



TEACHER GUIDE

VISION- 8



EDUCATIONAL RESEARCH INSTITUTE

UNIT 1

BRAGGING

MOTIVATION:

Teacher starts with the story from

1. *Quran Surah Al-Kahaf Ayat 32 about the two men who had gardens and one was boasting about his garden and himself of being better than the other one and the how the wrath of Allah SWT fell on him.*

2. When the non-Muslims alleged that the Quran was not the word of Allah, Allah placed a challenge in the Quran asking them to produce a Surah equal in eloquence, depth of meaning and significance of message (Surah Isra:88). However no one rose to the challenge. History records that the famous Arab poet at that time Amir –e- Khais’s daughter claimed that a Surah in the Quran was the same as a poem written by her late father. Muslims challenged this position on two points:

1. If it was truly a poem written by her father how come only she knew about it when he was the most famous poet and his works were extremely popular?
2. The daughter resorted to telling lies to make her importance felt by others, in other words she bragged.

Can you imagine how desperate someone is when they resort to telling lies (bragging) about their life, achievements etc...

Teacher should now ask student about instances when they have heard other people bragging and what they think are the reasons.

QUESTIONS:

1. What are the reasons one brags?

Ans: Children might brag for many reasons.

1. They might lack self-confidence and brag to make themselves feel better.
2. By projecting faults on others and uplifting their own spirits, they begin to feel that they actually are something important in this world.
3. They will get attention and will feel they belong somewhere.
4. If children are lonely, they might be under the wrong assumption that by bragging, people will like them better and they will make more friends.

2. Can you come up with three more reason as a class that people would brag about their wealth, intellect or any other gift from Allah?

Ans: 1. To win favours from others.

2. To belittle the other person.

3. To make people who have more than you, accept you.

3. Have you ever bragged about something? Why? Analyze yourself and write an essay about why you bragged.

Ans: I have bragged about having a room just for myself because the other friends of mine would always talk about their room. We three sisters have to share a room and a bathroom. I felt that if I said that I do not have a room to myself I would not be accepted by the group.

4. Exchange essays and have your friend write a helpful note to help you overcome your ‘disease’.

Ans: I realized that it was no use pretending because if my friends considered material goods more important than my own self then they were not worthy of friendship.

UNIT 1

BRAGGING

A. Compare Fatima's presentation with Andaleeb's.

Information	Fatima	Andaleeb
1. Place	Japan	Spent her time at Qasmi Hospital
2. Reason for going	Invited by uncle to spend the summer vacations	Mother is sick
3. What did she see?	Mount Fujiyama, Shinto shrines, Mikimoto pearls	Sick people, people doing different important jobs, Heart surgery,
4. What did she do?	Sky diving, learn driving, rock climbing, pearl diving,	Looked after her mother, observed a heart surgery, went on rounds with the doctor, read to sick people who have no relatives visiting them.
5. What did she feel?	Amazed, thrilled,	She must have felt very satisfied and contented helping the sick
6. What does she want to do in future?	Visit other places in the world.	Stay at home with mother and look after her .

B. Answer the following questions:

1. Compare the similarities of the story told by the teacher to the stories of the girls.

Ans: The teacher told the students one of the story related in *Surah Kahaf*. One man bragged about his garden being splendid and better than what the other person had. He boasted about his wealth and power. He also said that he did not expect it to ever perish. On the other hand the other man never boasted about his wealth but was always grateful to Allah SWT for his bounties.

Fatima was in a similar manner boasting about her exotic trip to Japan and all the unusual things she saw and did and also the people she met. On the other hand Andaleeb spoke the truth and told the class of how helpful she was to others. She did do somethings unusual like watching a heart surgery and making rounds with the medical students but she did not brag about it.

2. Which girl spent her vacation more judiciously? Justify.

Ans: Andaleeb spent her time more judiciously because :

- she was doing her Haqooq ul Eibad by looking after her sick mother.
- She was being kind to the sick people in the hospital by reading to them.
- She was learning about the different professions of other people

3. What lesson was Miss Isra trying to teach the girls?

Ans: 1. Miss Isra was trying to teach the girls to speak the truth and not to boast.

2. We must not boast about our belongings and achievements but be thankful to Allah SWT .

3. We must be modest and humble.

4. We must seek forgiveness of Allah SWT for our misdoings.

4. Explain the metaphor 'bragging is a dish'.

Ans: It means it is something one enjoys because it makes you look important and dazzling.

5. Explain why Andaleeb wanted to change her presentation at the last moment?

Ans: Andaleeb changed her presentation because she did not want to do anything which would displease Allah SWT and she wanted volunteers for the hospital.

UNIT 1

BRAGGING

6. Compare the characters of Fatima and Andaleeb mentioning their strengths and weaknesses. Give suggestions for improvement.

Ans: Fatima's father had an important job with a foreign company and she had relatives living abroad. She liked to boast and brag about her trips to other places. On the other hand Andaleeb wanted to be at par with Fatima and be popular but she did not want to brag and overstate anything.

The strength of Fatima was that Allah SWT had given her a chance to visit different countries. She should have used the trip as a means of learning and thanking Allah SWT for his gift rather than bragging and over stating.

The strength of Andaleeb was in her desire to please Allah and also the guidance and help she got from her father. She was useful to other people during the vacations and had learnt many things which had increased her knowledge.

7. Bring out the difference between bragging and boasting. Write a Quranic Ayah or a Hadith on it.

Bragging is overstatement and exaggeration of your abilities and deeds whereas boasting is mentioning the deeds and abilities proudly. Bragging is being untruthful while boasting is being vain.

C. State whether the following statements are True or False. Give a reason for the false statement:

- Andaleeb didn't want to do anything wrong. True
- Fatima was impressed by Tokyo. True
- Fatima humbly shared her knowledge with her friends. False
Fatima was sharing her experiences and the photographs she had with her friends but the reason was to impress them about the important positions her relatives had and that she herself was so important to them that she had been personally invited.
- Allah has given some people more wealth and qualities than the others. True
- Bragging makes a person popular among his peers. False
You end up hurting someone and it also involves being untruthful with the result that instead of winning friends you lose friends.

