

# ME English Center.

## For Class 9 New English Book Notes



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## UNIT 1.1 READING COMPREHENSION

*In the name of Allah, the most beneficent, the most merciful*

### Exercise 1

Read the text and tick (✓) the correct answer

- 1) The text is about:
  - a) The battles of Islam.
  - b) The family of Prophet Muhammad (S.A.W).
  - c) The migration and teachings of Prophet Muhammad (S.A.W).
  - ✓ d) The last pilgrimage
- 2) Which of the following message is mentioned in the Last Sermon, as given in the text
  - a) People should not hurt others.
  - b) Both men and women have rights over each other.
  - c) Muslims are a part of one brotherhood.
  - ✓ d) All of the above

### Vocabulary

#### Exercise 2

Find the following words in the text and underline them.

- 1) **ancestors** family members who were before the grandparents
- 2) **migrate** to move from one place to go or live in another place
- 3) **hypocrites** people who pretend to be what they are not
- 4) **pagans** people who do not believe in any of the main religions of the world
- 5) **harmony** understanding and accepting each others' thoughts and feelings
- 6) **prohibited** did not allow doing something
- 7) **alliance** a kind of working relationship
- 8) **unified** linked people together
- 9) **consolidated** made secure or strong
- 10) **astray** away from the correct path or direction
- 11) **beware** be careful
- 12) **superiority** to be higher in rank or position
- 13) **piety** strictly following the teachings of one's religion
- 14) **legitimate** according to the rules and law
- 15) **equitable** fair and just
- 16) **meritocracy.** giving awards and positions to people according to their capability and performance
- 18) **principle.** a rule for behaving in a certain way



## UNIT 1.1 READING COMPREHENSION

Next, work in pairs and try and guess what the words mean. Once you have guessed, check the meanings from the glossary given at the end of the book.

### Exercise 3

Choose any ten Words from the list above and use them in your own sentences. Write these sentences in your notebook.

Once you have finished writing, exchange your copy with your partner. Read each other's sentences and give feedback.

Words	Sentences
1) Ancestors	my ancestors migrated from India
2) Migrate	lots of people migrate to many country
3) Aggressive	Ali would not like aggressive people
4) Hypocrites	hypocrites tell a lie
5) Pagans	majority of pagans live in India
6) Harmony	harmony is necessary in every
7) Prohibited	I prohibited to eat junk food
8) Alliance	in the world war II Germany made an alliance with Italy
9) Unified.	Pakistani people unified with each other after the flood
10) Consolidated	Afridi's inning consolidated Pakistan position in match
11) Astray	some people astray in the world.
12) Beware	I am beware about my board exam
13) Superiority	my classmate superiority is increasing day by day in class
14) Piety	piety increases the man respect in society
15) Legitimate	we ought to do legitimate work
16) Equitable	Islam give equitable position to everyone
17) Meritocracy	we must make a meritocracy society
18) Principal.	We should follow the Muhammad (PBUH) guiding principle

### Exercise 4

Read the text and answer the following questions by circling the right answer.

- 1) How did the Quraish treat the Holy Prophet (S.A.W) They?
- a) favoured him.
  - ✓ b) opposed him.
  - c) loved him.
  - d) criticized him.



## UNIT 1.1 READING COMPREHENSION

2) When did the Holy Prophet (S.A.W) migrate to Madina?

- a) 620 A.D.
- b) 621 A.D.
- ✓ c) 622 A.D.
- d) 623 A.D.

3) When the Holy Prophet (S.A.W) settled in Madina, which of the following groups of people lived there?

- a) Muslims and Jews
- b) Muslims, pagans and Jews
- ✓ c) Muslims, pagans, hypocrites and JewNs
- d) Muslims, hypocrites and Jews

4) Where did the Holy Prophet (S.A.W) deliver his last sermon?

- a) Quba mosque
- ✓ b) Uranah valley
- c) Jabal-e- Rehmat
- d) Hudebia

5) When did the Holy Prophet (S.A.VW) perform his last Hajj?

- a) 06 year of Hijra
- b) 08 year of Hijra
- ✓ c) 10 year of Hijra
- d) 12" year of Hijra

### Exercise 5

Read the text and find out whether the statements are right or wrong. Tick the appropriate column. One has been done for you as an example.

1. The mission of the Prophet (S.A.W) continued for 23 years. (✓)
2. All the Quraish refused to accept Islam. (×)
3. The City of Yathrib was less than 320 miles away from Makkah. (✓)
4. The Holy Prophet (S.A.W) decided to build a mosque at a place outside Yathrib before entering the city. (✓)
5. Today, Yathrib is called Madinat an-Nabi. (✓)
6. The people of Madina agreed that Prophet Muhammad (S.A.W) should settle their disputes (✓)
7. The Holy Prophet (S.A.W) addressed such a large . gathering of Muslims for the last time at Aratat, (✓)
8. Islam has different laws for the black and for the white people. (×)





## UNIT 1.1 READING COMPREHENSION

9. All human beings are children of Adam and Adam was created from dust. (✓)  
10. Only the people who heard the last sermon were Supposed to follow it. (×)

### Post Reading

#### Exercise 6

The table on next page has messages from the Last Sermon of the Holy Prophet (S.A.W). The first part of the sentence is given in column A and the second part is given in column B, in a jumbled order. Read the text, match the part in column A with the correct part in column B and write the answer in column C. The first one has been done for you as an example.

After you have completed the exercise, compare your answer with your partner

Column A	Column B
1) Only those people were superior	a) to the people to whom they belong. ( 1 f )
2) All muslims were tied to each other	b) that were based on blood and wealth were useless. ( 2 g )
3) The only thing that made one person better than the other	c) you may get hurt in return. ( 3 j )
4) No Muslim had a right to thing belonging to other Muslims	d) have rights over each other. ( 4 i )
5) Satan will try to misguide you in small matters	e) as a secret trust. ( 5 h )
6) Therefore, all claims to Superiority	f) who led a righteous life. ( 6 b )
7) Return all things kept with you in trust	g) in the bond of brotherhood. ( 7 a )
8) Both men and women	h) so be careful. ( 8 d )
9) if you will hurt others	i) useless they gave these of their own free will. ( 9 c )
10) Consider the life and property of every	j) was the goodness with which they led their

## UNIT 1.1 READING COMPREHENSION

Muslim	life. ( 10 e )
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### Exercise 7

Work in pairs and complete the following statements. Write the complete sentences in your notebook.

- 1) Most of the Quraish refused to accept Islam because they thought that the Holy Prophet (S.A.W) was against their gods and their ancestors.
- 2) The day the Prophet Muhammad entered Yathrib, marks the start of the Islamic calendar.
- 3) The Holy Prophet (S.A.W) invited the leaders of all the communities living in Madina to discuss harmony and peace among them.
- 4) The three main points of the Charter of Madina were right and duties of the Muslims and jews, freedom of religion and prohibition of any alliance with the outside enemies.
- 5) In order to strengthen the position of the Muslims in Madina, the Holy Prophet (S.A.W) took three major steps, which were he unified the different Arab tribes under Islam carried out social and religious reforms, and administrative developments.
- 6) The farewell pilgrimage of the Holy Prophet (S.A.W) is an important event for the Muslims because for it was first and the last pilgrimage made by prophet Muhammad (S.A.W) as well as an occasion when he taught Muslim how to perform the Hajj.
- 7) The Holy Prophet (S.A.W) asked the people in the gathering to listen carefully as. The holy prophet (S.A.W) knew that he would no be amongst them after that year.
- 8) The Muslims can ensure that all people get their fair share by making honesty, justice and meritocracy our guiding principles.

### Exercise 8

Work in groups as divided by the teacher. Orally discuss and then prepare a chart on one of the following topics, as assigned by the teacher.

- 1) The principles that the Holy Prophet (S.A.W) followed after migrating to Madina so that Muslims and non-Muslims could live in peace and harmony.





## UNIT 1.1 READING COMPREHENSION

- 2) The basic messages in the last sermon about the rights of other people and why it is important to respect them.
- 3) At least five teachings, as described in the Last Sermon of the Holy Prophet (S.A.W), that we should practice in our daily life in order to strengthen our society.
- 4) Some of the bad practices that we have adopted, which are against the teachings of the last sermon of the Holy Prophet (S.A.W), and how these are affecting our society.

Chart (1)

**Ans)**

holy prophet ( S.A.W) followed the three steps after migration for peace in Madina

Step 1	Step 2	Step 3
Freedom of religious to both Muslims and non-muslims.	Muslims and non-muslims prohibited any alliance with the outside enemies.	The holy prophet ( S.A.W) would settle any dispute between both Muslims and non-muslims.



## **UNIT 1.2 LISTENING AND SPEAKING**

**Focus : *Sharing information and ideas***

### **Exercise 1**

**All students must listen to what others are saying and participate fully in the discussion.**

#### **Step: A**

- **Work in groups of 4-5, as instructed by the teacher.**
- **Discuss one of the topics from the list given below, as assigned by the teacher.**
- **Select two members from the group who should note all the points discussed.**
- **Make sure that everyone takes part in the discussion.**

#### **Topics 1.**

1. **Some unfair means that students use in exams**
2. **Reasons for using unfair means in exams**
3. **Impact of using unfair means in exams on students' performance**
4. **Effect of using unfair means on the future of students**

#### **Step: B**

- **Prepare a presentation that your group will make.**
- **Compile all the ideas that the group discussed.**
- **Decide which member of the group will say what.**
- **Also decide the order in which all the members will speak.**

#### **Step: C**

- **At the end of their presentation, each group should ask the class to suggest any point that they might have missed.**
- **The note takers should note these points.**
- **Collect all the data and prepare a talk for giving in the assembly, to discourage use of unfair means during exams.**





## **UNIT 1.2 LISTENING AND SPEAKING**

**( Answers )**

### **Student no (1)**

**(Q1) Some unfair means that students use in exams**

**(A)** Students use lots of things in exam some are given below.

(1) Mobile (2) Chits (3) Take help from other students

### **Student no (2)**

**(Q2) Reasons for using unfair means in exams**

**(A)** There are lots of reasons which are given below.

(1) The first reason is to realise good number.

(2) The second reason is that they don't study whole year.

### **Student no (3)**

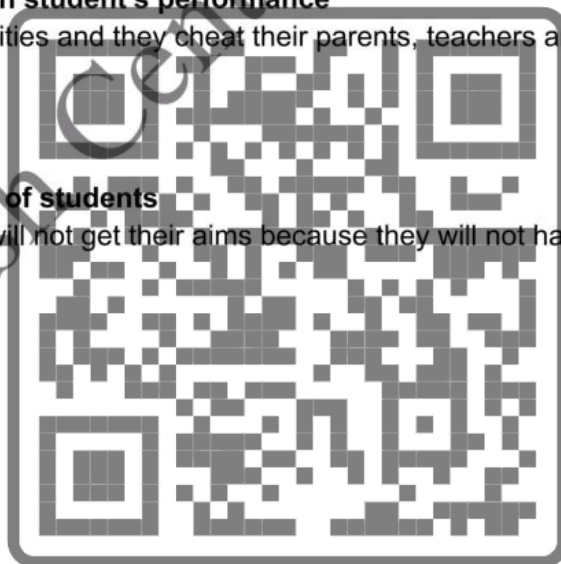
**(Q3) Impact of using unfair means in exams on student's performance**

**(A)** Unfair means totally destroy the students abilities and they cheat their parents, teachers and as well as government boards.

### **Student no (4)**

**(Q) Effect of using unfair means on the future of students**

**(A)** If students pass by using unfair means they will not get their aims because they will not have wisdom but they will have only degree.



## UNIT 1.3 LANGUAGE PRACTICE

### *Rules of conditional sentences ( Second Conditional )*

You have learnt about type 1 conditional sentences in earlier classes. Here we will discuss and practise Type 2 conditional sentences.

Type 2 conditional sentences are often used for talking about imaginary or unreal situations. Here are some basic rules followed in the second conditional sentences:

- The verb in the clause with 'if' is in the simple past or past continuous tense
- The verb in the other clause uses the modal 'would' (in negative sentences 'wouldn't' is often used). Other modals that can also be used are 'could' and 'might' and their negative forms (couldn't, might not)
- The 'if' clause can come at the beginning or at the end
- The 'if' clause is separated from the main clause by a comma
- In a type 2 'if' clause, sometimes 'were' is used instead of 'was'

#### Examples

- If they drank sufficient water, they would have a healthy skin.
- If Sana was watching television, the lights would be on.
- I would go mad, if I received a billion rupees.
- If allowed, they could sleep the whole day.

#### Exercise 1

The following table has some second conditional sentences. The first part is in column A and the second in column B, but in a jumbled order. Find the correct match from column B and write the answer in the answer column. The first one has been done as an example.

Column A	Column B
1) if all people in Pakistan become honest	a) if the students and teachers paid due attention. ( 1 g )



## UNIT 1.3 LANGUAGE PRACTICE

2) I could easily get an A grade in my exams	b) if they had an update map of the area. ( 2 f )
3) If our driver did not try so fast	c) they could visit all their friends. ( 3 d )
4) the tourists would not be lost	d) we could not be in hospital right now. ( 4 b )
5) If they had the time	e) if she presented it well. ( 5 c )
6) If money grew on trees	f) if I worked really hard. ( 6 h )
7) Our schools would produce capable leaders	g) the country would progress very fast. ( 7 a )
8) Her idea would be acceptable	h) everyone would be rich. ( 8 e )

Once you have completed the exercise, discuss with your partner. Then write the complete sentences in your notebooks

### Exercise 2

Work in pairs and orally complete the following second conditional sentences by using the correct form of the verbs given in brackets. You may use other verbs, but make sure that you use the correct form. Next, write the correct sentences in your notebooks. The first two sentences have been done as examples

- 1) If we had a computer..... (finish)  
If we had a computer, we could finish this work quickly.  
If we had a computer, we could find some more information.

- 2) We might see a bear,..... (go)  
We might see a bear, if we went further in the woods.  
We might see a bear, if we climbed on a tree.

- a) If she is study harder,.....(gey)  
1) If you study harder, she would get a success.  
2) If she study harder, she would realize a position in class.

- b) if you grew multiple crops on your land,.....(earn)  
1) if you grew multiple crops on your land, you would earn lots of money.  
2) if you grow multiple crops on your land, you would acquire more benefits.

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## UNIT 1.3 LANGUAGE PRACTICE

c) people would fly,.....(have)

1) people would fly, if they had a wings.

2) people would fly, if they had a capabilities.

d) If I owned a camera,.....(take)

1) If I owned a camera, I would take your pictures.

2) If I owned a camera, I would take videos

e) They might win the match,.....(work)

1) They might win the match, if they worked hard.

2) They might win the match, if they had a plan.

f) If Abdullah lived with his family,....(save)

1) If Abdullah lived with his family, he would save lots of money.

2) If Abdullah lived with his family, he would go to school beside his house.

### Exercise 3

Complete the following dialogue by using some or all of the words given below. You may use your own words or use these words any number of times. The first one has been done as an example. Do this exercise in your notebook.

Want	have	come	fall	sick	join	swim
go	plan	be				

**Zahid:** We had to call of our picnic plan. First, we decided to go to the seaside but we could not do so.

**Qasim:** Why?

**Zahid:** If we **went to the sea side**, Salim would **not come**,

**Qasim:** Why would Salim not come?

**Zahid:** If **he came**, he **would swim and fall sick**.

**Zahid:** You don't fall sick when you swim.

**Zahid:** Salim's heart is weak. He **would fall sick**, if he **swam**

**Qasim:** You could have gone to the park.

**Zahid:** Tahir and Salman said that if we **went to the park**. They wouldn't join us.

**Qasim:** Then what?

## UNIT 1.3 LANGUAGE PRACTICE

- Zahid:** Someone suggested that we visit the museum. However, half the group objected and said that if we **went there**, they **would not come with us**.
- Qasim:** Why?
- Zahid:** They said that they **could not enjoy** themselves, if we just **visit the museum**.
- Qasim:** They were right. If you **wanted** to have fun, then you **would not get** that inside the museum.
- Zahid:** So, if we **wanted** to please everyone, we **could not decide** on a place to go, hence, the plan was dropped.

**Revision:** *punctuation*

### Exercise 4

**Work in pairs and correct the punctuation and capitalization in the following passage. Here are some tips on how to do it:**

**Step 1:** Read each paragraph and identify where each sentence is getting completed. Mark that part. Read again to see whether it is a question or a statement. If it is a question, put a question mark, otherwise put a full stop.

**Step 2:** Read each sentence again to see where commas and apostrophes are needed.

**Step 3:** Check and put the capital letters where needed.

**Step 4:** Read the whole passage again to check for any errors.

### ( Forming Habits )

How long does it take to form a new habit ? I looked for an answer the same way most people do . I asked 'Google', the answer got was 21 days . It seemed that if you repeat a behaviour everyday for 21 days , you can form a brand-new habit . Then i asked can one change all types of behaviour in 21 days or just some types . I was not able to find an answer ; all I could find out was that if it was exercise , smoking , writing a diary or turning cartwheels you could do it . 21 days - the important thing was to maintain a chain of 21 days without breaking it . One psychologist **Mr Mohan** decided to do some research to find out if all new habits could be formed in just 21 days . About 100 people from the **Multan University** participated in the research . They were asked to choose a behaviour that they wanted to turn into a habit . They



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## **UNIT 1.3 LANGUAGE PRACTICE**

all had to choose something they didn't already do , that could be repeated every day . **What** do you think the result was ? **The** results showed that , on average , it took 66 days until a habit was formed . **However** , this does not mean that people weren't able to form new habits in 21 days . **According** to the study findings , some habits could be formed in 21 days ; while some could take as long as 254 days . **So** 21 days to form a habit is probably right , as long as all you want to do is drink a glass of water after breakfast , anything harder is likely to take longer to become a really strong habit and in the case of some activities much longer .

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FOR  
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## UNIT 1.4 WRITING

### *Descriptive Essay*

A descriptive essay describes a person, place or thing. It includes important details about the person, place or thing in such a manner that the readers can create a picture in their mind about the object being described.

PERSONS	OBJECTS AND PLACES
General description, moving from general to specific	Physical description and characteristics of an object / place, moving from general to specific
Detailed physical description of face, build, clothes, expressions, etc.	Finer details of size, colour, shape, texture, structure, etc.
Personality traits e.g. habits, attitudes, behaviour, etc.	Atmosphere of a place / qualities of an object

Use appropriate objectives and adverbs for vivid effect  
Write the details in an appropriate order

#### Exercise 1

First, individually, read the following essay, titled 'Deserts'. Notice how the introductory and concluding paragraphs are written. Also notice how the topic sentence and the other details are linked in each body paragraph.

Next, discuss the following aspects with your partner.

- Discuss the introductory paragraph. Is the thesis statement at the end of the paragraph given in one sentence or two sentences? The thesis statement should contain all the key ideas that are covered in the essay.
- Underline the topic sentence in each body paragraph.
- Discuss how each topic area is explained with facts, examples, ideas, opinions, etc.



## **UNIT 1.4 WRITING**

- See how the closing paragraph is written; underline the signalling closing word or phrase used. Also discuss how the paragraph briefly brings together the central idea, all the supporting ideas. underline the concluding statement does it give and idea suggestion, recommendation etc.

### **DESERTS**

It is difficult to imagine what a desert looks like without having seen one. A desert is a vast plain of sands and stones, having some mountains and hills of various sizes and heights. They are usually without roads or shelters. Sometimes, deserts have springs of water, which create green, grassy spots, with a few trees. One of the most remarkable deserts of the world is the Sahara Desert.

Springs of water are usually few and far apart in deserts. Where such springs are there, an oasis is formed. An oasis is an area in the desert where there is water and where plants grow. It is a place where tired travellers and their animals quench their thirst and find a shady place to rest. Were it not for these small springs and shady places, no human being could cross the vast stretch of burning sand. To be thirsty in a desert, without water, exposed to the burning sun without shelter, is one of the greatest sufferings that a human being can be exposed to.

One of the most remarkable deserts in the world is the Sahara Desert. This desert is a vast plain, but is slightly above the sea level. It is covered with sand and gravel, with a mixture of sea shells, and looks like the basin of an evaporated sea. Amid the desert, there are springs of water and oases. There are thirty-two of these that contain fountains and date palms; twenty of them are inhabited. They serve as stopping places for the caravans.

To conclude, a desert has vast areas of just sand, with no trees or forests. The only places where a few trees and some grass can be found are the oases, where the tired and thirsty travellers can rest. Travelling in the desert used to be, and sometimes still is, very risky and lack of water can lead to suffering and death. However, modern technology, including satellite phones and advanced modes of transport, have greatly reduced the risks and sufferings.

#### **Exercise 2**

**Now, work in pairs and write a descriptive essay of at least four paragraphs on one any of the following topics:**

- 1. My village/town/ city**
- 2. Historical place**





## **UNIT 1.4 WRITING**

3. A scenic place
4. School playground

Here are the guidelines that you should follow

1. Brainstorm for ideas
2. Select the ideas to be covered in the essay
3. Write an introductory paragraph with a clear thesis statement at the end of the paragraph. The thesis statement should contain all the key ideas that are to be covered.
4. Use a separate paragraph for each topic area.
5. Write a clear topic sentence for each key idea.
6. Include evidences (facts, quotations, etc.), examples (analogies, anecdotes etc.).
7. Add a closing or summary paragraph with a signalling closing word or phrase (to sum up, in the end, etc.), brief summary of the main points discussed in the essay, and a general concluding statement giving an idea, suggestion, recommendation, etc.
8. Follow grammar and punctuation rules.
9. Edit your work to see that you have covered points given above

( My village )

The villagers are very simple and straightforward people. They lead a simple, happy and content life. Their houses are mud-plastered. Most of the villagers are farmers. They wake up early in the morning. They work hard in their fields from dawn to dusk. They usually travel on foot. They enjoy fresh air and natural beauty around them. That is why they are healthy and strong. In the villages, shops are few and scattered the market is not the same as in the cities. The carpenter and the blacksmith are the two workmen, who are needed most in the village. They make and repair the farmers' tools and do other odd jobs.

Village life has its own charms. It is very pleasant to go and live there for a few days. My village name is Hala. My village exists in a low lying area that has a warm summer and a chilly winter. Mostly I visit my village in summer because of the holiday. Although the village is far cooler than the city during the summer.

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## **UNIT 1.4 WRITING**

It is fact villages are always natural due to be their self-creation by nature on the other hand, most cities are man made . Hence the natural environment of villagers is their main attraction. In villages only we may have the charms of birds and flowers or the beauty of the day down

Thus, life in villages and cities presents two contrasting pictures . There are positive as well as negative aspects of the both . Therefore it is up to the individual to make the most of it irrespective of the rural or urban sitting that one lives in . I myself like to live in a village in the close vicinity of the modern city so that I can enjoy the pleasure of the city and the village.

### **( A historical place )**

A visit to a historical place gives us information about the people of past and their ways of life. In the last summer vacation, a few of my friends decided to go to moen-jo-daro, a place of great historical interest.

We left Karachi for Larkana by train. On reaching there, we stayed in our hotel. Next morning, we reached moen-jo-daro by bus. It is at a distance of 27 kilometres from Larkan on the right bank of the river Indus. Moen-jo-daro means "Mount of the Dead" its ruins are about 4500 years old. It was first discovered in 1922, when some villagers found pieces of old pots and bricks at the place. These pieces were brought to Sir John Marshall. He was an English civil servant, whose job was to look after the historical remains. He ordered the man for digging the place in this way, this old city was discovered.

The people of moen-jo-daro were great traders, farmers and craftsmen. The trade was carried on through the river Indus which was very near and the sea within easy reach. The countryside must have been fertile since wheat, rice and cotton grew there. The farmers also keep cattle. There were skilled craftsmen who work in gold, silver and Ivory. Clay dolls and cards were made for children to play with. The people of moen-jo-daro were quite rich and lived a happy life. No one has yet been able to determine the meaning of the words written on the seal and on the pottery.

Thus hundreds of visitors not only from Pakistan but also from all over the world, come to see this dead Civilization. In the evening. We took last round of the site and returned to Larkana. This trip was very interesting and informative for us.





## **UNIT 1.4 WRITING**

### **( A scenic place )**

Natural beauty is unmatched. Pakistan has world most beautiful places for visiting . Specially at its best in northern areas of Pakistan and Kashmir region. This part of the country is famous all around the world because of sky high mountains, lush green valleys, mighty rivers, beautiful lakes and amazing wildlife. The Paradise on earth 'Neelum valley' mini Switzerland 'swat valley' and mountain kingdom 'Hunza valley' are the major tourist attractions in Pakistan. All these places are real natural beauty of the world

Azad Kashmir is a land of roaring rivers and majestic lakes, snowy peaks and green mountains, forests and splendid valleys. It is located in the Himalayan region. It is widely famous for its rich flora and fauna. Varieties of flowers add to the beauty of Kashmir. It is one of the best natural spots in Pakistan. Its exquisite scenery, green fields combine to add to the The grandeur of this God gifted Paradise on earth

Muzaffarabad, the capital of Azad Kashmir is located on the banks of the Jhelum And Neelum rivers well known tourist spots near muzaffarabad are the Red fort, Patika, Awan patti. Another beautiful place is Neelum valley which is situated to the north and Northeast of muzaffarabad. It is the most charming and scenic place for tourists in Azad Kashmir.

Kashmir is abundantly endowed with Allah's bounties. Apart from having great scenic attractions, these places are good health resorts. Indeed, the beauty of Kashmir is in enchanting. So we ought to visit Kashmir because it is a Paradise in world, that is why I and my friends are deciding to visit Kashmir. We are collecting money for the visit, in upcoming future we will visit there and see the beauty of this scenic place.

### **( School playground )**

My school has a big playground. It has a huge boundary wall. We play all types of games in the playground. We play volley-ball, hockey, football, cricket and basketball. Our school principal encourages all students to play one or the other games. We have very strong teams of players; they practice different games in the playground. Various matches are held on this playground. The P.T instructor of our school gives us training in the playground. He encourages all the players. Our teams have won many prizes in sports and games. Our school playground has produced many great players. They play at the national level. I am proud of my school playground.

Our school gives special importance to games and so it insists that all students should take part in all games. We play hockey, football, cricket and basketball. Our school teachers encourages all student to play one or the other games



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## UNIT 1.4 WRITING

It is pleasant sight to see all the students at play. Sometimes the teachers join the games. There is a way of joy and happiness everywhere . All look bright, happy and jolly. Our teachers are very good in various games and play very well.

Our playground has green grass looking like green velvet all round the ground. There are green shrubs that are beautifully trimmed. There is a gardener to water and look after it. Our playground has several big trees under which we sit and talk on matters of interest to us. In the end we also ought to look after the playground and help the gardener in cleaning and various jobs because it is our responsibility.

### *Formal letters*

#### **Exercise 3**

**First, individually read the following letters to the editor complaining about a problem / issue. Note the layout and the vocabulary, style and tone used**

(1)

August 19, 2018.

The Editor,

Daily Dawn, Karachi.

Subject: Traffic Accidents

Dear Sir,

In Pakistan hundreds of people die every year in road accidents. The media and the government focus a lot on terrorism, although traffic accidents are more common than acts of terrorism.

The main reasons for accidents are: poor conditions of vehicles, violations of traffic rules, use of mobile phones while driving, underage children driving, bad road conditions, and dim or no street lights.

The government should take effective steps, like creating awareness among people through the media and training the traffic police, so that the number of accidents is reduced.

A Concerned Citizen.

**Multan.**

(2)

August 12, 2018.

The Editor,



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## **UNIT 1.4 WRITING**

Express Tribune,

Karachi. Subject: Banning Plastic Bags

Dear Madam,

Plastic bags cause land destruction because plastic can turn good fertile land into barren land. This is because, according to scientists, plastic takes more than 500 years to break down in a landfill.

Moreover, scientists have also found that plastic bags can be a source of many deadly diseases such as cancer, birth defects, immune damage and asthma.

According to the Minister of climate change, more than 55 billion plastic shopping bags are being used in Pakistan and their use is going up every year by about 15%.

The government should conduct surveys to see how much damage is caused to the environment and people's health by plastic bags. Steps should then be taken to create awareness among the people about loss of fertile land for future generations and the health risks in using plastic bags. Moreover, laws should be passed to reduce the use of plastic bags to an essential minimum.

Munir Altaf

Turbat

**Next, work with a partner and analyse these letters by discussing the following aspects**

**a) To which newspaper's editors were these letters written?**

**A)** The first letter was written to Daily dawn's editor. The second letter was written to express Tribune's editor.

**b) Are these letters addressed to a man or woman?**

**A)** First written addressed man. Second written addressed women.

**c) What problem has been identified in letter 1 and in letter 2?**

**A)** In first letter writer identified "Traffic Accidents" problems.

In second letter writer identified "Plastic Bags" problems.

**d) Which of these letters gives reasons for the problem?**

**A)** Both letters give reasons for the problems.

**e) Which of these letters gives suggestions?**

**A)** Both letters give suggestions

**f) Do we know who wrote both these letters?**

**A)** First letter is written by a concerned citizen from Multan.

Second letter is written by munir Altaf from Turbat.



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## UNIT 1.4 WRITING

g) Why is the name of one writer missing?

A) The writer didn't want to show this name.

### Exercise 4

Work in pairs and write a letter to the editor complaining about a problem / issue, of the letter given above.

Follow these steps:

1. Brainstorm for ideas
2. Select the ideas to be covered in the letter
3. Decide the name of the newspaper and the gender of the editor
4. State the problem in paragraph 1.
5. List the possible reasons for the problem in paragraph 2
6. Give ideas/ opinions/ suggestions to the concerned body in paragraph 3.
7. Use the appropriate format, layout, vocabulary, and tone.
8. Edit to check for points c-g stated above

February, 14, 2021

The editor,  
Daily Jang,  
Karachi.

Subject: Traffic Accidents

Dear sir,

As a concerned citizen, I wish to draw your attention towards the increase in road accidents in the metropolitan cities of Pakistan. The roads, these days, have become a death trap and no one feels safe.

Reckless and rush driving seems to be the root cause behind these accidents. People are leading a mechanised life today and so are always in a hurry. No attention is paid to the speed barriers or accident prone areas mornings. They are least worried about their safety or the traffic rules. Another cause of these accidents is the increase in the numbers of vehicles. The youth today want a vehicle of his own most of the reckless driving is done by youth who are reckless drivers.

Through the esteemed columns of your newspaper, I would like to appeal to the authorities to take necessary strict action against such youngster or law violators

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## **UNIT 1.4 WRITING**

A concerned citizen  
**Karachi**

**(2)**

**February,14,2021**

**The Editor,  
Daily Dunya,  
Karachi,**

**Subject: Banning Plastic bags**

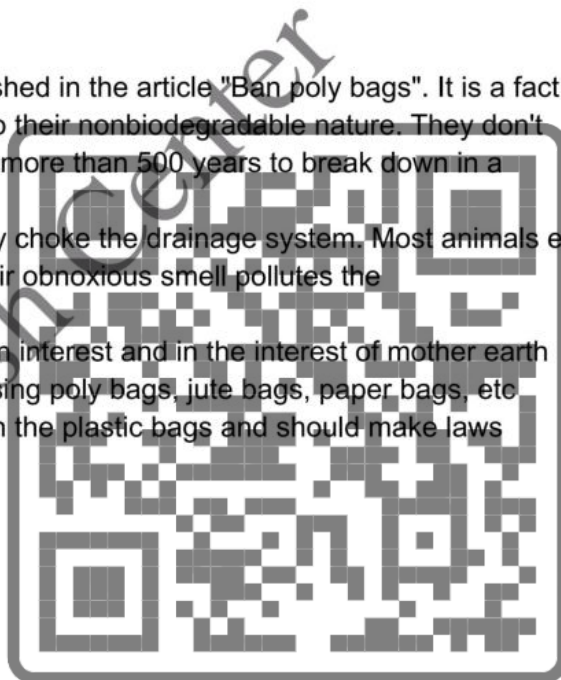
**Dear Madam,**

I totally agree with the views, published in the article "Ban poly bags". It is a fact that poly bags our plastic bags are harmful due to their nonbiodegradable nature. They don't decompose. According to scientists plastic takes more than 500 years to break down in a landfill.

The plastic bags don't destroy, instead they choke the drainage system. Most animals eat them and die in the long run. If they are burnt their obnoxious smell pollutes the atmosphere.

I wish that people at large in their own interest and in the interest of mother earth wake up to his problem. Everyone should stop using poly bags, jute bags, paper bags, etc should take their place. Government ought to ban the plastic bags and should make laws

concerned citizen  
**Karachi.**



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## UNIT 1.5 STUDY SKILLS

### *Editing*

Editing adds quality to your work. Edit everything that you write before you send / give it to anyone / even if it is a two line email. Editing helps you look critically at your work and it makes you think of the rules of language that you have learnt. If you are not sure whether something is right or wrong, check it from someone who knows, or from the internet, or even from your books.

#### Exercise 1

One of the students wrote a story and gave it to the teacher. The teacher underlined the parts where there were errors and returned it back to the student to correct it and then submit it again. The story is given below. Work in pairs and read the story. It contains many types of errors, grammatical, punctuation, capitalization, spellings, wrong words and so on. Correct all the underlined errors, first orally and then rewrite the corrected story in your notebooks

### **MORE!!!** ( The Wise King )

A rich man was on his deathbed. He told his sons to dig the ground under his cot and share the buried wealth, after his death. When he died, the sons started digging. One of them found a vessel full of jewels and pearls, another a vessel full of gold and silver coins, the third one a vessel full of bones, and the forth a vessel full of dust. The last two quarrelled with the first two and said that the riches should be shared equally amongst them? The first two did not agree.

Finally, all four decided to put their case before the king. The king listened to their story and decided that the one who got the jewels should keep them and the one who got the coins should also keep them. The other two brothers felt very sad when they heard this.

Then the king looked at the other two sons and said that the one who had the vessel full of bones was to be owned of the cattle left by his father, and the one with the vessel that had dust was to get all the land owned by the rich man

This decision by the king was liked by all the brothers. They were all amazed at the King's wisdom. They were all satisfied and pleased with the decision.



## UNIT 1.5 STUDY SKILLS

### Exercise 2

The following story also has similar errors as the story in exercise 1. First, work individually, read the story, and try to find out the errors in this story. Underline the portion where the error is and write the correct form above it.

Once you have done this, work in groups of three, and discuss your work. After discussing make the necessary changes in your book. Finally, write the corrected story in your notebooks.

### ( The Four Seasons )

There was a man who had four **sons**, he wanted his sons to **learn** not to judge things too quickly. So he send each one of them, one by one, to go and look at **pear** tree that was a **great** distance away.

The first son went in winter, the second **in** spring, the third in summer and youngest son in autumn. When they had all **gone** and come back, he called them together to describe what they had see. The first son said that the tree was ugly, bent, and twisted. The second son said no it was covered with green buds and full of **promises**. The **third** son disagreed; he said it was laden with blossoms that smelled so sweet and **looked** so beautiful, it was most graceful thing he had ever seen. The last son disagreed all of them; he said it was dropping with ripe fruit, full of life and fulfillment.

The man then explained to his **sons** that they were all right, because they had each seen but only one season in the **tree's** life. He **told** them that you cannot Judge a tree, or a person, by only one season or on the basis of knowing about only one aspect of his life. So, don't let the pain of one season destroy the joy of all the rest. **Don't** judge lite by one **difficults** season or people on the basis of one bad example.





## **UNIT 1.6 FUN**

### **Travel brochure**

Work in groups of four. Each group represents a travel agent. Your job is to prepare a travel brochure to attract people to visit a particular place. A brochure is a kind of pamphlet that gives brief information about a programme, place, activity, etc. The group that will develop the best brochure, colourful brochure With good, brief information will be the winner.

#### **Step 1**

1. Think of a place that you want people to visit
2. Brainstorm for ideas about
  - Why should people visit that place, what is nice and attractive about it
  - What will the people need to take with them when they travel to this place
  - What are the modes of travel they can use, i.e. train, bus, car, plane, etc.
  - What are some of the things that they must see, eat, buy, etc.
  - What are some important things to remember

#### **Step 2**

1. Discuss and decide a name for your travel agency
2. Think about what your brochure will look like, i.e. the shape of the brochure, how you would write the information, the pictures or drawings that you will use, etc.
3. Decide who will do what; for example, who will collect the information / pictures, who will write / draw, etc.
4. Start developing the brochure

1) Think of a place that you want people to visit.

A) The people must visit Sea view because it is a beautiful place.



## **UNIT 1.6 FUN**

### **2) Brainstorm for ideas about.**

#### **a) Why should people visit that place, what is nice and attractive about it.**

**A)** Sea view has lots of things, which attract the people towards it for example

- 1) Beautiful see.
- 2) place of food in Do dariya.
- 3) Spend lots of time in peace and thinking about your future.

#### **c) What will the people need to take with them when they travel to this place.**

**A)** The people will need camera for taking photos. The the people will also need convenience.

#### **d) What are the modes of travel they can use, i.e. train, bus, car, plane, etc**

**A)** it is really easy to go sea view we can use public transport and car to go to sea view.

#### **e) What are some of the things that they must see, eat, buy, etc.**

**A)** If you go to sea view, you must watch sunset. It is really beautiful and ought to eat corn, it is really delicious

#### **f) What are some important things to remember.**

**A)** You will remember one thing, you will clean the sea view's place and don't throw wrapper, used bottle and other things in sea view



## UNIT 2.1 READING COMPREHENSION

*In the name of Allah, the most beneficent, the most merciful*

### Exercise 1

a) How many aspects of Shah Abdul Latif's life have been covered in the text?

