship that creates new economic opportunities and lifts individuals and communities out of poverty.



Discuss the role of quality education in promoting social cohesion, peace, and innovation.

How does education promote understanding between different groups?

It teaches students about different cultures, religions, and perspectives, fostering mutual respect and understanding, and schools often serve as community hubs where diverse groups come together.

How does education help reduce conflict?

It encourages critical thinking, allowing individuals to question and understand the root causes of conflicts and violence, and cultivates empathy that enables peaceful, constructive engagement.

How does STEM education drive innovation?

STEM education equips students with technical skills and fosters curiosity and a problem-solving mindset, which are crucial for technological advancements and scientific discoveries.

What role do universities play in this process?

Higher education institutions provide the resources and environment for research and development, leading to new inventions, technologies, and methodologies that drive innovation and progress.

Multiple Choice Questions (MCQs)

How does quality education contribute to sustainable development? (A) By focusing on economic growth, reducing poverty, and gender equality (B) By focusing solely on theoretical knowledge (C) By neglecting environmental protection (D) By limiting education to primary schools only

Correct answer: (A) By focusing on economic growth, reducing poverty, and gender equality. The passage explains that education fosters economic growth, reduces poverty, promotes gender equality, and helps protect the environment.



Which of the following is NOT mentioned as a benefit of quality education in the text? (A) Economic growth (B) Reduction of poverty (C) Promotion of gender equality (D) Focus on sports and entertainment

Correct answer: (D) Focus on sports and entertainment. The text discusses economic growth, poverty reduction, and gender equality as benefits -- sports and entertainment are not mentioned.

Which subjects are highlighted as important for developing critical thinking and problem-solving abilities? (A) History, literature, and arts (B) Mathematics, science, and technology (C) Physical education, music, and drama (D) Geography, sociology, and philosophy

Correct answer: (B) Mathematics, science, and technology. The passage highlights mathematics, science, and technology as key subjects for developing these skills.

What essential skills does education provide that lay the foundation for lifelong learning and socio-economic advancement? (A) Physical strength and endurance (B) Literacy, numeracy, and digital literacy (C) Artistic and musical talent (D) Traditional crafts and trades

Correct answer: (B) Literacy, numeracy, and digital literacy. The text states that literacy, numeracy, and digital literacy lay the foundation for lifelong learning and socio-economic advancement.

How does education help in understanding conflicts? (A) By encouraging obedience (B) By promoting violent solutions (C) By encouraging critical thinking (D) By ignoring some causes

Correct answer: (C) By encouraging critical thinking. Education encourages critical thinking, allowing individuals to question and understand the root causes of conflicts.

What broader impact does education have on society, according to the text? (A) Benefits individuals only (B) Strengthens communities (C) Weakens social bonds (D) Limits development

Correct answer: (B) Strengthens communities. The passage states that education not only empowers individuals but also strengthens communities and societies.



What skills does emphasising STEM education aim to develop in students? (A) Artistic abilities (B) Technical skills for innovation (C) Sports proficiency (D) Linguistic aptitude

Correct answer: (B) Technical skills for innovation. Emphasizing STEM equips students with the technical skills necessary for innovation.

What role do higher education institutions play in research and development (R&D)? (A) They discourage research initiatives (B) They provide resources and environment for research (C) They restrict access to technology (D) They focus solely on theoretical learning

Correct answer: (B) They provide resources and environment for research. Universities and colleges provide the resources and environment for research, leading to new inventions and technologies.

What is identified as undermining the effectiveness of education systems? (A) Too many holidays (B) Shortage of teachers, low salaries, and inadequate training (C) Excessive funding (D) Too much use of technology

Correct answer: (B) Shortage of teachers, low salaries, and inadequate training. The text states that shortage of teachers, low salaries, and inadequate training undermine the effectiveness of education systems.

What is the central theme of this unit? (A) The history of Pakistan's education system (B) Quality education's role in advancing sustainable development goals (C) The rules of classroom management (D) The geography of Pakistan

Correct answer: (B) Quality education's role in advancing sustainable development goals. The theme is that quality education plays a crucial role in advancing sustainable development goals (SDGs), particularly SDG 4.

Quick Revision Summary

- Quality education is essential for sustainable development and takes a holistic approach to equipping learners
- It is closely linked to SDG 4 and drives economic growth by building human capital and workforce skills



- Education empowers individuals through literacy, numeracy, and digital literacy, and advances gender equality
- Quality education acts as a leveller, helping break the cycle of poverty and fostering inclusive growth
- Education promotes social cohesion, tolerance, and peace by encouraging critical thinking and understanding
- STEM education and higher education institutions drive innovation, research, and technological advancement
- Key challenges: outdated curricula, teacher shortages, low salaries, and inadequate training
- Theme: quality education empowers individuals, fosters social cohesion, and drives progress toward sustainable development

Exam Tips

- Learn the glossary words with their exact textbook meanings -- synonym-in-context and spelling MCQs are drawn directly from unit glossaries
- Memorise the specific examples given (SDG 4, STEM, human capital, literacy/numeracy/digital literacy), since MCQs often test these details
- Be ready to explain the multiple roles of education covered in this unit: economic growth, empowerment, social cohesion, innovation, and wellbeing
- Practice identifying adjectival, prepositional, and adverbial phrases in sentences, and be able to explain what question each type of phrase answers
- Review the components of a book review (introduction, plot summary, character analysis, themes, writing style, personal opinion, conclusion & recommendation) for the Writing Skills task
- When answering 'how does X contribute to Y' questions, structure your answer with a clear cause (the aspect of education) and effect (its specific benefit)



Unit 10: The Silent Predator and the Majestic Prey -- Snow Leopard and Markhor

This unit presents 'The Silent Predator and the Majestic Prey -- Snow Leopard and Markhor', a descriptive and informative essay about two extraordinary animals of Pakistan's high mountains: the elusive snow leopard and the majestic markhor, Pakistan's national animal.