D. Meaning in context:

The following sentences are taken from the text. Read the text and underline the sentence where they have appeared. Write the page and line number. Then choose the best answer:

- As she came to the grand finale, she would embellish by bragging.
 - As she came to the end of the presentation she would make it even more impressive by exaggerating.
- She would not overstate anything.
 - She would tell the truth.
- It is only Allah SWT's mercy we should covet. (pg. 4, line 76)
 - We should strive for Allah SWT's forgiveness.
- Providing her refuge from Satan.
 - Protecting her from Satan.
- Whose main ingredients are lies and only a smattering of truth in it.
 - The stories have been fabricated (made up) and there is very little truth in them.
- Go on rounds with the first year medical students.
 - Go to the wards with the students who are still learning medicine to check the patients.

E. Give reasons for:

1. Anyone who wanted to be his friend because of his wealth was a false friend.

Ans: Wealth is something which changes with times. A true friend is one who is a friend because of the quality of being a human being and not because of his material possessions.

UNIT 1

BRAGGING

2. Miss Isra always had a lesson attached to the story.

Ans: Stories appeal to children and a story which gives you a moral lesson is more effective as they are entertainment along with character building.

3. He advised the proud man to seek Allah SWT's forgiveness.

Ans: Allah SWT does not like people who boast of the goods and achievements which He has given them. The man had made a mistake by boasting, so he should immediately seek Allah's forgiveness, showing that he is sorry for his mistake.

4. Andaleep wanted to dazzle everyone with her presentation.

Ans: She also wanted to be popular and liked by everyone.

5. Andaleep prayed to Allah SWT to save her from bragging.

Ans: She did not want to give in to temptations and she knew only Allah SWT could protect her from doing so.

6. Fatima and Andaleep used pictures for their presentation.

Ans: Pictures make the presentations more interesting.

F. Classify as fact or opinion:

1. People want to be popular and liked by everyone. Opinion

2. Japan is famous for its Mikimoto pearls. Fact

3. Fatima even met the Emperor of Japan. Opinion

4. Andaleep's mother had been in the hospital. Fact

5. In Surah Kahaf there is a story about two men who had gardens. Fact

G. On the map show?

a. Japan b. The neighbouring countries. c. The important cities of Japan.

2. Do a project bringing out different aspects of Japan.

Divide the class into groups. The children do the following presentations of Japan:

a. Geography b. history c. Culture d. education e. economic growth

f. government and political setup



UNIT 1

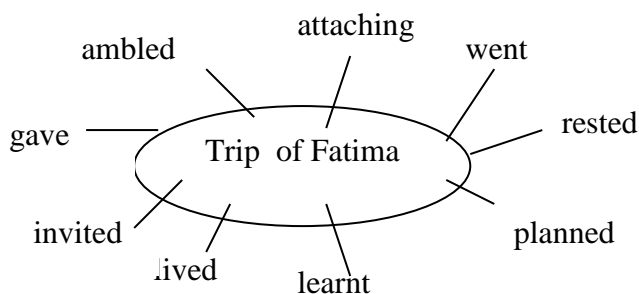
BRAGGING

WRITING:

1 . Read the text again. Write all the related verbs to make a web. Now underline the main Verbs. Write a summary of the passage of no more than 100 words.

Trip of Fatima

- b. Story told by the teacher
- c. Presentation of Andaleeb.



Fatima was invited by her uncle to spend the summer vacations in Japan. She went to Tokyo with her brother. They rested the first week because of the jetlag. Her uncle had planned the entire stay in Japan. She learnt a lot of things there. They went to Kyoto, Mount Fujiyama . They also went skydiving, rock climbing and pearl diving. She met the Emperor . Uncle Siraj gave her a gift of expensive pearls.

WORD STUDY:

A. Write two synonyms for the given words

Word	Synonyms	Synonyms	Antonym
1. concocting	fabricate	cook up	destroy
2. huddled	group	cluster	scatter
3. shoved	push	jostle	pull
4. hogging	dominate	take over	share
5. inflamed	angry	reddened	calm
6. perish	die	expire	survive
7. exaggeration	magnifying	overstatement	understatement
8. smattering	dash	modicum smidgen	gathering
9. dilemma	quandary	tight spot, problem	manageable
10. reverently	respectfully	honourably	irreverently
11. conviction	confidence	assurance certainty	doubt
12. thrilled	ecstatic	delighted	bored

1. Make two sentences using at least three words from the above table in one sentence.

- a. The people clustered around the Hajees to share the delight of their experience.
- b. The angry storm destroyed the magnificent houses of the people of Aa'd.

2. Write a short story of about ten lines in which a lot of words have been used from the above table.

Aslam dashed to the market to buy medicine for his mother. The street was crowded and he had to be careful not to be pushed and shoved. He was doubtful that the small chemist shop will have the medicine but he was thrilled when the salesman said that he had one packet of it. When the salesman gave him the medicine the brand name was different. Aslam was in a dilemma. The salesman said that this is the new name for the medicine. He assured Aslam that he was not fabricating, to sell the medicine. He suggested to Aslam to take the medicine home and if his mother still has some doubts he would willingly change it.

UNIT 1

BRAGGING

B. Read the sentences below and fill in the blanks with suitable words:

1. We can mount a picture or a horse but never a mountain. We climb(scale) a mountain.
2. You can get jetlagged from a ride on a plane but never from a bus or a train. We get exhausted from a long train journey.
3. You'll find a diplomat in an enclave but never a president enclaved. A President stays in a President house.
4. A student of medicine is a medical student but a student of history is not a historical student. 5. He is a history student.

C. Synonyms are never exactly the same. They are also usually used differently:

rule	law	act
shove	pull	thrust
assign	give	allocate
observe	study	watch
allow	permit	tolerate
mount	climb	rise

D. Fill in the blanks with words that collocate in the given sentences:

1. By law we have to use the right hand drive in Pakistan. If we break the rule we will be punished by a fine. (rule, law)
2. When my grandmother died the plants in her living room perished because no one took care of them. (perished, died)
3. The Milky way is a cluster of stars in the galaxy. In the cold night we huddled near the heater. (cluster, huddled)
4. I shoved the clothes in the cupboard because I was getting late for school. Later I will pull them out and tidy the cupboard. (pull, shoved)
5. The Principal will give a speech on 14th August. The arrangements of the program have been assigned to class ten. Class ten has allocated the Head girl to be their leader. (allocate, assign, give)
6. The Biologist is observing the behaviour of a certain virus on the human body for this he is studying the virus under the microscope. (observing, studying)
7. We are permitted to go home after school only. Leaving the school early is only tolerated in case of an emergency. (tolerated, permitted)

E. Metaphors and Similes:

Metaphors and Similes are two figures of speech. When used they do not convey the literal meaning but they associate figurative meanings to words and phrases. Go back to the text and write the sentence in which they have been used. Underline the metaphors in the sentences. Explain their literal meaning and figurative meaning.