A) There are seven aspects covered in this text

b) List all these aspects in your notebook as shown below.

- 1) The first aspect is about his background and family.
- 2) The second aspect is about his the Name Bhitai.
- 3) The third aspect is about his early life and education.
- 4) The fourth aspect is about his youth.
- 5) The fifth aspect is about his spiritual growth.
- 6) The sixth aspect is about his death and remembrance.
- 7) The seven aspect is about Shah Latif's poetry.

### Vocabulary

#### Exercise 2

The words given in bold below have been taken from the text. Look up these words in the text and underline them.

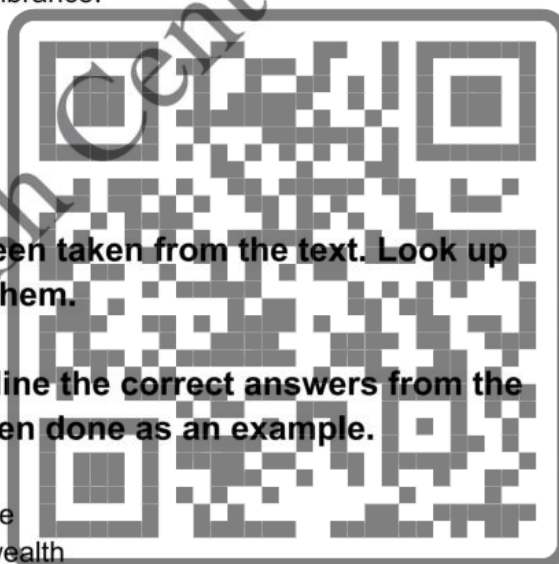
Next, do the following exercise. Underline the correct answers from the choices provided. The first one has been done as an example.

1) Those who have an **abundance** of wealth have  
(a) little wealth (b) a lot of wealth (c) some wealth

2) My family's **ancestral roots** are in Sindh. means my parents, grandparents and great grandparents have lived in Sindh since  
(a) my grandparents got married (b) my birth (c) many generations

3) The new academic year **commences** in our school in April.  
(a) ends (b) progresses (c) begins

4) The **devotees** of some saints walk to shrines barefoot.  
(a) children (b) followers (c) caretakes



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## UNIT 2.1 READING COMPREHENSION

- 5) Many people go to a **mystic** to ask for the fulfilment of their wishes.  
(a) person who lives alone (b) new person (c) person with spiritual power
- 6) The sailors of Sindh used to travel to far off lands as they had good **navigation** skills.  
(a) shipe directing (b) engineering (c) swimming
- 7) For centuries, the main medium for transfer of information was oral traditions.  
(a) horses (b) passing of information by word of mouth (c) messages
- 8) My brother is a **restless** person, always looking for new things to do.  
(a) genius (b) different (c) change seeking
- 9) Truly great persons deserve **reverence** as they play a positive role in our lives.  
(a) richness and wealth (b) leadership positions (c) respect and admiration
- 10) Islam's message of peace is **universal**, as without it there can be no happiness.  
(a) good (b) applicable to all the people in the world (c) acceptable

After you have completed, work with a partner and check the meanings of the words in bold from the glossary. This will help you check whether you have the right answers.

### Exercise 3

Work in pairs and complete the sentences below with a word written in bold in Exercise 2. You can use one word only once. Write the complete sentences in your notebook

- 1) The **devotees** of Shah Bhitai celebrate his Urs every year.
- 2) My mother and I decided to go to a **mystics** to ask him to pray for my father's health.
- 3) It is a **universal** fact that no living thing can survive without oxygen.
- 4) Much of what we know about our culture has been passed on to us through **oral tradition**
- 5) We may have different **ancestral roots** but we are all the off springs of Adam.
- 6) Fasting **commences** on the first day of Ramadan.
- 7) Pakistan has everything in **abundance** but we need strong policies to make good use of everything that we have.

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## UNIT 2.1 READING COMPREHENSION

- 8) Nelson Mandela won his people's reverence for his long struggle for the rights of people in South Asia.
- 9) The art of restless requires hard work and one needs to practise a lot to write beautifully.
- 10) The Pakistan Navy has very good navigation skills.

### Exercise 4

The reading text has seven aspects that relate to Shah Latif.

The following sentences state one key point covered under each aspect. However, these sentences are in a jumbled up order. Read the text and write the aspect number in the blanks provided. The last one has been done for you as an example.

- |   |   |
|---|---|
| a) He found pleasure in praying, thinking and devotion.                     | 5 |
| b) He was married for a short period of time only.                          | 4 |
| c) Shah Latif's forefather migrated to Sindh from Afghanistan.              | 1 |
| d) A shrine was built over his grave sometime after his death.              | 2 |
| e) His poetry is mainly about Sindh but off places are also mentioned.      | 7 |
| f) He loved studying and had a command over other languages.                | 3 |
| g) He is called Bhitai because he spent a good part of his life on a mound. | 2 |

### Exercise 5

Read the text and find the following information. Write down these things in your notebook. After you have completed, discuss your answers with your partner.

### Questions / Answers

1) Two things done at the time of "Urs, as mentioned in the text.

- A) Thousands of people gather and (a) listen to the saint's songs sung on the 'Tambooro'  
(b) many learned men read papers that tell about Latif's life and his poetry.

2) Two possible reasons why his ancestors migrated to Sindh.

A) (a) Shah's father Syed Habib Shah migrated from Matiyaru in Afghanistan to Bhainpur in Sindh in order to gain spiritual contact with Bilawa, a local pious man.

(b) his ancestors migrated to Sindh from Hirat because at that time Sindh was the centre of Muslims culture, Latif's ancestors liked it so much that they decided to make it their home.

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## **UNIT 2.1 READING COMPREHENSION**

**3) Two other languages that he knew quite well.**

**A)** All through he received little formal education the Risalo provides proof that he new

(a) Arabic

(b) Persian quite well

**4) Two main religious sources that he had knowledge about.**

**A)** Various references in Shah Risalo indicate that he had in deep knowledge of the

(a) Holy Quran

(b) Hadiths

**5) Two poets whose works were a part of his collection.**

**A)** (a) Maulana jalaluddin Rumi

(b) Shah Karim

**6) Two skills for which he is known.**

**A)** The first skill is that he was a musician and invented 'Tombooro'. The second skill is that he was an excellent poet of common language of people.

**7) Two places in Afghanistan mentioned in his poetry.**

**A)** There are two places of dastaan staan Afghanistan in his poetry the first one is Kabul and the second one is Kandahar.

**8) Two places in India mentioned in his poetry.**

**A)** There are two places of India mentioned in his poetry the first one is Delhi and the second one is Deccan.

**9) Two languages mentioned in which the 'Risalo' has been translated.**

**A)** There are two languages in which Shah Jo Risalo was translated. These are Urdu and English.

### **Exercise 6**

#### **Questions/Answers**

**a) How was information about Shah Latif's early life collected. Why was it collected in this manner?**

**A)** Information about the life of Bhitai was mostly collected from oral traditions and Pakistani scholar Mirza Kalich Beg played important role to collect information. It was collected in this manner because at that time information was spread in this manner.



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## **UNIT 2.1 READING COMPREHENSION**

### **b) Why is Shah Latif called the 'Saint of Bhit' ?**

**A)** In 1742 Shah Latif left his home and went to live on a mount at some distance from his village. A mount of sand is called 'Bhit' in Sindhi due to the fact he live on this mount for the rest of his life shah Latif came to be known as the saint of Bhit.

### **c) Why did Shah Latif not marry again after his wife died?**

**A)** In 1713 the Sufi poet married with BiBi Saidha Begum. His wife died at an early age before she could have any children however Shah never married again his heart turned more and more towards religion and devotion and he felt restless he found it difficult to live a normal domestic life.

### **d) Why did people become Shah Latif's followers?**

**A)** Latif's love of God grew more and more to the extent that he found pleasure only in devotion. As a result so much people began to be attracted towards him. Anyone who came to him was strongly impressed by his gentle ways and his followers increase day by day.

### **e) What does Shah Latif's poetry and work tell us about his knowledge and skills?**

**A)** Shah Latif's poetry and word tell us that he had lots of knowledge about Quran and Hadiths whose reference get us from Shah jo Risalo. He had skill of Music.

### **f) Name the places in the text mentioned in Shah Latif's poetry. Why do you think these places have been mentioned by him?**

**A)** There are lots of places mentioned in Shah Latif's poetry which are given below

(1) Isatambul. (2) Samarqand. (3) Rome. (4) China. (5) Sindh.  
(6) Kabul and Kandahar. (7) Delhi. (8). Deccan.

I think that they are neighbouring regions that is why he mentioned them. He also mentioned distance cities

### **g) Why is Shah Latif's key message in his verses acceptable to everyone?**

**A)** Shah Latif's key message in his verses acceptable to everyone because the things which are mentioned in his message are included in human nature

### **h) Can we put his message into practice in today's world. If "Yes' how, if 'No' why not?**

**A)** Yes his message can be practiced in today's world because his message in love from Allah and mankind because we can act easily on it without any trouble.



## UNIT 2.1 READING COMPREHENSION

### Exercise 7

Work in groups of six and prepare questions for conducting an interview of scholars who have studied Shah Abdul Latif Bhitai, his life and his poetry.

Next, prepare a role play in which one member of the group becomes an anchor person while the remaining members become scholars in a TV talk show.

Ans) Explanation on YouTube Channel name ( ME English Center )

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## **UNIT 2.2 LISTENING AND SPEAKING**

**Focus: Asking and answering questions of a social nature**

### **Exercise 1**

**Work in groups of six. First, read the following questions silently.**

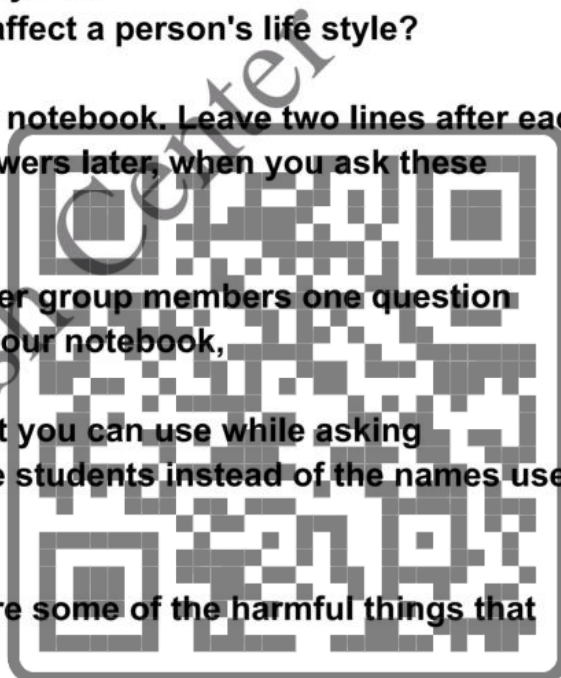
- 1) What are some of the harmful things that people eat, drink or smoke?**
- 2 How does the use of these harmful things affect their physical health?**
- 3) How does their use affect their relationships with their friends and other people?**
- 4) How does their use affect their family life?**
- 5) How does the cost of these things affect a person's life style?**

**Now, write down the questions in your notebook. Leave two lines after each question so that you can write the answers later, when you ask these questions.**

**Each one of you should ask all the other group members one question each and note down their answers in your notebook,**

**Here are some key words/ phrases that you can use while asking questions. Use the actual names of the students instead of the names used here. Use the questions given above.**

- 1) Shahina, what do you think, what are some of the harmful things that people eat, drink or smoke?**
- 2) Farah, in your opinion, how does the use of these harmful things affect .....?**
- 3) Gulnar, according to you, how does their use affect their relationships .....?**
- 4) Tahira, what do you say, how does.....?**
- 5) Mahira, can you tell me,..... ?**





## **UNIT 2.2 LISTENING AND SPEAKING**

### **Questions / Answers**

- 1) **Faiz, what do you think, what are some of the harmful things that people eat drink or smoke?**  
A) Faiz said that, "I think that people eat junk food and drink and healthy water and smoke cigarette"
- 2) **Hasan in your opinion, how does the use of these harmful things affect their physical health?**  
A) Hassan said, "my opinion is that after using harmful things people get acen."
- 3) **Babar, according to you, how does their use affect their relationships with their friends and other people?**  
A) Babar said that, "according to me, person feels have there is no energy in this body so he doesn't spend time with his friends and other people."
- 4) **Ali, what do you say, how does their use affect their family life**  
A) Ali said that, "I say that harmful things effect our beloved family member and they suffer from ill."
- 5) **Bilal, can you tell me, how does the cost of these things affect a person's life style?**  
A) Bilal said that, "I will tell that, harmful things increase the human weight and people would not like the fat person."

### **Exercise 2**

**After all the students in your group have asked all the questions, select one answer for each one of the questions that you would like to share with the class. Decide who will go and present each answer on behalf of the group.**

- A) This exercise will be done orally



## UNIT 2.3 LANGUAGE PRACTICE

### *Using models for ability*

The modal verbs are can, could, may, might, shall, should, will and would. Modals are used for different language functions; like talking about ability, asking permission, making requests, giving suggestions, etc. Here, we will learn about using the modals can, could, may for ability and permission.

### *Ability*

We use can to talk about someone's skill or general abilities at a given time in the present or future:

He can swim like a fish.

They can't speak Punjabi very well.

You can get good marks in the exams.

We use could to talk about past time:

She could speak several languages.

They couldn't write very well.

### Exercise 1

Fill in the blanks with the positive or negative form of suitable modal verbs: can / could

- a) I couldn't swim when I was a child but I can swim now.
- b) My brother couldn't run fast when he was five years old but he can run fast now.
- c) They could come early but they couldn't find a bus earlier.
- d) Nowadays, Sana can speak English fluently but she couldn't speak so well a year ago.
- e) Sameer could speak several languages when he was young but now he can speak only English fluently
- f) Little Shahzain can crawl but he still can't walk.
- g) Sara can embroider and stitch clothes but her sister can't (Yy)666ykuuu7uu8)66())7
- h) We can play after completing our homework but we can't play before that.

### Exercise 2

Write about your abilities/ inabilities in the following blanks. You should share what you were/were not able to do when you were younger, what you can do now and what you will be able to do when you grow up.

## UNIT 2.3 LANGUAGE PRACTICE

You may use sentences like:

**When I was younger/When I was nine years old**

**I could** draw pictures when I was 10 year old.

**But, I couldn't** ride bicycle.

**Now, I can** ride bicycle.

**However, I can't** drive car.

**When I grow up, I can** drive car.

Now ask two of your class mates what they could / couldn't do when they were younger, what they can / can't do now and what they think they can do in the future. Follow the same pattern as you did for yourself and write their responses in your notebook. Ask Your classmate

**Classmate Ali**

1) "What could you do when you were younger?"

A) when I were younger I could play cricket in street.

2) "What couldn't you do when 8 years old?"

A) I couldn't ride a bicycle.

3) "What can you do now?"

A) I can ride a bicycle now.

4) "What can't you do now?"

A) I can't swim now.

5) "What can you do in the future?"

A) I can pass board examination in future.



**Classmates Hasan**

1) "What could you do when you were younger?"

A) When I were younger I could play videogames in my father's mobile.



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## UNIT 2.3 LANGUAGE PRACTICE

2) "What couldn't you do when 10 years old?"

A) I couldn't do my homework alone.

3) "What can you do now?"

A) I can do my homework alone now.

4) "What can't you do now?"

A) I can't play football.

5) "What can you do in the future?"

A) I can play football in future.

### *Permission*

We also use can to ask for permission to do something:

Can I borrow your pencil, please?

Can we go home now?

The use of could is more formal and polite than can:

Could I borrow your pencil, please?

Could we go home now?

Another more formal and polite way of asking for permission is with the use of may.

May I borrow your pencil, please?

May we go home now?

We use can to give permission:

You can go home now if you like.

You can borrow my pencil if you like.

We can also use may as a more formal and polite way of giving permission:

You may go home now, if you like.



## UNIT 2.3 LANGUAGE PRACTICE

### Exercise 3

Work in groups of six; three of you should complete Dialogue A given below, while three should complete Dialogue B. Add at least 10 lines in both the dialogue. You can change the names or add more names.

#### Dialogue A: Using can/ could for ability

**Zahra:** can you speak Chinese, Najma?

**Najma:** No, but I can speak Persian.

**Zahra:** wow! what about you Farah?

**Farah:** I can't speak Chinese but I can speak English.

**Zahra:** why can't you not speak Chinese Farah?

**Farah:** I couldn't learn Chinese from my uncle Ali.

**Zahra:** oh! Farah I can teach you Chinese.

**Farah:** Wow! I can learn Chinese from you easily.

**Zahra:** how can Chinese help you Farrah?

**Farah:** if I learn Chinese so I can talk with my uncle Ali in Chinese.

**Zarah:** wow! Chinese can help you very much Farah.

**Najma:** Farah can you speak Sindh?

**Farah:** Yes, I can speak Sindh very well.

#### Dialogue B: Using can / could / may for permission

**Areeb:** I have completed my work. Can I play now?

**Mother:** yes, you can, but come back soon.

**Areeb:** may I take my new mobile?

**Mother:** no, you can't take your new mobile.

**Bilal:** may I also go to play with Areeb?

**Mother:** no you can't go because you didn't do your work.

**Areeb:** if I don't take mobile so may I go to play?

**Mother:** yes, you may go to play without new mobile.

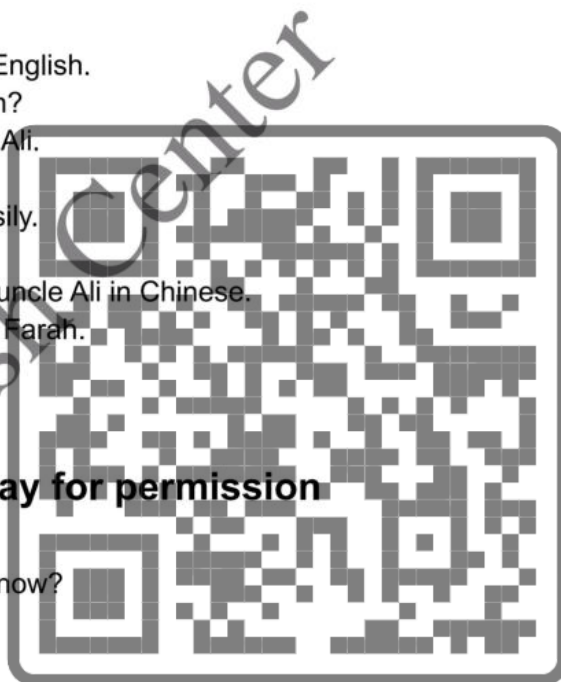
**Bilal:** I will do my homework later so can I go with Areeb to play?

**Mother:** no, you can't go to play with Areeb because you have already said the something to me before but you didn't do your homework.

**Mother:** if you do your health work so you may go to play.

**Areeb:** may I help the bilal in his work?

**Mother:** why not ! you could help Bilal and can take Bilal for playing.



## UNIT 2.3 LANGUAGE PRACTICE

### Suffixes

We sometimes add a pair or group of alphabets at the end of a word to add something to the meaning of a word. These are called suffixes. We can use suffixes to make many new words, including nouns.

Examples:

agree+ment = agreement  
willing+ness = willingness  
arrive+a/ = arrival

postpone+ment = postponement  
frank+ness = frankness  
profession+a/ = professional

### Exercise 4

A, Fill the blanks in the following exercise with nouns formed by using the suffix 'ment' with the appropriate given words. One has been done as an example.

employ.      treat.      manage.      pay.      retire.      judge

- 1) As soon as the judgement was given, the reporters left the court room.
- 2) Zaman is back to work after his treatment
- 3) The workers receive their weekly payment every Friday
- 4) My son is looking for employment as he lost his job last week.
- 5) After his retirement at the age of sixty he has decided to write a book
- 6) The management of the school announced their new admission policy yesterday.

B. Fill the blanks in the following exercise by using the suffix 'ness' with the appropriate given words.

ill.      bold.      neat.      kind.      soft

- 1) Her illness has made her weak.
- 2) I love the softness of our new sofa set.
- 3) Our neighbour's son, who is a soldier, fought the enemy with boldness.
- 4) The principal of our school treats everyone with kindness.
- 5) My mother taught us nearness in all our work.

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## UNIT 2.3 LANGUAGE PRACTICE

C. Fill the blanks in the following exercise by using the suffix 'al' with the appropriate given words.

Ign.    survive.    approve.    propose.    remove.

- 1) The survival of the green turtle is in danger on the Karachi beaches.
- 2) Our proposal for setting up a dispensary was accepted by the minister.
- 3) The removal of garbage is the responsibility of the government.
- 4) The train moved out of the station as soon as the guard gave the signal.
- 5) I needed my parent's approval for going to friend's wedding.

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## **UNIT 2.4 WRITING**

### ***Narrative***

A narrative essay is focused on telling a story. It includes important details about the incident. When writing a narrative essay, include details about:

- When and where the event /-incident took place
- What happened, include significant details
- What is its significance at the personal, societal, country level

Here are some tips that can help you write a good narrative essay

Choose a story that is about the topic or theme that you have been assigned or you have chosen.	Make an outline of the plot before you begin -this will help you put your story in order.	Extra point Use appropriate words
Describe the important characters such that people can see them.	Describe the setting in a manner that the readers feel that they are seeing the scene	Usually, the third person, i.e. he, she, it, is used along with common and proper nouns (boy, Salim).

Make sure your theme is clearly illustrated in the story.

In narrative essays, it is important to, keep the readers' interest/ attention. Your narrative essays should leave the reader with something to think about.

### **Exercise1**

Individually, read the story given below:

### **Two Brothers**

Tanveer and Junaid were twin brothers. They both looked exactly alike but, in personality, they were quite different in nature Junaid always thought carefully before doing anything while



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## **UNIT 2.4 WRITING**

Tanveer did things without thinking. Their father thought of a plan to make Tanveer realize that he should think before doing things

One day, he called the two brothers and told them that he had saved enough money to buy one of them a bicycle. Since he had money only for one bicycle, he had decided to set up a competition. The one who would win the competition would get the bicycle. The competition was that both of them should set out right after the morning prayers and walk a distance as much as each one could and return by sunset. The one who would manage to complete the task would get the prize. Both the twins readily agreed.

Next morning, both the brothers set off. As usual, Tanveer sprinted off in order to cover a greater distance and win the prize. But Junaid held back and thought about what he should do before setting off.

Tanveer ran far ahead, to the end of the town and further, because he wanted the prize. Junaid, on the other hand, walked until midday and turned around to return home. When Tanveer felt that he had run far enough and Junaid would never be able to catch up with him, he turned around to return home. Unfortunately, because he had been running so fast, Tanveer was very tired, so the return was slower. When he finally returned home, long after sunset, he found that Junaid was already home.

Tanveer demanded his prize for running very far but his father pointed out that he hadn't returned within the time he was supposed to be back, therefore, the prize would be given to Junaid because he had completed the task according to instructions.

**After you have read the story, work in pairs and orally discuss the following questions. The discussion will prepare you for the writing task that follows.**

### **Questions / Answers**

**a) Why was the twins' father worried**

**A)** Tanveer and Junaid were twin brothers and their father worried about Tanveer because Tanveer did not think before doing anything.

**b) What did he decide to do?**

**A)** Father of Tanveer and Junaid decided that he would do competition between them for learning lesson to tanveer.

**c) Who won the competition? Why did he win?**

**A)** Junaid won the competition because he returns home before sunset.





## **UNIT 2.4 WRITING**

d) **Who lost the competition? Why did he lose?**

A) Tanveer lost the competition because he didn't return home before sunset.

e) **What lesson do you think Tanveer learnt?**

A) Tanveer learnt the lesson that before doing anything we ought to think about it carefully.

### **Exercise 2**

**Imagine that you are Tanveer's teacher. You wanted him to win but he was not successful. What do you think he should do/ not to do?**

**Write a narrative essay keeping the following points in mind:**

- **Explain the reason for the competition.**
- **State what he did and why.**
- **Describe what his brother did.**
- **Explain who won the competition and why.**
- **Identify the mistakes that Tanveer made.**
- **Express your regret and explain how you would like him to change.**

### **Narrative essay**

Tanveer and Junaid were twin brothers. They were exactly same in face but opposite in nature. Tanveer was careless and Junaid was careful boy. Father of tanveer and Junaid wanted that Tanveer also became the careful boy as Junaid. Father of tanveer and Junaid did the competition between both boy and Junaid won the competition because he was careful and work according to his father instructions and Tanveer lost the competition but Tanveer got the lesson that before doing any work we must thought about the work that is way father did competition between Tanveer and Junaid.

Tanveer was too careless. In the competition he didn't make plan. He started to run and he covered a lots of distance Junaid but he came after sunset and he lost the competition.

If Tanveer made the plan before competition. He would win the competition and the bicycle. He did these things for winning the competition.

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Tanveer's brother Junaid was deep thinker and made plan before doing any work due to his intelligence. He completed his work so well and acquired appreciation from his father. Tanveer father like Junaid's nature.

Junaid won the competition easily because he made plan before competition. He came home before sunset and ran until midday and returned to home. He fulfilled his father instruction that is why Junaid won the competition easily and Tanveer lost.

Tanveer was not deep thinker. He did lots of mistake. First He didn't make plan for competition. Second he ran fast and far in the start of competition due to this he came home slowly slowly after sunset and lost the competition and bicycle

I regret and think if tanveer made plan for competition. He would win the bicycle because he wanted to get the bicycle. In the end Tanveer ought to develop the thinking ability then he would become the successful man and win the lots of competition and bicycle.

### **Exercise 3**

**Work in groups of three. Think of one story related to you or someone you know quite well. Share your stories with each other.**

**Select one of the stories for writing a narrative account. Then, follow the steps given below to write a narrative essay.**

- **Brainstorm**
- **Select a topic for the essay, based on the story selected.**
- **Decide why you want to tell that story.**
- **Select the points/ideas that you want to include.**
- **Prepare an outline of the story; be clear about the order in which you plan to tell the story and how you want to conclude it**
- **Write the introductory paragraph, giving the background and purpose**
- **Narrate the incident.**
- **Relate the incident to the purpose.**
- **Write the concluding paragraph.**
- **Edit your work for organization of ideas, correctness of grammar and punctuation, and appropriate introductory and concluding paragraphs.**



## UNIT 2.4 WRITING

### Narrative Essay

#### Outline of the essay

- 1) First cousin marriage.
- 2) Date of marriage.
- 3) Decorations of the marriage.
- 4) Marriage feast.
- 5) Father and uncle receive guest
- 6) My cousin **RUKHSATI**

#### A Family Wedding

My cousin was the first child to be married in the family. Her marriage was celebrated with great enthusiasm. Preparations for the marriage started one month before the celebration. My parents, uncle and aunt spend a whole week making necessary purchases the whole house was repainted.

A celebration in a family gives pleasure to all the members of the family. Friends and relatives also attend the occasion and share the pleasure. I draw immense pleasure when the marriage ceremony of my cousin was held. It was performed on 25th of the last month. That is why I am telling you the story

There was great excitement and joy among us to see the preparations for the wedding celebration in our family. Decorations were made on the day before the marriage ceremony. An electrician with his for assistante decorated the house with a number of multi coloured electric lamps.

The space was meant for the marriage feast. Rows of table were arranged on three sides. The tables were covered with white sheets of cloth. on one side chairs were arranged for the guests sweets were made and kept for the guests.

The feast on the date of marriage was very delicious. My parents were very busy. My aunt and uncle were also terribly engaged in different work our relatives were making our house noisy place.

My father and uncle stood at the gate to receive the guests. The barat arrived at nine in the evening, first the guests were served sweet and cold drinks. Many guests had brought different gifts for my cousin who was the bride.

After Nikah and dinner it was the time to **RUKHSATI** we cried when my cousin parted with us and went to her new house.





## **UNIT 2.4 WRITING**

### ***Summary writing***

**A summary gives brief information about a topic. Here are some basic rules to follow when writing a summary of a given passage:**

<b>Do's</b>	<b>Don'ts</b>
<b>Include all the main ideas. Select points from all the paragraph limit your summary by not including all the details. Use simple short sentences living sections points with appropriate linking words</b>	<b>Do not reproduce sentences from the original text Do not repeat any point idea Do not introduce new ideas Do not criticize Do not change anything given in the original text Do not give an opinion</b>

### **Exercise 4**

**Work in pairs. Read the following passage and underline the main ideas/ words in each paragraph; do not include any details. The first paragraph has been done as an example.**

Moen-jo-Daro or the "Mound of the Dead" is one of the oldest cities in the world. Few people live there today, but 4,500 years ago, it was a large, busy city. It is in the province of Sindh, at a distance of 27 kilometres from Larkana, on the right bank of the Indus River. It was one of the early urban settlements in the world. The city was built around 2600 BC. It was one of the largest city- settlements of the Indus Valley Civilization of south Asia. The Indus Valley Civilization developed around 3000 BC, from the prehistoric Indus culture. At its height, the Indus Civilization spanned much of what is now Pakistan and North India.

Nobody knew anything about Moen-jo-Daro until 1922, when some villagers found pieces of old smooth pots and old bricks at the place where the city was discovered. These pieces of old pots and bricks were brought to Sir John Marshall, an English civil servant, whose work it was to look after historical remains. When he looked at them, he at once knew that they were pieces of very old pots. He decided that the area should be dug up as there might be remains of an old city.

So, the men started digging and as they dug, more and more such pieces came up, till there appeared, bit by bit, a city of straight roads, and well-built houses. When the people saw all this coming up, from what they had so far taken to be only mounds of clay and sand, they were very



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## **UNIT 2.4 WRITING**

surprised and excited. Each house was made of large baked bricks and had a bathroom and servant quarters closed by. Covered drains ran beside the streets. Even the streets were made of baked bricks. There was a wide road in the middle of which had shops on both sides. This road continued on to the houses of the workmen.

The people of this city must have been great traders, with the river Indus so near and the sea within easy reach. The country side must have been fertile since wheat, rice and cotton grew there. The farmers also kept cattle. There were skilled craftsmen who made things from gold, silver and ivory. Clay dolls and carts were made for the children to play with.

For a long time, these people lived a happy life. They were quite rich and travelled from place to place on business or for pleasure. Their city was well- planned and clean. The rain water did not remain on the streets. We do not know what happened to them. Either they were raided from the north or some great earthquake destroyed them.

### **Exercise 5**

**Work in pairs. Use the underlined key words and write a summary of the above passage. Look at the Do's and Don'ts given in the boxes above.**

**You may begin like this:**

Moen-jo-Daro, in Sindh, was one of the largest cities of the Indus Valley Civilization. This civilization developed around 3000 BC, in areas that today form Pakistan and North India. Moen-jo-Daro, one of the oldest cities in the world, was built around 2600 BC.

In 1922, some villages found pieces of all sorts and breaks. When Sir John Marshall who was looking after historical remains, looked those pieces, he decided to dig up the area..

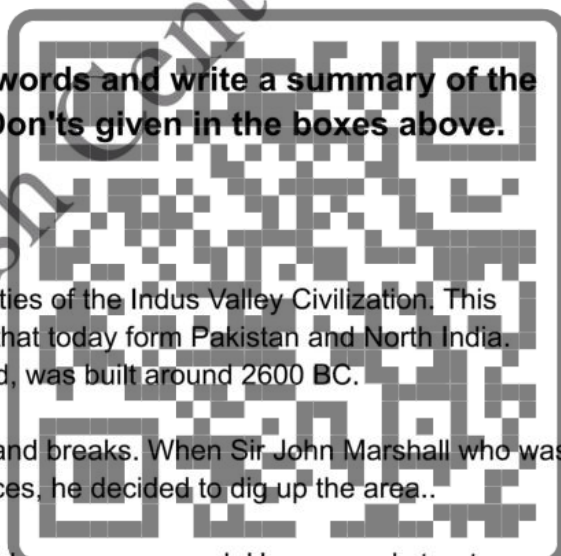
After digging a city of straight roads and well built houses appeared. Houses and streets were made of baked bricks. There was a wide road which had shops on both sides. This road led to the workmen's houses.

The people of this city were trades. They used to grow wheat and cotton. Their craftsmen made things from gold, silver, and ivory. Clay toys were also found.

They were rich and travelled a lot. The city was well planned and clean. We are not sure either some attacked them or the earthquake destroyed them.

**After you have written the summary, exchange your work with another pair. Read each others' work and give feedback, stating what is good and what needs to be changed.**

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## UNIT 2.5 STUDY SKILLS

### *Editing practice ( continued )*

There are many types of activities that can help sharpen or editing skills. One such activity in the C-text in this activity incomplete words have to be completed by using the context for clues to guess what the word might be

#### Exercise 1

The following passage is about 'The Duties of a Good Citizen'. Beginning from the second word of the second sentence half or sometimes half plus one extra letters have been removed from every second word. Work in pairs and first orally complete all the words. Once you have done so, write the complete passage in your notebook.

#### The Duties of a Good Citizen

If we just think for a minute, about the things and services we use in one day, we shall realize how much we owe to society. The milkman brings milk for us; the baker bakes the bread; the printer prints our books; the driver drives the bus in which we go to school or the place of work. The teacher teaches the pupils at school; the doctor treats the sick and the shopkeeper sells articles of daily use. The traffic police regulate the traffic so that we may travel without any fear of accident.

We must repay society for all the gifts. If a milkman mixes water in the milk, how can he expect other members of Society to treat him fairly? If a shopkeeper gives short measure of goods, sub-standard goods,

He must be prepared to get the same kind of treatment from others if we ignore traffic rules we not only in danger the lives of other but our own as well.

Many benefits we enjoy are provided by our own country and society. It is, therefore, our duty to be loyal and patriotic to Pakistan. We should pay our taxes properly, fully and honestly so that we may continue to enjoy all society benefits.

Islam lays great stress on our duties and citizens. The Holy prophet (peace be upon him) once said "God lay so much stress on the rights of our neighbors that I almost thought they would get the right of inheritance in our property". In short, we cannot be good Muslim without being good and dutiful citizens.





## UNIT 2.5 STUDY SKILLS

### Exercise 2

You are the editor of your school magazine. Work in pairs to edit the following passage for the school magazine.

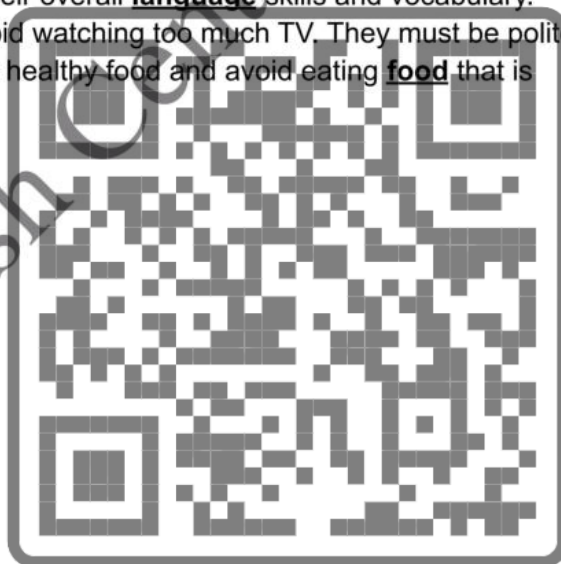
### Ans

Students have mainly three basic duties. They must obey their parents **teachers** and elders. Students must help **their parents** in simple home chores. they must not **become** unresponsive to parents or teachers.

Students must **follow** the standard discipline. They must establish a routine with studying. They lean and **practise** good manners and habits. They must focus on their studies. Regular reading should be a part of their daily routine and this reading habit makes them more intelligent and knowledgeable and moreover, it also improves their overall **language** skills and vocabulary. Besides study they must exercise daily. They avoid watching too much TV. They must be polite and respectful towards every one. They must eat healthy food and avoid eating **food** that is unhealthy.

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ME English



## **UNIT 2.6 FUN**

### ***Recitation and Visual Presentation of a Poem***

#### **Exercise 1**

**Here is one of Shah Latif's poems, translated by Elsa Kazi. Work in groups of four and recite it. Each group should read one verse only.**

#### **Rain**

The rain pours on the desert sands  
On hills and vales around;  
At early dawn we rise to hear,  
The churns soft, humming sound-

The hands are full of butter, wives  
With merriment abound-  
Each buffalo for milking brought;  
Athwart the grassy ground;  
In thatches here we never found  
Mistress and mind so glad!

Season's Orchestra's in full swing,  
Fresh showers ease the mind;  
On mountain-side so green with grass;  
Cattle abundance find;  
Gay herdsmen's wives about their necks  
Of blossoms garlands wind;

Cucumbers, mushrooms, vegetables  
Food of every kind;  
Lord! Days of dearth let lie behind,  
Ne'er let them reach the earth.



#### **Ans**

This exercise relates to reading. Full explanation in YouTube channel in  
**(ME English Center)**



## UNIT 2.6 FUN

### Exercise 2

Continue working in the same groups of four and draw the scene described in the verse that you recited, on a chart paper. Colour or paint the picture, Write the verse in beautiful and fancy writing on the chart.

All the charts will be displayed in the class and the group with the best drawing will be the winner.

### Ans

This exercise relates to drawing. Students will draw beautiful drawing according to instructions which is exercise 2 and make sure every student participate fully .

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## UNIT 3.1 READING COMPREHENSION

*In the name of Allah, the most beneficent, the most merciful*

**While wedding**

### Exercise 1

Read the text and write the answers to the following questions in your notebooks.