The passage describes each animal's appearance, habitat, and adaptations, explains their predator-prey relationship, and examines both the threats they face (poaching, habitat destruction, climate change) and the conservation efforts -- such as trophy hunting programmes and herder compensation schemes -- that are helping protect them.

These notes summarise the passage as given in the textbook and provide comprehension questions, vocabulary, and exam-oriented material for this unit, including the skill-based Reading, Vocabulary (connotative vs denotative meanings), Grammar (hyphenated nouns/adjectives, -ough words), Oral Communication, and Writing (descriptive composition) sections that accompany it.

Learning Objectives

- Give an informed personal and analytical response to a descriptive and informative text
- Read to analyse descriptive/argumentative essays
- Distinguish between the connotative and denotative meanings of words, both similar and dissimilar, and their appropriate use in a variety of writing and texts
- 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 hyphens correctly in hyphenated nouns and adjectives, and in words with the letter string '-ough'
- Write a descriptive composition moving from general to specific, using the process approach of brainstorming, mind mapping, and writing a first draft
- Demonstrate attentive listening skills to respond orally with standard pronunciation and intonation

Key Concepts

Introduction: Two Extraordinary Mountain Animals

In the high-altitude regions of Pakistan, where the peaks of the Himalayas, Karakoram, and Hindu Kush touch the sky, two extraordinary animals have made these rugged landscapes home for centuries. The snow leopard and the markhor, predator and prey, represent the delicate balance of nature in some of the most remote areas of the world.

Both species are not only fascinating in their own outlook but are also symbols of Pakistan's wild beauty and the need for conservation.

The Ghost of the Mountains -- Snow Leopard

The snow leopard is one of the most elusive animals on the planet. With its thick, spotted coat and piercing blue eyes, it blends perfectly with the rocky mountains. Often referred to as the 'Ghost of the Mountains', the snow leopard roams at altitudes as high as 5,500 metres, surviving the cold with its dense fur and muscular build.

Snow leopards are highly adapted to their mountain habitats: their wide, fur-covered paws allow them to walk on snow without sinking, and their long tails help them balance on narrow ledges. As a top predator, the snow leopard's disappearance would create a ripple effect, disturbing populations of other animals and the overall health of the mountain environment.

The Majestic Markhor -- A National Symbol

The markhor, with its impressive corkscrew-shaped horns, is Pakistan's national animal. Found in the mountainous regions of Khyber Pakhtunkhwa, Gilgit-



Baltistan, Balochistan, and parts of Azad Jammu and Kashmir, the markhor is perfectly adapted to steep and rocky terrain, with wide hooves for climbing cliffs and a coat that changes with the seasons.

The markhor is a herbivore, feeding on grasses, shrubs, and leaves at altitudes of up to 3,600 metres. Its name means 'snake-eater' in Persian, referencing the twisting horns of males, which can grow up to 1.5 metres, and it holds a special place in Pakistan's cultural and environmental heritage.

A Fragile Balance -- Predator and Prey

The relationship between the snow leopard and the markhor is a classic example of predator and prey. Snow leopards rely on markhors for food, and markhors have evolved to escape these powerful predators by living in steep, rocky areas where they can quickly flee.

However, human activities have upset this delicate balance. Poaching, habitat destruction, and climate change have reduced populations of both species -- markhors hunted for their valuable horns, and snow leopards killed by herders trying to protect their livestock.

Conservation Success and Future Challenges

Despite these threats, both species have benefited from successful conservation efforts in Pakistan. Organisations such as the Snow Leopard Foundation and WWF-Pakistan have worked to protect these species, and in areas like Chitral National Park and the Toshi Game Reserve, local communities and the government have established trophy hunting programmes that generate revenue for wildlife conservation.

Efforts to reduce human-leopard conflict, such as compensating herders who lose livestock to snow leopard attacks, have reduced killings of these endangered cats. Despite these successes, both species remain vulnerable, and continued efforts are needed to protect their habitats and prevent illegal hunting.

The Role of Pakistan's Mountain Ecosystems

The survival of the snow leopard and the markhor is essential for the health of Pakistan's mountain ecosystems. Snow leopards keep herbivore populations like



the markhor in check, ensuring plant life remains balanced, while markhors are critical for maintaining vegetation on mountain slopes, preventing overgrazing and soil erosion.

Without these two species, the entire ecosystem would be at risk. Protecting them is not only about saving two magnificent animals but also preserving the very environment they inhabit.

Theme

The central theme of the text is the delicate balance of nature through the predator-prey relationship between the snow leopard and the markhor in Pakistan's mountains. Both species are crucial for maintaining the ecosystem's health but face threats from poaching, habitat loss, and climate change. The markhor, as Pakistan's national animal, also holds cultural significance. Conservation efforts by organizations like the Snow Leopard Foundation and WWF-Pakistan aim to protect these animals and preserve the fragile ecosystem. This theme highlights the importance of biodiversity, adaptation, and human responsibility in conservation.