Metaphor	Literal meaning	Figurative meanings
1. <u>big fat</u> lies	large in size, quantity	Exaggerated and far from truth
2. <u>dazzle</u> the class	shine, bright	overwhelm everyone
3. <u>smattering</u> of truth	bits	very little truth in it
4. <u>huddle</u> over	group, cluster	crowded around
5. make <u>at par</u> with	same level	Be at equal position, status
6. <u>flooded</u> with questions	overflow	ask a lot of questions
7. <u>stick</u> to the truth	glue	say what is correct
8. thought <u>flashed through</u> the mind	blaze, spark	an idea came suddenly in the mind
9. <u>hogging</u> all the attention	eating greedily	getting everybody's attention
10. <u>a light went on</u> in the head	glow	an idea came into her mind

UNIT 1

BRAGGING

For the teacher:

2. dazzle the class: line 40
How could she dazzle the class?
3. huddle over: line 50
The entire class was huddled over something.
4. smattering of truth: line 82
Bragging is a dish whose main ingredients are lies with only a smattering of truth on it.
5. make at par with: line
After the discussion she wasn't sure what story to present, the one that would make her at par with Fatima, popular and rich or the one that was true and would help the hospital acquire more volunteers.
6. flooded with questions: line 102
Soon Andaleeb was flooded with questions from the entire class about the operation, volunteering and her days at the hospital.
7. stick to the truth: line 104
They had forgotten all about Japan. Andaleeb thanked Allah SWT once again for giving her the conviction to stick to the truth and not giving in to bragging or even boasting.
8. thought flashed through the mind: line 118
They had forgotten all about Japan. Andaleeb thanked Allah SWT once again for giving her the conviction to stick to the truth and not giving in to bragging or even boasting.
9. claiming all the attention: line 53
Fatima showing off her pictures and claiming all her attention.
- 10: a light went on in her head: line 42
She should show exactly how she spent her time usefully. Instantly, a light went on in Andaleeb's head and she asked her father to take her to the hospital to photograph the patients and staff.

F. Make a sentence using at least two metaphors together:

Eg. During the trial the able lawyer flooded the witness with questions but the witness remained calm and stuck to the truth.

The children were huddled together in the hall and were being dazzled by the tricks of the conjuror.

G. The following words collocate with one another. Change the underlined word to make a new phrase:

- | | | |
|-----------------------------|-----------------------------|-----------------------|
| a. <u>medical</u> student | <u>intelligent</u> student. | <u>bright</u> student |
| b. <u>operation</u> theatre | open air theatre | ancient theater |
| c. <u>foreign</u> land | waste land | agricultural land |
| d. foreign <u>land</u> | foreign minister | foreign currency |
| f. grand <u>finale</u> | <u>grand</u> opening | grand sale |
| g. <u>security</u> reasons | logical reasons | sound reasons |
| h. security <u>reasons</u> | security guards | security alert |
| i. fell <u>silent</u> | fell apart | fell short off |

H. Make two sentences using at last two phrases in every sentence.

1. The final year medical students went to a foreign land to treat the patients suffering from an epidemic.
2. The hockey player who was injured in the grand finale was taken to the operation theater of the hospital immediately.

correction ex. G /
fell changed to

UNIT 1

BRAGGING

I. Word family:

Fill in the given table. Put a cross if there is no suitable word:

Adjective	Noun	Verb	Adverb
rich	richness	rich	richly
Elaborative elaborateness	elaboration	elaborated	-----
tempting	temptation	tempt	temptingly
conversant	conversation	converse	conversantly
exaggerative	exaggeration	exaggerate	
boastful	boastfulness	boasted	boastfully
exclamatory	exclamation	exclaim	exclamatory
expensive	expense	expend	expensively
achievable	achievement	achieve	
forgivable	forgiveness	forgive	forgivingly
inquiring	inquiry	inquire	inquiringly
inviting	invitation	invited	invitingly
extreme			extremely

J. Fill in the blanks with suitable forms of the words.

- Allah SWT is all forgiving so we must constantly ask for his forgiveness. (forgive)
- The President enquired about the health of the delegates who were members of an enquiry committee set up to gather information about the people swept away in the flood. (inquire)
spelling mistake (enquire)
- At last we have received an invitation for the seminar .A lot of educationist have been invited .
The food served at the end of the meeting was very inviting. (invite)
- Some new neighbours have shifted to our locality are boastful. Their son was boasting about the car his father drives. However he stopped when I told him that it is wrong to boast. (boast)
- The weather at Abbotabad is extremely cold in winter. Because of the extreme temperature the water in the lake froze. (extreme)

K. The meanings of the word 'rich' are given in the box. Write the correct meaning to the sentences given below.

- The soil of Rawalpindi has a reddish colour and is extremely rich in nutrients hence the land s very green. (fertile)
- Pakistani weddings are grand and the food served in them is quite rich. (greasy and spicy)
- The scientists of Kahuta have a rich mind and they have been able to develop many indigenous weapons. (intelligent)
- The colour of her dress is a rich green. (dark and bright)
- Oranges are rich in vitamin C.
- The drama staged by the children of the school was rich in humour. (full of jokes)
- He is a rich man and supports many charities. (wealthy)

- | |
|---|
| <ol style="list-style-type: none"> wealthy dark and bright colour was full of jokes very intelligent greasy and spicy food fertile contain a large quantity of a substance |
|---|

UNIT 1

BRAGGING

GRAMMAR

A. Fill in the blanks with suitable Articles. Underline the Noun. State its type:

1. A dozen eggs were in the basket.
2. He climbed a very tall mountain when he was very small.
3. The sky is covered with clouds.
4. Cover the soil with a suitable fertilizer.
5. Call the doctor if there is an emergency.
6. Clear the crumbs of bread from the floor.
7. I live in a flat on the top floor.
8. A sling is not good, we need a rifle.
9. We are an hour late for work.
10. The market is a mile from my school.
11. The sea is rough today.

B. Types of sentences - Read the text again and write:

1. Six assertive sentences. (Three Affirmative and three Negative sentences)

Affirmative Sentences:

- a. Some of them had gone to Murree, Nathiagali and Swat.
- b. Fatima ambled to the head of the class with her chart paper.
- c. One of them is a Pathfinder.