1) How many characters are there in the story?

A) There are thirteen characters in the story.

2) Write their names.

Ans)

1. Jameel
2. Jameel's father
3. Jameel's mother
4. Sara
5. Khalid
6. Aunt Sadori
7. Allah Bachayo
8. Uncle Sarmad
9. Uncle Noor Ali
10. Allah Dinno
11. First Child of Sara
12. Second Child of Sara
13. Jameel's Wife



### Exercise 2

Read the text and find out who said the following words? Compare your answers with your partner.

Dialogue	Speaker
1) You don't seem ok. Let's have dinner then we will talk about it.	Jameel's father
2) Only men have to worry about earning for their families.	Jameel



## UNIT 3.1 READING COMPREHENSION

3) We don't get education only for earning money.	Khalid
4) We can ask Allah Bachayo, to take you to the city in his horse cart.	Jameel's mother
5) You people have done so much for me, I think now it's my turn to return the favour.	Aunt Sadori
6) Can I really go and study in the city?	Sara
7) Jameel can go but Sara should stay here and help her mother.	Jameel's father
8) Ok, son, I will follow your advice.	Uncle Noor Ali
9) No, there are no more patients.	Allah Dinno
10) Come on, let's have lunch.	Jameel's wife

### Vocabulary

#### Exercise 3

Work in pairs. Read the text and underline the bold words given in the following exercise in your text books. Discuss and guess their meanings. After you have guessed all the meanings, check out your answers from the glossary given at the end of the book. Write the meanings in the given blanks.

- The word **shabby** means in poor condition through much use or being badly cared for.
- The word **collapsed** means to sit or lie down and relax, especially after working heart, etc.
- The word **reluctantly** means unwilling, therefore slow to act, agree, etc
- The word **preoccupied** means not paying attention because thinking or worrying about something else.
- The word **obligatory** means compulsory.
- The word **siblings** means brothers and sisters.
- The word **realize** means to make one's dreams, ideas, plans, etc, happen remember
- The word **weathered** means brown, rough and lined or damaged skin because one has spent a lot of time outside in the sun and wind.
- The word **impressive** means worth admiring.
- The word **backdrop** means background.
- The word **hosted** means organised an event.

## UNIT 3.1 READING COMPREHENSION

12. The word **borne** means put up with

### Exercise 4

Fill the blanks in the following exercise with the words given in bold in Exercise 3. You can use each word only once. Compare your answers with your partner after you have completed. The first blank has been filled as an example.

The old woman **reluctantly** got up from her bed. She had **borne** many difficulties but now her **weathered** hands could not lift heavy things. She got up and looked out of the window. As she looked, a smile came to her lips when she saw the big, **impressive**, beautiful lawn, with plants and creepers, and mango trees serving as a **backdrop**. She **collapsed** on her bed once again and became **preoccupied** with her thoughts. She thought of her **shabby**, old house, her five **siblings** and how they always used to offer their **obligatory** prayers. She also recalled how her mother always **hosted** meetings for the village women to teach them various skills. She thought about how she always dreamed of owning a big house with a big garden. Thinking of those times and the life she had now, she thanked God for making it possible for her to **realize** her dreams.

### Exercise 5

Write short answers to the following questions in your notebook.

#### Short Questions / Answers

1) What was Jameel's father doing when he came home?

A) Jameel's father was taking a cup of tea when he came home.

2) Where did the family have dinner?

A) The family dined in courtyard in front of the shabby mud house.

3) Where did Jameel and Sara go to study?

A) Jameel and Sara went to study in city of Aunt's sadori house.

4) Where did they build the hospital?

A) They built the hospital in their village.

5) How many children did Sara have?

A) Sara had two children



## **UNIT 3.1 READING COMPREHENSION**

6) Which vehicle did they travel in ?

A) they traveled in a horse carts.

### **Exercise 6**

**Answer the following questions**

### **Detail Questions / answers**

1) **Why do you think nobody spoke while eating dinner?**

A) Nobody spoke during dinner because they all were considering that the marks of Jameel were not good and his father also said that he would speak with him after dinner that is why he was upset for these reasons nobody spoke during dinner.

2) **Why was Jameel upset?**

A) Jameel was upset about his career because he wanted to become a doctor but financial problems were not allowing him to fulfil his dream.

3) **Why do you think Sara tried to hide her feelings?**

A) Sara too disappointed about her father's answer but she respected her father. She did not wanted to disagree from father, so she tried to hide her feelings.

4) **Both Sara and Jameel had to pass every test in the first go. Why was it so?**

A) Both Sara and Jameel had to pass every test in the first go because their financial condition was not good. If they had failed they would have to leave education.

5) **How did Sara and Jameel, and their family, manage the expenses for their studies?**

A) To meet the expenses both of them gave tuitions to children in the neighborhood. Their parents never let them the problems they faced during all this time. In the fourth year, father and Khalid had to sell a big piece of fertile land to pay their fees.

6) **How did life change for Jameel's family and the villagers?**

A) After completing doctory or MBBS both Sara and Jameel helped the villagers and also their family. Both Jameel and Sara examined poor villagers and other neighbouring villagers and Jameel help his family financially fully stops

7) **How was Sara educating the village woman?**

A) Sara had hosted a successful seminar for the village woman and guided them to improve their personal and family health and hygiene. Sara examined the woman of village.

8) **What lessons do we get from the story?**



## **UNIT 3.1 READING COMPREHENSION**

- A) We must do hard work for achieving our dreams, however there will be too much problems in our way but we ought to hard work at last inspite of financial problem, family problems, education problem or any problem we should work slowly slowly for our dreams and at last we will realize our dreams.

### **Exercise 7**

**Think of what you want to become when you grow up. Develop a plan for realizing your dream by answering the following questions.**

#### **Questions / answers**

**1) Why do you want to become this?**

- A) I want to become an engineer because it is my dream, and engineer invents lots of things which give comfort to people

**2) What will you have to do to realise your dreams?**

- A) I have to do lots of hard work and acquire good education for realizing my dream.

**3) What are some of the factors that can help you in achieving your aim?**

- A) The following are some factors which can help me in achieving my dream.

( 1 ) Family support.      ( 2 ) Teacher support.  
( 3 ) Hard work.      ( 4 ) Books.      ( 5 ) net.

**4) What are some of the problems that might come in your way?**

- A) These are some problems that might come in my way.

( 1 ) Financial crisis.  
( 2 ) Educational system of Pakistan.  
( 3 ) Lack of guidance.

**5) How will you overcome those problems?**

- A) I will overcome those problems by taking following steps

( 1 ) By giving tuition to others.  
( 2 ) By selecting the good educational institutes.  
( 3 ) By acquiring right guidance from right person.



## UNIT 3.2 LISTENING AND SPEAKING

*Focus: expressing emotions and wishes*

Often, emotions and wishes are expressed by using the word 'wish'.  
Wish is most commonly used to express a desire for something which is not possible.

**Example:** I wish you were here. (Unfortunately, you're not, and I miss you.)

Wish is also used in greetings and expressions of goodwill.

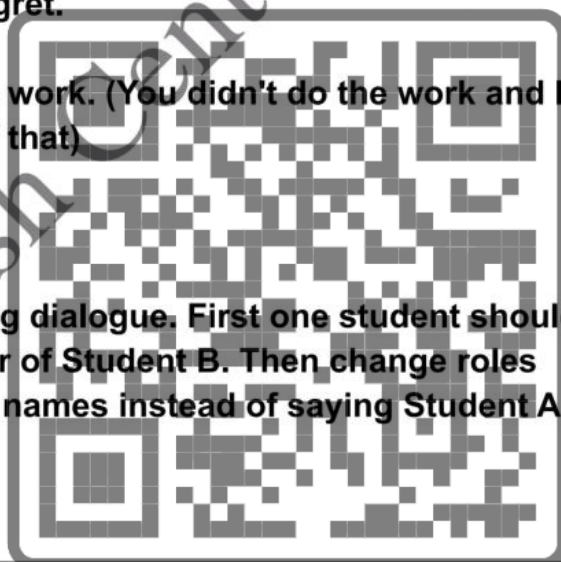
**Example:** We wish you a "Happy Eid."  
Wish you a safe and pleasant journey.

Sometimes wish is used to express regret.

**Example:.** I wish you had done the work. (You didn't do the work and I am annoyed because of that)

### Exercise 1

Work in pairs and practise the following dialogue. First one student should take the role of Student A and the other of Student B. Then change roles and repeat the dialogue. Use your real names instead of saying Student A and Student B.



Student A	Student B
Assalamo Alaikum, Basit. We missed you yesterday at the party.	Wa Alaikum Assalam, Ali I am sorry. Wish you a very happy birthday.
I wish you had been able to come. It was a nice party.	Yes, I know the party was good. Everyone enjoyed it. I wish I had come.
Yes, you really missed it.	I know, but I had some urgent work.
When are you going to Islamabad?	I am going tomorrow evening.
Wish you a safe journey.	Thank you



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## UNIT 3.2 LISTENING AND SPEAKING

### Exercise 2

Work in groups of four. Take a piece of paper. Cut it into 16 pieces. Write the numbers 1, 2, 3, and so on, till 16, on each piece. Fold these slips and put them on the table.

Now, this is what you do:

1. Take turns and pick one slip
2. Call out the number on the slip
3. Read the statement having the same number in the following section.
4. Express your wish in the given situation i.e impossible thing, wish, regret
5. Keep the used slip on one side
6. Other members of the group do the same, i.e. every student says 4 statements
7. If there is time, you can play this game all over again

Example: You pick a slip with number 5 written on it. Read statement 5, "It is Eid day today." You can say, "Wish you a happy Eid" or any other similar statement. Using the words 'wish'.

- 1) it's your friend's birthday today.  
(Wish you a very happy birthday my dear friend.)
- 2) Your friend can't come to your brother's wedding.  
( I wish my friend had been my brother's wedding.)
- 3) You did not get good marks in your exam.  
( I wish I got good marks by doing hard work.)
- 4) Your cousins are going to Gilgit for their holidays.  
( Wish you a safe and pleasant holiday. )
- 5) It is Eid day today.  
( Wish you a happy Eid.)
- 6) Your teacher is upset because you did not study hard.  
( I wish I studied heart.)



## **UNIT 3.2 LISTENING AND SPEAKING**

**7) You cannot participate in the school sport's day events.**

( I wish I participated in the school sport's day event and enjoy it.)

**8) One of your classmates is celebrating Christmas.**

( Wish you a ----)

**9) You have an upset stomach because you ate sweets on which there were flies.**

( I wish I didn't eat these dirty sweets.)

**10) It is Independence Day today.**

( This you are happy independence Day )

**11) Your cousin has just got married.**

( I wish I gave a gift to him at his wedding.)

**12) You have malaria because you did not protect yourself from mosquitoes.**

( I wish I wore full slip clothes to protect myself from mosquitoes.)

**13) One of your close friends is going to Dubai**

( Wish you a happy journey to you.)

**14) Your brother or sister is going for a job interview.**

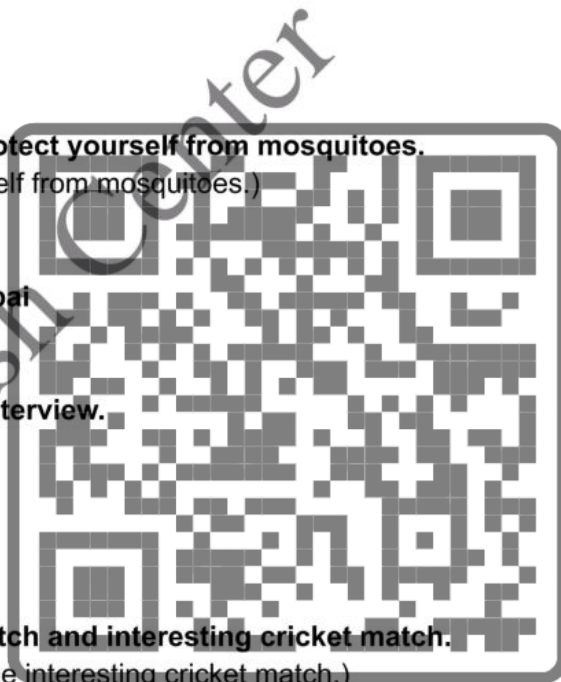
( I wish your interview will be successful.)

**15) Your neighbors are celebrating Diwali.**

( Wish you a -----)

**16) There is no electricity and you cannot watch an interesting cricket match.**

( I wish there is electricity, and I can watch the interesting cricket match.)



## UNIT 3.3 LANGUAGE PRACTICE

### *Types of sentences*

In English we have different types of sentences. Each type is used for a specific purpose. Below are two sentence types and the purpose for which each type is used.

**1. Declarative Sentences** are sentences that are generally called statements. They can be affirmative or negative.

For example:

- I'm tired.                      I'm not tired.
- Raheel is hungry.          Raheel isn't hungry.
- I have four pencils.      I don't have four pencils.
- 

**2. Interrogative Sentences** are what we call question forms and are used to make enquires, to confirm information, and so on. They can be affirmative or negative.

For example

- Are you hungry?
- Did you do your homework?
- Have you washed the dishes?

Aren't you hungry?  
Didn't you do your homework?  
Haven't you washed the dishes  
as yet

### **Exercise 1**

Below is a list of sentences. Against each one write what type of sentence it is. For example: 'declarative affirmative' or 'interrogative negative' and so on. The first one has been done for you as an example.

- |  |                               |
|--|-------------------------------|
| 1. Sabi ha is shivering                            | ( declarative affirmative )   |
| 2. Are we going to the football field?             | ( Interrogative affirmative ) |
| 3. The stranger was not calling from the hospital. | ( Declarative negative )      |
| 4. Will you come to my house tomorrow to study?    | ( Interrogative affirmative ) |
| 5. I like to play cricket.                         | ( Declarative affirmative )   |
| 6. Isn't this your book?                           | ( Interrogative negative )    |

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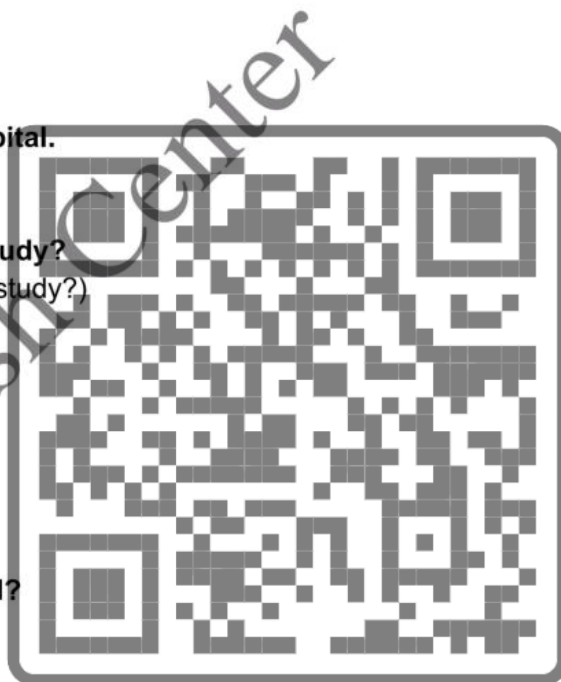
## UNIT 3.3 LANGUAGE PRACTICE

7. Aren't you the girl who won the gold medal? ( Interrogative negative )  
8. Juman doesn't like to play hockey. ( Declarative negative )

### Exercise 2

Change all the affirmative sentences in exercise 1 into negative and all the negative ones into affirmative.

- 1) Sabiha is shivering  
( Sabiha is not shivering )
- 2) Are we going to the football field?  
( Aren't we going to the football field?)
- 3) The stranger was not calling from the hospital.  
( The stranger was calling from the hospital.)
- 4) Will you come to my house tomorrow to study?  
( Will not you come to my house tomorrow to study?)
- 5) I like to play cricket.  
( I don't like to play cricket.)
- 6) isn't this your book?  
( Is this your book?)
- 7) Aren't you the girl who won the gold medal?  
( Are you the girl who won the gold medal?)
- 8) juman doesn't like to play hockey.  
( Juman likes to play hockey.)



### Exercise 3

Look at the following sentences. The key word in all of them is apples.

1. Apples are good for health. (declarative affirmative)
2. These apples are not good for health. (declarative negative)
3. Are these apples tasty? (interrogative affirmative)
4. Aren't these apples raw? (interrogative negative)



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## UNIT 3.3 LANGUAGE PRACTICE

### Step 1.

Work in groups of four. First, individually, think of a word (table, television, book, etc.). Write a declarative, affirmative sentence using this word. Write this sentence on a sheet of paper and underline the main word. When everyone in the group has written a sentence, pass the sheet to the student sitting on your right.

### Step 2.

Look at the sentence you have received, look at the main noun and write a declarative negative sentence using that noun (as shown in the example above).

### Step 3.

Once everyone has written, again pass the sheet to the student on the right, follow the same process: look at the key noun and write an interrogative affirmative sentence.

### Step 4.

Continue the process, until all four members of the group have written the four types of sentences and you get your sheet back.

### Step 5.

Edit the sentences for any spelling, grammar, or punctuation error and write them in your notebooks.

Repeat these two more times using different key nouns, so that all of you have twelve sentences in your notebook.

### ( Ans )

- |   |                               |
|---|-------------------------------|
| 1. I read the <u>books</u> often.               | ( Declarative affirmative )   |
| 2. I would not like horror story <u>books</u> . | ( Declarative negative )      |
| 3. Did you read my <u>books</u> ?               | ( Interrogative affirmative ) |
| 4. Wouldn't you like to read <u>books</u> ?     | ( Interrogative negative )    |



## UNIT 3.3 LANGUAGE PRACTICE

**Revision: Use of the Articles a, an, the**

### **Exercise 4**

**Fill the following blanks with a, an, the, where necessary. Remember that (a / an) are used with countable singular nouns and the is used in a number of places, for example: when referring to a particular thing, before superlative degrees, when using two comparative degrees together, before the names of rivers, seas, mountains, etc., before titles, nationalities, names of institutions, communities, and so on.**

- 1) I know that the Indus is the longest river in - Pakistan.
- 2) In order to learn a language, we need two things; a good teacher and the will to work.
- 3) The capital of - Pakistan is - Islamabad.
- 4) Some people have - bicycles, some have a car, I have - both.
- 5) In many countries, children - go to - school at the age of five.
- 6) They are studying - geography, and in particular the geography of the United Arab Emirates.
- 7) Her friend loves eating an orange at breakfast time, an apple with her lunch, and a banana at dinner time.
- 8) My mother says the more you exercise, the better your health.
- 9) The Chinese are helping the Pakistanis to build a road from - Gwadar to the Chinese border.
- 10) A intelligent person always thinks before speaking, but many - people just say whatever comes to their mind.

### **Exercise 5**

**Work with a partner and fill in the following blanks with the correct articles, where necessary. There are five extra blanks, where an article is not needed.**

In a poor zoo of Pakistan, a lion was very sad as he was given only one kg of meat a day. The lion thought he was the luckiest lion on earth when one day the manager of the Dubai Zoo visited the zoo where the lion was and requested the zoo management to shift the lion to the Dubai Zoo. The lion was very happy and started - thinking of having an air conditioned cage and a goat to eat every day.

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### UNIT 3.3 LANGUAGE PRACTICE

On its first day after arrival, the lion was offered a big bag, sealed very nicely, for breakfast. The lion opened it quickly but was shocked to see that the bag contained a few bananas only. The lion thought that since he had recently come from Pakistan, may be the zoo management were worried about upsetting his a stomach so they had given him a bananas.

The next day the same thing happened. On the third day again when the same food bag of bananas was given to him. The lion stopped the delivery boy and shouted at him, "Don't you know I am a lion, the king of the jungle? What's wrong with the management of this zoo? What a nonsense is this? Why are you delivering bananas to me?"

The delivery boy politely said, 'Sir, I know you are the king of the jungle. But... you have been brought here on a monkey's visa!!! '

The moral of the story is, better to be a lion in your own a country than a monkey elsewhere.

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## UNIT 3.4 WRITING

### *Informal Emails*

Informal emails are written to family, friends and colleagues (people with whom we work). Emails are different from letters. They are usually brief and to the point. The language used in such emails is informal.

( 1 )

To: [fareed.khan@gmail.com](mailto:fareed.khan@gmail.com)  
Cc: [sohail.ali@yahoo.com](mailto:sohail.ali@yahoo.com)  
Subject: sport day practice

Assalam-o-Alaikum.

Please let me know whether you will be going to school next Saturday for the Sports Day practice. If you are going, we can plan to go together. Otherwise, I'll have to ask my brother to go with me.

Iqbal.

( 2 )

To: [adil88@ukmail.com](mailto:adil88@ukmail.com)  
Cc:  
Subject: maths homework

Dear Adil,

I am having some difficulty in solving some of the maths problems that our teacher gave us as holiday homework. I know you are very good at maths so I need your help. We can work at my place or yours, whatever is convenient for you. Please let me know the date and time so that I can plan my other things accordingly.

Regards  
Kapoor

( 3 )

To: [kapoor\\_sunil@hotmail.com](mailto:kapoor_sunil@hotmail.com)  
Cc:  
Subject maths homework

Sunil,



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## UNIT 3.4 WRITING

I would be happy to help you with your maths homework. But, I also need your help with my science project. You always have such brilliant ideas! So, what do you say, we meet at 4 o'clock on Saturday, at your place. Tell your mother that I am looking forward to having the lovely savouries she makes for us whenever we sit down to study.

See you on Saturday. Bye.

Adil

( 4 )

To: [shahidaji@gmail.com](mailto:shahidaji@gmail.com); [rozina.ladak@yahoo.com](mailto:rozina.ladak@yahoo.com); [sita\\_kumari@gmail.com](mailto:sita_kumari@gmail.com); [diana77@hotmail.com](mailto:diana77@hotmail.com); [msfauzia@hotmail.com](mailto:msfauzia@hotmail.com); [chandalalmaal@gmail.com](mailto:chandalalmaal@gmail.com)

Cc: [saira\\_guddu@yahoo.com](mailto:saira_guddu@yahoo.com); [mahnaz.munni@hotmail.com](mailto:mahnaz.munni@hotmail.com)

Subject: wedding invitation

This is to inform all of you that Saira's brother is getting married on Sunday, October 15, 2017, at 1 :00 pm. Since she is very busy, she has asked me to invite all of you to the wedding. We can all meet at my house by 12 noon and then go to Saira's house together. Please let me know if you are planning to come or not, so that we do not wait for someone who is not coming.

I hope everyone can come. We will have great fun and Saira will be happy!

Nadia

### Exercise 1

Look at all the emails above and complete the following table in your notebook.

Email no.	Sent by	Sent to	Cc to	Subject
1	Iqbal	Fareed.Khan@gmail.com	Sohail. Ali @yahoo.com	Sport day practice
2	Kapoor	Adil88@gmail.com	-----	maths homework
3	Adil	Kapoor.Sunil@hotmail.com	-----	maths homework
4	Nadia	Shahidaji@gmail.in com	Saira.guddu@yahoo.com	Wedding invitation

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## **UNIT 3.4 WRITING**

**After you have completed, work with your partner. Read the above informal emails. Note the differences of conventions, vocabulary, style, and tone. Discuss the following aspects:**

### **Questions / Answers**

**1) Do All the emails begin in the same manner?**

**A)** All emails were started to different format only email no one was started with Salam.

**2) Do all of them end in the same manner?**

**A)** All emails were not finished at same format but every sanders mentioned his name in the last.

**3) How is the style of these emails different from a letter to a friend?**

**A)** Emails are totally different then letters, emails are brief but letters are details full. If we write letters to a friend we ask about his health, family and study but in these emails Sanders are asking only about one topic.

**4) Is the language use and vocabulary same or different? how?**

**A)** The vocabulary and language in email are same as that of letter but in email we use the easy or simple words as compare to letter.

**5) Did you notice what is written in the subject line?**

**A)** We noticed that the title of email is written in the subject line.

### **Exercise 2**

**Work individually and write an informal email to a friend/ class fellow asking/ requesting for something that you need. Follow the format given in the emails above.**

**Once you have completed, edit your work for correct spellings, grammar, and punctuation. Also check to see that it is an informal email and not a letter.**

**Next, exchange your email with your partner. Read each other's work and give useful feedback. Make changes in your email after you receive feedback, if needed.**



## UNIT 3.4 WRITING

( Informal email )

To: [Hasan.Ali102@gmail.com](mailto:Hasan.Ali102@gmail.com)

Cc:

Subject: request for meeting

**Salam. Hasan**

I heard you passed your exams. I just want to say Congratulation! You did a great job, and I really proud of you. Maybe you heard, but I passed too. It was hard to work, wasn't it ? I am exhausted now, but we got through it and we did it OK, perhaps we can meet up soon to celebrate?

I can't wait to hear from you

love

**FAIZ**

### **Exercise 3**

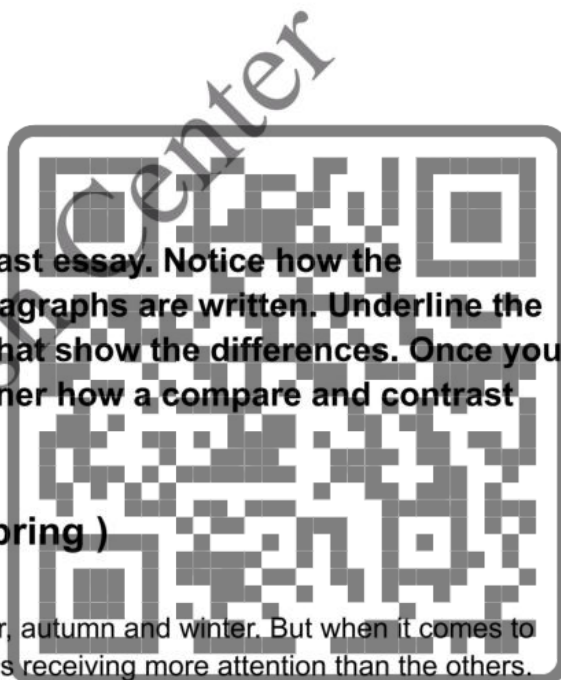
**Read the following compare and contrast essay. Notice how the introductory, body and concluding paragraphs are written. Underline the words that show similarity and those that show the differences. Once you have done this, discuss with your partner how a compare and contrast essay is written.**

**( Autumn vs Spring )**

There are four seasons in a year: spring, summer, autumn and winter. But when it comes to culture and practices, one often sees two seasons receiving more attention than the others. These two seasons are spring and autumn. In many parts of the world, the arrival of these two seasons is celebrated in various ways. However, there are obvious differences between the two seasons.

Spring is the time of the year when the weather is considered as absolutely perfect, because the air is still cool, yet, it is pleasantly cool, a coolness that allows one to enjoy the weather, without getting cramped due to the cold or exhausted due to the heat. The spring season is also associated with rebirth. This is the time of the year when winter comes to an end and activity begins in plant, animal and human life. One can see new leaves on plants and colourful buds on trees that slowly change to green. Animals that sleep or slow down their activities in winter, start becoming more active, searching for food and preparing for an active summer life Humans also →

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## UNIT 3.4 WRITING

become more active, with some getting the land ready for growing crops, and others doing work that has to be done before the heat of summer drains their energy. Along with work, many people also find time to enjoy the lovely spring weather.

Autumn, on the other hand, gives the signal that summer is over. it is the time of the year when preparation for the winter starts. The leaves of the plants start changing colours once again, but this time they change into different shades of yellow, brown and red, and begin to fall off. The trees, instead of getting fully covered, as in spring, start shedding leaves and, ultimately, become barren, with a few leaves or none left at all. The animals start hoarding their food in preparation for the winter. The people have to work faster to get home quicker, as the days get shorter and night falls very quickly. Those working in the fields get busy reaping their crops and selling or storing their crops. In some parts of the world, people gather around fires and have fun.

All in all, spring gives the signal that winter has ended, and autumn gives the signal that summer is over. With spring comes the message of a new beginning, with green plants and trees. With autumn come the falling green, red and brown leaves and barren trees. Spring is a call for action, and autumn announces more resting time, with longer winter nights about to come.

### Exercise 4

Work with a partner and write a compare and contrast essay on any one of the following topics:

- Summer and Winter
- Pet and wild animals
- City and village life
- Good neighbours and bad neighbours

Here are some basic steps to follow:

- a) Brainstorm for ideas
- b) Select the similar and contrasting points that you want to discuss in the essay
- c) Write an introductory paragraph stating some general facts and a clear thesis statement at the end of the paragraph. The thesis statement should contain all the key ideas that are to be covered.
- d) Use a separate paragraph for each topic area.



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## **UNIT 3.4 WRITING**

- e) Write a clear topic sentence for each key idea.
- f) Incorporate similar and contrasting facts and ideas and the impact of these.
- g) Add a closing or summary paragraph with a signalling closing word or phrase (to sum up, in the end, etc.), synthesis of the central idea, synthesis of each supporting idea, and a general concluding statement giving an idea, suggestion, recommendation, etc.
- h) Use correct conventions of grammar and punctuation
- i) Use appropriate vocabulary
- j) Edit your work to see that you have covered points c --- h, given above

**JOIN**

### **Summer and Winter**

The four seasons are like a decoration to the earth. It makes the nature more beautiful sometimes, people's daily activities depend on the weather. The habits and style of the life change as the seasons vary. Summer is the hottest season whereas winter is the coldest one. People will carry out their daily activities based on the weather. These are a few ways how different seasons affect people's daily routine in terms of their food, Clothes and activities.

First of all, the type of food people consume during summer and winter. In summer, because the weather is so hot, people would prefer to eat cold food like ice cream keep them cold. However, during winter, people will prefer to eat hot and spicy food which would help them to keep themselves warm like steamboat, hot soup, curry laksa and more.

Besides that people's way of dressing also tends to change because of the different seasons. during winter people will normally wear thick and warm clothes which are the most appropriate attire to keep themselves not so cold. On the other hand, during summer people will usually wear casual clothes like jeans, t-shirt, shorts, dress and sleeveless tops to keep them not so warm.

As a conclusion, food, clothes and activities of people will be affected by the different seasons. Summer and winter have their own characteristics. People Have different style of life during these two seasons. They enjoy the hottest of summer and coldest of winter.



## **UNIT 3.4 WRITING**

### **( Pet and wild animals )**

When I compare and contrast pet and wild animals, I see many differences and similarities between them. Firstly, pet animals are dependent on humans, but wild animals are independent and self-sufficient. Most pet animals are kept in houses, farms or safe places. Therefore, they are dependent on humans. Humans give food, supplies and care for their animals daily. Unlike pet animals, wild animals are independent and they can live in natural habitats without human interaction. Most of them are fast and skillful enough to hunt and gather their food.

Secondly, pet animals are mostly trained, but wild animals are fierce and dangerous. People can train their animals by walking or exercising with them. They also can pet and show that they love their animals but wild animals are very fierce. They kill and eat other weak animals for their supper and sometimes fight with other animals, so wild animals are very dangerous and ferocious.

In conclusion, pets and wild animals are very different when comparing their characters, what they eat, how they get their food, and the places they live. However, there are many similarities too. Even though wild animals are independent, they are also protected by their own family. Therefore both pets and wild animals are protected. Both animals either eat meat, grass and foods that people buy for them. Some of the pet and wild animals produce food for people, entertain them like in circus or zoos, ride people on their backs and some unique animals give knowledge to people when they learn about the animals. Therefore, both pet and wild animals have many similarities and differences between them.

### **( City and village life )**

Sometimes, I think about where my own future house should be, in a city or in a village. I like to live in the two areas because they have many different interesting aspects. Therefore I can't make up my mind. After I compare the air, the technology and the school of the two areas, I finally make a decision to live in a city.

The first thing I considered was the air. Both people from rural villages and City dwellers breathe the same air. But that is where the similarities end. The air in the village is pure and more serene than the air in the city because the village has lots of plants and few vehicles. Although the city which has a lot of business centres of factories and help to improve the standard of living, it also causes air pollution other reasons which cause air pollution are that the city usually has lots of vehicles and people in the city cut lots of plants to make way for commercial industrial and residential buildings.





## **UNIT 3.4 WRITING**

Then, I pay a lot of attention to the technology. The technology to the village is similar to the technology of the city. People who live in the two areas might have and use many different kinds of technology such as smartphones iPhones, computers, laptops etc. However, people who live in the city can have more opportunities to access to new technologies than people who live in the village.

In a nutshell, after talking everything into consideration, I think I made the right decision. My decision is that my future house will be in a city because I need to have a good and convenient location for my studies. In addition, I like to see our or buy new products of technology as soon as they are released. Therefore, I believe that I will probably be happier if I live in a city.

### **Exercise 5**

**Work individually, and write a compare and contrast essay on any remaining topics from the four given in the exercise 4. Follow all the steps described above. Once you and your partner have completed your essay exchange your work with each other. Read each other's work and provide critical feedback on the points c--j, given above.**

#### **( Good neighbours and bad neighbours )**

One cannot choose everything in life. The same is true for neighbours. It is simply a matter in the hand of Allah. If one is lucky enough, one may be blessed with neighbours who are ready to help and share problems and can be depended upon in time of need.

On the other hand, some of us have to put up with a bunch of trouble makers neighbours who have nothing better to do than to be too interested in what is going on at the houses next who are always eager to create an unpleasant scene or commotion.

The truth is one cannot isolate oneself completely from the people around. As our neighbours are the people dwelling closest to us, we cannot naturally avoid communicating and socializing with them. Good neighbours are those that are ready to lend you a hand when you are faced with the problem or dilemma.

On the contrary. Uncooperative and selfish neighbours can directly make the neighbourhood an accursed place to live in. Worst are those that can never keep to their business and simple love violating the privacy of the People's lives. You can often find them peeping from their window or →



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## **UNIT 3.4 WRITING**

loitering by their front doors with a hungry gleam in their eyes. Keeping a lookout for everything that might be happening next door.

In conclusion. In extreme cases, neighbors, for what would seem a trivial mistake, get ready to shake their fists, and create uproar, often misunderstandings cause neighbors to view each other as sworn enemies. This is generally mistaken as a sign of total disrespect for norms and obligation

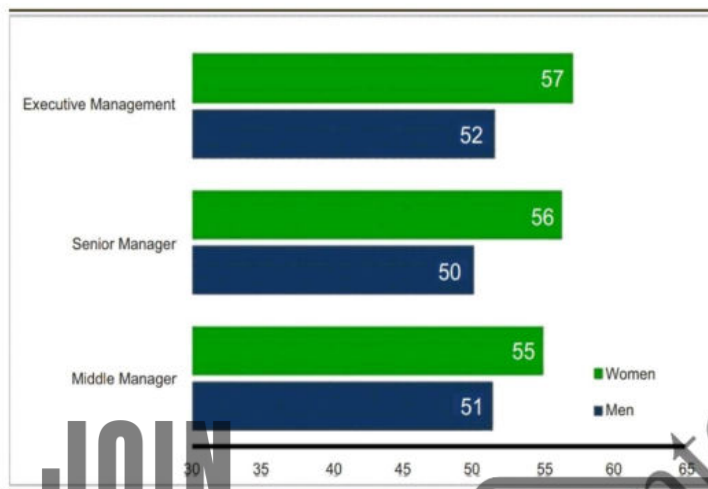
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## UNIT 3.5 STUDY SKILLS

### Men versus Women in Management positions



**Note :** The line above shows figures for women and the below show figures about Men

#### Exercise 1

Look at the graph above and supply the following information. Compare your answers with your partner.

- 1) The percentage of women in the Senior Manager position is 56.
- 2) The percentage of women in the Middle Manager position is 55.
- 3) The percentage of men in the Executive Management position is 52.
- 4) The percentage of men in the Senior Manager position is 50.
- 5) The percentage of women in the Executive Management position is 57.
- 6) The percentage of men in the Middle Manager position is 51.

#### Exercise 2

Look at the graph above and answer the following questions in your notebook. Discuss your answers with your partner.

- 1) In which position are there more men?  
A) There are no more than men in any position.
- 2) In which position are there more women?  
A) Executive management position have more women than men.

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## UNIT 3.5 STUDY SKILLS

3) How much difference in percentage is there between men and women at the Senior Manager level?

A)

Sol

Percentage	difference	Formula
$M_1 = 44$		
$W_1 = 102$		
$\frac{M_1 - W_1}{2} \times 100$		
$\frac{44 - 102}{2} \times 100$		
$\frac{-58}{2} \times 100$		
$-29 \times 100$		
$-2900$		
$-2900 \div 100$		
$-29$		
$11.32\%$		

4) How much difference in percentage is there between men and women at the Executive Management level?

A)

Sol

Percentage	difference	Formula
$M_1 = 44$		
$W_1 = 102$		
$\frac{M_1 - W_1}{2} \times 100$		
$\frac{44 - 102}{2} \times 100$		
$\frac{-58}{2} \times 100$		
$-29 \times 100$		
$-2900$		
$-2900 \div 100$		
$-29$		
$11.32\%$		

5). How much difference in percentage is there between men and women at the Middle Manager level?