Important Definitions (Glossary)

agility

the ability to move quickly and easily

conservation

the protection of the natural environment

ecosystem

all the plants and living creatures in a particular area considered in relation to their physical environment

elusive

difficult to find, define or achieve

herbivore

any animal that eats only plants

heritage



the history, traditions, buildings and objects that a country or society has had for many years and that are considered an important part of its character

magnificent

extremely attractive and impressive; deserving praise

predator

an animal that kills and eats other animals

preserve

to keep a particular quality, feature, etc.; to make sure that something is kept

ripple

a small wave on the surface of a liquid, especially water in a lake, etc.

rugged

not level or smooth and having rocks rather than plants or trees

vulnerable

weak and easily hurt physically or emotionally

Key Facts

Item	Detail
Text type	Descriptive and informative essay
Snow leopard's nickname	'Ghost of the Mountains'
Snow leopard's max altitude	Up to 5,500 metres
Markhor's status	Pakistan's national animal
Markhor's max altitude	Up to 3,600 metres
Meaning of 'markhor' (Persian)	'Snake-eater' -- a reference to its twisting horns
Markhor horn length (males)	Can grow up to 1.5 metres
Key conservation organisations	Snow Leopard Foundation, WWF-Pakistan
Key threats to both species	Poaching, habitat destruction, climate change



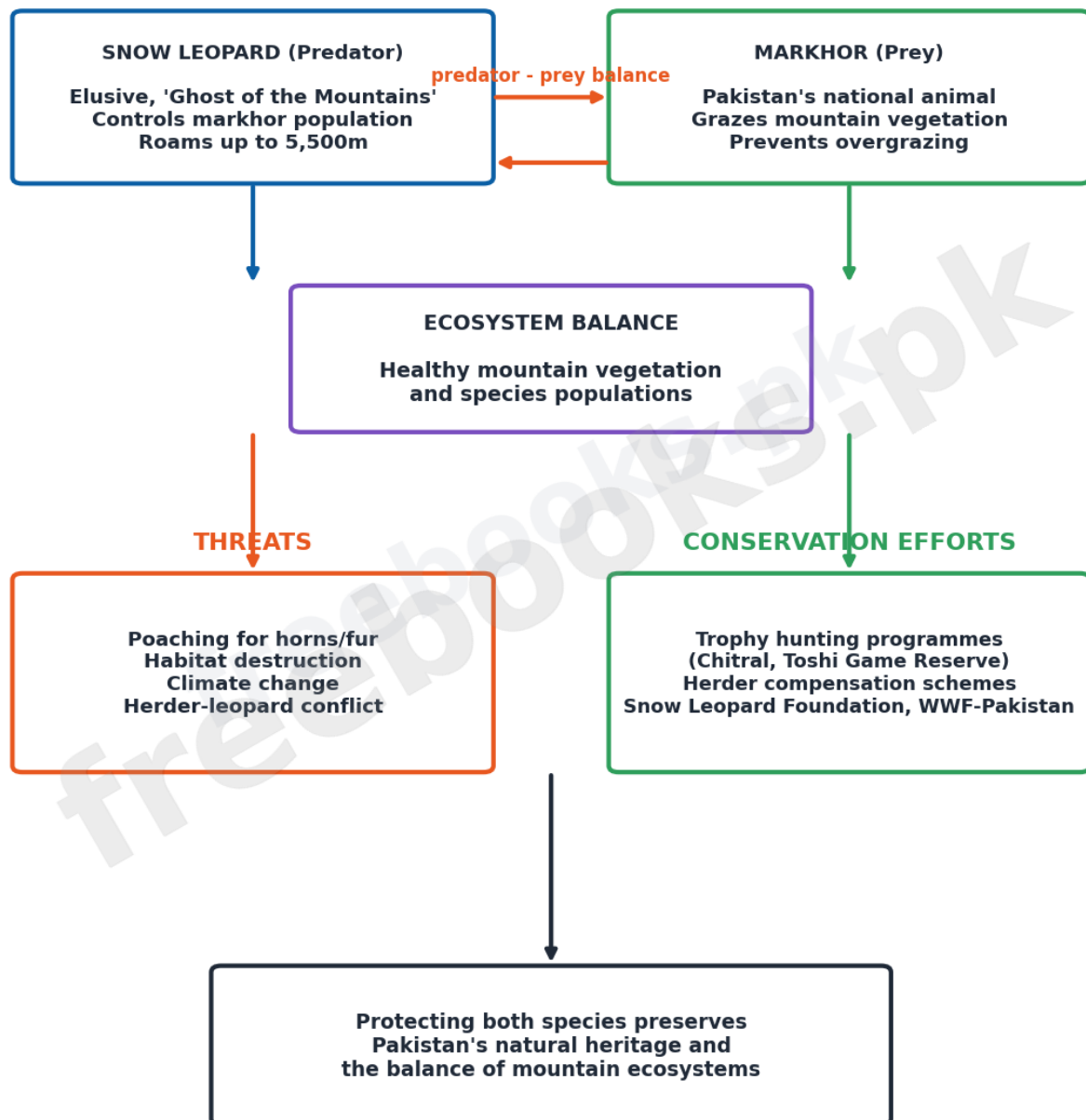
Example conservation programme	Trophy hunting programmes (e.g. Chitral National Park, Toshi Game Reserve)
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Diagram

The Fragile Balance -- Snow Leopard and Markhor: A purely textual/ schematic diagram showing the snow leopard (predator) and the markhor (prey) as two labelled boxes connected by arrows representing their ecological relationship, with additional boxes for threats (poaching, habitat loss, climate change) and conservation efforts (trophy hunting programmes, herder compensation) -- no illustrated animal figures.



The Fragile Balance -- Snow Leopard and Markhor



Short Questions & Answers

Why is the predator-prey relationship between the snow leopard and the markhor important for the ecosystem?

As a top predator, the snow leopard keeps herbivore populations like the markhor in check, preventing overgrazing and ensuring plant life on the mountain slopes remains balanced.



How do the snow leopard's adaptations help it survive in the mountains?

Its thick, spotted coat and dense fur help it survive the cold, while its wide, fur-covered paws allow it to walk on snow without sinking, and its long tail helps it balance on narrow ledges.

How is the markhor adapted to living in mountainous regions?

The markhor has wide hooves that help it climb cliffs with ease, and its coat changes with the seasons, providing warmth in winter and shedding in summer.