Negative Sentences:

- a. However, that was not as exciting as Fatima's trip.
 - b. Her father explained that the aim was not to dazzle but to be modest and honest.
 - c. After the discussion she wasn't sure what story to present
2. Two exclamatory sentences.
- a. "Oh! Do you know I went to Japan for summer vacation this year, it was fabulous!"
 - b. What a brilliant idea!
3. Three Interrogative sentences.
- a. Can you imagine two whole months of fun in a foreign land?
 - b. "Can I be the first one?"
 - c. How could she dazzle the class?
4. Two Imperative sentences.
- a.
 - b.
5. Write two Optative sentences of your own.
- a. May Allah SWT bless you.
 - b. May Allah protect you always.

C. Proverbs: Match the meaning of the Proverbs.

Proverbs	Meaning
1. Time and tide wait for no one.	a. In trying to fix things you make a mess of it.
2. Every dark cloud has a silver lining.	b. Time and tides are unstoppable.
3. Out of the frying pan into the fire.	c. You become careful with people who have harmed you.
4. Once bitten twice shy.	d. The result will be according to your work
5. No smoke without fire.	e. Good is always present even in face of a tragedy.
6. As you make your bed so must you lie in it.	f. There is a cause for everything.

1. b 2. e 3. a 4. c 5. f 6. d

UNIT 1

BRAGGING

D. Fill in the information about the following sentences. Then change the speech of the sentences. State the rule that is being used in the conversion.

Example: She stated that she had even met the Emperor of Japan.

Type of sentence	Assertive, Affirmative
Speech	Indirect
Tense	Past Tense
Verb/ its 3 forms	meet, met, met

She said, “I even met the Emperor of Japan.”

1. “This summer my uncle *who is Pakistan’s ambassador to Japan and lives with his family in Tokyo* invited me and my brother to visit them for the entire vacation,” spoke Fatima.

For the teacher: the phrase in italics is an adjectival phrase which is describing my uncle . the main sentence is ““This summer my uncle invited me and my brother to visit them for the entire vacation,” spoke Fatima.

Type of sentence	Assertive, Affirmative
Speech	Direct
Tense	Past Tense
Verb/ its 3 forms	invite, invited, invited

2. Her father explained that her aim was not to dazzle the class but to be modest and honest.

Type of sentence	Assertive, Affirmative
Speech	Indirect
Tense	Past Tense
Verb/ its 3 forms	Explain, explained, explained

Her father explained, “Your aim is not to dazzle the class but to be modest and honest.”

3. She asked her father to take her to the hospital to photograph the patients and staff.

Type of sentence	Assertive, Affirmative
Speech	Indirect
Tense	Past Tense
Verb/ its 3 forms	Asked, ask, ask

She said to her father, “Take me to the hospital to photograph the patients and staff.”

4. “Assalamu Alaikum girls, please be seated. Before we begin, I want to tell you a story,” greeted Miss Isra.

Type of sentence	Assertive, Affirmative, Request
Speech	Direct
Tense	Present Indefinite – the words spoken by Miss Isra
Verb/ its 3 forms	(be) is, was,

Miss Isra greeted the girls and requested them to be seated . She said that before they began she wanted to tell them a story.

5. “What do you have planned for this weekend?” she asked. (What have you planned)

Type of sentence	Interrogative
Speech	Direct
Tense	Present Perfect Tense
Verb/ its 3 forms	Plan, planned, planned

She asked them what they had planned for that weekend.

E. Read the text again and write two sentences each of Direct and Indirect Speech and do the same as for the above sentences.

1. “This summer I spent my days at Qasimi Hospital.”

Andaleeb said that she had spent her days at Qasmi Hospital that summer.

2. “Andaleeb, are you ready with your presentation?” asked Miss Isra.

UNIT 1

BRAGGING

Miss Isra asked Andaleeb if she was ready with her presentation.

3. She stated that she even met the Emperor of Japan and was invited to his house to spend next summer!

She said, “ I even met the Emperor of Japan and was invited to his house to spend the next summer.”

4. He advised the proud man to seek refuge from Allah SWT’s wrath and to ask for His forgiveness lest misfortune befall him.

He advised the proud man, “Seek refuge from Allah SWT’s wrath and ask for His forgiveness lest misfortune befall you.”

F. Change the voice:

1. She was invited to his house to spend next summer.

Uncle invited her to his house to spend next summer.

2. She was stunned by the scene.

The scene stunned her.

3. Both men were pleased with the lot in their lives.

The lot in their lives pleased both the men.

4. The stories rapt the girls.

The girls were rapt by the stories.

5. Miss Isra quickly assigned the next person who was going to tell the story.

The next person who was going to tell the story was quickly assigned by Miss Isra.

6. She had even been allowed into the operation theatre.

The doctors had even allowed her into the operation theatre.

7. Uncle Siraj had the trip planned really well.

The trip had been planned very well by Uncle Siraj.

G. Go back to the text and pick out three sentences and change their Voice

1. We have lunch planned on the Arabian Sea. Line 114.

Lunch has been planned by us on the Arabian sea.

2. I made lots of friends. Line 93

A lot of friends were made by me.

3. Miss Isra was thrilled.

They thrilled Miss Isra.

the girls had taken her story and discussion at the beginning of class to heart.

Her story and discussion had been taken by the girls to their heart.

5. I was honored to observe open heart surgery.

The doctors honoured me by allowing me to observe open heart surgery.

6. They had forgotten all about Japan.

All about Japan had been forgotten by Japan.

H. Put suitable punctuation marks in the blank spaces and rewrite the sentences:

1. Asma where are the apples ?

2. A simple camera is just a light proof box with a lens .

3. Long ago in the seventeenth century some noted scientists did research in magnetism and electricity .

4. At present there is only one doctor on duty .

5. No sir I don’t know when the fire alarm rang .

6. Yes there are some rupees, franc, dinars and tissues in the purse .

BRAGGING

I. Complete the sentences with a suitable Preposition:

1. I had two cups of coffee.
2. I am going to the store.
3. The teacher is in the classroom.
4. She is with her father.
5. I will wait for you.
6. The book is made of leather.
7. The writer is absorbed in thought.
8. The witness is a proof of his innocence.

J. Read the lines of the text from 80 to 96. Write 5 sentences containing Prepositions.

They should not be the same Prepositions.