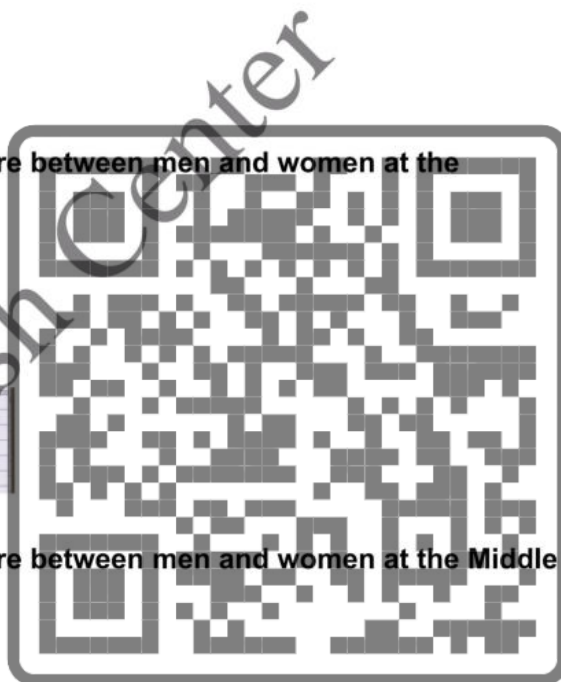
A)

Sol

Percentage	difference	Formula
$M_1 = 44$		
$W_1 = 102$		
$\frac{M_1 - W_1}{2} \times 100$		
$\frac{44 - 102}{2} \times 100$		
$\frac{-58}{2} \times 100$		
$-29 \times 100$		
$-2900$		
$-2900 \div 100$		
$-29$		
$11.32\%$		

6) At which position do we see the highest number of women?

A) in executive management.





## UNIT 3.5 STUDY SKILLS

7) At which position do we see the highest number of men?

A) No men have the highest number in any position.

8) At which position do we see the lowest number of women?

A) No woman have the lowest in any position women percentage is more than men in all position

9) At which position do we see the lowest number of men?

A) In middle manager position men's have the lowest number.

10) What does the graph tell us about who is more capable, men or women?

A) According to the graph women are more capable.

Now, interpret information from the graph given below and do the exercises that follow

Education Levels and employment Rates



**Note:** People with less than a high school diploma are less educated than those with a Bachelor's degree or more.

### Exercise 3

Look at the graph above and supply the following information. Compare your answers with your partner.

1) The percentage of unemployed women who are High School graduated is 9.0.

2) The percentage of unemployed women with a Bachelor's degree or more is 4.7.

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## UNIT 3.5 STUDY SKILLS

- 3) The percentage of unemployed men with less than a high school diploma is 15.0 .
- 4) The percentage of unemployed men who have some college or Associate degree is 9.0 .
- 5) The percentage of unemployed women who have less than a high school diploma is 14.6 .
- 6) The percentage of unemployed men who have a Bachelor's degree or more 4.8 .
- 7) The percentage of unemployed women who have some college or Associate degree is 7.8 .
- 8) The percentage of unemployed men who are High School graduates is 11.3

### Exercise 4

Look at the graph above and answer the following questions in your notebook. Discuss your answers with your partner.

- 1) **With what level of education are there more unemployed men?**  
A) Those men, Which have less than a high school diploma their unemployed rate is too much than other degree.
- 2) **With what level of education are there more unemployed women?**  
A) Those women, which have less than a high school diploma their unemployed rate is too much than other degree.
- 3) **With what level of education are there less unemployed men?**  
A) In Bachelor's degree or more there are less unemployed men than other degree.
- 4) **With what level of education are there less unemployed women?**  
A) In bachelor's degree or more there are less unemployed women than other degree.
5. **How much difference in percentage is there between unemployed men and women at the High School graduates level?**  
A)

Q. Sol  
M. = 11.3  
W. = 9.0  
Percentage difference formula  
$$\frac{M - W}{W} \times 100$$
$$\frac{11.3 - 9.0}{9.0} \times 100$$
$$\frac{2.3}{9.0} \times 100$$
$$\frac{2.3}{9.0} \times 100$$
$$\frac{2.3}{9.0} \times 100$$
$$25.55\%$$



## UNIT 3.5 STUDY SKILLS

6. How much difference in percentage is there between unemployed men and women at the less than a high school diploma level?

A)

Sol  
Men = 15.8  
Women = 14.8

Percentage difference formula  
$$\frac{Men - Women}{Men} \times 100$$
$$\frac{15.8 - 14.8}{15.8} \times 100$$
$$\frac{1}{15.8} \times 100$$
$$0.063291139 \times 100$$
$$6.3291139$$
$$\approx 6.3$$

7. How much difference in percentage is there between unemployed men and women at the some college or Associate degree level?

A)

Sol  
Men = 9.2  
Women = 7.9

Percentage difference formula  
$$\frac{Men - Women}{Men} \times 100$$
$$\frac{9.2 - 7.9}{9.2} \times 100$$
$$\frac{1.3}{9.2} \times 100$$
$$0.141304348 \times 100$$
$$14.1304348$$
$$\approx 14.1$$

8) How much difference in percentage is there between unemployed men and women at the Bachelor's degree or more level?

A)

Sol  
Men = 0.8  
Women = 0.7

Percentage difference formula  
$$\frac{Men - Women}{Men} \times 100$$
$$\frac{0.8 - 0.7}{0.8} \times 100$$
$$\frac{0.1}{0.8} \times 100$$
$$0.125 \times 100$$
$$12.5$$
$$\approx 12.5$$

9) At which level of education do we see the highest number of unemployed women?

A) Highest number of unemployed women are in less than a high school diploma.





## **UNIT 3.5 STUDY SKILLS**

- 10) **At which level of education do we see the highest number of unemployed men?**  
A) Highest number of unemployed men are in less than a high school diploma.
- 11) **At which level of education do we see the lowest number of unemployed women?**  
A) Lowest number of unemployed women are in Bachelor's degree or more.
- 12) **At which level of education do we see the lowest number of unemployed men?**  
A) Lowest number of unemployed men are in Bachelor's degree or more.
- 13) **What does the graph tell us about the connection between the education level and employment?**  
A) If persons have a university degree they will realise a jobs easily as compared to other degrees.

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## UNIT 3.6 FUN

### *Creating a newspaper*

Complete the questionnaire below. It is important for you to be honest when selecting the answers to give you a true picture of yourself and your health. Read the questions and put a tick mark (V) in the appropriate column.

Sr . No	Habit	Never	Sometimes	Always
1	Do you eat a diet that includes fruits and vegetables?		✓	
2	Do you brush your teeth twice a day?			✓
3	Do you bathe regularly?			✓
4	Do you wash your hands with soap before eating and after using the toilet?			✓
5	Do you sleep 8 hours at night?			✓
6	Do you use a handkerchief or tissue while coughing or 5 6 sneezing?		✓	
7	Do you wash your eyes with cold water regularly?	✓		
8	Do you cut and clean your nails reguarty?		✓	
9	Do you read while lying down?			✓
10	Do you exercise	✓		

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## UNIT 3.6 FUN

	regularly?			
--	------------	--	--	--

Work in groups of four. Select the questions from the questionnaire above for which most of you answered 'never' or 'sometimes'. You will have to prepare a newspaper in which you must share information about why these things should be given importance.

Think about the following:

1. Name of your newspaper
2. Articles, news items, stories that you will put in your newspaper
3. Advertisements related to your topic/ other advertisements
4. Pictures, quotes, jokes, etc. that you will use
5. Who will do what? Which group member will do what and by when?

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## UNIT 4.1 READING COMPREHENSION

*In the name of Allah, the most beneficent, the most merciful*

### While Reading

#### Exercise 1

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

Share your table with your partner.

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

What I think I know	What I want to know	What I learned
1) Quaid e Azam wanted to make Pakistan best country of the world.	1) I want to know about Quaid e Azam's family.	1) In early day Quaid e Azam the best ambassador of Hindu Muslim unity.
2) Allama Iqbal wanted to make Pakistan an Islamic state.	2) I want to know Iqbal's poetry	2) Allama Muhammad Iqbal was also a barrister.

#### Exercise 2

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

**Personality and achievements of the Quaid**

- |  |            |
|--|------------|
| 1. Personality and achievements of the Quaid         | ( Tahira ) |
| 2. Political acumen and contribution of Allama Iqbal | (Ferheen)  |
| 3. The Quaid's aspirations for the Muslims           | ( Huma )   |
| 4. Allama Iqbal's aspirations for the Muslims        | ( Tahira ) |
| 5. Personality and achievements of Allama Iqbal      | ( Lubna )  |
| 6. The Quaid's political acumen and contribution.    | ( Tahira ) |

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



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## UNIT 4.1 READING COMPREHENSION

### Vocabulary

#### Exercise 3

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

- |                       |   |
|-----------------------|---|
| 1) dynamic            | having a lot of energy  |
| 2) steadfastness      | firmly staying on one path                                      |
| 3) guiding principles | rules that set the direction one takes                          |
| 4) unparalleled       | so great that there is nothing else like it                     |
| 5) undesired          | unacceptable / unwelcome  |
| 6) acumen             | the ability to understand things quickly and clearly            |
| 7) proponent          | a person who supports a cause                                   |
| 8) polarization       | separation into two opposite groups                             |
| 9) aspirations        | strong desires  |
| 10) envisioned        | imagined as a future possibility                                |
| 11) pluralistic       | different groups of people leaving together in peace            |
| 12) discrimination    | different treatment for different people                        |
| 13) prevailed         | widespread  |
| 14) impartiality      | not favouring anyone person                                     |
| 15) transfusion       | putting of one person's blood into another person's body        |
| 16) implementing      | putting into effect   |
| 17) versatile         | moving easily from one subject, skill, or occupation to another |
| 18) accomplishments   | achievements  |
| 19) culminating       | resulting in achieving what is wanted                           |
| 20) recall            | remember  |
| 21) victimization     | unfair suffering  |
| 22) distinction       | difference  |
| 23) homage            | something said or done to show great respect                    |
| 24) quest             | search  |



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

#### Exercise 4

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

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



## UNIT 4.1 READING COMPREHENSION

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

After you have completed,

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

### Student No 1 words

<u>Words</u>	<u>Sentences</u>
1) dynamic	Our teacher is dynamic in class.
5) undesired	I would not like undesired rulers.
9) aspirations	It is my aspirations that Pakistan remains peaceful.
13) prevailed	My friend's work more prevailed than me.
17) versatile	My uncle is versatile person.
21) victimization	victimization is a bad thing.

### Student no 2 words

2) steadfastness	I would like state Steadfastness people.
6) acumen	We see our mistake with acumen.
10) envisioned	I envisioned that use of mobile was good thing.
14) impartiality	Impartiality is necessary in teaching.
18) accomplishments	For accomplishments hard work has to be done.
22) distinction	There is no distinction of racism in Islam.

### **Exercise 5**

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



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## UNIT 4.1 READING COMPREHENSION

Statement	True	False
1) Jinnah wanted Muslims to have more rights in Pakistan.		✓
2) Zoya and Amber offered to find information about Allama Iqbal.		✓
3) Quaid-e-Azam first joined the Congress and then the Muslim League.	✓	
4) Both Quaid-e-Azam and Allama Iqbal were barristers.	✓	
5) Allama Iqbal wrote two letters to Quaid-e-Azam in 1938.		✓
6) In his letters he said that Muslims should demand a separate state.		✓

### Exercise 6

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

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

Table A

Number	Quote Part 1	Answer
1	You are free; you are free to go to your Temple,	d
2	To me he was a friend, guide	f



## UNIT 4.1 READING COMPREHENSION

	and philosopher,	
3	The Muslim demand to create a Muslim India within India	a
4	At difficult moments in their history, it is Islam	e
5	my guiding principle will be	c
6	I am sure that with your support and cooperation, I can look forward	g
7	We are all citizens	b

Table B

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

## UNIT 4.1 READING COMPREHENSION

### Exercise 7

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

1. On August, 1947, in the Constitution Assembly of Pakistan, the Quaid-e-Azam said these words.
2. In 1938, in a message on Allama Iqbal's death, the Quaid-e-Azam said these words.
3. In 1930, at the Allahabad meeting of All-India Muslim League, Allama Iqbal said these words in his address.
4. Allama Iqbal said these words in Allahabad address
5. Quaid-e-Azam said these words. on August, 11 1947, the Azam on his election as the first President of the Constituent Assembly of Pakistan
6. On August, 1947, in the Constitution Assembly of Pakistan, the Quaid-e-Azam said these words.
7. Quaid e Azam Said these word on August, 11 1947, the Azam on his election as the first President of the Constituent Assembly of Pakistan,

### Exercise 8

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

- 1) Jinnah's achievement is unparalleled in recent history because, unlike most other leaders who only free their countries from foreign rule, he not only got freedom but also manage to create a new state for the Muslim.
- 2) The Quaid was greatly respected by the people of all faiths because he gave respect people of other faiths and he wanted to make such country where every people have equal right.
- 3) Quaid e Azam left the Indian National Congress because Indian national Congress supported only Hindus and Hindus ideology.
- 4) Despite strong opposition by the British and the Hindus Quaid e Azam succeeded in creating Pakistan because Quiad e Azam was Steadfastness person that is why he was continuously doing hard work and succeeded in creating Pakistan.
- 5) Allama Iqbal could point out some of the defects in the philosopher system of the

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## UNIT 4.1 READING COMPREHENSION

west because Muslim and Hindu groups are all separate Nations. The principal of West democracy cannot be applied to India without recognising the fact of different groups

6) Dr. Iqbal did not seek re-election to the Punjab legislative council because he had become deeply involved with the Muslim League activities.

7) One of Iqbal's biggest political contributions is his allahabad address because in his address he made a define demand for a separate Muslim state in South Asia.

8) Allama Iqbal wanted the Muslims to put their faith in Islam because if you put our faith in Islam, we will become strong and united once again and save ourselves from complete destructions.

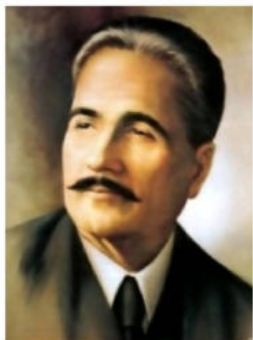
### Exercise 9

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



Qualities as a person  
Vision for Pakistan

What should we do to  
make Pakistan great



Academic achievements  
Dream about Pakistan



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## UNIT 4.1 READING COMPREHENSION

### **Advice to Muslims**

#### **( Quaid e Azam )**

##### **(1) Qualities as a person**

- He was steadfastness person.
- He was well discipline man.
- He always work with honesty.

##### **(2) Vision for Pakistan**

- He wanted to make a complete and impartial government and rule of law in Pakistan.
- Quaid e Azam vision for Pakistan was never to build a sectarian state, but a state where people belonging to any religion or sect are free to live according to their religion.

##### **(3) What should we do to make Pakistan great**

- We ought to fulfill the Quaid e Azam instruction. If we follow Quaid's instructions, Pakistan will become the exemplary country or state
- We should pay our all Tax.

#### **( Allama Iqbal )**

##### **(1) Academic achievements**

- He passed his M.A in 1899 from the University of the Punjab.
- He was appointed professor of Arabic at the Oriental College Lahore.
- He was awarded a degree of Ph.D by Munish University for his work on Persian philosophy

##### **(2) Dream about Pakistan**

- Iqbal's dream for Pakistan was that was every Muslim ought to free to perform his religious prayers
- He also wanted that Punjab, North West frontier province, Sindh and Balochistan United under a single Muslim state.

##### **(3) Advice to Muslims**

- He always advice the Muslim to remain true to their faith and to practice it in letter and spirit
- He said put your faith in Islam. You will become strong and United once again and save yourselves from complete destruction.



## UNIT 4.1 READING COMPREHENSION

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## **UNIT 4.2 LISTENING AND SPEAKING**

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

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

Each group will represent one of the following ministries:

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

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

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

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

**( Ministry of Health )** (press conference)

**SALAM:**

We want to share our plans and working of our health ministry.

**Working:**

1. We are providing free health facilities to all Pakistani.



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## **UNIT 4.2 LISTENING AND SPEAKING**

2. We are fighting against corona virus and finding the way to overcome it.
3. We are building New hospitals in rural areas.
4. Our ministry of health is spreading awareness about health.
5. We are working with foreign health ministries to provide health to all Pakistani.

### **Plans:**

Our plan is the provision of a health system that:

1. Provides efficient, equitable accessible and affordable health services with the objective to support people and communities to improve their health status.
2. National and international coordination in the field of public health.
3. Oversight for regulatory bodies in health sector.
4. Population welfare coordination.
5. Enforcement of Drugs Laws and Regulations.

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## UNIT 4.3 LANGUAGE PRACTICE

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

### Exercise 1

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

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

For example:

Group A

Aliya ate  
the grapes.

Group B

The grapes were  
eaten by Aliya

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

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



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## UNIT 4.3 LANGUAGE PRACTICE

Tense	active.	passive
Present simple	give	is given
Present continuous	is giving	is been given
Present perfect	has given	has been given
Past simple	gave	was given
Past continuous	was given	was being given
Past perfect.	had given	had been given

Active voice	Passive voice
1) Aliya ate the grapes.	The grapes were eaten by Aliya.
2) I play cricket.	Cricket is played by me.
3) Hasan saw a butterfly.	A butterfly was seen by hasan.
4) They are playing video game.	Video game is being played by them.
5) Ali reads a book.	A book is read by Ali.
6) I am teaching students.	Students are being taught by me.
7) My brother is solving a math problem.	A math problem is being solved by my brother.
8) Hasan eats an apple.	An Apple is eaten by hasan.
9) Boy was using a mobile.	Mobile was being used by boy.
10) I wrote the note of class 9	The note of class 9 was written by me

### Exercise 2

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

The northern part of the country was hit (hit) by a massive earthquake this morning. The entire infrastructure was damaged (damage) very badly. The roads were broken (break). The



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## **UNIT 4.3 LANGUAGE PRACTICE**

telephone lines **were destroyed** (destroy), and the mobile services **were disrupted** (disrupt). The people **were scared** (scare) as many aftershocks **were expected** (expect). Food, water and medical aid **were rushed** (rush) to the area. An appeal **was made** (make) by the government asking people not to panic. Work **was done** (do) by the army to enable reaching of aid to the remote areas. Funds **were released** (release) by the government to help people in this hour of grief.

### **Exercise 3**

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

Samina hired a new servant. She asked her to submit a copy of her identity card. The servant gave her a copy. She gave her someone else's card. Unfortunately, Samina did not check all the details. After a few days the servant asked for a loan. Samina refused to give her a loan. The following week, the servant told her a sad story and again asked for some money. She told the servant not to come to work from the next day. When Samina went to her room after a couple of hours, she found it in a mess, with all her things on the floor. The servant had emptied her cupboard. She had taken away all the money and the jewellery.

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

A new servant **was hired** by me. She **was asked by me** to submit a copy of her identity card. A copy **was given to me** by her. I **was given** someone else's card to me by her. Unfortunately, the details **were not checked** by me.

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



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## UNIT 4.3 LANGUAGE PRACTICE

### *Prefixes*

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

Examples:

re+try = retry

mis+spell = misspell

re+group = regroup

mis+trust = mistrust

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

Examples:

dis+join = disjoin

un+tidy = untidy

dis+allow = disallow

un+clear = unclear

### Exercise 4

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

tell

do

claim

apply

print

arrange

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

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

treat

match

behave

understand

place

- 1) When children misbehave they are often punished by their parents.

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## UNIT 4.3 LANGUAGE PRACTICE

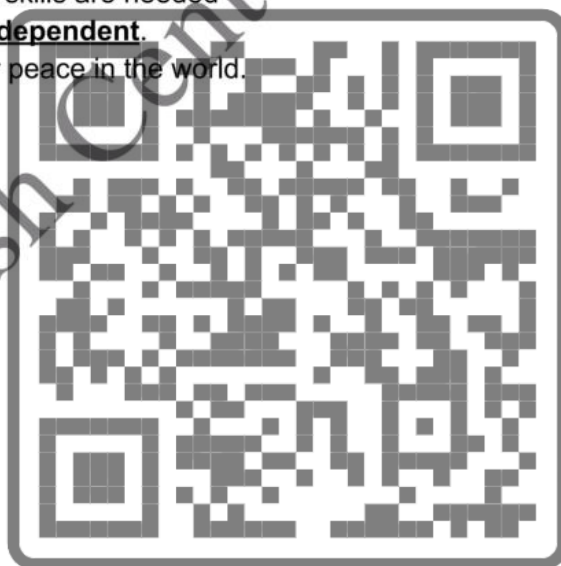
- 2) My brothers always misplace their mobile phones.
- 3) There is a mismatch between their income and expenditure.
- 4) Many people misunderstand their leader's message.
- 5) It is not right to mistreat servants.

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

national      faith      personal      city      dependent

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

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## UNIT 4.4 WRITING

### *Paraphrasing a Poem*

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

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

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

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

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

**Exercise 1**  
Underline the following words in the poem:

Words	Meaning in English
1) longing	deep felt wish / desire
2) supplication	humble request / prayer
3) sparkling	shining
4) attain	succeed in getting
5) elegance	attractiveness
6) moth	a flying insect that is attracted to light
7) supportive	giving help and sympathy.
8) suffering	people having physical or mental pain

### **Exercise 2**

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

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## **UNIT 4.4 WRITING**

1. Oh Allah! I pray that my life should be like a candle.
2. Through my light should the world's darkness **vanishes** and **world** sparkle with my light.
3. Through me, my **country should prosper** just like a **flower adds beauty in the garden**.
4. I pray that just like **my life be like a moth as they are attracted to light and I should love the knowledge just like a moth**.
5. I pray that **my deeds should be helping poor** and **love old and suffering people**.
6. O God! **Keep me save from evil ways** and **show me the path or direction to the right way**.

### **A Child's Invocation**

**My longing comes to my lips as supplication of mine  
O God! May like the candle be the life of mine!**

**May the world's darkness disappear through the life of mine!  
May every place light up with the sparkling light of mine!**

**May my homeland through me attain elegance  
As the garden through flowers attains elegance**

**May my life like that moth be, O Lord!  
May I love the lamp of knowledge, O Lord!**

**May supportive of the poor my life's way be  
May loving the old, the suffering my way be**

**O God! Protect me from the evil ways  
Show me the path leading to the good ways  
( Translation of Allama Iqbal's Poem "Lab pay ati hai dua".)**

### **Exercise 3**

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

### **( Paraphrased Poem in the form of Paragraph )**

Oh Allah! I pray that my life should be like a candle. Through my light should the world's



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## **UNIT 4.4 WRITING**

darkness vanish and every place sparkles with my light. Through me, my motherland should achieve grace and dignity just like a flower gives grace to a garden. I pray that just like a moth I have a love for the lamp of knowledge and I become benevolent to the poor and the suffering. O God! Save me from wrong ways and show me the straight and right path.

### ***Application***

#### **Exercise 4**

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

#### **Sample Application**

The Class Teacher  
Class IX  
ABC School  
Karachi

Dear Teacher,

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

I shall be obliged.

Sincerely,  
Signature

Sara Khan  
Student Class IX-A



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## UNIT 4.4 WRITING

- 1) The address of the person to whom the letter is written
- 2) Greetings/ Salutation: Dear followed by the person's position or name
- 3) Closinay: Any of the words like sincerely, your truly, thank you etc. can be used, written with a capital letter and followed by a comm
4. The body of the letter: stating the purpose clearly, along with the request, suggestion, etc.
5. Signature followed by the name of the writer and his / her position.

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

( Application )

the principal,  
XYZ School,  
Karachi.

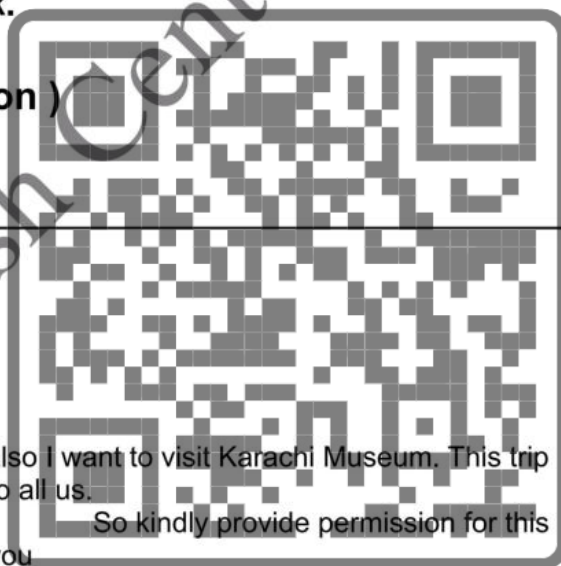
Respected Sir / Madam

This is to request you that our classmates and also I want to visit Karachi Museum. This trip will provide a lots of knowledge, grace and fun to all us.

So kindly provide permission for this knowledgeable trip. I shall be really thankful to you

Your obedient Pupils  
Class 9-A

March 31 2021



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## UNIT 4.5 STUDY SKILLS

### *Listening for academic purpose*

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

#### Exercise 1

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

- 1) Circle the characters of the story.

hare      tortoise      fox ✓      dove      stork

- 2) What was the relationship between the characters? Circle the correct answer.

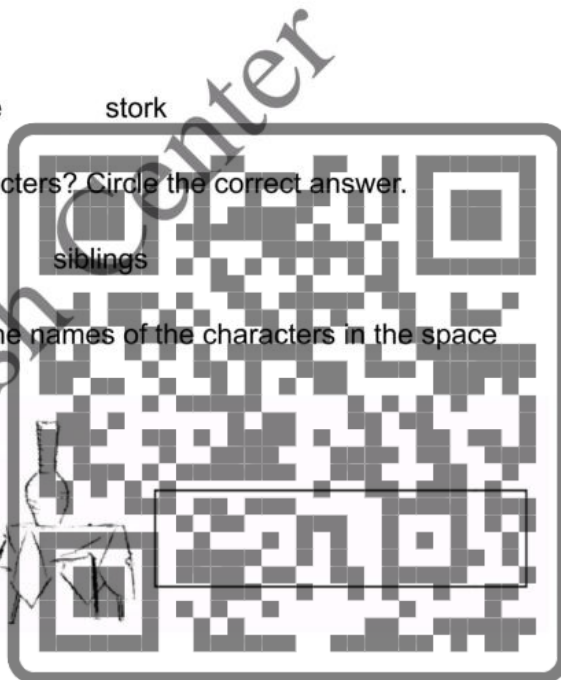
relatives      friends ✓      neighbours      siblings

- 3) Who served in the following utensils? Write the names of the characters in the space provided.



4. Tick the choices that the stork had according to the author.

- a) The stork could have invited other animals and served all of them in Jugs.
- b) ✓ The stork could have served in a container suitable for the fox.
- c) ✓ The stork could have invited other animals too and served them all in containers suitable for each of them.
- d) The stork could have served in a bottle that had a broad base.





## UNIT 4.5 STUDY SKILLS

### Exercise 2

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

#### ( Stork )

Famous for ( kindness and gentleness )  
Result ( Went Hungary to home )  
Invited ( fox )  
Meal ( fish )  
Served ----- in ----- what. ( narrow vase )

#### ( Fox )

Famous for ( cunning )  
Result ( when hungry to home )  
Invited ( stork )  
Meal ( soup )  
Served --- in --- what ( dish )

### Exercise 3

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

- 1) The stock followed the rule of tit for tat.
- 2) God tells us to replace the bad thing with the good.
- 3) The key message of the article is we should also not follow 'tit for tat' with our friends and family.



## UNIT 4.6 FUN

### *Role play of a Poem*

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

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

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

#### Words

#### Sentences

- 1) self-respect    having a sense of pride for being having something
- 2) insignificant    unimportant / having no value
- 3) arrogant    behaving in a proud manner
- 4) shrewd    clever
- 5) pose    pretend
- 6) grandeur    great and impressive appearance
- 7) expel    take out
- 8) beetlenut    a hard small nut that people in some parts of the world chew
- 9) omnipotence    having total power



### **( A Mountain and a Squirrel)**

A mountain was saying this to a squirrel

"Commit suicide if you have self-respect

You are insignificant, still so arrogant, how strange!

You are neither wise, nor intelligent! Not even shrewd!

It is strange when the insignificant pose as important!

When the stupid ones like you pose as intelligent!



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## **UNIT 4.6 FUN**

**You are no match in comparison with my splendour  
Even the earth is low compared with my splendour  
The grandeur of mine does not fall to your lot  
The poor animal cannot equal the great mountain!"  
On hearing this the squirrel said, "Hold your tongue!  
These are immature thoughts; expel them from your heart!  
I do not care if I am not large like you!  
You are not a little thing like me  
Everything shows the Omnipotence of God  
Some large, some small, is the wisdom of God  
He has created you large in the world  
And He has taught me climbing large trees  
You are unable to walk a single step  
Only large size! What other greatness have you?  
If you are large show me some of the skills I have  
Show me how you break this beetle nut as I can."  
Nothing is useless in this world  
Nothing is bad in God's creation.**

( Translation of Allama Iqbal poems "pahar aur gilareeh" )





## **MODEL TEST PAPER I UNIT ( 1- 4 )**

### **READING COMPREHENSION**

Read the following passage and answer the questions below:

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

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

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

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



## **MODEL TEST PAPER I UNIT ( 1- 4 )**

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

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

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

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

I. The text is about a person who invented a telescope

- a) pendulum
- b) timepiece
- c) telescope
- d) thermometer

II. Galileo was interested in mathematics

- a) music
- b) mathematics
- c) medicine
- d) metallurgy



## **MODEL TEST PAPER I UNIT ( 1- 4 )**

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

- a) lutenist
- b) lute
- c) telescope
- d) astronomy

No	Words	Meanings
1	Lutenist	an expert at playing lute
2	lute	a musical instrument
3	telescope	a device that allows us to see from a distance
4	astronomy	the study of the universe and its contents

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

- a) Galileo was the sixth child in the family.  
A) He was the first of six children in the family.
- b) He took admission in the University of Italy.  
A) He took admission in the University of Pisa.
- c) He published a book on the design of a timepiece.  
A) He published a book on the design of the hydrostatic balance.
- d) The invention for which Galileo is known is the pendulum.  
A) The invention for which Galileo is known as the telescope.
- e) Galileo died of heart failure.  
A) Galileo died of fever and heart palpitation.





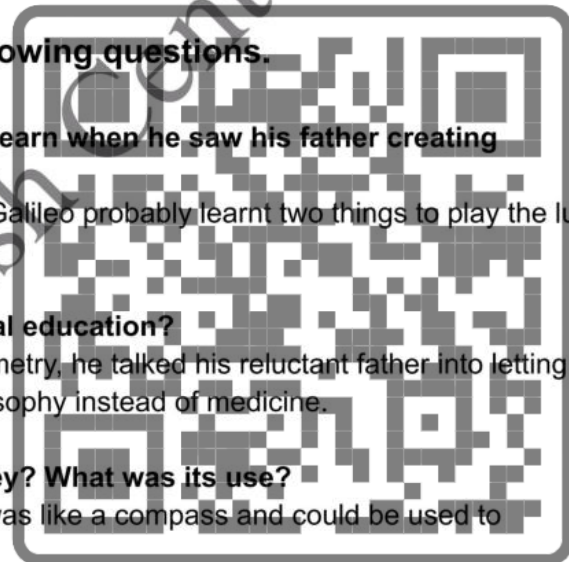
## **MODEL TEST PAPER I UNIT ( 1- 4 )**

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

- a) His father wanted him to become a doctor because a doctor earned a higher income than a mathematician.
- b) He left his medical studies because he wanted to study mathematics and natural philosophy.
- c) He wanted to invent something that he could sell because he needed money.
- d) Galileo pointed his telescope towards the night sky because he was interested in astronomy.

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

- a) What two things did Galileo probably learn when he saw his father creating music?  
A) When he saw his father creating music, Galileo probably learnt two things to play the lute and to create new music.
- b) Why and when did he leave his medical education?  
A) In 1581, after attending a lecture on geometry, he talked his reluctant father into letting him study mathematics and natural philosophy instead of medicine.
- c) What did he invent to earn some money? What was its use?  
A) To earn money he invented a thing that was like a compass and could be used to measure plots of land
- d) How did he invent the telescope?  
A) When he heard that a Dutch inventor had invented something called a Spyglass, but was keeping it a secret Galileo decided to work on one of his own within 24 hours, he had invented the telescope
- e) What was his first space observation?  
A) His first space observation was that the moon was not smooth, like everyone thought; it was covered in bumps and craters



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

### GRAMMAR

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

a. yes the sahara desert is a lonely hot and dry place said faseeh

A) "Yes, the Sahara desert is a lonely, hot, and dry place," said Faseeh.

b. hurrah the khans will invite us next year shouted akram with joy

A) "Hurrah! The Khans will invited us next year," shouted Akram with joy.

c. im going to plant an apple tree. it will be fun said hannan

A) "I'm going to plant an apple tree. it will be fun," said Hannan.

d. asif and his friends were having rice bread curry fried fish and noodles for lunch

A) Asif and his friends were having rice, bread, carry, fried fish, and noodles for lunch.

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

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

**Q8. Fill the blanks in the following sentences with words formed by using the suffix 'ment', 'ness' or 'al' with one of these words, as appropriate: sign, treat, kind**

a. The employer showed his kindness by giving a big salary raise to all his employees.

b. They were finally given the signal to start the construction on the new bridge.

c. He recovered fully after completing his treatment.



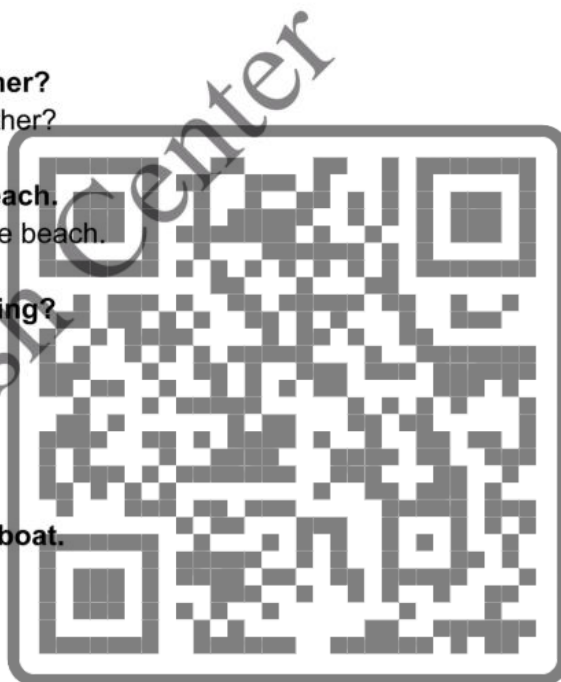
## **MODEL TEST PAPER I UNIT ( 1- 4 )**

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

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

**Q10. Change the following negative sentences into affirmative and the affirmative ones into negative.**

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



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

- a. Algebra was taught to us by Sir Sadiq.  
A) Sir Sadiq thought algebra to us.
- b. Samina gave an impressive presentation.  
A) An impressive presentation was given by Samina.
- c. The task was done well by the class.  
A) The class did the talks well
- d. They have written a letter.  
A) A letter has been written by them.





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

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

- a. If I became a doctor, I would treat needy person free of charge.
- b. Seema would be sad, if she knew that news.
- c. If I have enough money, I would go to a world tour.
- d. Javed could become a cricketer, if he work hard.

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

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

### **WRITING**

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

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

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

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



## UNIT 5.1 READING COMPREHENSION

*In the name of Allah, the most beneficent, the most merciful*

### While Reading

#### Exercise 1

Tick the right answer. The text is about:

- a) The life cycle of a mosquito
- b) Different kinds of dangerous mosquitoes
- c) Diseases caused by mosquitoes (✓)
- d) Use of pesticides for mosquito control

#### Exercise 2

Circle the diseases mentioned in the text

tuberculosis	diphtheria	cholera	yellow fever
jaundice	malaria ✓	tonsillitis	chikungunya ✓
hepatitis	dengue ✓	influenza	cerebral Malaria ✓

#### Exercise 3

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

- 1) **parasite** an animal or plant that lives on or in another and gets its food from
- 2) **transmitted** to pass something from one person, place or thing to another
- 3) **saliva** liquid produced in the mouth that helps one swallow and digest food
- 4) **clot** a lump formed in the blood which stop or disturbs the flow of blood
- 5) **chills** feeling of coldness
- 6) **constipation** not able to discharge solid waste from the body
- 7) **dysfunction** problem in the working of some part of the body
- 8) **disorientation** loss of sense of direction
- 9) **transfusion** putting of one person's blood into another person's body
- 10) **antibodies** substances in the blood that fight against diseases
- 11) **immune** cannot be harmed by a disease because the body has developed the ability to fight it
- 12) **respiratory** breathing related
- 13) **stagnant** standing in one place, not flowing or moving
- 14) **contagious** a disease that can spread by touch



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## UNIT 5.1 READING COMPREHENSION

- |                  |  |
|------------------|--|
| 15) nausea       | a feeling of wanting to be sick                                  |
| 16) fatal        | causing or ending in death                                       |
| 17) display      | to put up something in a place where people can see it easily    |
| 18) inflammation | a condition in which a part of the body is red, swollen and sore |
| 19) intense      | very great or severe   |
| 20) pronounced   | very noticeable  |

**Next, work with a partner and try to guess their meaning from the context. After you have discussed the meanings of all these words, check your answers from the glossary given at the end of this book.**

### Exercise 4

**Work in pairs and see how many of these words you can use in your own sentences. The pair that will make the most correct sentences will be the winner.**

Words	Sentences
1) parasite	Mosquito is a parasite insect.
2) transmitted	Dengue is also transmitted by organ or blood donation.
3) saliva	Saliva helps us to digest food.
4) clot	Water is clot in winter.
5) chills	He chills after taking ice cream.
6) constipation	In constipation people feel too uncomfortable.
7) dysfunction	Another sign of Malaria is kidney dysfunction.
8) disorientation	Due to malaria disorientation is also happened
9) transfusion	Without a blood transfusion her chances of survival were slim.
10) antibodies	Antibodies fight off infections and viruses.
11) immune	Everybody is immune to smallpox nowadays.
12) respiratory	Smoking can cause respiratory diseases.
13) stagnant	Few fish survive in the stagnant waters of the lake
14) contagious	Not all the infectious diseases are contagious.
15) nausea	Some people experience nausea when flying.
16) fatal	The slightest mistake may lead to a fatal disaster.
17) display	Those books were on display in the window.
18) inflammation	An extreme allergic reaction causes rapid inflammation.
19) intense	He shielded his eyes from the intense flash of light.
20) pronounced	She speaks with a pronounced French accent.