What are the benefits of community-led conservation programmes like trophy hunting?

They allow foreign hunters to hunt a limited number of markhors under strict regulations, generating revenue used for wildlife conservation and providing financial incentives for local people to protect the animals.

What might happen to the mountain ecosystem if the snow leopard disappeared?

Its disappearance would create a ripple effect, disturbing the populations of other animals -- particularly allowing herbivores like the markhor to increase unchecked, leading to overgrazing and environmental damage.

How do human activities threaten the balance between the snow leopard and the markhor?

Poaching, habitat destruction, and climate change have reduced populations of both species -- markhors hunted for their horns, and snow leopards killed by herders protecting their livestock.

What role do organisations like the Snow Leopard Foundation and WWF-Pakistan play?

They work tirelessly to protect these species through conservation programmes, habitat protection, and initiatives that reduce human-wildlife conflict.

How has human-leopard conflict been reduced?

By compensating herders who lose livestock due to snow leopard attacks and raising awareness of the species' importance, conservationists have reduced the killings of these endangered cats.

Why is the markhor culturally significant to Pakistan?



The markhor is Pakistan's national animal and holds a special place in the country's cultural and environmental heritage, with its distinctive corkscrew-shaped horns.

What is the central theme of this unit?

The central theme is the delicate balance of nature through the predator-prey relationship between the snow leopard and the markhor, and the importance of biodiversity, adaptation, and human responsibility in conservation.

Long Questions & Answers

Describe the snow leopard and the markhor, including their key adaptations to mountain life.

What does the snow leopard look like and where does it live?

It has a thick, spotted coat and piercing blue eyes that help it blend with the rocky mountains, and it roams at altitudes as high as 5,500 metres, earning it the nickname 'Ghost of the Mountains'.

What physical adaptations help the snow leopard survive?

Its wide, fur-covered paws allow it to walk on snow without sinking, and its long tail helps it balance on narrow ledges while hunting in steep terrain.

What does the markhor look like and where does it live?

The markhor has impressive corkscrew-shaped horns and is found in the mountainous regions of Khyber Pakhtunkhwa, Gilgit-Baltistan, Balochistan, and Azad Jammu and Kashmir.

What physical adaptations help the markhor survive?

Its wide hooves help it climb cliffs with ease, and its coat changes with the seasons, providing warmth in winter and shedding in summer as it grazes at altitudes up to 3,600 metres.



Explain the threats facing the snow leopard and the markhor, and the conservation efforts protecting them.

What threats have reduced populations of both species?

Poaching, habitat destruction, and climate change have reduced populations of both species -- markhors hunted for their valuable horns, and snow leopards killed by herders protecting livestock.

How do trophy hunting programmes help conservation?

Programmes in areas like Chitral National Park allow foreign hunters to hunt a limited number of markhors under strict regulations, with revenue used for wildlife conservation and incentives for local communities.

How has human-leopard conflict been addressed?

Conservationists have reduced killings of snow leopards by compensating herders who lose livestock to attacks and by raising awareness of the species' ecological importance.

Why do both species remain vulnerable despite these successes?

Continued threats from illegal hunting and habitat loss mean ongoing efforts are still needed to fully protect their habitats and ensure long-term population recovery.

Multiple Choice Questions (MCQs)

What might be the long-term impact on the ecosystem if the snow leopard were to become extinct? (A) The population of herbivores like markhor would increase, leading to overgrazing (B) The markhor population would decrease due to a lack of protection (C) The ecosystem would become healthier without predators (D) The environment would remain unchanged

Correct answer: (A) The population of herbivores like markhor would increase, leading to overgrazing. Without the snow leopard controlling herbivore numbers,



markhor populations would increase, leading to overgrazing and ecosystem imbalance.

How do community-based conservation efforts, such as trophy hunting, benefit both wildlife and local people? (A) They reduce human-wildlife conflict by eliminating predators (B) They generate income for locals and fund wildlife protection efforts (C) They help introduce foreign species into local ecosystems (D) They allow uncontrolled hunting, reducing animal populations

Correct answer: (B) They generate income for locals and fund wildlife protection efforts. Trophy hunting programmes generate revenue used for wildlife conservation and provide financial incentives for local communities.

What lesson can be learned from the successful conservation efforts of the snow leopard and the markhor? (A) Conservation only works if predators are removed from the ecosystem (B) Animals can survive without human intervention (C) Involving local communities in conservation efforts leads to better outcomes (D) Conservation is not necessary for naturally strong species

Correct answer: (C) Involving local communities in conservation efforts leads to better outcomes. The text shows that community involvement, through programmes like trophy hunting and herder compensation, leads to more effective conservation outcomes.

Why is it important to maintain the balance between predator and prey in ecosystems like those of the snow leopard and the markhor? (A) To increase tourism in mountain regions (B) To ensure that predators do not starve (C) To keep herbivore populations in check and protect vegetation (D) To help predators dominate the ecosystem

Correct answer: (C) To keep herbivore populations in check and protect vegetation. Maintaining this balance keeps herbivore populations in check, preventing overgrazing and protecting mountain vegetation.

What is one potential drawback of trophy hunting programmes, even when they help conservation efforts? (A) They may lead to uncontrolled hunting of species (B) They only focus on predators like the snow leopard (C) They may prioritise financial gain over the welfare of animals (D) They do not involve local communities in any way



Correct answer: (C) They may prioritise financial gain over the welfare of animals. A potential concern with trophy hunting programmes is that they may prioritise financial gain over animal welfare, even while funding conservation.

What is the snow leopard often referred to as? (A) The King of the Mountains (B) The Ghost of the Mountains (C) The Silent Hunter (D) The Mountain Guardian

Correct answer: (B) The Ghost of the Mountains. The snow leopard is often referred to as the 'Ghost of the Mountains' due to its elusive nature.