1. "Correct, Mariam, I want you all to realize that when someone shows off, whether it is money, relations with other people or things, it always ends up hurting someone," elaborated Miss Isra.
2. "Bragging is a dish whose main ingredients are lies with only a smattering of truth on it. It is the art of exaggeration, turning tiny truths into big fat lies."
3. "So, why do people brag, or for that matter boast?" queried Saima.
4. "I think, they want to be popular and liked by everyone because they suffer from an inferiority complex," contributed Marjan.
5. "Andaleeb, are you ready with your presentation?" asked Miss Isra.
6. "Come in front and get started, we have only half an hour left."
7. Andaleeb was in a dilemma.
8. After the discussion she wasn't sure what story to present, the one that would make her at par with Fatima, popular and rich or the one that was true and would help the hospital acquire more volunteers.

K. Fill in the information about the following sentences. Then, do as directed:

Type of sentence	
Tense	
Verb/ its 3 forms	

1. Tahir swims like a fish. (Change to Negative)

Type of sentence	Assertive - Affirmative
Tense	Present Indefinite
Verb/ its 3 forms	like, liked, liked

Tahir does not swim like a fish.

2. I waited for you for a long time. (Change to Past Perfect)

Type of sentence	Assertive - Affirmative
Tense	Past Indefinite
Verb/ its 3 forms	wait, waited, waited

I had waited for you for a long time.

3. When will you go _____ school? (Insert Preposition)

Type of sentence	Interrogative
Tense	Future Indefinite
Verb/ its 3 forms	go, went, gone

UNIT 1

BRAGGING

When will you go to school?

4. He had given _____ jogging because _____ the advise of the doctor. (Insert Preposition)

Type of sentence	Assertive - Affirmative
Tense	Past Perfect
Verb/ its 3 forms	give, gave, given

He had given up jogging because of the advise of the doctor.

5. We ran as fast as we could. (Change to Present Continuous Tense)

Type of sentence	Assertive - Affirmative
Tense	Past Indefinite
Verb/ its 3 forms	run, ran, run / can, could, could

We are running as fast as we can.

6. We went sky diving, rock climbing and pearl diving. (Change to Future Indefinite Tense)

Type of sentence	Assertive - Negative
Tense	Past Indefinite
Verb/ its 3 forms	go, went, gone

We will go sky diving, rock climbing and pearl diving.

7. He is hurt and bleeding. (Change to Exclamatory sentence)

Type of sentence	Assertive - Affirmative
Tense	Present Indefinite
Verb/ its 3 forms	is, was, was

Oh! He is hurt and bleeding.

8. Please wait here for the doctor. (Change to a Command Sentence)

Type of sentence	Imperative – Request
Tense	Present Indefinite
Verb/ its 3 forms	wait, waited, waited

Wait here for the doctor.

9. We are going to Pearl Continental for dinner. (Change to third person)

Type of sentence	Assertive - Affirmative
Tense	Present Continuous
Verb/ its 3 forms	Go, went, gone

10. Can you write a story? (Change to Passive Voice)

Type of sentence	Interrogative
Tense	Present Indefinite
Verb/ its 3 forms	Write, wrote, written

Can a story be written by you?

OZYMANDIAS by Percy Shelly

I met a traveller from an antique land
 Who said: Two vast and trunkless legs of stone
 Stand in the desert... Near them, on the sand,
 Half sunk, a shattered visage lies, whose frown,
 And wrinkled lip, and sneer of cold command,
 Tell that its sculptor well those passions read
 Which yet survive, stamped on these lifeless things,
 The hand that mocked them and the heart that fed;
 And on the pedestal those words appear:
 My name is Ozymandias, king of kings:
 Look on my works, ye Mighty and despair!
 Nothing beside remains. Round the decay
 Of that colossal wreck, boundless and bare
 The lone and level sand stretch far away.

UNIT 1

BRAGGING

QUESTIONS:

1. This poem is about pride, there are 6 vices we can succumb to, fill in the table below:

Sin	Personal Example
Pride	I get highest marks in math.
Laziness	Do not want to get up at <i>Fajr</i>
Jealousy	Want to do everything better than my elder brother.
Gluttony	Eating everything in sight at <i>Iftar</i>
Revenge	When I lose a match.
Anger	Someone points at my mistake.

2. Now use the above table, pick one vice and write a poem about it.

Said the teacher to me one day,
Those who do well in math will get an 'A'
I worked on tables the whole night
For this was going to be a fight
To get on the better side

The van as usual was late
But in the class I was allowed the test to take.
Nervous and sleepy the question I could not relate,
So on the test I could not make
To the 'A' which was the required state.

Allah's help I had not sort
My problem I now caught.
Too much on my strength I retort
O! Allah make me humble, I had forgot.

3. Write a poem about one of your virtues.

UNIT 2

WINDOWS TO THE SOUL

MOTIVATION:

Teacher will start by reading a translation of the following ayaat from the Quran, she can even explain in Urdu if necessary:

1. And We have enjoined on man (to be good) to his parents: in travail upon travail did his mother bear him and in years twain was his weaning: (hear the command) "Show gratitude to Me and to thy parents: to Me is (thy final) Goal. (Surah Luqman: 14).
2. Thy Lord hath decreed that ye worship none but Him and that ye be kind to parents. Whether one or both of them attain old age in thy life say not to them a word of contempt nor repel them but address them in terms of honor. (Surah Isra: 23).
3. Serve Allah and join not any partners with Him: and do good to parents...(Surah Nisa:36)

This should lead to a discussion of why Allah has commanded us in several places (there are 2 more in the Quran) to be kind to parents? This also includes grandparents, aunts, uncles and most elders in the family and friends circle.

Next the teacher should lead the discussion to how these people, the older generation have an impact on our lives, and ask students to talk about who has influenced them the most.

Inshallah, with this and the introduction, students will realize how important our elders are in our lives.

QUESTIONS:

1. Fill in the table below during class discussion. Add as many rows as you deem necessary: (All the things that are a priority in our life are a value for us.)