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## UNIT 5.1 READING COMPREHENSION

### Exercise 5

Read the text and select the correct answer from the options given.

- 1) It is important to find out what the exact disease is so that
  - a) the patient can rest
  - b) we can tell everyone about it
  - ✓ c) it can be treated properly
  - d) the patient can decide what to do
- 2) The malaria parasite attacks the
  - a) white blood cells
  - b) brain
  - c) stomach
  - ✓ d) red blood cells
- 3) Once the dengue virus enters the system it affects the
  - ✓ a) immune system
  - b) digestive system
  - c) circulatory system
  - d) nervous system
- 4) In severe cases of dengue, bleeding may occur in the
  - a) eyes and ears
  - b) brain
  - c) stomach and intestine
  - ✓ d) gums and nose
- 5) Chikungunya patients usually have fever with
  - a) shivering
  - ✓ b) rashes
  - c) bleeding
  - d) chills

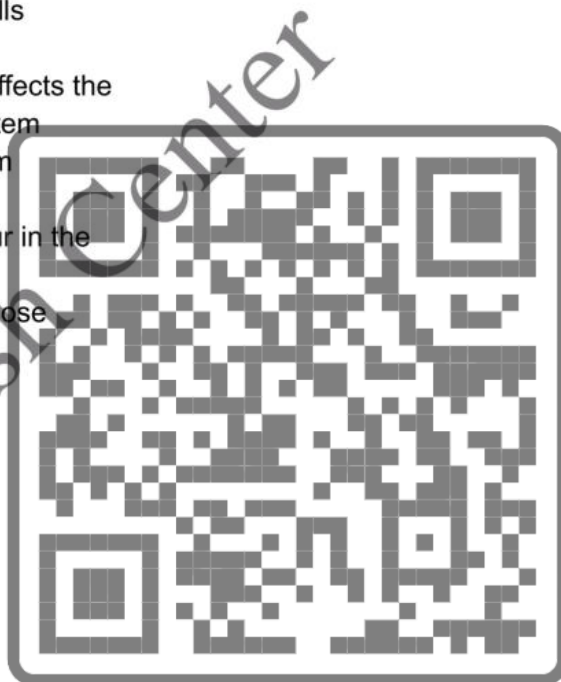
### Post Reading

### Exercise 6

Read the text and complete the following table in your notebooks.

Disease	Source(s) of Transmission	Organ / cell Attacked	Symptoms
Malaria	Malaria is transmitted by plasmodium	Liver or red blood cell	High fever for 40 Celsius 104 Fahrenheit
Dengue	It is transmitted by blood and organ donation	Skin or white blood cell	Patients feel respiratory difficulties

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## UNIT 5.1 READING COMPREHENSION

Chikungunya	It can spread from an infected person to others	Skin or muscle cells	Headache, vomiting and skin rashes
-------------	---	----------------------	------------------------------------

### Exercise 7

Discuss the following questions with your partner and write down the answers in your notebook.

### ( Questions / Answers )

1) **What are the most common diseases caused by mosquito bites?**

- A) There are three common diseases caused by mosquito bite
- a) Malaria
  - b) dengue
  - c) chikungunya

2) **Which specific part of the body becomes highly infected in Cerebral Malaria?**

- A) In Cerebral Malaria blood does not reach in proper amount to brain thus brain is highly affected.

3) **What can lead to severe liver infection when one has malaria?**

- A) The newly developed plasmodium form the burst red blood cells spread and infect more red blood cells throughout the body thus killing all the cells this can lead to severe liver infection.

4) **How is the immune system affected through dengue?**

- A) Once the virus enters the body, so it circulates around the body attacking white blood cells and other antibodies thus affecting the immune system.

5) **How often can one get infected with Chikungunya? Why ?**

- A) Once one recovers from this infection one is immune to it for the rest of one's life.

6) **Which two of the three diseases have similar symptoms? What are these?**

- A) Dengue and Chikungunya keep identical symptoms and signs. We find difference between them by laboratory testing.



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## **UNIT 5.1 READING COMPREHENSION**

**7) How often does one have fever and chills when one has malaria?**

**A)** Malaria is recognised through high fever. The temperature may reach as high as 40 Celsius and 104 Fahrenheit fever is often accompanied by chills.

**8) How do all these diseases affect our life?**

**A)** All these diseases, that is Malaria dengue and chikungunya affect a person's health. They affect the quality of one's work because they take some time to recover from the weakness caused by them.

**9) How can we protect ourselves from these three diseases?**

**A)** Since there are no vaccines or medical ways to prevent these diseases. Here are few useful suggestions for protecting oneself from these diseases.

- Wear clothes that will keep you fully covered
- Use net coverings
- Live in hygienic surroundings
- Ensure that there is no stagnant water, whether clean or dirty, in your location, not even in uncovered buckets, pots, or other things
- Take extra precaution from dawn to dusk.
- Seek medical help as soon as possible

**10) What should we do if we want to recover quickly from these diseases?**

**A)** We should seek immediate medical help. If we observe symptoms of these diseases because the earlier they are treated the quicker is the recovery.

### **Exercise 8**

**You have heard on the news about the spread of malaria, dengue and chikungunya in the nearby villages. You talk to your classmates and all of you decide to launch a campaign in your area to create awareness about these diseases. What will you do?**

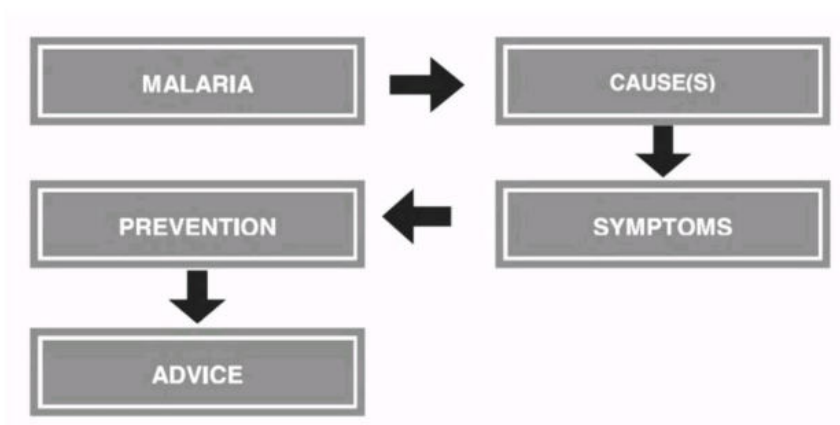
**Work in groups of three. Each group should develop a flow chart of one disease: malaria/ chikungunya/ dengue that will help you create awareness amongst your friends and neighbours about the diseases. You can follow the flow chart given below.**



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## UNIT 5.1 READING COMPREHENSION



### ( Flow Chart on Malaria )

#### ( Malaria )

Malaria is deathly disease. It is spread by Mosquitoes so you ought to careful about this disease. Whose name is Malaria.

#### ( Cause )

Malaria is caused by plasmodium, a single called parasite often transmitted by infected mosquitoes. It is injected into a person's circulatory system through The saliva of the mosquitoes.

#### ( Symptoms )

In Malaria patients suffer from fever, sweating, constipation kidney dysfunction and disorientation etc.

#### ( Prevention )

- (1) Wear clothes that will keep you fully covered
- (2) Use net coverings
- (3) Live in hygienic surroundings

#### ( Advice )

My advice is that you must spread awareness in your friend and family members and neighbours etc,



## UNIT 5.2 LISTENING AND SPEAKING

**Focus: *Express satisfaction dissatisfaction (fully and partially) politely***

### **Exercise 1**

**Work in pairs. One student should take the role of Shama and the other that of Ahmer. Practise the dialogue given below orally; do not read it. After practising it two to three times, switch roles and practice again. Add one more dialogue of your own.**

- Ahmer:** Are you satisfied with the way the teacher explained the poem today?
- Shama:** Well, to tell you the truth, I didn't really understand what he explained. I still have a number of things to ask him. What about you?
- Ahmer:** No, I'm dissatisfied. I don't think the teacher was prepared. But yesterday he explained the vocabulary very well. What do you say?
- Shama:** You're right. The class was fun. I loved the way he made us all get up and move around to find the right meanings.
- Ahmer:** I think, we must talk with a teacher about today's class and show dissatisfaction at today's class lecture.
- Shama:** I agree with you.

<b>Expressing satisfaction</b>	<b>Expressing dissatisfaction</b>
I'm/I was extremely happy with <b>your plan</b>	I'm not/ I wasn't happy with <b>opinion</b>
I really enjoyed in <b>in your company</b>	I am/ was very disappointed with <b>your thoughts</b>
I loved the way in which <b>you explain the lesson</b>	I don't /didn't like the way <b>in which you talk me</b>
I am/was very satisfied with <b>my performance</b>	I am/ was very dissatisfied with <b>my exam result</b>

## UNIT 5.2 LISTENING AND SPEAKING

### Exercise 2

Work in pairs. Use one of the contexts below to practise expressing both satisfaction and dissatisfaction. Discuss what each one of you will say and practise dialogue. Each pair will be asked to role play their dialogue in front of the class. Each one of you should speak 3-4 sentences.

You may use the phrases given in the boxes or use any other expressions to show your satisfaction/ dissatisfaction. Both of you should express your views.

1) Sharif and Rayan took a train to Multan. They had reserved seats in the air conditioned compartment. Mostly, things were very good and the seats were comfortable. However, when the train started, they found that the air conditioning wasn't working. They called the caretaker and told him about their satisfaction with some of the things and expressed dissatisfaction with the air conditioning.

#### Dialogue (1)

**Sharif:** I think Rayan, we ought to call caretaker and show our dissatisfaction and must call him to repair the air conditioner

**Rayan:** Yes! I agree with you.

**Caretaker:** Is there any problem sir and may I help you.

**Sharif:** Air conditioner is not working and weather is too hot please do something and repair the air conditioner immediately

**Rayan:** The other service in the train is too good and we are pleased with your service

**Caretaker:** Ok sir I will send the repairer and he will repair the air conditioner immediately, Thanks sir

2) The power supply system in your area is generally good. When you have a problem and complain, the issue is solved in a timely manner. However, there has been a power breakdown around your neighbourhood for 48 hours and the problem has not been solved in spite of repeated complaints. You and a group of neighbours go to the electricity department to complain. A spokesman has been identified from your group for talking to the person at the complaint centre. Remember to express satisfaction with things generally and dissatisfaction currently.





## UNIT 5.2 LISTENING AND SPEAKING

### Dialogue (2)

- Me:.** I think we ought to visit the electricity customer care office and complain at this electricity breakdown issue.
- Neighbour:** Yes! you are saying right. First we will write an application and show the dissatisfaction about this breakdown issue and complaining system.
- Spokesman:** How can I help you?
- Me:** We are complaining about breakdown issue continuously , however there is no response from you but I know your power supply system is too good and we are using it from a long time
- Spokesman:** Yes sir I know it and we are trying to improve our complaining system and we are establishing a department only for power breakdown issues.
- Neighbors:** Alright we believe at your system, we are also a benevolent of you

3) You are a teacher in the school. Your student, Khalid, usually does very well in all the tests. But in the last couple of tests his performance has been unsatisfactory. Call him and express your satisfaction with his work generally and dissatisfaction with the way he has been performing lately. Ask him how he feels about his own progress

### Dialogue (3)

- Me:.** Khalid your performance is being decreased day by day. Is there any problem with you or your family?
- Khalid:.** No sir there is no problem however I spent my lots of time in Mobile gaming that's why I am not giving appropriate time to my study.
- Me:** I know you was very good in class or tests and I proud on your performance but your irresponsible behaviour so embarrassed me
- Khalid.** Yes! I know sir and I will try not to play a mobile game and I will give the appropriate time to my study
- Me** I am your well wisher. I want that you will improve your performance in class and give all test with flying colours

## UNIT 5.2 LISTENING AND SPEAKING

**Khalid**

Ok sir I will fix my time for study and I will not give too much time for mobile and my friends also.

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## UNIT 5.3 LANGUAGE PRACTICE

### *Simple and compound sentences*

In English, we use three main types of sentences: simple, compound, and complex. Use of a variety of sentences makes the writing more interesting. Here we will discuss two types of sentences, simple and compound.

A Simple Sentence has one subject and one predicate.

My mother is a good cook.

In a Compound Sentence two complete sentences are joined together by a comma + Conjunction: and, but, for, because, r, nor, etc.

My mother is a good. She cannot stitch well.

#### Exercise 1

Look at the sentences in the table below. Against each sentence put a (✓) mark in the column that identifies whether it is a simple or a compound sentence. The first one has been done for you as an example.

Sentence	Simple sentence	Compound sentence
1) This year has started on a positive note for the students.	✓	
2) The classrooms smell of fresh paint. as they were painted during the holidays		✓
3) The students love the newly painted classrooms. and they like the newly polished desks.		✓
4) Their motivation has increased and their enthusiasm is clearly visible		✓
5) Most of the students come to school regularly now.	✓	



## UNIT 5.3 LANGUAGE PRACTICE

6) They actively participate in various class activities.	✓	
7) The students enjoy being outdoors, because they all like sports activities		✓
8) They are happy with the new look of the school, but they are not happy with the sports facilities that they have.		✓
9) They have requested their principal for better sports and game facilities.	✓	
10) The students are hopeful that they will have good facilities soon, because their principal has promised that new play grounds will be developed.		✓

### Exercise 2

In the exercise given below, join the two sentences to form a compound sentence, using any conjunction: and, but, for, because, as, so, or, nor, etc.

Write the compound sentences in your notebook. Compare your answers with your partner's answers and make any changes, if needed.

- (a) Najma and Rehana studied very hard, **and** they both got A grades in their exams.
- (b) Her father is a pilot, **and** he has flown many different types of planes.
- (c) Our car is very old, **however** its engine is in good condition.
- (d) The boys were playing cricket, **because** it was the first day of their summer vacations.
- (e) My brother is a good artist, **but** he cannot sing at all.
- (f) You may buy only a new dress now, **or** you may buy a new dress and new shoes next



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## UNIT 5.3 LANGUAGE PRACTICE

month.

- (g) The baby cannot walk, **but** the baby can crawl very fast.
- (h) I love gardening, **for** i can grow my own fresh vegetables.
- (i) The flowers in this pot are very colourful, **but** the flowers in your garden have a lovely fragrance.
- (j) This book is very informative, **and** it is also very interesting.

### Exercise 3

**Wort in pairs and write sentences in your notebooks by following the steps given below.**

**Step1: Write 8-10 simple sentences about the people and things in your classroom.**

Our classroom is very big.  
Samir is reading a book.

**Step 2: Write one more simple sentence for each of the sentence that you have written, as given in Exercise 2 above.**

Our classroom is very big. It does not have enough light.  
Samir is reading a book. He seems to be enjoying it.

**Step 3:Join the simple sentences to form compound sentences.**

Our classroom is very big, but it does not have enough light.  
Samir is reading a book, and he seems to be enjoying it.

### Step 1

- (1) I have three best friends in class.
- (2) Hassan is eating lunch.
- (3) Classmates are talking with each other.
- (4) Teacher will teach English grammar in today's class.
- (5) Our classroom chairs are too comfortable.
- (6) Babar is preparing for today's test.
- (7) Ali is Playing with papers.



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## UNIT 5.3 LANGUAGE PRACTICE

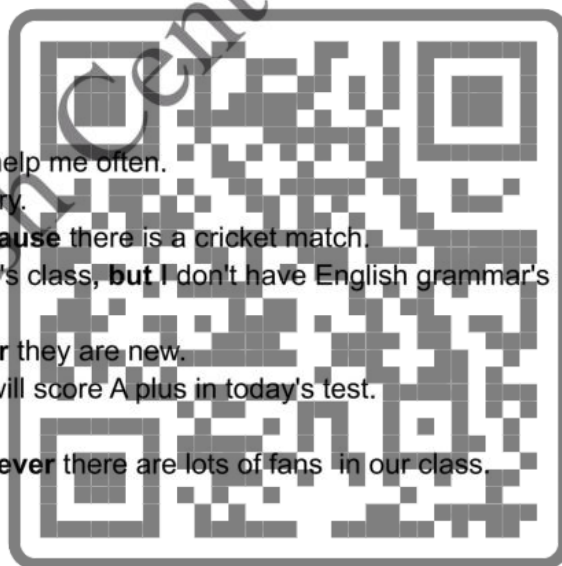
- (8) There is no air conditioner in our class.

### Step 2

- (1) I have three best friends in class. They help me often.
- (2) Hassan is eating lunch. He is hungry.
- (3) Classmates are talking with each other. There is a cricket match.
- (4) Teacher will teach English grammar in today's class. I do not have English grammar's copy.
- (5) Our classroom chairs are too comfortable. They are new.
- (6) Babar is preparing for today's test. He will score A plus in today's test.
- (7) Ali is Playing with papers. He is sad.
- (8) There is no air conditioner in our class. There are lots of fans in our class.

### Step 3

- (1) I have three best friends in class, **and** they help me often.
- (2) Hassan is eating lunch, **because** he is hungry.
- (3) Classmates are talking with each other, **because** there is a cricket match.
- (4) Teacher will teach English grammar in today's class, **but** I don't have English grammar's copy
- (5) Our classroom chairs are too comfortable, **or** they are new.
- (6) Babar is preparing for today's test, **and** He will score A plus in today's test.
- (7) Ali is Playing with papers, **but** He is sad.
- (8) There is no air conditioner in our class, **however** there are lots of fans in our class.



### Exercise 4

**Sabiha keeps repeating the same words in her letter to her friend Munira. Help her write a mix of simple and compound sentences to make her writing interesting.**

**Work in pairs and rewrite the letter in your notebooks. Decide which parts should be simple sentences and which should be compound sentences. You may remove some of the words that you think are not needed or replace some of them.**





## UNIT 5.3 LANGUAGE PRACTICE

### Sabina's letter to Munira

I have some exciting news for you . There is a 'Housing boom!' in our town, **as** builders are building new houses. They are planning to build at least 300 new houses. These houses are small, **but they** can easily accommodate single families. They will be mainly two storeyed. The people of our town are excited, **as** they think that the town needs new people and new business. It will be nice to have new people and new friends.

More people will mean more progress for our town **because they** will require more facilities. New roads will have to be built. More transport facilities will be required. We will have to build more schools **and** colleges. The town will need more shopping areas **and** other facilities. New water and electricity facilities will have to be provided.

Some people are not so happy, **because** they feel that more people will make the town crowded. There will be more electricity problems. There will be more pollution, **as** there will be more garbage in the town, **and** more vehicles and factories. Travelling in the town will take a longer time, **as** there will be more traffic.

The houses will be built soon, **as they** are expected to be built within two years. Many people are interested, **and they** want to buy a house in our town. The town is being connected to the port through a new highway. The town is near a river, **so** water can be supplied easily to the town. Many people have already selected their property, **but** there are still properties available. Those interested in buying a house should hurry, **because** all the houses will be sold soon. People can contact the builders, **and** they can give them more details.

**Revision :** *Change the narration of statements, exclamations, wishes, promises and hopes*

You have learned the rules about changing statements, requests and orders in earlier classes. Here are some basic rules once again.

#### *Tense Rules for changing from direct to indirect*

Direct Speech	Indirect Speech
Present simple / present continuous / present perfect / present perfect continuous	Past simple / past continuous / past perfect / past perfect continuous
Past simple / past continuous / past perfect	Past perfect / past perfect continuous / past perfect

## UNIT 5.3 LANGUAGE PRACTICE

Past perfect continuous	Past perfect continuous
-------------------------	-------------------------

### *Exclamations, wishes, promises, hopes*

Direct Speech	Indirect Speech
Said + explanation mark	Exclaimed
Said + wish	Wish
Said + hope	Hoped
Said + promise	Promised

#### Exercise 5

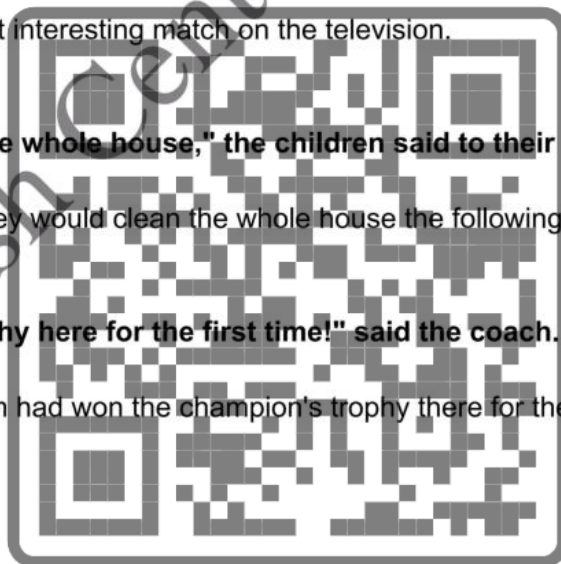
The following exercise has some statements, exclamations, wishes, hopes and promises in direct speech. Change them from direct to indirect speech and write them in your notebooks. Once you have completed, discuss your answers with your partner.

- (1) "I have many friends and I have to invite all of them tomorrow," said Abid. (Direct S)  
(1) Abid said that he had many friends and he had to invite all of them the next day. (Indirect S)
- (2) Reshma said, "I hope I will get admission in the medical college this year." (Direct S)  
(2) Reshma hoped that she would get admission in the medical college that year. (Indirect S)
- (3) "I wish I had ten hands and a hundred fingers to do all this work," said Feroza. (Direct S)  
(3) Feroza wished that she had ten hands and a hundred fingers to do all that work. (Indirect S)
- (4) The student said, "I promise I will do my homework regularly from today." (Direct S)  
(4) The student promised that he would do his homework regularly from that day. (Indirect S)
- (5) "They want to buy a new car," said the lawyer, "but they don't have any money." (Direct S)  
(5) The lawyer said that they wanted to buy a new car but they did not have any money.



## UNIT 5.3 LANGUAGE PRACTICE

- (6) **"We hope we will be able to get permission from our parents," said the children**  
(Direct S)
- (6) The children hoped that they would be able to get permission from their parents.  
(Indirect S)
- (7) **"I never thought that a son of mine would get such bad marks!" said his father.**  
(Direct S)
- (7) His father exclaimed with sorrow that he had never thought that a son of his would get such bad marks (Indirect S)
- (8) **The blind boy said, "I wish I could see this interesting match on the television."**  
(Direct S)
- (8) The blind boy wished that he could see that interesting match on the television.  
(Indirect S)
- (9) **"Next week, we promise, we will clean the whole house," the children said to their parents.** (Direct S)
- (9) The children promised their parents that they would clean the whole house the following week. (Indirect S)
- (10) **"Our team has won the champion's trophy here for the first time!" said the coach.**  
(Direct S)
- (10) The coach exclaimed with joy that his team had won the champion's trophy there for the first time. (Indirect S)



### Exercise 6

**Work in pairs, read the following story and put all the direct speech sentences into indirect speech. The story has statements, exclamations, wishes, promises and hopes. Make sure you follow the rules related to changing these different types of sentences.**

### Avoiding Criticism

**(Answer)**

Nasrudin and his son were travelling with their donkey. Nasrudin preferred to walk while his son rode the donkey. Soon they passed a group of bystanders, and one of them said





## UNIT 5.3 LANGUAGE PRACTICE

that the boy was so selfish. He was riding on a donkey while his poor old father was forced to walk alongside.

Another man exclaimed that was so disrespectful and he was a horrible and spoiled child.

Nasrudin and his son felt embarrassed, so they changed places this time a Nasrudin rode the donkey while his son walked. He said hoped that he was doing the right thing then.

Soon they passed another group of people. Seeing them, one of them exclaimed that the poor young boy had to walk while his selfish father was riding the donkey. He was a heartless parent. Nasrudin was upset to hear this. He wished that people would mind their own business.

Since he wanted to avoid any further comments, he decided that both he and his son would ride at the same time. As they both rode, they passed another group of people. One bystander commented that man and his son were cruel. They were forcing that poor donkey to bear the weight of two people. They should be in jail for that act.

Nasrudin heard this and told his son that the only way they could avoid people comment that they his both walked.

The son hoped that he was right. Nasrudin promised that nobody would be able to say anything to them as they were doing the right thing at that time.

So they got off the donkey and continued on foot. But as they passed another group of people, they heard them laughing. They said that those people were so stupid that both of them were walking in that heat and neither of them was riding the donkey. They exclaimed that they were foolish people.

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## **UNIT 5.4 WRITING**

### ***Descriptive essay father practice***

A descriptive essay describes a person, place or thing. It includes important details about the person, place of things in such a manner that the readers can create a picture in their mind about the object being described.

In unit 1.4 you were asked to write a descriptive essay describing a place. Now you have to write a descriptive essay describing a person.

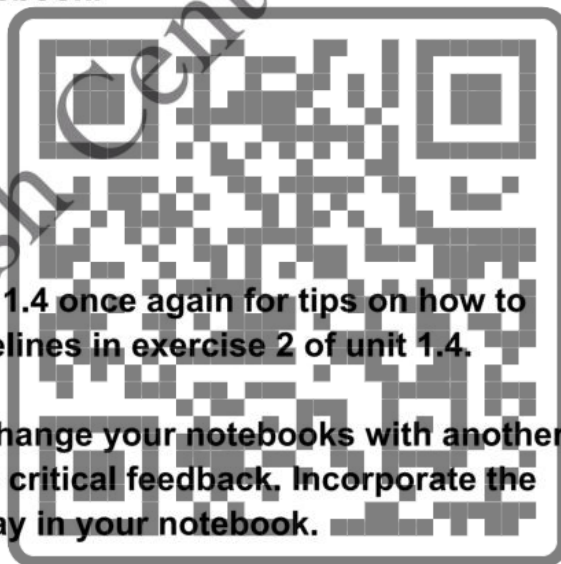
#### **Exercise 1**

Work in pairs and write a descriptive essay of at least four paragraphs, on one of the following topics in your notebook:

1. My favourite Aunt/ Uncle
2. A teacher that I remember
3. Our school principal
4. My grandmother/ grandfather

First, read and discuss the box in Unit 1.4 once again for tips on how to describe people. Next, follow the guidelines in exercise 2 of unit 1.4.

After you have written your essay, exchange your notebooks with another pair. Read each other's essay and give critical feedback. Incorporate the feedback received and rewrite the essay in your notebook.



#### **(1) My favourite Aunt / Uncle**

"Strength is nothing more than well you hide the pain. "My aunt has had to go through many hardships. I remember that when I first met her, she was struggling to find a job but she still took me in because my parents had to leave for an important conference. She never let her problems show on her face. She covered everything with a smile and taught me to do the same. One thing I greatly admire about her is that even though she had her own problems, she never hesitated to help others. I greatly admire her strength.



## **UNIT 5.4 WRITING**

My aunt's life is a great example to never give up. As I mentioned earlier, she was struggling to find a job when I met her. Despite her problems; finding a job, a mother to take of and to get money for all her mother's medical bills, she never gave up.

She had worked multiple jobs to pay for her study courses and wasn't about to let her problems stand in the way of her ambition. She worked hard and last year, she achieved her goal of opening a political science institution. She taught me that although we don't realize it, achieving our goal is worth all the hard work and effort.

My aunt is a very important part of my life and who I am. She has played a big role in shaping my personality. I deeply admire her and her qualities. When I grow up, I hope I can be as good as her; caring, understanding, kind, determined and strong.

**JOIN**

### **A teacher that I remember**

Thorough my educational life there were many teachers or lecturers I cannot forget them. In whole my life I will remember them and wish to them they be in a good condition and they will continue their massage which is helping people to improve, rises them knowledge and helping the students to be better persons. For them they see the education process must include fun, educate and acting.

From all teachers I ever had there is one teacher I can't forget her. She was my angel in the earth, she always encouraged me when I was tired from study and can't handle it any more.

Miss Fatima was have the whole qualities of good teacher such as Patience, Confidence, True compassion for their students and the ability to look at life in a different way and to explain a topic in a different way at my School, more teachers continued their influence on my life, and many of them have enjoyed long teaching careers.

Several have retired, but several are still hard at it with the current crop of students. In the 8:00 A.M all the students wait for her to come in their sits. She is nothing but our English lecturer Miss Fatima. She is about 6. 5 feet tall, thin woman. She dresses herself in informally. She has a good hair style blond like wave's. she is a pretty woman too. Her classes are so interesting. All the students get involved to listen to his classes without any sound or side talking.

### **Our school principal**

Every school has a principal and the principal sees it that everybody in the school obeys the rules and regulations of the school. He or She would be in charge of all the responsibilities of



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## **UNIT 5.4 WRITING**

the school on a day to day basis and he has the powers for all the major decisions in the school. We also have a principal in our school. His name is Mr. Ali. He joined our school only last year. He is a very strict person, yet a lovable person too. When it comes to the rules and regulations of the school he is very strict. He makes sure that every student or staff comes on time.

During assembly hours, he also comes with the entire school and attends the assembly. If there are any important announcements, he himself would make the announcements. After he has joined our school, not only the academic side, but the face of school itself has changed. He has contributed so much to the physical structure of the school and has made renovations, without creating any disturbance to the staff or students of the school.

In case any parent needs to speak to the principal, they could do so without any formalities and our principal would listen and find a solution for the problem. Not only in appearance of the school and academics, but also in sports, cultural activities and other activities, our school has progressed and we are proud of the achievements that we have attained.

We are proud of our principal and we wish that we have him for longer years. With his presence, we are all very happy and have achieved great records for our school in almost all activities. He has been the best principal, so far I have seen and we all love him very much. Gentle, yet strong, is what our dear principal is and we wish him success all through his life.

### **My Grandmother**

I love my grandmother very much. Ever since I was born, she has taken care of me. She has taken great responsibility in bringing me up in a healthy and disciplined way. My grandmother is a very bold lady. We can learn a lot of things from her. She is a polite person who can handle any kind of situation in a very proactive way. My grandmother cooks very well and she prepares delicious food whenever we go to our native.

There are a lot of things that are much enjoyable with my grandmother. Since my childhood, she has told me many interesting stories and taught me singing too. She is very talented who is doing business for more than 20 years. Her hard work and success in her business has motivated me to be the same way in my life. Without my grandmother I would have not won prizes in many competitions. My grandmother gifts me precious books and things whenever I get high marks in examination. She gave me a painting box for scoring 100 Marks in Maths and Science this year.

Every year, we used to go to grandmother's home during Summer holidays. My grandmother will take us to the famous mosque in our native every week. This year, we all went to a festival

## **UNIT 5.4 WRITING**

with our grandmother. We enjoyed a lot in the festival. We learnt the history of the festival and reason for the festival from our grandmother.

Our grandmother is a great mentor; her teachings to us are very valuable. Only because of her, we have gained good conduct in our life. My grandmother is a very nice person and now I am waiting to meet her in the next holiday

### **Filling a simple form**

#### **Exercise 2**

Read the brochure below and complete the form given below it.

#### **Celebrating Health Day in School**

#### **Attention Students!**

We are having a Health Day celebration in school. It will be a fun-filled event for all students and their families.

Date: April 07, 2017

Time: 8:30 am --2:00 pm

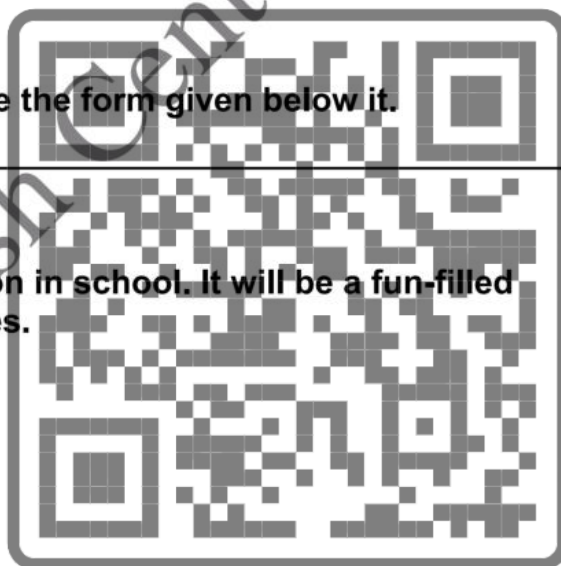
Venue: Our School

#### **Activities:**

- Health information talks
- Short films
- Medical check-up
- Eye test
- Blood grouping
- Dental check-up
- Weight and height measurement
- Information leaflets on health and hygiene.
- Health and nutrition information

Fill in the form below to register for this FREE Health Day celebration.

You may invite your family and friends to this celebration.



## UNIT 5.4 WRITING

### Health Day Registration form

Health Day Celebration

Registration Form No. 120

**USE BLOCK LETTERS TO FILL THIS FORM**

**Name:** Muhammad Faiz **S/o, D/o:** Muhammad Saeed

**Father's CNIC No:** 40400 -----

**Address:** A31 NAZIMABAD KARACHI

**Class:** 9 **Section** B **Roll No** 29 **Age:** 15 **Gender:** MALE

**Activities that you are interested in:** Weight and height measurement

**Number of people who will accompany you:** 2 friends and one brother



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## UNIT 5.5 STUDY SKILLS

### *Information interviews*

In an interview, one person asks questions to find out some answers, while the other person responds to these questions. Friends sometimes interview each other in an informal manner to understand an issue or problem that one of them is facing.

If you have to informally interview a friend on a specific topic, here are some tips that can help you.

<b>Prepare and ask relevant questions</b>		<b>Use appropriate reciprocal language effectively</b>	
<b>Take notes and compile the responses</b>		<b>Display appropriate body language and posture</b>	
<b>Listen attentively to the question; seek clarification if needed</b>	<b>Choose your words carefully while answering the questions</b>	<b>Make sure that the interviewer understands what you are saying</b>	<b>Use correct intonation and display appropriate body language</b>

Similarly, for giving an informal interview, here are some basic tips:

#### Exercise 1

Work in pairs and ask each other the following questions. One student should play the role of student A and the other of Student B. First, read the dialogue below and think of the answers that you will give to each other, then, start asking the questions. The student asking the questions should note down the answers given.

**Student A:** You look quite stressed, what's the problem?



## **UNIT 5.5 STUDY SKILLS**

- Student B:** The problem is that we are short of money and I can't pay my fees.  
**Student A:** Since when have you been worried?  
**Student B:** Ever since my father told me that i can't pay your fees  
**Student A:** Have you talked to anybody about this?  
**Student B:** No, I don't know. What do I talk about this issue.  
**Student B:** Who do you think I should talk to?  
**Student A:** Well, you could talk to someone about this issue Maybe, someone can help.  
**Student B:** What should I do in the meantime?  
**Student A:** You should talk form our principal and teachers. They can do something for you.  
**Student B:** Do you think I will be able to arrange something?  
**Student A:** I'm sure you can arrange your school fee and you can help your father.

### **Exercise 2**

**Work in pairs and select one of the following situations for an informal interview, or you can think of another situation by followed by the above situation.**

- o Your friend has severe fever
- o Cleanness of toilets in schools
- o Your brother wants to buy a mobile phone

**Now follow these steps:**

- ▶ Discuss how you will deal with the situation
- ▶ Prepare three to four questions that you will ask your partner
- ▶ Informally interview each other
- ▶ Prepare notes on the basis of the answers that you receive
- ▶ Report to the class

### **Your friend has severe fever**

- Student A:** You have not been coming to school for three days.Is there any problem with you?  
**Student B:** Yes! I am Surviving from severe fever, and doctor gave me a instruction for complete bed rest.



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## UNIT 5.5 STUDY SKILLS

**Student A:** Are you feeling better right now ?

**Student B:** Yes! I am feeling better right now, but there is some pain in my head.

**Student A:** I think you must do complete bed rest and don't do anything includes homework.

**Student B:** Will you write an application for leave for one week ?

**Student A:** Yes! Why not I will write an application for you and I will also inform the teacher about your health.

**Student B:** You are my true friend.

**Student A:** You will recover soon and we will both play in the ground and eat ice cream

**Student B:** Ok I will wait thanks for your corporation.

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## UNIT 5.6 FUN

### *Vocabulary building*

Work in groups of four. The teacher will put one word on the board and you will have to write a new word beginning with the last alphabet of the previous word. You cannot repeat the words. Your word should have minimum four letters.

The group with the most correct words will be declared the winner. You have ten minutes to do the task.

**Example:** chain ----- number ----- ring ----- grow -----  
elephant ----- think ----- king ----- gift -----

In this example you can see that the last alphabet in the first word 'chain' is 'n'. so, the next word has to begin with 'n', 'number'. The last alphabet is 'r' so the next word begins with 'r', 'ring', and so on.