What does the name 'markhor' mean in Persian? (A) Mountain climber (B) Snake-eater (C) Horn bearer (D) Rock dweller

Correct answer: (B) Snake-eater. The name 'markhor' means 'snake-eater' in Persian, referencing its twisting, snake-like horns.

Which organisations are mentioned as working to protect the snow leopard and markhor? (A) UNESCO and WHO (B) Snow Leopard Foundation and WWF-Pakistan (C) UNICEF and UNDP (D) IUCN and FAO only

Correct answer: (B) Snow Leopard Foundation and WWF-Pakistan. The Snow Leopard Foundation and WWF-Pakistan are mentioned as organisations working to protect these species.

What role does the markhor play in maintaining mountain ecosystems? (A) It has no ecological role (B) It preys on smaller animals (C) It prevents overgrazing and soil erosion by controlling vegetation (D) It only affects the ecosystem negatively

Correct answer: (C) It prevents overgrazing and soil erosion by controlling vegetation. Markhors are critical for maintaining vegetation on mountain slopes, which prevents overgrazing and soil erosion.

What is the central theme of this unit? (A) The history of Pakistan's national parks (B) The delicate balance of nature through the predator-prey relationship and the need for conservation (C) The rules of trophy hunting (D) The geography of the Himalayas

Correct answer: (B) The delicate balance of nature through the predator-prey relationship and the need for conservation. The theme centers on the delicate



ecological balance between the snow leopard and markhor, and the importance of conservation.

Quick Revision Summary

- The snow leopard and markhor are two extraordinary animals of Pakistan's high mountains, representing a predator-prey relationship
- The snow leopard ('Ghost of the Mountains') is elusive, roams up to 5,500m, and is adapted with fur-covered paws and a long balancing tail
- The markhor is Pakistan's national animal, a herbivore with corkscrew horns, adapted with wide hooves and a seasonal coat
- Their name origins: 'markhor' means 'snake-eater' in Persian, referencing its twisted horns
- Human activities (poaching, habitat destruction, climate change) threaten both species
- Conservation efforts include trophy hunting programmes and herder compensation schemes
- Both species are essential for mountain ecosystem health -- snow leopards control herbivore numbers; markhors prevent overgrazing
- Theme: the fragile balance of nature and the importance of human responsibility in conservation

Exam Tips

- Learn the glossary words with their exact textbook meanings -- synonym-in-context and spelling MCQs are drawn directly from unit glossaries
- Memorise specific facts and figures (5,500m for snow leopards, 3,600m and 1.5m horns for markhors, organisation names) since MCQs often test these details
- Be ready to explain both animals' adaptations separately, and then explain how their predator-prey relationship maintains ecosystem balance
- Practice distinguishing connotative and denotative meanings of words like 'elusive', 'vulnerable', and 'heritage' using context clues
- Review hyphenation rules for compound nouns/adjectives (e.g. well-known, part-time) and practice pronunciations of '-ough' words (though, through, rough, enough, thought)



- When answering 'why is X important for the ecosystem' questions, structure your answer around cause (the species' role) and effect (what happens without it)



Unit 11: The Dear Departed (One-Act Play)

This unit presents 'The Dear Departed', a one-act play by William Stanley Houghton (1881-1913), set in the living room of the Slater family's Edwardian home. The family believes that grandfather Abel Merryweather has died, and the play follows his daughters and their husbands as they begin dividing up his belongings -- only for Abel to reappear very much alive.

Through sharp dialogue and dark comedy, Houghton satirises materialism, greed, and hypocrisy within family relationships, showing how quickly genuine grief gives way to self-interest when inheritance is at stake.

These notes summarise the play as given in the textbook and provide comprehension questions, vocabulary, and exam-oriented material for this unit, including the skill-based Reading, Vocabulary (connotative vs denotative meanings), Grammar (direct/indirect narration), Oral Communication, and Writing (playscript and dialogue writing) sections that accompany it.

Learning Objectives

- Explore simple to complex ideas and issues in a one-act play, assembly, or class presentation
- Analyse organisational patterns in a text, such as sequence of events, comparison-contrast, cause-effect, and problem-solution
- Change direct speech into indirect speech and vice versa (present, past and perfect tenses, future, modals, time, questions, orders, requests, suggestions, and advice)
- Write multiple-paragraph essays, stories, poems, or playscripts using correct writing mechanics
- Write a dialogue between multiple people, including narration/background in brackets and director's notes, using vocabulary, tone, and style appropriate to context and relationship



Key Concepts

About the Play and the Playwright

'The Dear Departed', written by Stanley Houghton in 1908, reflects early 20th-century Edwardian society, focusing on middle-class family dynamics and attitudes towards inheritance. The play critiques materialism and superficiality within families when possessions come into question, and is part of the realistic 'Manchester School' of drama.

William Stanley Houghton (1881-1913) was an English playwright known for his social commentary and sharp wit, critiquing middle-class values and hypocrisies of Edwardian society. His most famous play, *Hindle Wakes* (1912), challenged traditional gender roles, while *The Dear Departed* satirises greed and materialism within family dynamics. Despite dying at just 32, Houghton made a significant impact on British theatre.

Characters and Setting

The play centres on Mr. Abel Merryweather and his two daughters, Mrs. Amelia Slater (married to Henry Slater, mother of Victoria) and Mrs. Elizabeth Jordan (married to Ben Jordan). The action takes place entirely in the modest, functional living room of the Slater family's Edwardian home -- the play's sole location.

A one-act play is a short dramatic work structured within a single continuous act, typically running 15 to 60 minutes. It features a focused plot without subplots, a limited cast of characters, a single setting, quick pacing, and usually revolves around one central theme -- all qualities on display in 'The Dear Departed'.