Value/priority	Reason why?	Islamic Integration for teacher's reference and class discussion
1. Justice	There will be fairness in the world. And it would become a better place to live in.	Allah SWT has laid the foundation of everything on justice. Allah is just and likes justice. A ruler who is just will be successful on the day of judgment.
2. Truth	dedicated people need to be truthful at all times even when the others are condemning them.	Lying is the path that leads to the gate of hell. The biggest Jihad is to seek the truth in the presence of a cruel ruler. The angels bringing blessings recede to a distance equal to seven days travel due to the smell of lying.
3. Hard work (Dollar earned is of far more value than five found)	People like to get results without putting up an effort. Working hard itself should be enjoyable.	Earning by Halal means is a form of worship. The best earning is the one earned by ones own hands.
4. books	Great knowledge is in books ,	Knowledge is the lost heritage of

	people whose reasoning and work is based on knowledge are more sound	a momin. An ignorant is one who does not have the knowledge of Quran. The ignorant and the knowledgeable cannot be equal.
5. love of mankind 6. pondering over nature 7. fairness/ never to cheat 8. critical thinking 9. crying is not a weakness 10. never to sell heart and soul 11. fight for the right		A Muslim is one who does not harm another Muslims by his hands or tongue. Why don't you ponder over Allah's creations. A Muslim sheds tears when sad but never utters anything to displease Allah SWT. A Momin is principle centered. Never compromises on righteousness (HUQ) Help the one who is on the right till the other accepts.

2. From the table above write out at least five values the father wants his son to be taught and the reason why you think they are necessary for building good character?
3. Have your mother/father write out 5 things they would like the school to teach you, now put it in the form of a poem.
 1. forgiveness 2. contentment 3. simplicity
 4. sharing 5. love

Teach my little one to love mankind
 For in it, peace he will find
 Teach him to be forgiving
 The shortcomings of others
 He will learn to love all his brothers
 Simplicity is one key to happiness
 It gives contentment and blissfulness

4. Do you think there is anything missing in this letter? What is it?
 The reason for being good is to please Allah SWT only, and there is no mention of Allah in this paragraph.
5. In the second paragraph the line "...the eternal mystery of birds in the sky..." what does this allude to?

This alludes to the wonders of Allah's creations – who has created them, their different types, how do they fly, how they make their nests, their purpose in the world...

When Babe Nanajan tells how he got married talk about the qualities of a self-made person. Have them discuss a self-made person they know specially one in their family. Make them write an essay on it.

Reading:

Pgs 24-25

Loud reading by children .

1. Page 24 , make the students underline the words, on line 3. "there was one thing I never saw them do'. This is an important statement and the children have to find the answer to it which is on page 27, line 120, 'there were tears in them'.
2. As they read the lesson, make them do Ex. E on page 29, the different colours of the eyes of Bade Nanajan.
3. Short questions should be asked :
 - a. What do you think is the meaning of 'windows to the soul'
 The eyes do not lie, they reflect the inner self. They are the most prominent features which express the inner feeling.

UNIT 2

WINDOWS TO THE SOUL

READING COMPREHENSION:

A. Answer the following questions:

1. The writer says that people were impressed by him, why did they then listen to the advice of *Bade Nanajaan*?

Ans: The people were impressed by the degree of the writer, yet they came to *Bade Nanajaan* because

a. *Bade Nanajaan* was a reputed lawyer and extremely honest.

b. He never took on a client he didn't believe and he always defended those who couldn't pay.

c. It wasn't about winning but about finding humanity in adversity, in upholding Allah's law always.

d. He never felt sorry for his clients. He always pushed them, almost forced them to settle with

the opposition. If they went to court they could get millions of rupees, instead he made them settle for thousands and get on with their lives.

2. List some of the cases which came to *Bade Nanajaan*?

a. There were a lot of sad stories . He heard everything from murder to deception to plain stupidity,

b. A brother was deceiving his sister because she wanted her inheritance after her mother's death.

c. A mother was fighting her sons for the title to a piece of land her father had left her.

They wanted to sell it and they tortured her verbally.

3. How do you think the court puts a price tag on 'pain and suffering'?

Ans: By assigning monetary compensation for all losses the court puts a price tag on human pain and sufferings.

4. Where was the writer when *Bade Nanajaan* died?

Ans: He was in the second year of college .When he heard about his demise he was sleeping after a long hard week of exams.

5. What in the eyes of *Bade Nanajaan* was the meaning of 'practicing law'?

Ans: In his eyes the meaning of 'practising law' was to settle case amicably outside the court and take only what was necessary.

He always pushed the clients , almost forced them to settle with the opposition. If they went to court they could get millions of rupees, instead he made them settle for thousands and get on with their lives.

6. How was *Bade Nanajaan* repaid for his services to the people? Why?

It was a small village where he lived. He never took on a client he didn't believe and he always defended those who couldn't pay. We would receive chickens from people's farms, milk from their cows, vegetables from their gardens, honey from their bees and cloth from their hand woven looms at home as payment.

7. Why did *Bade Nanajaan* end up staying at Fakhruddin Manzil?

Ans: He married the lady who was the only daughter of her father, so he ended up living in that house.

8. What do you think compelled Great, great, great grandfather to marry his daughter to a student?

Ans: He found the student to be: a. honest b. responsible c. struggler d. fond of education.

9. What was the legacy of *Bade Nanajaan*?

Ans: His legacy was how to really practice law. It wasn't about winning but about finding humanity in adversity, in upholding Allah's law always. It was being patient and tolerant.

UNIT 2

WINDOWS TO THE SOUL

10. What was the importance of Hyderabad in the writer's life?

Ans: The writer cherished the summers he spent in Hyderabad all those years ago. They were the anchor of his identity; they defined who he became. There were 24 of them who visited their grandfather from the four corners of the earth every summer for two months. He also was an apprentice in his law office and learnt to practice the profession under the able experience of his grandfather.

11. What type of a person do you think the great great grandfather of the writer was? Give reason to support your answer.

Ans: He was very kind and generous because he used to take the underprivileged youth who came to the town regularly and helped them financially so they could get a decent education.

He was far sighted and would see a good person and select him for what he thought best. He was loving because he laughed and smiled at the complaints the maids made about the naughtiness of the children.

He was a good teacher because he taught the writer the meaning of practising law.

He was a good listener and heard all the problems of the people.

He was honest as he did not take a case he knew was not right.

B. Meaning in context:

Choose the correct answer:

a. tortured her verbally

iii. said things to hurt her

b. collect the damages

ii. demand money for the loss

c. always pushed them

i. forced them to do

d. get on with their lives

ii. continue living normally

e. spring to life

iii. grow and develop

f. brought the roof down

ii. got very angry

C. Describe the personality of *Bade Nanajaan*? Fill in the columns below. Give examples from the story to prove your point.