Follow these steps:

1. Work in groups of four
2. Select the person who will write the words on the paper
3. Also decide who will go and read the words
4. Take a piece of paper
5. Write the names of all four group members on it
6. Copy the word that the teacher writes on the board
7. Start writing the words
8. Make sure every group member participates

**Example 2:** Pakistan ----- name ----- east ----- think ----- king -----  
gun ----- next ----- text ----- tax ----- X ray ----- year -----



## UNIT 6.1 READING COMPREHENSION

*In the name of Allah, the most beneficent, the most merciful*

### **While Reading**

#### **Exercise 1**

**Write the answers to the following questions in your notebook.**

**1) How many students were there in sana's group? Write their names.**

**A)** There were six students in sana's group.

1. Aliya
2. Sana
3. Sameer
4. Ahmad
5. Hania
6. Razia

**2) How many famous women of Pakistan are mentioned in the text? Write their names in the order of appearance in the text**

**A)** There are five famous women of Pakistan mentioned in the text.

1. Mohtarma Fatima Jinnah
2. Begum Ra'ana Liaquat Ali Khan
3. Begum Jahan Ara Shahnawaz
4. Professor Anita Ghulam Ali
5. Bilquia Bano Ghulam Ali

**3) how many students share their dreams at the end of the presentations write their names?**

**A)** There are four students shared their future dreams

1. Sadia
2. Maryam
3. Hira
4. Daniyal

#### **Exercise 2**

**Work in pairs find the following words in the text and underline them**

##### **Words**

- 1) opinion
- 2) access

##### **Meanings**

- thoughts and ideas  
be within reach for use



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## UNIT 6.1 READING COMPREHENSION

- |                          |  |
|--------------------------|--|
| 3) <b>simultaneously</b> | at the same time   |
| 4) <b>Rehearsed</b>      | to practice privately what one is going to say or do let go                        |
| 5) <b>philanthropist</b> | a person who supports good cause, especially by giving money.                      |
| 6) <b>renowned</b>       | famous   |
| 8) <b>recognition</b>    | officially recognising somebody's ability or achievements often by giving an award |
| 9) <b>Tireless</b>       | working without showing any signs of being tired.                                  |
| 10) <b>Inspired</b>      | to develop feeling or am in someone for doing something.                           |
| 11) <b>enthusiasm</b>    | a strong feeling of excitement.  |

Now, try and guess the meanings of these words. Share your guesses with your partner check the meaning from the glossary given at the end of the book

### Exercise 3

Do the following exercise in your notebook. Fill the blanks using all the words given in exercise 2. You can use each word only once. The first one has been done as an example.

After you have finished, compare your answers with your partner.

- 1) My brother decided to become a soldier because he was inspired by my uncle's disciplined way of life.
- 2) There are many charitable institutions in Pakistan that are funded by Philanthropist
- 3) The whole class simultaneously said 'Yes' when the teacher asked if they wanted to go for a picnic.
- 4) Every year, the government awards titles to people in recognition of their services in different fields.
- 5) My father always asks for our opinions before buying any new furniture or other household things.
- 6) Our principal praised all the students for their contribution to the flood relief fund.
- 7) Everyone clapped with enthusiasm when the small children ran in the race.
- 8) Our group rehearsed many times before the finals of the folk song competition.
- 9) Pakistan was created through the tireless efforts of many Muslims working under the leadership of Quaid-e-Azam.
- 10) All the children in Pakistan should have access to quality education.
- 11) Allama Iqbal is a renowned poet of the sub-continent.





## UNIT 6.1 READING COMPREHENSION

### Exercise 4

Do you remember what each letter stands for in the IDEAL problem solving tool and what it means? Read the text and complete the following statements. Write all the five complete statements in your notebook. The first one has been done as an example.

I stands for Identify. Here we identify the problem.

D stands for Define. Here we define the problem.

E stands for Explore. Here we explore the answer of the problem.

A stands for Action. Here we take the best possible action to try and solve the problem.

L stands for Look back. Here we look back to see whether the problem has been solved or not.

### Exercise 5

Read the text and tick the correct answer.

- 1) Which of the following sources of information were not used by the students?
  - a) Laptop and internet
  - b) Newspapers and magazines
  - c) Books and smart phone
  - ✓ d) Radio and television (TV)
- 2) Madr-e-Millat means:
  - a) Leader of Asia
  - b) Leader of the nation
  - ✓ c) Mother of the nation
  - d) Pride of the nation
- 3) The first woman who represented the Muslim women in three round table conferences in London was:
  - ✓ a) Begum Jahan Ara Shahnawaz
  - b) Bilquis Edhi
  - c) Fatima Jinnah
  - d) Begum Ra'ana Liaquat Ali Khan
- 4) Bilquis Edhi was awarded:
  - ✓ a) Hilal-e-Imtiaz
  - b) Nishan-e-Haider
  - c) Sitara-e-Imtiaz
  - d) Sitara-e-Jura'at



## **UNIT 6.1 READING COMPREHENSION**

5) Professor Anita Ghulam Ali was appointed twice as a minister of

- a) Culture
- ✓ b) Education
- c) Science and Technology
- d) Youth and Sports

### **Exercise 6**

**Work in pairs and find out two things or achievements about each of the following famous women. Once you have orally discussed, write the two things/ achievements of each of these women in your notebooks.**

1. **Fatima Jinnah**
2. **Begum Ra'ana Liaquat Ali Khan**
3. **Begum Jahan Ara Shahnawaz**
4. **Professor Anita Ghulam Ali**
5. **Bilquis Edhi**

**( Fatima Jinnah ) ( 1893 - 1969 )**

- 1) She left dentistry to live with her brother and support him
- 2) She helped the Muslim women to seek the guidance of Quaid e Azam

**( Begum Ra'ana Liaquat Ali Khan ) ( 1905 - 1990 )**

- 1) She was honorary secretary of All India Muslim League
- 2) She was the founder of the All Pakistan Women association (APWA)

**( Begum Jahan Ara Shahnawaz ) ( 1896 - 1979 )**

- 1) She was the first woman to make a speech in London Guild Hall
- 2) She represented the Muslim women at the three Round Table conferences held in London.

**( Professor Anita Ghulam Ali ) ( 1934 - 2014 )**

- 1) She was a popular newscaster.
- 2) She served twice as the Sindh Minister of Education.



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## UNIT 6.1 READING COMPREHENSION

### ( Bilquis Bano Edhi ) ( 1947)

- 1) She is a philanthropist and professional nurse.
- 2) She is head of Edhi Foundation.

#### Exercise 7

Read the text and fill in the following table. First fill in the years of birth and death and then put the chronological order ( chronological order means the order in which things happened). Finally, write their main contribution.

After you have completed, discuss your answers with your partner.

Name	Year of birth	Year of death	Chronological order by year of birth	Chronological order by year of death	Main contribution for Pakistan
Fatima Jinnah	1893	1969	1	1	She helped Quaid e Azam in the struggle for the establishment of Pakistan
Bilquis Bano Edhi	1947	Alive	5	5 / Alive	Her Edhi foundation provides nationwide support and care to the public
Anita Ghulam	1934	2014	4	4	Under her leadership the foundation played a remarkable role in promoting quality

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## UNIT 6.1 READING COMPREHENSION

					education and in bringing many out of school children to school
Begum Jahan Ali Ara Shahnawaz	1896	1979	2	2	She travelled widely and explained to the people of other countries. Why the Muslim in India wanted a separate state
Ra'ana Liaquat Ali Khan	1905	1990	3	3	She arranged meetings of the Muslim League women with the wife and daughters of the viceroy

### Exercise 8

Work in pairs and orally complete the following statements by giving reasons. After you have discussed all the statements, write the complete sentences in your notebook. The first one has been done as an example.

- 1) Sana was worried because she did not have a computer for gathering information
- 2) Aliya suggested that they use the IDEAL tool because they wanted to find out the answer of the problem.
- 3) The Muslim women benefitted from Fatima Jinnah's support because she transferred the guidance of Quaid e azam to them



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## UNIT 6.1 READING COMPREHENSION

- 4) Begum Rana Liaquat Ali worked as a secretary because the Muslim League could not afford the salary of a secretary
- 5) Begum Jahan Ara could explain Muslims' point of view to people in many countries because it was too important for establishment of Pakistan
- 6) Professor Anita Ghulam Ali was awarded the Pride of Performance and Sitara-e-Imtiaz because she made a foundation played a remarkable role in promoting quality education and in bringing many out of school children to school.
- 7) Bilquis Edhi has received the Hilal-e-Imtiaz award because her tireless efforts for the betterment of the Pakistan society.
- 8) Maryam said that she wanted to be an educationist because she inspired with Anita Ghulam Ali and her grandmother.
- 9) Daniyal said that he wanted to be like Abdul Sattar Edhi because he would like to help all human being in trouble.

### Exercise 9

Work in groups of three. Think of one thing that you can do during the summer vacations that will help people or improve things in the area where you live. Use the IDEAL tool to help you identify the problem and find the solution.

**Identify ----- what is the problem that you want to address**

There are lots of garbage in our area and we want to vanish it from our area during summer vacation.

**Define ----- what do you want to do**

We will spread information about garbage's dangers and try to clean it.

**Explore ----- find details about the problem**

Garbage spreads due to our irresponsible behaviour. We ought not to throw garbage in our street or area

**Action ----- what steps will you take to address the problem**

We will give information about garbage pollution by social media to our relatives and area's people

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## **UNIT 6.1 READING COMPREHENSION**

We will make a team to clean the garbage from whole area and Street

**Look back ----- how will you check to see that you have done your task**

We will survey the area and check . Are people throwing garbage or not ? And garbage is being removed or not ?

**Next, decide**

- ▶ Who will do what
- ▶ What are some of the things that you will need
- ▶ By what time will you do the different things
- ▶ When will you complete the task

**Each group will then come and share their plans with the rest of the class.**

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## **UNIT 6.2 LISTENING AND SPEAKING**

**Focus: Asking for and expressing preferences, by giving reasons.**

### **Exercise 1**

**Work in groups of four. Each one of you can take on the of one character.  
Role play scene**

**It's time to go on study leave. You and your friends are discussing how to plan your studies in a way that you can revise all the subjects effectively and efficiently and be well prepared for the exams. You all want independent study time and also some group study time. Discuss your schedule. Remember to disagree politely. You may use your own names.**

**For example**

**Tariq:** I don't understand why you want to study so early in the morning. I find it very hard to do so.

**Saira:** One reason is that I'm quite used to waking up early for school as it is. So, I want to continue the same routine during the study holidays. What do you think, Adnan?

**Adnan:** Yes, that's the time the mind is fresh after a good night's sleep. What about you, Zohair?

**Zohair:** Well, I....

**Continue with the above dialogue by expressing your preference of time and place, and the subject that you would like to revise first, by giving reasons. Use a variety of sentences.**

**Examples:**

- I prefer studying after lunch ----- reason
- I like studying at night ----- reason
- I think we should ----- then reason

**Zohair:** well, I want to study after the lunch because it is a peaceful time and we will study easily after the lunch.



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## UNIT 6.2 LISTENING AND SPEAKING

**Tariq:** I like to study in night because it will very easy to us and we will manage the time easily . What will you say Saira?

**Saira:** It is not a good time for studying because in the night there are lots of noise in the house and we will not manage our study easily. I do not manage the time in the night.

**Adnan:** I think. Saira is right, we will find a time in the evening it will better for all us and we will revise lots of courses and help each other.

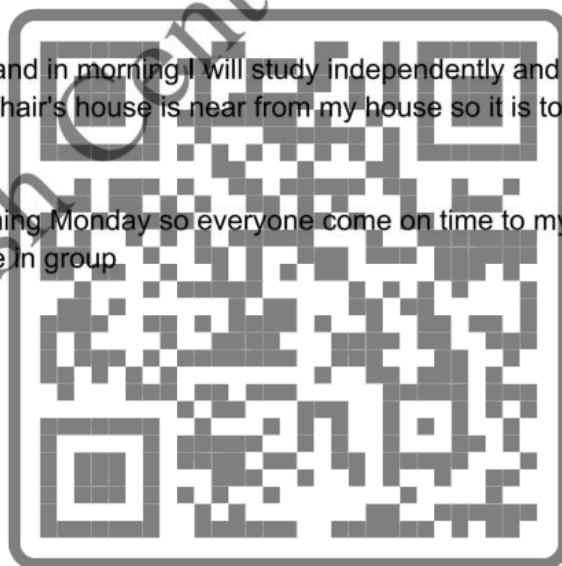
**Tariq:** okay, I agree with you. We can study in group in the evening.

**Zohair:** well, I also agree with you and we can cover lots of courses together and help each other so you can come in the evening at my house for revision. I will manage all things.

**Saira:** Okay, I also agree with evening time and in morning I will study independently and in evening we can study in group and Zohair's house is near from my house so it is too helpful for me.

**Zohair:** We will follow this routine from upcoming Monday so everyone come on time to my house and we will cover lots of course in group.

**Tariq:** First day we will study only English



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## UNIT 6.3 LANGUAGE PRACTICE

### Synonyms

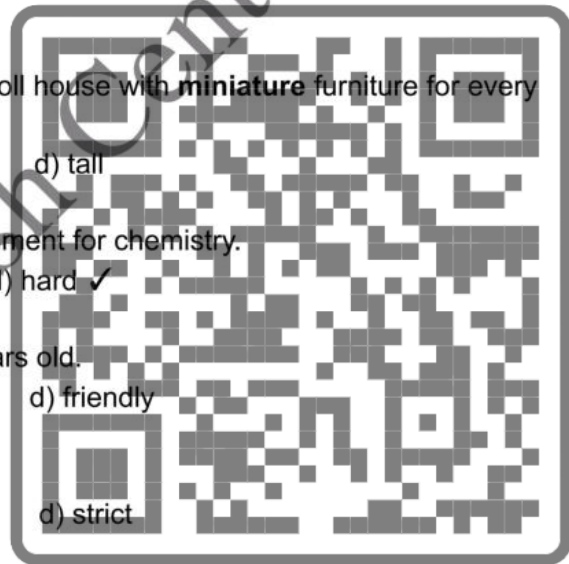
A synonym is a word or phrase that means almost or nearly the same as another word or phrase in the same language, for example **shut** is a synonym of **close**. Though, synonyms can sometimes replace each other but many times they cannot, depending on the context of their use.

#### Exercise 1

Do the following exercise in your notebook. Rewrite the sentences by replacing the synonym given in bold with an appropriate synonym from the four given options.

Share your answers with your partner. after both of you have completed your work.

- 1) He is a brilliant carpenter. He has made a doll house with **miniature** furniture for every room.  
a) pretty      b) tiny ✓      c) fresh      d) tall
- 2) Mrs Amjad gave the class a **difficult** assignment for chemistry.  
a) free      b) easy      c) caring      d) hard ✓
- 3) My grandmother is **old**. She is about 90 years old.  
a) elderly ✓      b) crazy      c) charming      d) friendly
- 4) Our principal is very smart and **slim**.  
a) tall      b) thin ✓      c) charming      d) strict
- 5) A **stable** government ensures that a nation will progress.  
a) friendly      b) steady ✓      c) strong      d) outgoing
- 6) Farzana is always ready to **help** the people in her neighbourhood.  
a) teach      b) guide      c) assist ✓      d) train
- 7) I feel **drowsy** after having rice for lunch.  
a) lazy      b) active      c) happy      d) sleepy ✓
- 8) The house next door has been **vacant** for two years.  
a) dirty      b) empty ✓      c) robbed      d) painted



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## UNIT 6.3 LANGUAGE PRACTICE

### Exercise 2

Work with a partner and select the most appropriate synonym to complete the following sentences. Three synonyms are given in brackets at the end of each sentence but only one is appropriate in the given context.

Remember to use the full stop at the end of the sentence.

- a) This cup of tea tastes like tea flavoured water. It is very Weak . (weak, frail, fragile)
- b) If one wants to succeed in the exams, it is important to study regularly.  
(primary, important, significant)
- c) During the monsoon rains the water in the rivers becomes very rough .  
(disordered, violent, rough)
- d) The ruins of Moen-jo-Daro are old .  
(old, past, aged)
- e) Pakistan is rich in minerals. (rich, wealthy, affluent)
- f) My mother has to go to the NADRA office because her ID card is no longer valid .  
(valid, authorized, legitimate)
- g) The bangles her grandmother gave her are made of real gold .  
(true, correct, real)
- h) The teacher asked the students to remain quiet as the class next door was doing a test. (still, quiet, noiseless)
- i) This perfume has a lovely fragrance (odour, smell, fragrance)
- j) The entire staff in the office was full of appreciation for the new manager  
(appreciation, admiration, praise)



## UNIT 6.3 LANGUAGE PRACTICE

### Exercise 3

Four words in the following set of five words are synonyms; one word is different. Circle the word that you think is different. After completing the exercise share your work with your partner.

- |                      |                |                 |               |               |
|----------------------|----------------|-----------------|---------------|---------------|
| a) friendly          | agreeable      | <b>pleasant</b> | decent        | amicable      |
| b) option            | <b>nice</b>    | choice          | possibility   | alternative   |
| c) <b>reasonable</b> | rude           | impolite        | cheeky        | disrespectful |
| d) severe            | serious        | harsh           | <b>stable</b> | stern         |
| e) huge              | large          | enormous        | mammoth       | <b>many</b>   |
| f) rubbish           | garbage        | <b>garden</b>   | trash         | refuse        |
| g) <b>polite</b>     | intelligent    | smart           | clever        | bright        |
| h) position          | vacancy        | opening         | <b>clean</b>  | post          |
| i) mistake           | <b>correct</b> | error           | inaccuracy    | slip          |
| j) disease           | ailment        | <b>wound</b>    | illness       | disorder      |

### Exercise 4

Work with a partner, select any six groups in Exercise 3. Next, pick two synonyms from each of the selected groups and use both these synonyms in your own sentences. Do this work on a piece of paper.

After you have completed, exchange your paper with another pair. Read each other's work and give useful feedback.

According to the feedback received, make changes, where necessary, and write the sentences in your notebooks.

- | Words                                 | Sentences  |
|---------------------------------------|--|
| a) <b>Friendly</b><br><b>Amicable</b> | My beloved uncle is too friendly with me.<br>I am too amicable with children.            |
| b) <b>Choice</b><br><b>Option</b>     | My choice is too good in clothes selection.<br>There is a delete option in the keyboard. |
| c) <b>Rude</b><br><b>Cheeky</b>       | Some people's behavior is too rude in anger.<br>We should not meet with cheeky people.   |

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## UNIT 6.3 LANGUAGE PRACTICE

- d) **Severe** My friend was in severe fever.  
**Stern** The teacher's stern look reduced him to silence.
- e) **Huge** There are lots of huge building in Dubai.  
**Large** whale is a very large mammal.
- f) **Garbage** we ought not to to throw garbage in our street or area.  
**Trash** There are lots of trash file in my computer

### **Revision: Use of since and for**

Since and for are two words that are used for similar, but not exactly the same, purposes.

Since gives the starting point of actions, events or states, continuing until the present. It refers to when things began. It can only be used with the perfect tenses.

Since + a point in time (in the past) until now.

- I've been waiting since 7 o'clock.
- I have known him since January.
- I have been here since 5 o'clock and I am getting tired.
- It has been three years since the last earthquake.

We use For when we measure the duration --when we say how long something lasts. We can use all verb tenses with For.

For + a period of time

- I have known her for a long time.
- I lived here for ten years and then moved to another place.
- They are exercising for three hours today.





## UNIT 6.3 LANGUAGE PRACTICE

### For vs Since

Knowing when to use FOR and when to use SINCE it's important

<b>FOR</b> is used to mention a specific period ( or duration ) of time	<b>SINCE</b> is used to mention the starting point of a period of the ( continuous to now )
<b>I have been a doctor for 15 years</b> ( duration = 15 years )	<b>I have been a doctor since 1992</b> ( starting point = 1992)

### Exercise 5

Work with a partner and discuss which blanks in the following text will have since and which ones will have for. After discussing, write the complete paragraph in your notebooks.

My father is a remarkable man. He has been working since he was 15 years old. He has been working since he was at school. He used to work for four hours every day and on weekends. He has now worked in the same factory for 25 years. since he started working at the factory, he has been promoted many times. He was initially hired for a period of three months but he has been working there ever since. He was hired as a peon with the responsibility of making tea and delivering parcels and documents as required. He started working for Rs 25/a day. If he fell ill or if he was absent, he did not get paid for that day. But my father was a good and committed worker. He only took off for serious emergencies, like illness and death. In fact, there were periods when he didn't take a single holiday for many months at a time. He soon earned the respect of his co-workers and boss, and since then, he has risen higher and higher. He has now worked for the same factory for 25 years. He was offered retirement when he completed 25 years but he said that he would like to work for a few more years. He hopes he will save enough to start a small manufacturing unit of his own, in a few years time.

### Exercise 6

Write a paragraph explaining what your three favourite hobbies or free time activities are/ were. Make sure you explain why you started, how long you



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## UNIT 6.3 LANGUAGE PRACTICE

have done them for, when did you start them, do you still do them, and why you like them so much. Remember to use for and since in your sentences.

Here is an example:

One thing I like doing during my free time is reading. I have been reading story books since I was ten years old. So, I have been reading story books for nearly six years now. Although I have been reading since I was ten years old, I think I will do it for many more years: in fact. I think I will do it for the rest of my life

Another thing.....

Yet another thing that I did was.....

### Ans

Another thing I love doing in my free time is writing stories. I have been writing stories since I was 14 years old. I have been writing stories for more than two years now. I have read so many stories that I have many plots of stories in my mind. I have planned to write all those ideas in the form of stories. I don't know how long it will take to write all those ideas in written form but since I have decided, I am going to do it.

Yet another thing that I did was collecting stamps. I was doing it since I was nine years old because I liked the colourful stamps at that time. But I stopped collecting stamps when I was eleven years old. I did that hobby for nearly two years. I stopped doing that because I need money to buy



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## UNIT 6.4 WRITING

### **Narrative Essay: {Further Practice}**

As discussed in Unit 2.4, a narrative essay focuses on telling a story. It includes important details about the incident such as:

**When and where the event/ incident took place**

**What happened, mention significant details**

**What is its significance at the personal, societal, country level**

### **Exercise 1**

Work in groups of three. Go back to Unit 2.4 and read the tips on writing a narrative account.

Next, imagine you are reporters for a newspaper. An important event has taken place in your area and you have to write a report and submit it for publication.

Each one of you should think of one important event / incident that you would like to report. Share your stories with each other. Select one of the stories for writing a report. Then, follow the steps given in Unit 2.4, Exercise 3, to write a narrative essay.

**MORE!!!**

### **Narrative essay**

**Essay on Road Accident:** Road accidents have become very common nowadays. As more people are buying automobiles, the incidences of road accidents are just increasing day by day. Furthermore, people have also become more careless now. Not many people follow the traffic rules. Especially in big cities, there are various modes of transports. Moreover, the roads are becoming narrower and the cities have become more populated.

Thus, road accidents are bound to happen. You pick up a newspaper and you will find at least one or two news about road accidents daily. They cause loss of life as well as material. People need to be more careful when on the road, no matter which mode of transport you are from. Even the ones on foot are not safe because of the rise in these incidences. Every day people witness accidents in the news, from relatives and even with their own eyes.

Once I was on my way back home from festive shopping when I witnessed a road accident. I was with my sister and it was around 6 o' clock in the evening. In the middle of the road, we saw a crowd surrounding something. We weren't quite sure what was happening as the first thought that came to our mind was that it was probably a quarrel between two men. However, when we reached the spot, we found out an accident had taken place.



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## **UNIT 6.4 WRITING**

After that, we got to know the whole story. A man was crossing the road when a truck hit him leaving him severely injured. The man was lying on the ground bleeding profusely and people were calling for an ambulance. We instantly called up the ambulance but time was running out. Therefore, an auto driver took the man in his auto and rushed to the hospital

Subsequently, the police arrived as the people had caught the driver and were beating him up. After the police came, they caught hold of the driver and asked about the incident. Later, we came to know that the driver was drunk. The police detained him and went to the hospital for a statement. Fortunately, the driver was declared out of danger. The doctors dressed his wounds and informed that he was still in shock. That incident made me realize how precious our lives are. In addition, as to how we take it for granted. We must all be very careful when on road, on foot or by a car that does not matter. We can adopt measures that will prevent road accidents.

### **Summary Writing: (Further Practice)**

**A summary gives brief information about a topic. Go to Unit 2.4 and read again the Do's and Don'ts of summary writing.**

#### **Exercise 2**

**Work in pairs. Read the following passage and underline the main ideas/ words in each paragraph; do not include any details. The first paragraph has been done as an example.**

#### **Helen keller**

How fortunate are those who are born into this world with two eyes to see all its beauty! But there are some unfortunate people who can neither see nor hear. They cannot see the lovely flowers blooming in the gardens or hear the birds singing sweet songs. But, worse is the fate of those who could see and hear once, and then no more. However, many of them are courageous and bold! They accept the challenge of their fate and try to live life cheerfully. One such brave and courageous person was Helen Keller.

Helen Keller was born in 1880 in a little town of the United States of America. Up to the age of two, she was quite a normal child; she could see and hear everything. In February 1882, little Helen fell seriously ill and became blind and deaf. Her parents were very sad, but they never gave up; they never lost hope



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## **UNIT 6.4 WRITING**

When Helen was seven years old, her life changed completely. Her father heard about Miss Sullivan, a woman who had become blind at one time but she was one of those lucky few who regained their sight. This woman chose to thank God for His kindness by helping other blind people and bringing hope and happiness in their lives. Helen's father approached her and asked her to come and look after his blind child. Miss Sullivan agreed and started teaching Helen.

One day the two of them went to the river bank Miss Sullivan took Helen's hand and dipped it in the water. Slowly she made her write "w-a-t-e-r" in the sand. She made Helen do the same thing several times and finally Helen could spell the word 'water'. Helen felt excited because she knew that at last there would be some light in her dark world. The work was very slow and difficult, but Miss Sullivan was very kind and patient. Little by little, she taught Helen about mountains and rivers and about history and geography. She even taught her how to count and do sums.

When Helen was eight, she was sent to school for blind children. Although Helen was blind and deaf, she could speak. But, she had forgotten how to speak. Her teacher was aware that often people who could not hear did not speak because we speak the words and language that we hear. So, she started helping her to regain her speech. She would put Helen's hand on her own lips and let her feel the movements of the lips at the time of speaking. Helen did many exercises of this kind and finally, at the age of ten, she was able to speak again. "What a joy!" she exclaimed.

By and by, she learnt to read books. These books were printed in a special language developed for blind persons, called "Braille". The words were written with raised points instead of being printed and she read them by touching them with her fingers. In this way, she was able to read as much as other people could. She passed all her examinations easily. She went to college, and then to the Harvard University. She graduated from the university without difficulty. In fact, she proved to be a better student than many others. Her teachers loved and admired her.

In 1956, Helen Keller visited Pakistan. She was seventy-six but still very active. She came to Pakistan to see how she could help other deaf and blind people. She addressed many gatherings and encouraged those with similar shortcomings. She also visited the school for the deaf, dumb and blind, in Karachi. Addressing the students, she said, "How wonderful it is to be with you my sons and daughters! Always be happy and cheerful. Never curse your fate. You can do everything in this world." She also praised the volunteers, who were working and teaching there with so much zeal and self-less dedication.





## **UNIT 6.4 WRITING**

### **Exercise 3**

**Work in pairs. Use the underlined key words and write a summary of the above passage. Look at the Do's and Don'ts given in the boxes in Unit 2.4. You may begin like this:**

### **Summary**

Most people are very lucky as they can see all things around them. But some people cannot see or hear. However, there are also those unfortunate ones who could once see and hear but are now blind and deaf. Some such people are brave and they take this as a challenge. One such person was Helen Keller.

Helen Keller was born in 1880 in a small town in the USA. She was a normal child. But in February 1882, she fell ill and became blind and deaf, but her parents never lost hope. At the age of seven, her father asked Miss Sullivan to look after Helen. Miss Sullivan had become blind once but regained her sight. She thanked God by helping other blind people. Miss Sullivan agreed to teach Helen.

One day Miss Sullivan made Helen write the word "w-a-t-e-r" in the sand. At last, Helen could able to spell the word 'water' Very slowly Miss Sullivan taught Helen about different things, including counting and sums.

At the age of eight, Helen went to school for blind children. Helen has forgotten how to speak. Her teacher helped her to regain her speech by the movements of her lips. After a lot of exercises, at the age of ten, Helen was able to speak again.

Helen learnt to read books in "Braille", a special language for blind persons. She read them by touching the words. She passed her examinations and went to the Harvard University after college. She graduated from that university.

In 1956, at the age of seventy six she visited Pakistan to help and encourage deaf and blind people. In her address at the school for the deaf, dumb and blind in Karachi, she said the students not to curse your fate and told them they could do everything in this world. She also praised the volunteers who worked for them.





## UNIT 6.5 STUDY SKILLS

### *Writing an article based on points*

Very often we note down points when listening to a speech or a lecture. Later on, we sometimes need to write down that information in the form of a report or an essay. The table below has information in point form.

1) Location	Pakistan-China border, between Gilgit, in Gilgit Baltistan (Pakistan) and the Tashkurgan Tajik Autonomous County of Xinjiang (China)	Northern Areas of Pakistan, between Chilas and Astore in Diamer
2) Height	28,253 feet (8,612 meters)	8,126 meters (26,660 feet)
3) Mountain Range	Karakoram	Himalayas
4) World ranking	second-highest mountain in the world	ninth highest mountain in the world
5) Ranking in Pakistan	highest	second highest
6) Common name	"K2" given in 1852 by British surveyor T.G. Montgomerie, "K" for Karakoram Range and "2" for second highest peak. Later named Mount Godwin-Austen, after Haversham Godwin-Austen, a British surveyor and explorer	Nanga Parbat, literal meaning "Naked Mountain"
7) Other names	Local name Chogori, from Balti words chhogori, meaning	Local name Diamer or Deo Mir, meaning "huge mountain"

## UNIT 6.5 STUDY SKILLS

	"large mountain." Chinese name Qogir meaning "Great Mountain" Local name Kechu	
8) Nickname	"Savage Mountain" for its severe weather and high death rate.	"Killer Mountain" as 31 people died trying to climb it before its first ascent
9) First attempt to reach the summit	1902, British climbers Aleister Crowley and Oscar Eckenstein, reached almost 18600 feet (5,670 metres)	1895, Albert F. Mummery and team reached almost 6100 m ( 20,000 ft )
10) Date the summit was first reached	July , 31, 1954	July , 3 , 1953
11) First ascended by	Achille Compagnoni and Lino Lacedelli ( Italy )	Austrian climber Hermann Buhl
12) Pakistani climbers	August 9, 1977, Ashraf Aman, the first Pakistani reached K2 July 26, 2014, first team of Pakistani climbers reached K2	Not known
13) Best time for climbing	Usually climbed in June, July, or August. K2 has never been climbed in winter	Climbed in both summer and winter, First successful winter climb February 26, 2016, by Ali Sadpara, Alex Txikon, and Simone Moro
14) Climbing records	Till 2014, over 335 climbers reached K2's summit, minimum 82	Till 2012, at least 68 climbers died

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## UNIT 6.5 STUDY SKILLS

	people died	
15) Death rate	27 percent	22,3%

### Exercise 1

Work in pairs. Read the information about K2 given in the table above.

Write an essay about K2 by following these steps:

1. Discuss in how many paragraphs you can divide the given information. For example, one para can cover points 1-5, another, points 6-8, and so on.
2. Write an introductory paragraph; begin generally by writing about Pakistan, its physical features (mountains, lakes, deserts, rivers, sea, etc.), then about the high mountains in Northern Pakistan. The final sentence should state what will you write about K2.
3. Write a good topic sentence for each paragraph.
4. Write the supporting details for each topic sentence (3-5 sentences)
5. Write a concluding paragraph.
6. Edit your work for spelling, punctuation and grammar errors.
7. Exchange your essay with another pair and give each other good feedback.
8. Revise your essay after the feedback and write it in your notebooks.

### Essay On K2

There are lots of beautiful places in Pakistan. It has enormous rivers, Mammoth forest and huge mountains. Pakistan has desert areas, forest areas, mountain ranges. Pakistan has the second largest mountain in the world. Whose name is K2. It is located in Pakistan, China border, between Gilgit, in Gilgit Baltistan (Pakistan) and Tashkurgan Tajik Autonomous Country of Xinjiang(China). Some parts of K2 are in China. The height of K2 is 28,253 feet (8,612) meters. K2 mountain is very huge and dangerous. K2 lies in Karakoram mountain range. It is the highest mountain of Pakistan. Lots of people visit the K2 mountain and try to climb it however it is not an easy job.



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## UNIT 6.5 STUDY SKILLS

The name K2 was given by British surveyor T.G Montgomerie in 1852. "K" for Karakoram Range and "2" for second highest peak. Later named Mount Godwin-Austen, after Haversham Godwin-Austen, a British surveyor and explorer. The other local names of K2 are Chogori from Balti Chhogori meaning "large mountain" this mountain is also famous in China and Chinese name is Qogir meaning "Great Mountain". Yet another local name of K2 is Kechu

There are too many climbers visit the K2 and try to climb it, but there are lots of climbers have been died in this try. The nickname of K2 is "Savage Mountain" for its severe weather and high death rate. The weather of K2 is too cold and no one can bear it without equipment. The first attempt to reach the summit was done by British climbers Aleister Crowley and Oscar Eckenstein in 1902. They reached 18600 feet ( 5,670 meters ). The K2 was fully reached on July 31 1954.

The first ascended by Achille Compagnoni and Lino Lacedelli ( Italy ). Too many Pakistani Climbers tried to climb the K2. In August 9, 1977 Ashraf Aman, the first Pakistani reached K2. July 26, 2014 first team of Pakistani Climbers reached K2. June, July and August are the best time to climb the k2, in winter weather of K2 is savage and severe. Climbing records till 2014 are over 335 climbers reached K2's submit, minimum 82 people die. The highest death rate of K2 is 27 percent.

### Exercise 2

**Work individually and write an essay on Nanga Parbat. Follow the steps above. After you have completed, exchange your work with your partner and give each other feedback. When you receive feedback, revise your essay and write it in your notebook.**

### Essay On Nanga parbat

Northern area of Pakistan has lots of beauty such as rivers, snow and mountains. Too many visitors from all over the world are attracted towards this beauty. In this area Nanga Parbat lies which is the second largest mountain in Pakistan and ninth largest mountain in the world. The location of Nanga Parbat is Northern area of Pakistan between Chillas and Astore in Diamer. Its height is 8,126 metres and 26,660 feet. The common name is Nanga parbat whose literal meaning is "Naked Mountain". It is located in Himalayas mountain range.

Too many climbers visit the Nanga Parbat in summer and try to climb it but it is not an easy job for anyone. The other name of Nanga Parbat is Diamer or Deo Mir meaning "Huge mountain"

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## **UNIT 6.5 STUDY SKILLS**

These names are used by local people. This mountain nickname is "Killer Mountain" as 31 people died trying to climb it before its first ascent. It was really difficult to climb the mountain because the weather is too severe and cold.

Too many people in the world tried to climb it. The first attempt to reach the summit was done by Albert F. Mummery and his team in 1895. They reached almost 6,100 m (20,000) ft. The summit was first reached in July 3 1953. The first ascent was done by Austrian climber Harman Buhl.

It is really difficult to climb the Nanga Parbat in winter. The best time for climbing is Summer. Nanga Parbat has been climbed in both summer and winter. First successful winter climb was in February 26, 2016, by Ali Sadpara, Alex Txikon and Simone Moro. Till 2012, at least 68 Climbers were died trying to climb it. The death rate of Nanga Parbat is 22.3% it is less than K2.

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## **UNIT 6.6 FUN**

### ***Doing Something Different***

Think of one thing that you would like to do when you grow up. Think of doing something different; something that people do not normally do.

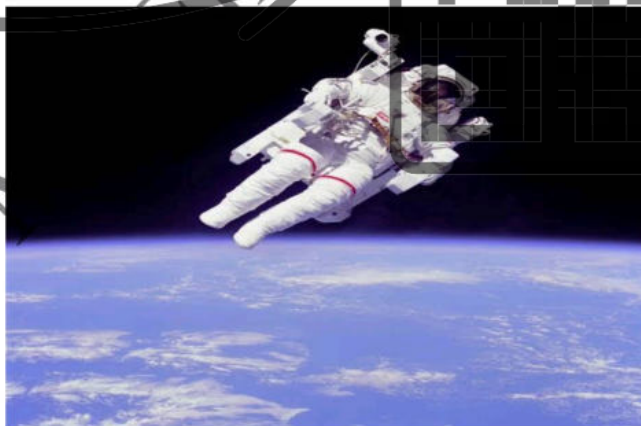
State

- What you will do
- Why do you want to do it
- How you will do it

Then take a piece of paper and show what you will do, why you will do it, and how. You can write, draw or use pictures. Use colour pencils or other colours. Make your presentation bright and colourful.

After you have done it, share your dream with the rest of the class by showing them your paper presentation.

**Doing Something Different**



***Astronaut***



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## UNIT 6.6 FUN

**What will you do**

**I want to become an astronaut because it is a really astounding profession. Astronauts visit the space and Moon and space centre. It is really joyable and amazing profession but it is a really hard profession for anyone. This profession needs a lot of hard work and also luck.**

**Why do you want to do it**

**Becoming an astronaut, it is my dream of childhood and I learn for becoming an astronaut, and I want to visit a space and Moon so that is why I choose an astronaut profession.**

**How you will do it**

**First I will acquire quality education in Pakistan from best university then I will go abroad for further education. After my higher study. I will try to get job in SUPARCO because SUPARCO provides an opportunity to common people to fulfill this dream.**

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## UNIT 7.1 READING COMPREHENSION

*In the name of Allah, the most beneficent, the most merciful*

**While reading**

### Exercise 1

The king asked the following people the three questions. However, the order in which these people were asked is jumbled up. Read the text and put them in the right order, by writing the number in the blank space. One has been done as an example for you.