Plot: Exposition -- Mourning Begins

Mrs. Slater scolds her daughter Victoria for playing outside while 'grandfather lies dead and cold upstairs', and instructs her to dress in mourning before her Aunt Elizabeth and Uncle Ben arrive. Henry Slater enters, and the couple discuss how they will outshine the Jordans since their own mourning clothes are not yet ready.



Mrs. Slater reveals she has long wanted grandfather's bureau, and persuades a reluctant Henry to secretly move it downstairs, along with grandfather's clock, before Elizabeth and Ben arrive -- swapping them for an old chest of drawers.

Plot: Rising Action -- The Bureau and the Family Gathering

Ben and Mrs. Jordan arrive in full, expensive new mourning, in contrast to the Slaters' half-mourning. The two sisters exchange barbed remarks about doctors, mourning clothes, and their father's habits, while all agree Abel had likely been drinking that morning.

The families discuss funeral announcements, grandfather's gold watch (which Mrs. Jordan claims was promised to her son Jimmy), and his life insurance premium. Victoria reveals grandfather actually went to the pub, not to pay his insurance, raising fears the premium was never paid -- and Mrs. Jordan and Ben notice the 'new' bureau, unaware it is actually Abel's.

Plot: Climax -- Grandfather Returns

Victoria is sent to fetch grandfather's keys and returns terrified, announcing 'Grandpa's getting up!' Abel Merryweather appears alive and well in his dressing gown, having merely been in a deep, drunken sleep -- to the shock of the entire family.

Abel notices his bureau and clock have been moved downstairs and demands an explanation. Mrs. Jordan, seizing the moment, accuses Amelia and Henry of stealing the items, exposing the Slaters' scheme in front of everyone.

Plot: Falling Action and Resolution -- The Final Twist

Abel reveals he made a will, now locked in the very bureau his family stole, and threatens to make a new one. He proposes a new arrangement: he will leave his belongings to whichever daughter he is living with when he dies -- prompting both daughters to suddenly compete for his favour.

In a final ironic twist, Abel announces he plans to remarry -- to Mrs. John Shorrocks, who keeps the 'Ring-o'-Bells' pub -- making both daughters' scheming over his estate pointless, before calmly walking out as the curtain falls.



Theme

The theme of *The Dear Departed* revolves around materialism and hypocrisy in family relationships. The play highlights how greed and self-interest often overshadow genuine care and affection, especially when inheritance is involved. It exposes the superficiality of familial bonds and critiques how people can become opportunistic and selfish when material gains are at stake. Through dark humour and satire, Stanley Houghton underscores the moral decay and lack of sincerity that can exist within families, prompting reflection on the true nature of familial love and values.

Important Definitions (Glossary)

bureau

a desk with drawers and usually a top that opens down to make a table to write on

gallivanting

to go from place to place enjoying yourself

hearth

the floor at the bottom of a fireplace

impassive

not showing any feeling or emotion

malicious

having or showing a desire to harm somebody or hurt their feelings, caused by a feeling of hate

piqued

annoyed or upset

precocious

having developed particular abilities and ways of behaving at a much younger age than usual

shabby

(of buildings, clothes, objects, etc.) in poor condition because they have been used a lot



speck

a very small spot; a small piece of dirt, etc.

stupefied

to surprise or shock somebody; to make somebody unable to think clearly

Key Facts

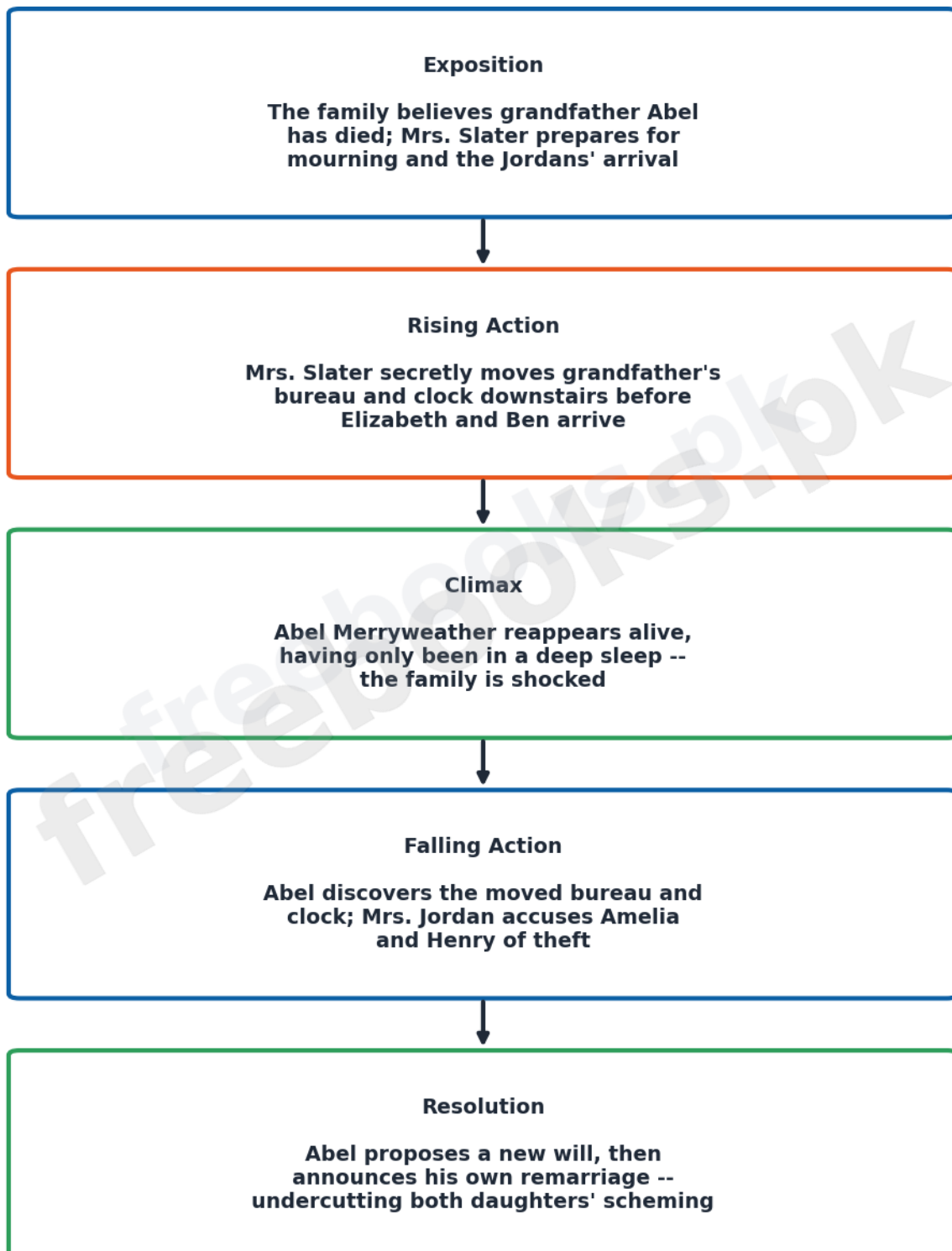
Item	Detail
Playwright	William Stanley Houghton (1881-1913)
Year written	1908
Genre / school	One-act play; realistic 'Manchester School' of drama
Setting	The living room of the Slater family's Edwardian home (sole location)
Main theme	Materialism and hypocrisy in family relationships
Key items disputed	Grandfather's bureau, clock, gold watch, and insurance money
Twist ending	Abel Merryweather is alive, and plans to remarry Mrs. John Shorrocks
Houghton's other famous play	Hindle Wakes (1912)