Physical appearance	Student	Barrister	Grandfather
His eyes were. 'Windows to the soul' gentle, brimming with hope and reflecting the mood perfectly. wrinkled face, mesmerizing eyes, those eyes that never cried but were always there; reflecting the moods and sympathies of those who came to him for help.	You see, it was my duty to return something I did not rightfully earn, and why should I get a reward for doing what is my duty?	Reputed lawyer and extremely honest. He never felt sorry for his clients. He always pushed them, almost forced them to settle with the opposition. He was always there to lend a ear.	Guided and directed the children. He never rebuked them, only winked with his extraordinary eyes. advice

Unit 2 WINDOWS TO THE SOUL

D. Compare the professional attitude of grandfather and grandson:

Grandfather	Grandson
<ul style="list-style-type: none"> • He always forced them to settle their disputes outside the court. * Take thousands but not millions * Family is important, do not fight. 	Fight for your right. Promise millions of rupees. Advised the clients to fight for their right.

E. Describe when and how did *Bade Nanajaan's* eyes change their colour?

Situation.	Condition of the eyes	Colour of the eyes.	Feeling they were conveying
Joking	round like saucers	---	happiness
mad	tight slits	jet black	angry
complaining	winked	smouldering coal	happy, recalling old days
deception	burn with fury	smoulder	furios
children asking personal questions	twinkling	gray of rain clouds	smiling
wining the case	sparkling	-----	happy
the writer wants to solve the case just like bade nanajan	changing shape	liquid in lava lamps	tears in the eyes , mission accomplished

F. Write one word for the following sentences to bring out the meaning of the first sentence:

1. Have mercy on us. Please be merciful.
2. Grant us forgiveness. Please be forgiving.
3. Condemn us not if we forget. Please do not punish us if we are forgetful.
4. Condemn us not if we err. Please do not blame us if we are in error.
5. Lay not us a burden we do not have the strength to bear. Please do not put the unbearable burden of things which we do not have the strength to bear.
6. Blot out our sin. Wipe out our bad deeds.
7. Help us against those who stand against faith. When we stand against the infidels (unfaithful) please be helpful.

G. Activity

What complaints were made when all the grandchildren were together? Do you think the complaints were justified? Have a class debate.

H. CLASS DEBATE:

Have a class debate on the following hypothesis:

Hypothesis: *Bade Nanaajan's* reconciliation method used on the client was non-practical:

Positive	Negative	Interesting
The families would have better relationships. Saving of time and money.	The lawyer will not get any money	In the end everybody will be contented. There would be no losers.

Conclusion:

We as a class accept/reject the statement because_____.

Unit 2

WINDOWS TO THE SOUL

WORD STUDY:

A. Word Search:

B.

Read the words which are in the box. Find them in the puzzle and write their meanings:

A K T G O Y T T S O A Z I D C
 I **S T R I F E** T Z Q R R R M O
 W W W R U D O **L B A C I M A**
~~B B C M U R E E V Q P E S I T~~
 Z E I O T O S M S B C L N S N
 B N G U N I E I I P E O C E
~~S U R E A V O V D S F G I H I~~
 X E F R L W I U E U **E A T I L**
~~D F P H D I J N T D F C I E C~~
 P E C E D E V C C A E Y S F V G
 H Y D F R O L I O E V N O I N
 Z T O P H G B P R V J T P L I
M E S M E R I Z E P A V P S U
 S T U Q U V W K S A Z H O G S
 V E J U F E C M Z R E R F T E

amicably	client	demise
privileged	woes	fuming
legacy	suing	mischief
convince	praise	mesmerize
tortured	havoc	prejudice
devious	strife	opposition

Word	Meaning	Word	Meaning	Word	Meaning
amicably	agreeably	client	customer	demise	death
privileged	honourable	woes	sufferings	fuming	furious
legacy	inheritance	suing	prosecute	mischief	misbehaviour
convince	induce	praise	admire	mesmerize	spellbound
tortured	tormented	havoc	chaos	prejudice	discrimination
devious	deceitful	strife	trouble	opposition	resistance

B. The following expressions have been taken from the story. Discuss what they mean with your partner. Change the italic part/word for one of your own. Make a sentence with it:

- | | | |
|--------------------------|--------------------------------|--|
| a. Carefree <i>youth</i> | b. ate the <i>tray</i> as well | c. before they could <i>spring</i> to life |
| (heart, person, self) | (plate, pips, peel) | (bud, come, return) |
| d. win his <i>heart</i> | e. decent <i>job</i> | f. burn with <i>fury</i> |
| (soul, opinion) | (person, dress, idea) | (rage, anger) |
| | | g. shed a <i>tear</i> |
| | | (drop of blood, leaf) |

- a. Many accidents are caused by the carefree teenagers of today.
- b. The traveller was so hungry that it appeared he would eat the plate as well.
- c. The flower seeds were planted well before the season so that the garden would return to life during the summer.
- d. Advertisements on television are used to win the opinion of the public in favour of the product.
- e. The teachers wear a decent uniform and look simple and smart.
- f. The goal keeper burnt with fury because the empire declared his hit a foul.
- g. Many trees shed their leaves in winter but the evergreen trees do not.

Unit 2

WINDOWS TO THE SOUL

C. Match the synonyms and write at least one more synonym for the following words:

word	synonym	synonym
1. clients	a. troubles	consumers
2. demise	b. magma	end
3. reproach	c. untroubled	chide
4. mesmerize	d. heritage	fascinate
5. lava	e. glow	volcanic emission
6. outsmart	f. value	outwit
7. smoulder	g. recoil	smoke
8. reputed	h. death	well known
9. woes	i. customers	miserias
10. carefree	j. spellbind	happy go lucky
11. cherish	k. overcome	treasure
12. legacy	l. scold	donation
13. flinch	m. famous	cringe

1. i 2. h 3. l 4. j 5. b 6. k 7. e 8. m 9. a 10. c 11. f 12. d 13. g

D. Make sentences using at least two words from the above in one sentence.

- The teacher spoke with relish about the carefree ways of the well-known kings and princes and their heritage.
- When the spider leapt on the customer's hand who was buying some plants, he flinched with disgust.
- The miseries of the people who had been displaced because of the magma flowing from the volcano were unbelievable.
- Some clients outsmart salesmen and end up with a good purchase.
- The troubles of the carefree youth are not over because they want to get everything by outwitting everyone.