- |                          |          |
|--------------------------|----------|
| a) Common people         | <u>5</u> |
| b) Ministers             | <u>2</u> |
| c) Saint                 | <u>6</u> |
| d) Scholars and wise-man | <u>4</u> |
| e) King himself          | <u>1</u> |
| f) Courtiers             | <u>3</u> |

### Exercise 2

**1) Did the king find his answers?**

A) The king wanted to find out the answers of his questions. After lots of hardwork King found the answers of his questions.

**2) Who gave him the answers?**

A) King asked his questions from Minister, courtiers, scholars, wise-man and common people and none give the answers of his questions, but only an old saint gave the answers of king's questions with the example.

**Vocabulary**

### Exercise 3

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

Words	Meaning
(1) Discover	find out
(2) evaded	did not come within reach



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## UNIT 7.1 READING COMPREHENSION

(3) disappointed	feel embarrass
(4) consult	go to someone for advice
(5) pondered	think carefully for a long time before deciding
(6) destitute	very poor / not having any money
(7) frequently	very often
(8) determined	not changing a decision once made
(9) glanced	gave a quick look
(10) straight away	immediately
(11) hospitality	treating guests in a generous and welcoming manner
(13) break of day	dawn
(14) bitter	feeling great dislike our anger
(15) count on me	depend on / consider
(16) departed	left

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

### Exercise 4

Work in pairs and see how many of the given words in exercise 3 you can use in your own sentences. The pair who will make the most correct sentences will be the winner.

Words	Sentences
(1) discover	I will discover new way to learn.
(2) evaded	We evaded the bad things in the mosque.
(3) disappointed	My brother's behavior disappointed me.
(4) consult	I will consult the problem with my teacher.
(5) pondered	I pondered about my future.
(6) destitute	We ought to help the destitute people.
(7) frequently	I forgot my book in class frequently.
(8) determined	I would like the determined people.
(9) glanced	I glance on my brother's new mobile.
(10) straight away	We should help the injured people straight away.
(11) hospitality	Sindhi people's hospitality is astounding.
(12) break of day	Working people wait the break of day.
(13) bitter	Malaria is our bitter enemy.
(14) grief	I felt the deep grief of my uncle death.

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## UNIT 7.1 READING COMPREHENSION

(15) count on me

Bearded man said to count on me as one of your most faithful servants

(16) departed

We departed from the occasion without eating food

### Exercise 5

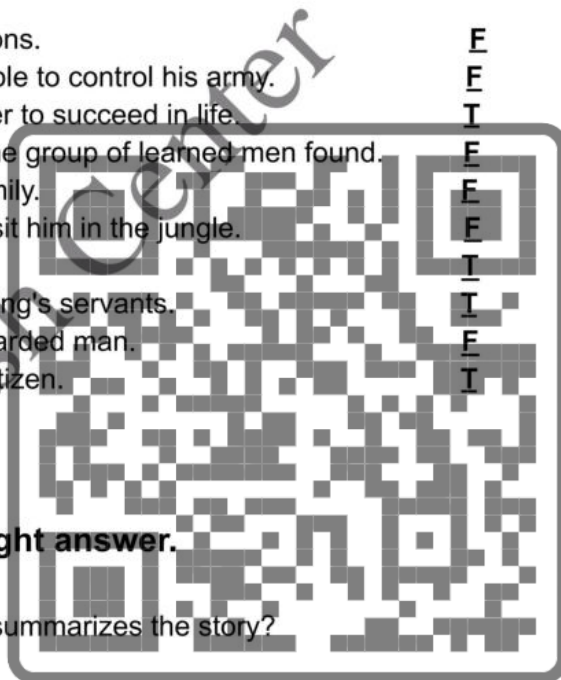
The following are statements about the story 'The Secret of Success'. Read them and write (T) if the statement is true and (F) if the statement is false, in the blanks provided. The first one has been done as an example for you.

- |   |          |
|---|----------|
| a) The king wanted to find answers to 5 questions.                          | <u>F</u> |
| b) The answers were important for him to be able to control his army.       | <u>F</u> |
| c) The king was looking for the answers in order to succeed in life.        | <u>T</u> |
| d) The king was happy with the answers that the group of learned men found. | <u>F</u> |
| e) The saint was living in the jungle with his family.                      | <u>F</u> |
| f) The king accepted the saint's invitation to visit him in the jungle.     | <u>F</u> |
| g) The bearded man wanted to kill the king.                                 | <u>T</u> |
| h) The bearded man had been injured by the king's servants.                 | <u>T</u> |
| i) The saint asked the king to look after the bearded man.                  | <u>F</u> |
| j) The bearded man became the king's loyal citizen.                         | <u>T</u> |

### Exercise 6

Work with a partner, and tick (✓) the right answer.

- 1) Which one of the following statements best summarizes the story?
  - a) The present has all the answers
  - b) The present is not what matters.
  - ✓ c) The present is the most important time.
  - d) The present gives you the most joy.
- 2) The saint who lived in the jungle was a very :
  - a) rich man
  - b) poor man
  - c) severe man
  - ✓ d) wise man



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## UNIT 7.1 READING COMPREHENSION

- 3) The king went to see the saint :
- ✓ a) all alone                                      b) with all his soldiers
  - c) along with his family                      d) with all his courtiers
- 4) Who warned the king that the bearded man was coming?
- a) his soldiers
  - ✓ b) the saint
  - c) his servants
  - d) his minister
- 5) After the bearded man left the saint told the king that:
- a) he would not answer his questions
  - b) his questions were too difficult
  - c) the bearded man had answered his questions
  - ✓ d) all his questions had been answered

### Exercise 7

Read the text and complete the following sentences. Write the completed sentences in your notebook.

- a) The king wanted to find the answers to the three questions because he was discovering the secret of success and never wanted to feel
- b) The wise and learned men were unable to give the answers because they could not see eye to eye with each other, and ended up arguing amongst themselves.
- c) The king dressed himself in rags to meet the saint because he wanted to appear at him poor and destitute
- d) The king told his servants not to go with him because the saint could not find out the identity of king
- e) The king realized the saint's tired easily because The saint was too old and weak and stopped frequently to rest
- f) Although the saint did not answer his questions the king waited because The saint was too weak and king wanted to help saint in digging.



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## UNIT 7.1 READING COMPREHENSION

- g) The bearded man was running towards the king because the king servants injured the bearded man
- h) The bearded man fainted when he reached the king because The bearded man was too wounded and needed straight away help.
- i) The king agreed to stay the night in the saint's hut because The night was very dark. The king was too tired to return home.
- j) The bearded man became the king's loyal servant because The King bandaged his wounds and saved the life of bearded men

### Exercise 8

Work with a group of 3-4 classmates and discuss whether the 'secret of success' is applicable to all people. Follow these steps:

1. Decide which one of you will write the points discussed by the group
2. Select the person who will present the group's ideas or thoughts to the class.
3. Discuss if the 'secret of success' applies to people in general or if it only applied to the king.
4. Give reasons for your point of view
5. The writer should write down the reasons.
6. Select the points that you want the presenter from your group to share with the class.

### Reasons

- 1) The answer which related from 'The Secret of Success' can be applicable to whole people
- 2) Everyone wants to become successful person whether he is common man or King.
- 3) Whether king or common men, if he works according to the answers of 'The Secret of Success', he will become successful person.



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## UNIT 7.1 READING COMPREHENSION

- 4) If King acts according to 'The secret of success' answers, he will achieve more respect in nation.
- 5) The answers of 'The secret of success' will also help the children in their study.

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## **UNIT 7.2 LISTENING AND SPEAKING**

**Focus:** *Demonstrating the use of simple conventions of public speaking*

### **Exercise 1**

Work in groups of six and prepare a two-minute speech on the following topics by following the steps given below:

- |                         |                          |
|-------------------------|--------------------------|
| 1. Water problem        | 7. 14th August           |
| 2. Electricity shortage | 8. Literacy day          |
| 3. Sewerage system      | 9. Plantation            |
| 4. Waste disposal       | 10. Wild Life Protection |
| 5. Education system     |                          |
| 6. Health Facilities    |                          |

#### **Step 1 (15 minutes)**

Discuss one topic at a time. Follow these steps:

- Brainstorm for ideas --- remember you have only two minutes to speak
- Identify the focus ---- decide which aspect you want to cover
- Organize your ideas ---- think which point will come first, second, and so on
- For each point that you pick, have supporting details ----- how will you explain your point (examples, quotes, facts and figures, etc.)

#### **Step 2**

Prepare six chits, each one having one of the topics. Each member of the group should pick up one chit and prepare a two-minute speech, based on the discussion you had. You may add other points.

#### **Step 3**

Each member of the group should deliver a speech within the group. All other members should listen and provide positive feedback and suggest ways in which the speaker could improve. This is what you should do while delivering your speech:

- Introduce yourself
- Introduce the topic
- Tell your group members briefly what you are going to talk about
- State point 1, explain, give examples, reasons, etc.



## **UNIT 7.2 LISTENING AND SPEAKING**

- State point 2, explain, give examples, reasons, etc.
- State point 3, explain, give examples, reasons, etc.
- Conclude your topic by briefly restating your main points
- Try and give an idea, suggestion, your viewpoint, etc. as the last statement

### **Some points to remember while speaking**

- Maintain eye contact with the audience
- Use appropriate gestures, but do so naturally; don't overdo
- Don't read from a paper; you may have cue cards with some points
- Use appropriate tone, pauses, and stresses, as this allows the listeners to understand your point better

### **Water Problem**

- 1) Water is a fundamental need of human being, without water life cannot exist in the world so we can not waste the water and save it for us and other .I see a lots of people who waste water so we ought to spread information about the importance of water and try to stop the waste of water.
- 2) In the future we will have to need a lots of water so we must make a dams in Northern areas of Pakistan and different rivers because the population of Pakistan is increasing day by day and little by little we will have to need more water.
- 3) In the end, I will say that we should realise the importance of water because water is really important for animals, birds ,plants and other living things so we don't waste it. We ought to try to save it from other people and other living things.

### **Exercise 2**

**Working in the same groups of six, prepare a two-minute speech that you can deliver in the school assembly. Follow all the steps and directions as given in Exercise 1. Here are the topics for the Assembly talk**

- |                      |                                |
|----------------------|--------------------------------|
| 1. Cheating          | 2. Regularity and punctuality. |
| 3. Discipline        | 4. Cleanliness                 |
| 5. Games and sports. | 6. Team work                   |





## UNIT 7.2 LISTENING AND SPEAKING

### **Cheating**

- 1) Cheating is not a right way to pass any exam. Cheating destroys the ability of students and thinking of students, so we must not do it in exam and sport and other things because it is unfair for everyone.
- 2) If student does cheating and pass the exam but he cannot acquire knowledge and wisdom. He has only a degree that is why cheating is unfair for everyone. We ought to do hard work and pass the exam with our hard work and ability.
- 3) If we want to get the dream in our life so we must do hard work and we ought not to use unfair things include cheating or other bad things if we do this in exam so we will destroy our future with our own hand and in the end we can not get dream in life.

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## UNIT 7.3 LANGUAGE PRACTICE

### Translation

Translating from one language to another requires special skills. One cannot translate word for word, as words take different meanings in different contexts, even in the same language. Look at the following examples and translate them into Urdu/Sindhi.

I will go to Murree in **spring**.

میں مری جاؤں گا بہار کے موسم میں۔

There is a **spring** of hot water at Manghopir, in Karachi.

منگوپیر کراچی میں گرم پانی کا چشمہ ہے۔

Since a **spring** is broken, this clock is not working.

اگر اسپرنگ ٹوٹ جاتا ہے تو یہ گھڑی کام نہیں کرتی ہے

With a **spring**, the runner crossed the winning line

کوڈ کر رنر نے ویننگ لائن پار کی

### Exercise 1

Translate the following sentences into Urdu/ Sindhi. Write the translated sentences in your notebook. After completing, share your work with your partner. Make any changes needed and rewrite the sentences.

1) The train left the station at 7 o'clock

ٹرین نکلی 7 بجے اسٹیشن سے۔

2) I can train you to become a good cricketer.

میں تمہاری مدد کر سکتا ہوں بننے میں کرکٹ کا ایک اچھا کھلاڑی

3) There is plenty of light in this room.

کمرے میں بہت روشنی ہے

4) Please, light all the candles on the cake

برائے مہربانی، کیک پر لگی ساری موم بتیاں جلا دو

5) Jamal offered to book our seats on the bus.

جمال نے ہماری سیٹ بس میں مختص کرانے کی پیشکش کی تھی۔

6) Have you seen my new book?

کیا تم نے میری نئی کتاب دیکھی ہے؟



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## UNIT 7.3 LANGUAGE PRACTICE

- 7) The principal asked the students to state their reasons for being late.  
پرنسپل نے کہا طلباء سے اپنے دیر سے آنے کی وجہ بتائیں۔
- 8) The state should ensure that all people follow the rules.  
ریاست کو یہ یقینی بنانا چاہیے کہ ہر کوئی قانون کی پاسداری کرے۔
- 9) This is exactly my point that we should leave early.  
بالکل یہی تو میرا نقطہ ہے کہ ہمیں جلدی چلنا چاہیے۔
- 10) Don't point at people when you are speaking about them.  
لوگوں کی طرف اشارہ نہ کرو جب تم ان کے بارے میں بات کر رہے ہو۔
- 11) My brother got the first rank in his final tests.  
میرے بھائی نے اپنے آخری امتحان میں پہلا درجہ حاصل کیا۔
- 12) The rank of a soldier depends on many factors.  
ایک سپاہی کے عہدے کا انحصار کہیں چیزوں پر ہوتا ہے۔

**Another point to remember while translating is that in figurative language the meaning of the words or expressions used is different from the literal meaning.**

**Translate literally the following two sentences into Urdu/ Sindhi.**

- a) She has a sweet tooth.  
b) This news is music to my ears.

**The actual meaning of these sentences is as follows. Now, translate these two sentences**

- a) She loves sweet things.  
b) I am very pleased to hear this news.

وہ میٹھی چیزیں پسند کرتی ہے۔

میں خوش ہوں یہ خبر سن کے۔





## UNIT 7.3 LANGUAGE PRACTICE

### Exercise 2

Work in pairs and translate the following sentences into Urdu/ Sindhi, such that you bring out their real meaning.

- 1) The sun peaked happily from behind the clouds.

سورج خوشی سے بادلوں کے پیچھے سے نمودار ہوا ۔

- 2) The trees danced back and forth in the wind.

درخت ہوا میں آگے پیچھے ہیلے

- 3) It was time to go home but the bell refused to ring.

وہ گھر جانے کا وقت تھا مگر گھنٹی نہیں بجی تھی

- 4) The angry sky roared and threw lightening around.

آسمان میں گرج چمک بونی اور پھر بجلی چمکی

- 5) The delicious smell of pudding pulled me to the kitchen.

کھیر کی مزے دار خوشبو مجھے باورچی خانے میں لے گئی

- 6) I can see that news travels quickly.

میں دیکھ سکتا ہوں یہ کہ خبریں بہت تیزی سے پھیلتی ہیں

- 7) I wish you weren't always such a chicken.

میری خواہش ہے کہ تم ہمیشہ اتنے بزدل نہ ہوتے

- 8) The kids at that school are all brains.

اس اسکول کے سارے طالب علم ہوشیار ہیں

- 9) You are my guardian angel.

آپ میرے سرپرست ہیں

- 10) I've been on cloud nine all day.

میں سارا دن انتہائی خوش رہا



## UNIT 7.3 LANGUAGE PRACTICE

### Exercise 3

This is a translation competition between groups. Here are the steps:

- Your teacher will divide you into groups of four.
- Each group will select 10 sentences from the story 'The Secret of Success' and write them on a piece of paper.
- Once all the groups have written, the teacher will collect all the papers and redistribute them to the other groups.
- These groups will translate them into Urdu/ Sindhi.
- After the translation has been done, one member from each group will come up, read the sentence and its translation.
- If the translation is correct, the group gets a point.
- The group(s) with the most points will win.

### Translation

- 1) He discussed the problem with them for many days.

اس نے کئی دنوں تک اس مسئلے پر ان سے بحث کی ۔

- 2) The king decided to consult the wise and old saint.

بادشاہ نے اس بوڑھے عقلمند درویش سے مشورہ کرنے کا فیصلہ کیا۔

- 3) Many people came and talked to the king but their answers did not satisfy the king.

کئی لوگ آئے اور بادشاہ سے بات کی مگر ان کے جوابات بادشاہ کو مطمئن نہ کر سکے ۔

- 4) The king then asked his ministers to announce that whoever answers these questions, would get a reward of 5000 gold coins .

بادشاہ نے پھر اپنے وزیروں کو اعلان کرنے کو کہا کہ جو کوئی ان سوالات کے جواب دے گا اس کو 5000 سونے کے سکے انعام دیے جائیں گے

- 5) The saint was digging the ground in front of his hut.

درویش اپنی جھونپڑی کے سامنے کی زمین کھود رہا تھا ۔

- 6) He tired quickly and stopped frequently to rest.

وہ جلد تھک جاتا تھا اور تھوڑا آرام کرنے کے لیے کئی بار رک جاتا تھا

- 7) The saint paid no attention to the king and continued digging.

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## UNIT 7.3 LANGUAGE PRACTICE

درویش نے بادشاہ کی طرف کوئی توجہ نہ دی اور زمین کھودنا جاری رکھیں

8) After sometime the king repeated the questions and requested the answers.

کچھ وقت کے بعد بادشاہ اپنے سوالات دہراتا اور جوابات کی درخواست کرتا

9) The saint remained silent and pointed to one side.

درویش خاموش رہا اور ایک جانب اشارہ کیا

10) The king noticed that the man was injured.

بادشاہ نے دیکھا کہ وہ شخص زخمی تھا

### Prefixes Continued

We sometimes add a pair or group of alphabets at the beginning of a word to add something to the meaning of a word. As discussed in Unit 4.3, these are called prefixes.

#### Exercise 4

A. Fill the blanks in the following exercise by using the prefix 'un' with the appropriate given words.

happy      friendly      wise      healthy      grateful

1. An unhealthy person often falls sick.
2. Saba is very unfriendly and does not like meeting people.
3. People who are ungrateful never thank others for helping them.
4. Badar was very unhappy because he lost his favourite watch.
5. My uncle took an unwise decision due to which he suffered a loss.

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

correct      sufficient      active      attentive      Complete

1. This small boy is very inactive and does not take part in any work.
2. The judge was upset with the prisoner for giving an incorrect statement to the court.
3. Don't leave your work incomplete or the boss will be angry.
4. Sajid is very inattentive in class; hence, he often fails in the tests.

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## UNIT 7.3 LANGUAGE PRACTICE

5. This amount of money is insufficient if you want to buy a new computer.

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

satisfied

obedient

honest

loyal

agree

1. We sometimes disagree even with our very close friends.
2. We cannot trust dishonest people as they can cheat us.
3. A disobedient child can cause many problems for the whole family.
4. Our teacher was dissatisfied with our performance in the competition.
5. We should never be disloyal to our country.

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## **UNIT 7.4 WRITING**

### ***Compare and Contrast Essay: Further Practice***

#### **Exercise 1**

**Work with a partner and revisit the tips on writing a compare and contrast essay given in Unit 3.4. Also read the sample essay to refresh your memory.**

**Next, write a compare and contrast essay on any one of the following topics:**

- **Reading story books and reading course books**
- **What happens when a school has a good principal or a bad one**

**Follow the steps given in Unit 3.4, Exercise-4.**

#### **Reading story books and Reading course books (compare and contrast essay)**

Books are the best friend of human beings. They provide company to persons in solitary. A person can learn lots of things from books. We have different kinds of books, some books are story books and some books are course books etc, however both books provide knowledge and wisdom to persons. We must learn both story books and course books but we ought to concentrate more on course books because it is really important for our exam and other things.

We cannot select course books from our desire because it is a part of our syllabus. We have to learn course books for passing our exam and test without course books we cannot pass our exam easily because very often papers are made by Course books. Some course books are too interesting because in these types of books, there are lots of interesting chapters and activities which provide us zeal. So course books are really important for a student life and career .

We read story books with lots of affection and interest because it is too interesting and too joyful. Story books increase our imagination little by little. If we learn lots of story books, we will see that our imagination level is increased, and we will imagine lots of interesting things. Story books also provide wisdom and knowledge but we cannot pass our exam or test from story books because they aren't part of our syllabus, and our papers will not come from story books.

Conclusion story books and course books both are good for a person, however we ought to give more time to course books than story books. And we can learn story books in free time and vacation. In the end, We also ought to do that we practice more and more course books because course books will give good marks in exams or tests.



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## **UNIT 7.4 WRITING**

### **Exercise 2**

**Work individually, and write a compare and contrast essay on the remaining topic from the two given above. Follow all the steps given in Unit 3.4.**

**Once you and your partner have completed your essay exchange your work with each other. Read each other's work and provide critical feedback.**

### **What happens when a school has a good principal or a bad one** (Compare and contrast essay)

Every school has a principal. He controls all activities of the school and makes rules and regulations for teachers, students and staff. Principal plays a very active role in school progress and success, without principal contribution any school cannot achieve success in any field. Good principal makes sure that everyone follows the rules and regulations of school, and all staff, teachers and students come at the time. Bad principal doesn't focus on the school progress, success and time regulation.

Good principal has all leadership qualities. He leads his staff, teachers and students and takes decisions in the favour of school and students. He plays important roles in the school. A good principal visits to classes, and checks the progress of the students, teachers and staff. He also attends assembly and checks the students behaviour and other things. A better principal also meets from the student's parents and guardians and informs them about student's progress.

A bad principal does not come to school regularly. He does not attend assembly and also does not check the progress of students. He does not make rules and regulations for staff, teachers and also students. He gives a free hand to the entire school. The progress of school clearly depends on the principle, without good principal school can't achieve anything.

In the end, The role of principal cannot be neglected in any school. So we must follow the instructions of our principal. If any problem happens in the school or anything, so we can write an application to the principal, and principal will take action on an application and good principal always takes action at application. Conclusion, bad principal does not fulfill his job honestly and administration is destroyed.





## **UNIT 7.4 WRITING**

### ***Informal emails : Further practice***

#### **Exercise 3**

**Work with your partner and read the sample emails in Unit 3.4. Discuss how a letter is different from an email. Note the differences in your notebook.**

<b>Email</b>	<b>Letter</b>
1) Email is brief and short	Letter is detailed and long
2) It is fast in sending	It is slow in sending
3) Reply of email is also fast	Reply of letter is not fast
4) If we want to send email we need a Computer, smartphone, laptop, etc	If we want to send letter we need a postcard

#### **Exercise 4**

**Work in pairs and write an informal email to a class fellow, on a piece of paper on any one of the following**

1. Requesting for help with some school work that you are finding difficult
2. Suggesting that you something together during your free time

**Follow the format given in the emails in Unit 3.4.**

**Once you have completed, edit your work for correct spellings, grammar, and punctuation. Also check to see that it is an informal email and not a letter.**

**Next, exchange your email with another pair. Read each other's work and write a response to the other pair's email. Give back the response to the pair who gave it to you.**

**Read the response you have received. Edit it for correct spellings, grammar, and punctuation and then write both, the email you wrote and the response you received, in your notebook.**



## UNIT 7.4 WRITING

### **Requesting for help with some school work that you are finding difficult**

**To :** [hasan.ali@gmail.com](mailto:hasan.ali@gmail.com)

**Cc :** [babar.khan@gmail.com](mailto:babar.khan@gmail.com)

**Subject :** Requesting to help in English homework

**Salam**

I need your help Hasan. I am feeling some difficulty in English homework exercises because today's English homework is too difficult, and I can't do this homework in solitary so can you help me in English homework. I am feeling difficulty in unit 6.5 exercises 1 and 2. I am not understanding. How will I write essays on the topic K2 and Nanga Parbat but I know you are quite well in English.

Please help me, and please tell me the time in which you can help me in English homework, so I am waiting for your reply.

**Regards**  
**Faiz**

#### **Exercise 5**

**Work individually and write an email to your partner, again on a piece of paper, on the remaining topic in Exercise 4. Then follow the same steps with your partner as given in exercise 4:**

- **Write your email and edit it**
- **Exchange your email with your partner and write the response**
- **Return the response**
- **Read and edit the response**
- **Write in your notebooks**



## UNIT 7.4 WRITING

**Suggesting that you something  
together during free time**

**To :** [Ali.khan@gmail.com](mailto:Ali.khan@gmail.com)

**Cc :** [basit.ali@gmail.com](mailto:basit.ali@gmail.com)

**Subject :** Suggestion for learning new books

**Salam**

I know. You have been free from your final examination. I have also been free from my paper, so I suggest you. We both can start learning new books. It will be really helpful for acquiring wisdom and knowledge. In last year's summer vacation, I learned two different books and they are really helpful for me and my papers, so we can start this in coming monday. I will wait for your positive reply.

**Best wishes  
Faiz**

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## UNIT 7.5 STUDY SKILLS

### *Creative Writing*

#### Exercise 1

First, read the poem given below, silently.

**Abou Ben Adhem**  
(James, Henry Leigh Hunt)

Abou Ben Adhem (May his tribe increase)  
Awoke one night from a deep dream of peace,  
And saw, within the moonlight in his room,  
Making it rich, and like a lily in bloom,  
An Angel writing in a book of gold.

Exceeding peace had made Ben Adhem bold,  
And to the presence in the room he said,  
'What writest thou?' The vision raised its head,  
And, with a look made of all sweet accord,  
Answered, "The names of those who love the Lord."

"And is mine one?" said Abou. "Nay, not so,"  
Replied the Angel. Abou spoke more low,  
But cheerily still, and said, "I pray thee, then,  
Write me as one that loves his fellow men."

The angel wrote, and vanish'd. The next night  
It came again with a great wakening light,  
And show'd the names whom love of God had bless'd,  
And lo! Ben Adhem's name led all the rest.

Now, in groups of four, recite the poem with one student reading one verse each.



## UNIT 7.5 STUDY SKILLS

### Exercise 2

Find the rhyming words from the poem and fill them in the first two columns in the following table.

Then, think of two other words that rhyme with the words from the poem and write them in the next two columns.

The first one has been done as an example.

Remember, rhyming words may have different spellings but similar sounds.

Rhyming Words from the Poem		Additional Rhyming Words	
1) increase	peace	cheese	geese
2) room	bloom	boom	zoom
3) gold	bold	told	mould
4) said	head	pad	mad
5) accord	lord	road	red
6) so	low	row	show
7) then	men	wen	fen
8) night	light	sunlight	might
9) bless'd	rest	west	test



## UNIT 7.5 STUDY SKILLS

### Exercise 3

Work with a partner and using words from the additional rhyming words, your list and your partner's list, write a short poem, having at least eight lines.

### Life From Sunlight

Grass fully covers with sunlight  
Darkness was vanished everywhere by light

Equipment ready for men  
Men will work with heart in fen

They will cultivate the gold  
Those men are benevolent and bold

If water and sunlight will be low  
There will many problem in a row

Regard ( Sir FaiZ )



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## UNIT 7.6 FUN

### Odd one out

Work in pairs and do the following exercise:

Find the odd one out. From each word given in capital letters, many new words can be formed. Out of the six words given, one is wrong, i.e. it contains a letter that is either extra or it is not there in the main word. Circle the word that is wrong. Add two more words (4 letters or more). The pair that finishes first will be the winner.

1) **INDISCREET**

credit erect street✓ cried steer trees

2) **CONSISTENTLY**

silent style scent costly sister✓ scones

3) **PARADISE**

praise draper✓ parade pride spire spider

4) **FORTNIGHT**

fright throng thing tonight tight bought✓

5) **ENDEAVOUR**

rounder✓ drove devour vendor endure round

6) **DISREPUTABLE**

bleat petal brute stable steep tablet✓

7) **CREATURE**

cruet trace curate truce centre✓ create

8) **IMPERTINENT**

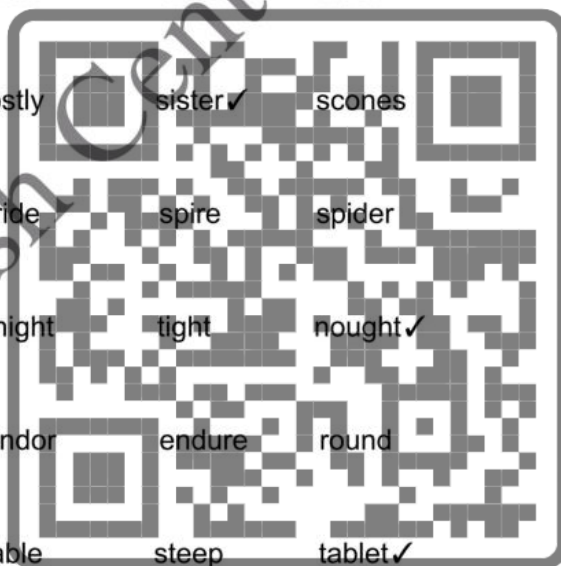
temper inert intent mitten repent invent✓

9) **ADMINISTRATION**

strain station mansion strong✓ rations storm

10) **SEPARATE**

spear spare pears trade✓ steep repeat



## UNIT 8.1 READING COMPREHENSION

*In the name of Allah, the most beneficent, the most merciful*

### While Reading

#### Exercise 1

Read the diary entries quickly and find out information for filling the following table. One entry is narrative and the other is descriptive. After filling the table, discuss with your partner.

Item	Day	Date	Topic	Place mentioned	No of paragraphs	Type of Text
Entry 1	Wednesday	10 / feb / 2015	Village life	Karachi	7	Narrative
Entry 2	Friday	4 / Aug / 2017	We need to store rain water	River Indus	8	Descriptive

#### Exercise 2

The words in the box have been taken from the text. Find them in the reading text and underline them.

#### Entry no 1

Words	Meaning
(1) desperately	very much
(2) siblings	brothers and sisters
(3) commuting	travelling from one place to another
(4) gossips	stories about other people's lives
(5) devices	thing used for a particular purpose
(6) access	be with reach for use
(7) replaced	taken the place of

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## UNIT 8.1 READING COMPREHENSION

### Entry no 2

Words	Meaning
(1) devastation	great destruction or damage
(2) havoc	great damage or destruction
(3) capture	get control over something
(4) retain	hold back
(5) structures	things made of several parts
(6) releases	let go
(7) irrigation	supplying water for the growth of crops
(8) tamed	made easy to control
(9) self sufficient	have enough to meet one's needs
(10) surplus	more than the amount needed

Discuss the possible meanings of these words with your partner next check the meanings given in the glossary at the end of the book.

### Exercise 3

Work in pairs and write two paragraphs. Use at least five words from Entry 1 to write one paragraph, and five words from Entry 2 to write the second paragraph.

#### Paragraph 1 ( entry 1 )

My siblings are too naughty children sometimes. They play with home devices and in playing, they destroy these devices due to this we have to often buy new devices at credit and compromised our respect in front of other shopkeepers so we ought to keep away home devices from the access of small siblings

#### Paragraph 2 ( entry 2 )

I want to see my country self-sufficient for this we have to develop the structures of irrigation and in irrigation. We culture lots of water because water is necessary in irrigation that is why we will have to retain lots of water for irrigation.

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## UNIT 8.1 READING COMPREHENSION

### Exercise 4

The following sentences are summary of each paragraph of the two entries. Read the text and in the blanks provided, write the number of the paragraph to which each sentence is related. One has been done as an example.

#### Entry 1

- |  |          |
|--|----------|
| a) There were no roads and no vehicles.                                    | <u>4</u> |
| b) The modern lifestyle has affected our health and our relationships.     | <u>7</u> |
| c) I miss the simple village life.   | <u>1</u> |
| d) Men met and discussed things at the Otaq and women at the village well. | <u>6</u> |
| e) Three families lived in three rooms.                                    | <u>2</u> |
| f) The houses were not made of cement.                                     | <u>3</u> |
| g) People bought things from small shops.                                  | <u>5</u> |

#### Entry 2

- |  |          |
|--|----------|
| a) One of the barrages in Pakistan is the Guddu Barrage.                 | <u>5</u> |
| b) Construction of more barrages is an important need of Pakistan today. | <u>8</u> |
| c) The Guddu barrage irrigates land in two provinces.                    | <u>6</u> |
| d) Rivers has always been important for travel and for growing crops.    | <u>2</u> |
| e) The flow of water is controlled through gates in a barrage.           | <u>4</u> |
| f) Many different people worked to complete the Guddu barrage.           | <u>7</u> |
| g) A way was found to store extra water for later use.                   | <u>3</u> |
| h) Rains cause rivers to overflow, leading to flood.                     | <u>1</u> |

### Exercise 5

How was the village life of the past different from the city life of today, as given in the text? Complete the following table to show the difference.

Work in pairs and do this exercise in your notebook.

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## UNIT 8.1 READING COMPREHENSION

Items	Village life 60 years ago	City life today
1) House	The houses were made from wood, straw and mud	The houses are made from cement and Steel
2 Roads / streets	There were no roads / Street	There are proper roads / streets
3 Mode of travel	The people travelled to walk	The people use different vehicles
4 Atmosphere	There was no air pollution	There is lots of air pollution
5 Shops / Markets	Small shops and there were no supermarkets	Large shops and there are are too many super markets
6 Buying from shops	People brought things with credit	There is no credit system in supermarkets
7 Source of news	Source of news was other people	Source of news are TV, internet etc
8 Information about people	Information spreaded about people from people to people	Information spreads about people with TV news and internet etc
9 Source of entertainment	Met in Otao and well	Use TV, YouTube etc
10 Communicating with people	Communicated with people with heart and touch	Communicate with phone SMS, e-mail etc

### Exercise 6

Complete the following sentences in your notebook. After you have completed, discuss your answers with your partner and make changes, if needed.

- a) Very few people had knee problems in the village because village people of all ages sat on the floor, which exercised their knees.

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## UNIT 8.1 READING COMPREHENSION

- b) The people in the village did not need vehicles because they just walked and went their places.
- c) People could buy things from the shops without money as village shopkeepers knew everyone by name and were usually willing to give goods or credit.
- d) When the men met at the Otaq in the evening they spend their free time, share news and gossips, laughed at jokes, talked about weather, crops and the village.
- e) The writer wanted a time machine so that he could go back sixty years, back to his life in the village.
- f) Rivers have always been important for two reasons (1) They are used as trade routes (2) They have been important for growing food.
- g) The main purpose of barrages is to block the flow of water and store it for later use
- h) The Guddu barrage has made a difference in this region by eliminating the damage caused by flood in the area.
- i) Pakistan needs more barrages to control flooding during the rainy season and to supply water throughout the year.
- j) Through proper water management we can grow surplus food items which can then export and earn foreign exchange.

### Exercise 7

Read the text and answer the following questions in your notebook. After you have completed, discuss your answers with your partner.

### ( Question / answers )

- a) What are the things that the writer was missing?
- A) The writer was missing his village, the simple mud houses, simple toys and simple carefree people whom he lived.

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## **UNIT 8.1 READING COMPREHENSION**

**b) Why did the lanes in the village become slippery in the rainy season?**

**A)** The narrow streets of the village were covered with mud, so in rainy season they became slippery

**c) Is the writer happy with his present life? Why? Why not?**

**A)** He is not happy with his present life because he prefers the simple life and things of the village to the comforts of the present life and is disgusted with the artificial things of modern life.

**d) Why do most parts of Pakistan have flood problems in summer?**

**A)** Because of poor water management, in the rainy seasons, Pakistan's rivers overflow their banks and create havoc far and wide. The population is dense and most of the population is inhabitat near river.

**e) Why did people start building barrages?**

**A)** Rivers flood during the rainy season and run dry or have very little water sometime after the rains. People started building barrages to capture and retain the rain water for later use and to prevent it from flooding.

**f) Do you agree/ think that we should build bridges? Why? Why not?**

**A)** Bridges are very useful for transportation but in the current situation we need more barrages to overcome the water shortage. Rainwater can be stored. Floods can be avoided by doing so, we will take the country towards development. I think we should build more than bridges



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## UNIT 8.1 READING COMPREHENSION

### Exercise 8

Draw a mind map in your notebook. Use the following hints to provide, information about the Guddu Barrage on a mind map.



Question	Answers
1) Built on	Built on the river Indus.
2) Breadth of river at Guddu	Breadth of river guddu is 14 kilometres.
3) Breadth of barrage	Breadth of barrage is 1 kilometre wide.
4) Length of barrage	Length of barrage is 1355 kilometres.