Diagram

The Dear Departed -- Plot Development: A purely textual/schematic diagram showing the play's five plot stages -- Exposition, Rising Action, Climax, Falling Action, and Resolution -- as labelled boxes connected by arrows (no illustrated human figures).



The Dear Departed -- Plot Development



Short Questions & Answers

Who are the main characters in 'The Dear Departed', and how are they related?

The main characters are Mr. Abel Merryweather and his daughters, Mrs. Amelia Slater and Mrs. Elizabeth Jordan, along with their husbands Henry Slater and Ben Jordan, and Amelia's daughter Victoria.

Where and when is the play set?

The play is set entirely in the living room of the Slater family's Edwardian home, in early 20th-century England.

Why does Mrs. Slater want to move grandfather's bureau downstairs?

She has long wanted the bureau for herself and wants to claim it before her sister Elizabeth arrives and can dispute it, replacing it with an old chest of drawers.

What does Victoria reveal about where grandfather actually went that morning?

Victoria reveals that grandfather did not go to pay his insurance premium as claimed, but instead went to the 'Ring-o'-Bells' pub with Mr. Tattersall.

How does the family discover that Abel is not actually dead?

Victoria is sent upstairs to fetch keys and returns terrified, announcing that grandfather is getting up -- and Abel then appears alive in his dressing gown.

How does Mrs. Jordan react when she discovers the bureau and clock in the living room?

She accuses Amelia and Henry of stealing the items after believing their father was dead, calling it 'nothing short of robbery'.

What new arrangement does Abel propose regarding his will?

He proposes to leave all his belongings to whichever daughter he is living with at the time of his death, prompting both daughters to compete for his favour.

What is the final twist at the end of the play?

Abel announces he plans to marry Mrs. John Shorrocks, the owner of the 'Ring-o'-Bells' pub, making his daughters' scheming over his estate pointless.

How does Victoria's character contrast with the adults in the play?



Victoria shows innocence and confusion at her parents' behaviour, at one point plainly stating she thought they were 'pinching' grandfather's things, contrasting with the adults' calculated greed.

What is the central theme of this play?

The central theme is materialism and hypocrisy in family relationships, showing how greed and self-interest can overshadow genuine care when inheritance is at stake.

Long Questions & Answers

Discuss how Stanley Houghton uses the character of Mrs. Slater to expose materialism and hypocrisy within the family.

How does Mrs. Slater behave immediately after her father's supposed death?

Rather than mourning, she scolds Victoria for playing outside and focuses on outdoing her sister's mourning clothes, showing her priorities lie in appearances rather than grief.

What specific actions reveal her materialism?

She persuades Henry to secretly move grandfather's bureau and clock downstairs before her sister arrives, replacing them with an old chest of drawers so she can claim them as her own.

How does she react when confronted about the theft?

She is initially speechless when Abel questions the missing bureau, and later becomes defensive and tearful, trying to justify her actions rather than admitting genuine wrongdoing.

What does her behaviour ultimately reveal about her character?

It reveals that her outward displays of grief and family loyalty are superficial, masking a deeply self-interested and opportunistic nature.



Explain the significance of the play's final twist and how it reflects the play's central theme.

What is the final twist in the play?

Abel Merryweather, who everyone believed was dead, turns out to be alive, and he announces at the end that he plans to remarry Mrs. John Shorrocks, the owner of the local pub.

How do the daughters react once Abel proposes his new will arrangement?

Both Mrs. Slater and Mrs. Jordan immediately begin competing for Abel's favour, each trying to convince him to live with her, revealing their true motivation is his estate, not affection.

How does the marriage announcement undercut the daughters' scheming?

It reveals that all their competing and plotting over his estate has been pointless, since Abel's remarriage will change his plans entirely, exposing the futility of their materialism.