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## UNIT 8.1 READING COMPREHENSION

5) Amount of flood water that can flow through it	Amount of flood water that can flow through it is 1.2 million cusecs.
6) Number of main canals	Number of main canals are three.
7) Names of right and left Bank canals	Names of right and left bank canals are the begari Sindh feeder and the Desert pat feeder and the third canal the Ghotki feeder is respectively.
8) Total area to be irrigated	Total area to be irrigated is 2.7 million acres.
9) Names of districts irrigated	Name of districts irrigated are Sukkur and Jacobabad districts of Sindh and Kalat division of the Balochistan province.
10) Number and kind of people involved in construction	Number and kind of people involved in construction more than 5000 engineers, technicians and labourers worked day and night to complete it.
11) Started working on	Started working on 4th February 1962

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## **UNIT 8.2 LISTENING AND SPEAKING**

*Focus : Demonstrating the use of simple conventions of Debates*

Here are some basic rules to follow while having a debate on a given topic

### **First pair**

- State that you agree with the topic
- Give one reason at a time as to why you agree
- Support each reason with examples/ facts/ figures/ quotes, etc.
- Follow up with the next point(s) in the manner stated above

### **Second pair**

- State that you disagree with the topic
- Give one reason at a time as to why you disagree
- Support each reason with examples/ facts/ figures/ quotes, etc.
- Follow up with the next point(s) in the manner stated above
- Pick up on your opponents' point(s) and refute them (prove them wrong ) by giving examples/ facts/ figures/ quotes, etc.

### **Exercise 1**

Work in groups of four. Each group will be assigned two topics for debate by the teacher. Do not start until your teacher asks you to do so. Form two pairs within your group: one pair will be Pair A the other Pair B.

When the teacher asks you to start, pick up one topic. Pair A should discuss points in favour of the topic and Pair B against it. After discussing for 3-4 minutes, have a quick debate within the group. You will be given 10 minutes for each topic.

After 10 minutes, the teacher will ask you to start the debate on the next topic. Now, group B will debate in favour of the topic and group A against it. Again you will have 10 minutes.

## UNIT 8.2 LISTENING AND SPEAKING

Here are the suggested topics for Exercise

1. Girls are more intelligent than boys.
2. Students who get good grades are intelligent.
3. Money is the most important thing for survival.
4. People fall sick only because they don't exercise.
5. You get respect if you give respect.
6. We can only help other people if we have a lot of money.
7. It is the government's responsibility to take care of all the needs of its citizens.
8. Wisdom comes only through education.

### 1) Girls are more intelligent than boys

Group A points ( Agree )	Group B points ( Disagree )
<p><b>Point 1 :</b> Girls are very intelligent because they achieve good number in exam and give more time to study then boys</p> <p><b>Reason :</b> Because girls would like to achieve more marks in exams</p> <p><b>Example :</b> Fatima Jinnah</p>	<p><b>Point 2 :</b> Lots of girls don't interest in study that is why, they don't take admission in school or college but the boys do that.</p> <p><b>Reason :</b> They show interest on other works as like that cooking.</p> <p><b>Example :</b> Beautician</p>
<p><b>Point 2 :</b> Girls always try to achieve higher education and want to become a part of society and and want to serve in institution</p> <p><b>Reason :</b> Because they also a part of country</p> <p><b>Examples :</b> Lady doctors and lady police officers etc</p>	<p><b>Point 2 :</b> Boys are intelligent than girls because they have more responsibilities than girls.</p> <p><b>Reason :</b> Because in future, boy will have to become a family leader.</p> <p><b>Example :</b> Father</p>



## UNIT 8.2 LISTENING AND SPEAKING

<p><b>Point 3 :</b> In teaching field there are lots of girls than boys, so this shows that girls are more intelligent than boys.</p> <p><b>Reason :</b> Because teaching jobs is suitable for girls.</p> <p><b>Fact :</b> Schools have more girl teachers than boys all over the world</p>	<p><b>Points 3 :</b> The value of male teachers are more than female teachers that is why there are lots of male professor in universities.</p> <p><b>Reason :</b> Because male professors handle the class more easily than female professors.</p> <p><b>Facts :</b> All over the world the majority of male professors are greater than female professors.</p>
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JOIN

### 2) Students who get good grades are intelligent

Group B points ( Agree )	Group A points ( Disagree )
<p><b>Point 1:</b> Those students who want to achieve good marks in exams, so they spend to much time in study and achieve good marks in exams.</p> <p><b>Reason :</b> This type of student wants to become a successful person in their future that is why he spend lots of time in study.</p> <p><b>Examples :</b> Quaid e Azam and Allama Iqbal</p>	<p><b>Point 1 :</b> Those students, which didn't acquire good marks in exams, however they are become successful in their future by their intelligence.</p> <p><b>Reason :</b> These types of students concentrate on their hobbies.</p> <p><b>Examples :</b> Cricketers and artists.</p>
<p><b>Point 2 :</b> Good students prepare their exams's preparation according to their syllabus and timetable.</p> <p><b>Reason :</b> Syllabus and timetable always help the student to acquire good grades in exams.</p> <p><b>Examples :</b> School syllabus ,Schooltimetable</p>	<p><b>Point 2 :</b> Students, which don't follow the timetable and syllabus in exams also realize good numbers in exams.</p> <p><b>Reason :</b> This type of students are sharp mind, so they realize good numbers in exam without following timetable as like that A or B grades</p> <p><b>Examples :</b> Sports player</p>





## UNIT 8.2 LISTENING AND SPEAKING

<p><b>Point 3 :</b> Homework and assignment also improve the marks of good and intelligent students.</p> <p><b>Reason :</b> Due to homework and assignment improve the student skills so that is why he achieves a good number in exams.</p> <p><b>Examples :</b> Homework exercises and Science projects</p>	<p><b>Point 3 :</b> Good students often don't give a time to sport and other activities.</p> <p><b>Reasons :</b> Because their timetable is too strict.</p> <p><b>Examples :</b> Unhealthy students.</p>
---	--

### Exercise 2

The whole class should be divided into four groups. Each group should further split up into two sub-groups. The teacher will write four topics on four chits and fold the chits. Each group will be given one chit and asked to prepare a debate on it. One sub-group will prepare points in favour of the topic and the other against it. Each group will then come up and conduct a debate in front of the class.

Here are the suggested topics for the debate:

1. Only close family and friends should be invited at weddings.
2. Upto class 8 students should be promoted to higher classes without exams.
3. We should try and please all the people all the time.
4. Wealth can give us all the happiness we want.



## UNIT 8.2 LISTENING AND SPEAKING

### 1) Only close family and friends should be invited at weddings

Group A points ( Agree )	Group B points ( Disagree )
<p><b>Point 1 :</b> We ought to invite our close family members in wedding functions because they are too close from us</p> <p><b>Reason :</b> They are our relatives</p> <p><b>Examples :</b> Uncle , Aunt etc</p>	<p><b>Point 1 :</b> We also invite other friends in wedding functions because we know them and they spent time with us</p> <p><b>Reason :</b> They are our colleagues and friends</p> <p><b>Example :</b> Classmates</p>
<p><b>Point 2 :</b> Close friends and family members also invite us in their functions and other occasions, so it is really important to invite them in our functions.</p> <p><b>Reason :</b> Because they know every situation to us or our house, so that is why why we invite them first</p> <p><b>Examples :</b> Nephew , Uncle etc</p>	<p><b>Points 2 :</b> We should not invite some close friends or family members in wedding functions, if they leave in foreign countries.</p> <p><b>Reason :</b> They can't attend the function easily</p> <p><b>Examples :</b> Father in law , Mother in law etc</p>
<p><b>Points 3 :</b> We should also invite our close friends or family members in other functions as like that engagement</p> <p><b>Reason :</b> Because they also invite us in our function</p> <p><b>Example :</b> Cousins and classmate</p>	<p><b>Point 3 :</b> We must not invite some friend in wedding functions and other engagement functions for manage our budget.</p> <p><b>Reason :</b> Because, if we invite lots of friends or family members in wedding functions, so we will have to spend lots of money</p> <p><b>Examples :</b> Cousins , Former classmate etc</p>



## UNIT 8.3 LANGUAGE PRACTICE

### Degrees of adverbs

Adverbs often tell us how an action was done. Like adjectives, adverbs also have three degrees, positive, comparative and superlative. One syllable adverbs usually take -er to form the comparative degree and -est to form the superlative degree (e.g. high -higher -highest). The adverbs that have two or more syllables usually form the comparative degree with 'more' and the superlative degree with 'most' (e.g. smoothly -more smoothly-most smoothly). Adverbs can have irregular degrees also (e.g. badly - worse - worst)

#### Exercise 1

Complete the following table by adding the missing degree of adverbs. After you have completed, compare your answers with your partner.

No	Positive	Comparative	Superlative
1	angrily	more angrily	most angrily
2	bravely	more bravely	most bravely
3	carefully	more carefully	most carefully
4	comfortably	more comfortably	most comfortably
5	early	earlier	earliest
6	easily	more easily	Most easily
7	loudly	more loudly	most loudly
8	fast	faster	fastest
9	gently	more gently	most gently
10	happily	more happily	most happily
11	hard	harder	hardest





## UNIT 8.3 LANGUAGE PRACTICE

12	probably	more probably	most probably
13	long	longer	longest
14	far	farther	farthest
15	noisily	more noisily	most noisily
16	high	higher	highest
17	quickly	more quickly	most quickly
18	skillfully	more skillfully	most skillfully
19	truthfully	more truthfully	most truthfully
20	well	better	best

### Exercise 2

Fill the following blanks with the correct degree of adverb. Select an adverb from the list in Exercise 1. You can use one adverb only once. Discuss your answers with your partner, after both of you have completed, and make changes where needed.

1. My uncle went the farthest from his home during the recent floods.
2. Let's see who runs the fastest in the race.
3. The workers protested angrily at getting low salaries, as compared to long working hours and shorter breaks.
4. The Bolan Express is the earliest train you can take, the rest leave after 10 o'clock.
5. The drivers from Germany drove their cars more carefully than those from Japan.
6. Salim climbed higher than Fazal but Hanif climbed the highest
7. As compared to the soldiers in the first and middle rows, the soldiers in the last row fought the enemy more bravely
8. Saima answered more quickly than her friends.
9. Newborn babies should be handled more gently than all other age groups.
10. My father was sitting comfortably in his chair and enjoying the talk show on TV.



## UNIT 8.3 LANGUAGE PRACTICE

### Exercise 3

Work in pairs and orally complete the following passage using the correct degree of the adverbs given below. You can use each adverb only once. After you have discussed it orally, write the complete passage in your notebook, underlining all the adverbs.

well	probably	easily	loudly	happily	quickly
long	heart	carefully	noisily		

The teacher had to shout loudly the second time, before the students settled down. The reason why the students were working noisily was because they wanted more time to do the work. The teacher said that the student who finishes the most quickly would get two extra marks. Salim wanted to perform better than his friends because he wanted to get the scholarship. He had worked hard for his English paper and wanted to be able to do the paper more easily than he had been able to do in the previous test. He read each section carefully to avoid silly mistakes. He knew that he would probably finish well in time to be able to edit his work. He worked the longest on the writing section because he wanted to write a good essay. He submitted his paper happily when the teacher announced that the time was up.

### Quotation Marks: Further Practice

In writing, words that are actually used by speakers are put in quotation marks. They are put in before the first word spoken and after the last spoken word. They are always put in after the quotation mark. The spoken words can be at the beginning, in the middle, or at the end. Look at the example below:

"Have you finished your homework, Zahid?" asked his mother.

"I can do my work later," replied Zahid.

His father said, "You will not be allowed to go out until you finish your homework," and went out of the room.

Zahid was upset but he said, "Okay, I will finish my homework and then go."

## UNIT 8.3 LANGUAGE PRACTICE

### Exercise 4

In the following exercise, the quotation marks are missing. Write down these sentences in your notebook by putting in the quotation marks. After you have completed, share your work with your partner.

1. We are going to be late for school, Amjad, said his sister.

A) "We are going to be late for school, Amjad." said his sister.

2. The students stood up and said, Good morning, teacher.

A) The students stood up and said, "Good morning, teacher."

3. The cleaner said, I have cleaned your yard, and then he went away.

A) The cleaner said, "I have cleaned your yard", and then he went away.

4. The small child was crying, and kept saying, Where is my mother?

A) The small child was crying, and kept saying, "Where is my mother?"

5. Come on in, children, said the gatekeeper, I am going to close the gate.

A) "Come on in, children", said the gatekeeper, "I am going to close the gate."

6. All the people were shouting, Pakistan Zindabad! We have won the match!

A) All the people were shouting, "Pakistan Zindabad ! We have won the match!"

7. I have lost my car keys, said the old man. How can I start my car now?

A) "I have lost my car keys", said the old man. "How can I start my car now?"

8. Be careful! There are many bees flying here. They may bite you, said Zahra.

A) "Be careful! There are many bees flying here. They may bite you", said Zahra.





## **UNIT 8.3 LANGUAGE PRACTICE**

### **Exercise 5**

**Work in pairs and insert quotation marks, capital letters, full stops and commas in the following story, where required. Rewrite the complete story, with all the above additions, in your notebook. The first paragraph has all the punctuation marks.**

### **Frogs**

Once upon a time, there was a bunch of tiny frogs who arranged a running competition. The goal was to reach the top of a very high tower. A big crowd had gathered around the tower to see the race and cheer on the contestants.

The race began. No one in the crowd really believed that the tiny frogs would reach the top of the tower. One person said, "Oh! way too difficult!"

Another one said, "They will never make it to the top, not a chance that they will succeed" said an old man. "The tower is too high!"

The tiny frogs began collapsing one by one. However, some of them kept their spirits high and continued climbing higher and higher. The crowd continued to yell, "It is too difficult! No one will make it!"

More tiny frogs got tired and gave up but one frog continued to climb higher and higher and higher. This one wouldn't give up.

At the end, everyone else had given up climbing the tower except for the one tiny frog who after a big effort was the only one who reached the top. Then all of the other tiny frogs asked each other, "How did this one frog manage to do it."

A contestant asked the tiny frog, "How did you find the strength to reach the goal?" It turned out that the winner was deaf!

The wisdom of this story is: never listen to other people when they are being negative or pessimistic because they take away your most wonderful dreams from you.

Always remember that words have power and everything you hear and read will affect your actions. Therefore, always be positive have positive friends, and listen only to positive people.

Above all be deaf when people tell you what you can do and what you cannot do. Believe in yourself and always say, "With God's help, I can do this."

### **Suffixes: Additional Practice**

**We sometimes add a pair or group of alphabets at the end of a word to add something to the meaning of a word. These are called suffixes. We can use suffixes to make many new words, for example, adjectives.**



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## UNIT 8.3 LANGUAGE PRACTICE

**Examples:** fashion+**able** = fashionable  
noise+**less** = noiseless

laugh+**able** = laughable  
power+**less** = powerless

### Exercise 6

**A. Fill the blanks in the following exercise with adjectives formed by using the suffix 'able' with the appropriate given words.**

punish

comfort

cure

move

wash

- 1) We needed space to do our project work so we moved all the movable furniture to one side.
- 2) When travelling, we should try and take easily washable clothes with us.
- 3) This is a very comfortable chair.
- 4) Non-payment of taxes is a punishable crime.
- 5) We can recover from curable diseases quickly if we go to the doctor.

**B. Fill the blanks in the following exercise by using the suffix 'less' with the appropriate given words.**

use

bone

home

taste

job

- 1) This food is tasteless as compared to the food we had yesterday.
- 2) I asked my mother to buy boneless chicken for the new dish that I wanted to try.
- 3) This fellow is useless as far as work is concerned.
- 4) Finally, I have found work after being jobless for six months.
- 5) Many homeless people sleep on the footpaths.



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## UNIT 8.4 WRITING

### Writing an application

#### Exercise 1

Choose a profession from the list you made at the beginning of this Unit.3.1  
Follow the given format and write a job application for it.

#### How to write a job application?

- Begin your application with the person's name and organization.
- Use formal language, brief informative sentences and short paragraphs.
- Check your spelling, grammar and punctuation carefully.
- Follow the format given below.

Date

Name of recipient

Designation

Name of Institution

Name of city

Subject: Write the relevant subject of the application

Dear Sir/Madam,

First paragraph

Mention how you came to know about the job position and why you want to apply for it

Second paragraph

Who are you, what have you done and why you think you are suitable for this position

Third paragraph

Ask for due consideration of the application and request for a positive reply

Thanking You.

Yours sincerely,



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## **UNIT 8.4 WRITING**

**Name of sender**

**Address of the sender**

### **Application for Engineering Job**

**Jun 20,2021**

**Junaind khan**

**Manager**

**IE Engineering Company**

**Karachi**

**Subject :** Application for the assistant Engineer Post

**Dear Sir**

I saw today's newspaper, and I knew that there is an assistant engineer post in your institute. I want to join your institute as an assistant engineer. This job will give me lots of experience and I can move on in my life.

I have completed my engineering at engineering university of Karachi. I have six month internship experience in assistant engineering post. I have full education which you required in this post and I am too benevolent for your institution and I will give my best for my job.

Please do me a favor and give me this job because first I am jobless and second I want to do something different in my life and this job is first step in my life. I will wait your pragmatic reply.

**Thanking You.**

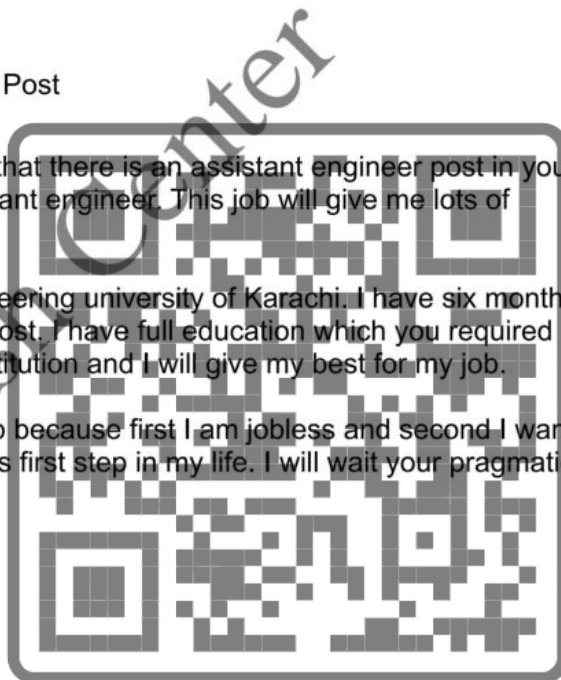
**Yours sincerely,**

**Faiz ur Rehman**

**2/4 Nazimabad**

**No 1 Zeshan park**

**Karachi**



### **Exercise 2**

**There are three positions vacant in your school. Your brother/ sister wants to apply for one of these positions. Help them in writing an application for one of these positions.**



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## **UNIT 8.4 WRITING**

After you have written the application, exchange your applications with your partner and give each other positive feedback. The positions are as follows:

1. Subject teacher
2. Laboratory Assistant
3. Secretary

### **Subject Teacher**

Jun 20 ,2021

Muhammad khalid

Principle of School

ABC School

Karachi

**Subject :** Application for the English teaching Job

**Dear Sir**

I heard from my friend that there is English teaching's job in your school. I want to apply to your school as an English teacher for classes 9 and 10 . It is honoured to me join your school as a teacher

I have an English teaching experience in FB School. I have completed my engineering degree at engineering university of Karachi. I think. This job will give me an opportunity and increase my knowledge and wisdom, and I also learn how to handle the students. I am suitable for this job because I have already five month experience in FB school.

If you think, I am suitable for this job so please give me a positive reply. I will wait of your reply Impatiently, and I also heard that from my friend that you are too benevolent with your staffs , teachers and students

**Thanks for your previous time**

**Yours sincerely**

**Faiz ur Rehman**

**2/4 Nazimabad**

**No 1 Zeshan park**

**Karachi**



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## UNIT 8.4 WRITING

### Summarizing a Poem

#### Exercise 3

Read the following poem silently. Then discuss the story with your partner.

#### The Miller of the Dee (Charles Mackay)

There dwelt a miller hale and bold,  
Beside the river Dee;  
He worked and sang from morn to night,  
No lark more blithe than he,  
And this the burden of his song  
For ever used to be,  
"I envy nobody, no, not I,  
And nobody envies me!"

"Thou'rt wrong my friend!" said old King Hal,  
"Thou'rt wrong as wrong can be,  
For, could my heart be light as thine,  
I'd gladly change with thee,  
And tell me now what makes thee sing  
With voice so loud and free,  
While I am sad, though I'm the king,  
Beside the river Dee?"

The miller smiled and doffed his cap;  
"I earn my bread," quoth he,  
"I love my wife, I love my friend,  
I love my children three;  
I owe no penny I cannot pay;  
I thank the river Dee,  
That turns the mill that grinds the corn  
To feed my babes and me".





## UNIT 8.4 WRITING

Good friend!" said Hal, and sighed awhile,  
"Farewell, and happy be;  
But say no more, if thou'dst say true,  
That no man envies thee.  
Thy mealy cap is worth my crown,  
Thy mill my kingdom's fee;  
Such men as thou are England's boast,  
O' miller of the Dee".

The meanings of the following words used in the poem are given in the glossary at the end of the book.

dwelt	miller	hale	bold	lark	blithe
burden	envy	thou'rt	thine	thee	doffed
gouth	sighed	awhile.	thou'dst.	mealy.	boast

No	Words	Meanings
1	dwelt	live in or at a place
2	miller	a person who owns or works a mill for grinding corn
3	hale	strong and healthy
4	bold	confident and brave
5	lark	a small brown bird
6	blithe	without cares and worries
7	burden	main part
8	envy	the feeling of wishing to have what somebody else has or to be like somebody else
9	thou'rt	you are

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## UNIT 8.4 WRITING

10	thine	your
11	thee	you
12	doffed	took off his hat in respect
13	quoth	said
14	sighed	took a long deep breath
15	awhile	for a short time
16	thou'dst	you would
17	mealy	shabby
18	boast	source of pride

### Exercise 4

After you have orally discussed the story, in pairs, write the story in your own words, on a sheet of paper. This will be a summary of the poem.

Follow the steps given below:

- Find out the meanings of unfamiliar words
- Look at the title of the poem to see what it is about
- Read each stanza slowly, at least a couple of times, and try to understand what it means
- Read the poem as a whole to get the main idea
- Now start writing the story
- Begin by giving the title of the poem and the name of the poet
- After this, write the key message of the poem
- Finally, write down the story in your own words
- You can use dialogues in direct speech

When you have finished, exchange your paper with another pair. Read each other's work and give critical feedback.



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## **UNIT 8.4 WRITING**

**In the light of the feedback that you receive from the other pair, make the necessary changes, edit your work for spelling, grammar and punctuation errors and rewrite the corrected story in your notebooks.**

### **Summary of the Poem**

Charles Mackay tells the story of a miller in the poem. The miller used to work from morning to night. He kept singing a song while working. The theme of the song was that he envied none and none envied him. The King passed there one day. He said that he was wrong because he envied him. The King was sad while the miller was happy. The King asked the miller why he was happy. The miller replied that he earned his bread with his hands and spent the money on his family. He led a contented life and owed nothing to anyone. The King said that his mealy cap was worth his crown and his mill was worth his kingdom. He also said that men like him were England's pride.

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## UNIT 8.5 STUDY SKILLS

### Preparing, giving and evaluating presentations

In order to create and deliver simple presentations on various themes, problems and issues, here are some steps to follow:

- Brainstorm
- Identify theme and focus
- Structure ideas and arguments in a coherent logical fashion
- Support a subject or topic with effective factual information
- Develop and use cue cards
- Deliver the presentation

#### Exercise 1

Work in groups of three and prepare a presentation on the topic assigned to you by the teacher. After you have prepared it, decide who is going to deliver which part of it. Practice giving the presentation as a group before giving it in front of the class.

Here are the topics for the presentation:

1. The importance of female education
2. Drive Safety.
3. Punctuality in work and studies
4. Cleanliness: self and surroundings
5. The role that citizens can play in building a good society

( PRESENTATION )

### The importance of female education

1. Education is very essential for every one because it is the only education by which we can differentiate between human beings and animals. Education tells us that how can we live in a society that's why education is important for every one, for both men and women.



## UNIT 8.5 STUDY SKILLS

2. Girls have the right same right to education as boys. Educated girls can make informed choices and from a far better range of options. Educating girls saves lives and builds stronger families, communities and economies.
3. With the help of education, women can be aware of their rights and how they should be treated
4. There are approximately sixty-five million girls out of school across the globe, majority of them being in the developing and underdeveloped countries. All the Countries of the world must take necessary steps to improve their condition of female education as women can play a vital role in the nation's development and progres.
5. As a result, this means that when given an opportunity to learn and grow women could excel and lead to greatness. Women education should be supported as it is equally important and beneficial.

**When each group gives the presentation the rest of the class should evaluate them on the following criteria.**

Item	Exceptional	Admirable	Acceptable	Attempted
Topic and point clearly stated	✓			
Organisation of ideas		✓		
Supporting details	✓			
Body language ( use of facial expressions, gestures )		✓		
Eye contact	✓			



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## UNIT 8.6 FUN

### Acting out a poem

Work in groups of five and act out the stanza of the poem 'Daffodils' allotted to your group, in the form of a tableau. One student will read out the stanza and as s/he reads it the others should act it out. You have 10 minutes to prepare your tableau. Follow the steps given after the poem. The group that gives the best performance will be the winner

### THE DAFFODILS ( William Wordsworth )

I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

Continuous as the stars that shine  
And twinkle on the Milky Way,  
They stretched in never-ending line  
Along the margin of the bay:  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.

The waves beside them danced; but they  
Outdid the sparkling waves in glee:  
A poet could not but be gay,  
In such a jocund company!  
I gazed-and gazed-but little thought  
What wealth the show to me had brought:





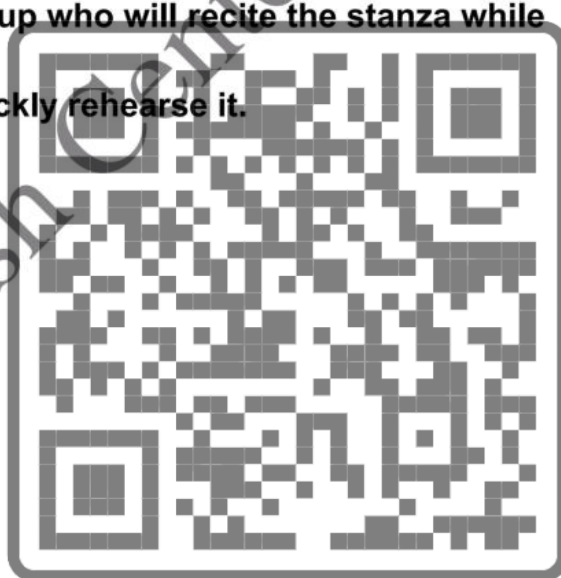
## UNIT 8.6 FUN

For oft when on my couch I lie  
In vacant or in pensive mood,  
They flash upon that inward eye,  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.

Here are the steps that you should follow:

1. Read the whole poem individually and then discuss how best you can act out the stanza allotted to your group.
2. Select one person from your group who will recite the stanza while the other four act it out.
3. Decide who will do what and quickly rehearse it.

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## **MODEL TEST PAPER II ( UNIT 5-6 )**

### **READING COMPREHENSION**

Read the following passage and answer the questions below:

Rice is a member of the grass family. Along with wheat and corn, it is one of the three crops on which human beings largely depend as food for survival. Rice is now one of the most important crops at the global level, as it is used as a staple food in most countries of the world and will continue to be so for the foreseeable future. In the coming 30 years, the world will require 70 % more rice than that it requires today.

Pakistan is the world's 4th largest producer of rice. Each year, it produces an average of 6 million tonnes and together with the rest of the South Asia, the country supplies 30% of the world's rice. Rice is Pakistan's third largest crop in terms of area sown, after wheat and cotton. About 11 percent of Pakistan's total agricultural area is rice during the summer or "Kharif" season.

Most of the rice is grown in the fertile Sindh and Punjab region, with millions of farmers relying on rice cultivation as their major source of employment. Both provinces account for about 87 percent of the total rice production. Punjab is the biggest producer of rice in the country and contributes 58 per cent to the national production, while the provinces of Sindh, Baluchistan and Khyber Pakhtunkhwa (KPK) contribute 29, 3 and 10 percent, respectively.

The major rice producing areas in Punjab include Gujranwala, Hafizabad, Sheikhpura, Sialkot, Wazirabad, Gujrat, Sargodha, Faisalabad, Kasur, Jhang, and Okara. In Sindh, Jacobabad, Larkana, Badin, Thatta, Shikarpur, and Dadu are important rice cultivation areas. District Nasirabad in Baluchistan and some parts of KPK also have rice producing areas. The "Kalar" bowl area, located between the Ravi and Chenab rivers in Punjab, due to its agro-climatic and soil conditions, is famous for producing Basmati rice. In Swat at high altitude mountain valleys, the temperate Japonica rice is grown. In South KPK, Sindh and Baluchistan, the Irri type, which is a long grain, heat tolerant, tropical type of rice, is grown.



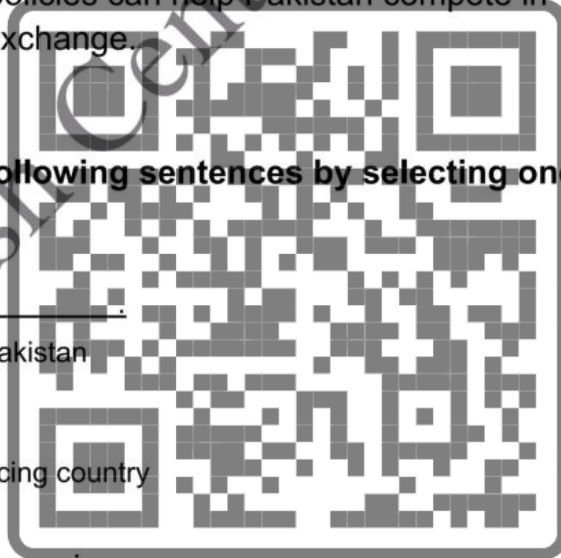
## **MODEL TEST PAPER II ( UNIT 5-6 )**

Among the most famous varieties grown in Pakistan, the Basmati is known for its flavour and quality. Pakistan is a major producer of this variety. The Basmati (Fine) type comprises 40% of all rice produced in Pakistan, while 60% of the rice produced is of the coarse types. Pakistan is a leading producer and exporter of Basmati and IRRI rice (white, long grain rice).

Rice ranks second among the staple food grain crops in Pakistan and its export is a major source of foreign exchange earnings. On an average the country produces around 6.0 million tonnes of rice annually and, after meeting domestic consumption of around 2.0 million tonnes, some 4.0 million tonnes are exported. The government should provide support to the rice growers and exporters and ensure that rice prices remain close to regional competitors. Growth of more and better quality rice and good government policies can help Pakistan compete in the world market and earn more foreign exchange.

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

- A) The most suitable title for this passage is \_\_\_\_\_.
- a. Rice is the staple food of the people of Pakistan
  - b. The future of the rice industry in Pakistan
  - c. Rice production in Pakistan ✓
  - d. Pakistan is the world's largest rice producing country
- B) Most of the rice in Pakistan is grown in \_\_\_\_\_.
- a. Punjab and KPK
  - b. Baluchistan and Sindh
  - c. KPK and Sindh
  - d. Sindh and Punjab ✓
- C. Most of the Basmati rice is grown in an area that is located between the \_\_\_\_\_.
- a. Chenab and Sutlej
  - b. Chenab and Beas
  - c. Chenab and Jhelum
  - d. Chenab and Ravi ✓





## **MODEL TEST PAPER II ( UNIT 5-6 )**

### **Q.2 Read the text and fill in the following blanks**

- A. The three crops used as food by people all over the world are: wheat , corn and rice.
- B. Basmati rice famous for its flavour and quality and Pakistan produces 40 % of this type.
- C. The three major crops of Pakistan are wheat , cotton and rice.
- D. Pakistan exports two types of rice; these are Basmati and Irri.
- E. The total rice production of Pakistan, on an average, is 6 tonnes of which the country uses 2 tonnes and exports 4 tonnes.

### **Q.3 The following statements are all incorrect. Read the text and write the correct statements.**

- a. **Pakistan alone provides 30% of the world's rice.**  
A) Pakistan together with the rest of the South Asia, provides 30% of the world's rice.
- b. **About 10,000 farmers in Pakistan depend on rice growing as their source of income.**  
A) Millions of farmers in Pakistan depend on rice growing as their source of income.
- c. **Punjab produces 87% of the rice produced in Pakistan.**  
A) Punjab produces 58% of the rice produced in Pakistan.
- d. **Sindh accounts for 10% of the rice produced in Pakistan.**  
A) Sindh accounts for 29% of the rice produced in Pakistan.
- e. **The government should ensure that rice prices remain close to international markets.**  
A) The government should ensure that rice prices remain close to regional markets.

### **Q.4. Read the text and answer the following questions.**

- a. **Why is rice one of the most important crops in the world?**  
A) Rice is one of the most important crops in the world, as it is used as a staple food in most countries of the world and will continue to be so for the foreseeable future



## **MODEL TEST PAPER II ( UNIT 5-6 )**

**b. Why is the Kalar bowl area suitable for growing the Basmati rice?**

**A)** The Kalar bowl area is suitable for growing the Basmati rice due to its agro climatic and soil condition

**c. In KPK, which type of rice is grown in the high mountain valleys and which type is grown in the southern region?**

**A)** In KPK, temperate Japonica rice is grown in the high mountain valleys and irri type is grown in southern region

**d. What kind of rice is the Irri rice?**

**A)** Irri is white, long grain type of rice.

**e. How can Pakistan earn more foreign exchange through rice?**

**A)** Growth of more and better quality of rice and good government policies can help Pakistan to earn more foreign exchange

### **GRAMMAR**

**Q.5. Join the two simple sentences given below to form a compound sentence, by using and, but, because, as, so, as appropriate. You can use one word only once.**

**k. Sohail and Aslam practised a lot. They both got selected on the school tennis team.**

**A)** Sohail and Aslam practised a lot, so they both got selected on the school tennis team

**l. Our house is very old. It is located near the new shopping area.**

**A)** Our house is very old, but it is located near the new shopping area.

**m. Sabiha was studying very hard. She wanted to get the first position in class.**

**A)** Sabiha was studying very hard, because she wanted to get the first position in class.

**n. Her aunt is a good doctor. She is also a good cook.**

**A)** Her aunt is a good doctor, and she is also a good cook

**o. My uncle always comes to Pakistan in June. He loves the mangoes available here.**

**A)** My uncle always comes to Pakistan in June, as he loves the mangoes available here

## MODEL TEST PAPER II ( UNIT 5-6 )

**Q.6. Select the most appropriate synonym to complete the following sentences.**

- k) Everyone in the room was quiet , only the baby was crying. (still, quiet, noiseless)
- l) The ring that my aunt gave me for my birthday is made of real gold. (true, correct, real)
- m) The sea is very rough during the summer months. (disordered, violent, rough)
- n) It is important that I reach the office on time every day as I want a promotion. (primary, important, significant)
- O) He will be punished as his case is very weak (weak, frail, fragile)

**Q.7. Change the narration in the following dialogue.**

- a. "I hope that we get the bus tickets," said Daniyal.  
A) Daniyal hoped to get the bus tickets.
- b. "If we don't get the tickets we will miss the wedding," said Farhan.  
A) Farhan said that if they didn't get the tickets, they would miss the wedding.
- c. "Oh! Here is father," said Daniyal.  
A) Daniyal said that there was father.
- d. "He has tickets for all of us!" said Farhan.  
A) Farhan said that he had tickets for all of them.
- e. Salma said, "I wish we were going by train."  
A) Salma wished that they were going by train



**Q.8. Fill in the blanks in the following paragraph using since/ for, as appropriate.**

They have been living in this house for fifty years. They have been living here since his father was born. However, we have constantly been moving for the last fifteen years, ever since my father joined the army. It has been a long time since we have lived in any place for more than two years.





## MODEL TEST PAPER II ( UNIT 5-6 )

**Q.9 Complete the following passage using the correct degree of the adverbs given. You can use each adverb only once.**

**quickly      carefully      well      slowly      hard      probably**

The team was getting ready slowly so the coach had to remind them to move more quickly if they did not want to be late for the match. He also reminded them to work harder than last time because the team that performed well would be the winner. The team knew that if the planned more carefully they would probably win as the two main players of the opposite team were injured and were not playing.

**Q.11. Translate the following passage into Urdu/ Sindhi.**

The train left the station at two O'clock. All the children were very happy. They were going to Lahore for the first time. They wanted to see the Shalimar Garden and the Badshahi Mosque. They wanted to spend at least five days in Lahore, because there were so many places to see. They wanted to visit Minar-a-Pakistan on the Independent Day.

ٹرین اسٹیشن سے دو بجے نکلی۔ سارے بچے بے حد خوش تھے وہ پہلی بار لاہور جا رہے تھے۔ وہ شالیمار باغ اور بادشاہی مسجد دیکھنا چاہتے تھے وہ لاہور میں کم از کم پانچ دن گزارنا چاہتے تھے کیونکہ انہیں کئی مقامات دیکھنے تھے۔ وہ یوم آزادی پر مینار پاکستان کی سیر کرنا چاہتے تھے۔

**Q.12. Provide quotation marks in the following dialogue.**

**a. Have you finished your work, Zarina? said her mother.**

**A) "Have you finished your work, Zarina?" said her mother.**

**b. No, replied Zarina. I still need to write an essay.**

**A) "No," replied Zarina. "I still need to write an essay."**

**c. Well, hurry up, our guests will be here soon, said her mother.**

**A) "Well, hurry up, our guest will be here soon." said her mother.**

## MODEL TEST PAPER II ( UNIT 5-6 )

### WRITING

Q.12. Write an essay on any ONE of the following.

- a. The importance of computers in our lives
- b. Pakistan needs highly educated people in the field of agriculture
- c. A family wedding

Q.13. Write any ONE of the following.

- a. Write a summary of the reading passage on Rice, given at the beginning of the paper.
- b. Write an application to apply for a job of your choice.

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