How does this twist support the play's theme of materialism and hypocrisy?

It delivers Houghton's satirical message with dark humour: the family's greed is ultimately outwitted by the very man they thought was dead, underscoring the emptiness of their self-interested behaviour.

Multiple Choice Questions (MCQs)

What does the behaviour of Mrs. Slater and Mrs. Jordan primarily reveal about their characters? (A) They are affectionate and caring daughters (B) They value material wealth over family bonds (C) They respect their father's memory and legacy (D) They are indifferent to their father's possessions

Correct answer: (B) They value material wealth over family bonds. Both sisters focus on claiming their father's possessions rather than genuinely mourning him, revealing they value material wealth over family bonds.



Why is the setting of a single room (the living room) significant in the play? (A) It highlights the family's financial struggles (B) It creates an intimate space where the characters' true natures are revealed (C) It allows for more dramatic costume changes (D) It serves as a symbol of the family's closeness and unity

Correct answer: (B) It creates an intimate space where the characters' true natures are revealed. The single, confined setting creates an intimate space where the characters' true, often unflattering natures are exposed through their interactions.

How does Victoria's reaction differ from the adults when discussing Mr. Merryweather's possessions? (A) She is indifferent and doesn't care about the inheritance (B) She criticizes the adults for their materialism (C) She shows confusion, hinting at her innocence compared to the adults' greed (D) She eagerly participates in claiming possessions

Correct answer: (C) She shows confusion, hinting at her innocence compared to the adults' greed. Victoria's confused remarks, like thinking they 'pinched' the items, show her innocence in contrast to the adults' calculated greed.

How does Stanley Houghton use satire in The Dear Departed? (A) To exaggerate the family's love for each other (B) To humorously criticize the characters' hypocrisy and greed (C) To create tension and suspense among the characters (D) To present a tragic view of death and mourning

Correct answer: (B) To humorously criticize the characters' hypocrisy and greed. Houghton uses satire and dark humour to criticize the hypocrisy and greed on display within the family.

The clock on the mantelpiece can be interpreted as a symbol of: (A) The passing of time and routine in the family's life (B) The wealth and prosperity of Mr. Merryweather (C) The bond between the Slater sisters (D) The memories that the family cherishes

Correct answer: (A) The passing of time and routine in the family's life. The clock striking at a key moment symbolizes the passing of time, and its theft also reflects the family's routine self-interest.

What does Abel Merryweather do that surprises the family near the end of the play? (A) He forgives everyone and gives away all his money (B)



He announces he plans to remarry (C) He decides to move in with Mrs. Jordan permanently (D) He destroys his will without explanation

Correct answer: (B) He announces he plans to remarry. Abel surprises everyone by announcing he plans to marry Mrs. John Shorrocks, owner of the local pub.

Why did Abel not pay his insurance premium as the family assumed? (A) He forgot where the insurance office was (B) He went to the 'Ring-o'-Bells' pub instead (C) He had already paid it the week before (D) He gave the money to Victoria

Correct answer: (B) He went to the 'Ring-o'-Bells' pub instead. Victoria reveals that grandfather went to the pub with Mr. Tattersall instead of paying his insurance premium.

What items does Mrs. Slater secretly move downstairs before the Jordans arrive? (A) A wardrobe and a mirror (B) The bureau and the clock (C) A piano and some paintings (D) Grandfather's clothes and shoes

Correct answer: (B) The bureau and the clock. Mrs. Slater and Henry secretly move grandfather's bureau and clock downstairs, replacing them with an old chest of drawers.

What genre and dramatic school does The Dear Departed belong to? (A) Tragedy; Elizabethan drama (B) One-act play; the realistic 'Manchester School' (C) Musical; Victorian melodrama (D) Epic; Greek tragedy

Correct answer: (B) One-act play; the realistic 'Manchester School'. The Dear Departed is a one-act play belonging to the realistic 'Manchester School' of drama.

What is the central theme of this play? (A) The joys of family reunions (B) Materialism and hypocrisy in family relationships (C) The importance of respecting elders (D) The dangers of drinking alcohol

Correct answer: (B) Materialism and hypocrisy in family relationships. The central theme is materialism and hypocrisy in family relationships, especially concerning inheritance.



Quick Revision Summary

- 'The Dear Departed' is a one-act play by William Stanley Houghton (1908), part of the 'Manchester School' of realistic drama
- Setting: the living room of the Slater family's Edwardian home -- the play's single setting
- Exposition: the family believes grandfather Abel Merryweather has died and begins preparing for mourning
- Rising Action: Mrs. Slater secretly moves grandfather's bureau and clock downstairs before the Jordans arrive
- Climax: Abel Merryweather reappears alive, having only been in a deep sleep, exposing the theft
- Falling Action/Resolution: Abel proposes a new will based on who he lives with, then announces his own remarriage, undercutting both daughters' scheming
- Theme: materialism and hypocrisy in family relationships, especially around inheritance
- Houghton uses dark humour and satire to expose greed and superficiality within the family

Exam Tips

- Learn the glossary words with their exact textbook meanings -- synonym-in-context and spelling MCQs are drawn directly from unit glossaries
- Memorise the key plot events in order (bureau/clock swap, Victoria's revelation, Abel's return, the will proposal, the remarriage announcement) since MCQs often test sequence and detail
- Be ready to discuss how specific characters (Mrs. Slater, Mrs. Jordan, Victoria) reveal the play's themes through their words and actions
- Review the conventions of playscript writing: character names before dialogue, stage directions in brackets/italics, and how punctuation shows pacing and tone
- Practice converting direct speech to indirect speech and vice versa, paying attention to tense shifts, modals, and time expressions
- When answering 'how does X reveal Y' questions about characters, cite specific dialogue or actions from the play as evidence