E. Match the Antonyms:

Words	Antonyms
1. prejudice	a. dissuade
2. demise	b. create
3. convince	c. truthfulness
4. deception	d. praise
5. rebuke	e. tolerance

1. e 2. b 3. a 4. c 5. d

F. Cloze: Fill in the blanks with the words/phrases in the box:

woes convince prejudice clients

- Being a barrister means that you have a lot of clients. They tell their woes to their lawyer and try to convince him of their innocence. He looks at their case without any prejudice.

deception praise created mesmerize

- A starlight light is sufficient to mesmerize you. It tells of the beauties which Allah SWT has created. The bulb is just a deception of the creation. No wonder the entire universe bows to Allah SWT is His praise.

moistened eyes shed a tear hard hearted licked clean spring to life

- Floods in Baluchistan have caused havoc. The villages were licked clean. The people look at the place where their houses stood with moistened eyes. But the children around them compel them to spring to life. The hardhearted still try to make a buck at this time also and do not shed a tear.

Unit 2

WINDOWS TO THE SOUL

G. Word Family

Make a word family of the following words:

1. mystery mysterious mysteriously mystify	2. faith faithful faithless faithfully unfaithful	3. honour honourable honouring honoured	4. deceive deceitful deception	5. fume fuming fumes fumigation fumigate
---	---	--	--------------------------------------	--

H. Fill in the blanks with the correct form of the words in bracket.

- The boy disappeared in a mysterious way. The police were trying to solve this mystery. However a clever sub-inspector came with information which mystified all the officers. (mystery)
- The faithful Muslims gather in Makkah for the performance of Hajj. The inhabitants of Makkah look after these guests of Allah SWT faithfully since the times of Ibrahim AS. After performing Hajj the Hajies return home with tears in their eyes but with renewed faith. They promise not to be unfaithful. (faith)
- The gardener complained that there were too many pests in the garden. He fumed that they were eating away even the old coconut trees. The garden needed fumigation, but the gardener cannot fumigate the garden because the fumes of the insecticide causes him bronchitis. (fume)

I. Read the following sentences carefully. Write the correct meaning of the underlined word 'old' from the box.

- He was cleaning his motorcycle so he was wearing his old trousers.(worn out)
- Alhamdulillah*, the Muslims look after their old parents and relatives and do not put them in old homes as is done in the western countries. (elderly, place for elderly)
- That is an old custom; we do not follow it now. (ancient)
- He lives in an old house near the lake. (dilapidated)
- Grandfather talks about his old days with relish. (bygone)
- Tahir has the habit of collecting old stamps.(ancient) (used)
- 'Sorry,' said the officer, 'you are too old for the job.'(elderly) (outdated)

- | |
|--|
| <ol style="list-style-type: none"> advanced in age ancient bygone, times of long dilapidated elderly outdated place for the elderly worn out |
|--|

J. Collocation: Write words which collocate with the following word:

Nouns person house thing work	Adverbs very extremely relatively	OLD	Verb be, taste sound feel look	Preposition for to at (RAZIA CHECK)
---	--	------------	--	---

J. Write a short story of about five lines using the word old in different forms.

Tahir is an extremely old person working although he looks young for his age. He is always called to do things which others are not able to do because he is an old hand. When he is working in the garden he wears his old clothes and boots. He particularly likes to tend to the old mango tree which had been planted by his old father. No one says that he is too old for gardening.

WINDOWS TO THE SOUL

GRAMMAR:

A. From the text write three sentences of:

1. Direct Speech and Indirect Speech and change the Narration.

- a. "But how did you win his heart", we would ask?
We would ask him as to how he won his heart.
- b. "Please tell us."
We requested him to tell us.
- c. I asked about a case we had both been working on.
"What about the case we were both working on," I asked.
- d. He would tell them to try and settle the matter amicably.
"Try and settle the matter amicably," he would tell them.

Active and Passive Voice and change the Voice.

- a. They saw almost 100 years of love, war, hate, prejudice, struggle, strife and joy.
Almost 100 years of love, war, hate, prejudice, struggle, strife and joy was seen by them.
- b. I set out the tray of dry fruits to cut and prepare for Eid.
The tray of dry fruits to cut and prepare for Eid was set out by me.
- c. I boiled the milk and left it to cool.
The milk was boiled and left to cool by me.
- d. He never rebuked us.
We were never rebuked by him.
- e. I wash the floors.
The floors were washed by me.

2. Continuous Tense and Analyse the sentence.

- d. Allah SWT is always testing you.
Verb : test, tested, tested
Type of sentence: Present Continuous Tense
- e. I was sleeping after a long hard week of exams.
Verb : sleep, slept, slept
Type of sentence : Past Continuous Tense
- f. He was trying to tell me something but I wasn't listening.
Verb : try, tried, tried
Type of sentence : Past Continuous Tense
- g. A mother was fighting her sons for the title to a piece of land her father had left her.
Verb : fight, fought, fought
Type of Sentence: Past Continuous Tense

3. Perfect Continuous tense and analyse the sentence.

- I regret not having said goodbye to him.
Not having heard his reproach one more time.
Not having the understanding to thank him for his advice.

B. Conditional Sentences: Complete the Conditional sentences:

1. If the cow gives milk we will drink milk everyday.
2. If they come early we will have dinner together.
3. If the *Muadthin* gives the Adhan the people will go to the mosque for Salah.
4. If the bell rings the period will be over.
5. If I write the letter my brother will post it in the morning.
6. If you listen carefully to the teacher you will understand the lecture.
7. If mother bakes a cake Fatima will take it to school.
8. If the sun shines the farmer will cut the crops and stack them in sheaves.
9. If the baby goes to sleep mother will do some housework.
10. If the carpenter finishes his work he will take the day off tomorrow.

WINDOWS TO THE SOUL

C. Articles:

Insert suitable articles where necessary. Put a cross on the blank where it is not needed.

1. X doctors are so ready to give an antibiotic to their patients. Physicians are quick to blame the public. Patients, they say demand X antibiotics, so to keep their customers happy they prescribe antibiotics.
2. X River Nile stretches from X Egypt and passes through X Syria.
3. People who go sight seeing visit the Bahria Museum and see many X ancient things. They also visit the Quaid-e-Azam's mausoleum and also the Mohatta Palace.
4. If you go to X Thatta you will see the Maklee Graveyard. Enjoy the view at the Lake Kinjhar . You can also hire a boat and take a ride in the clear waters of the lake.
5. My father has an office in Taj Towers on X Fateh Street. His office has a nice view. If you stand at the window The Quaid-e-Azam International Airport is visible very far away. Aeroplanes of X PIA land and take off from here.

D. Adjectives: Underline the Adjectives in the following sentences and state their type.

1. The people of our country are using advanced technology to increase soil fertility.(adjective of quality)
2. The arid deserts have a few plants which have medicinal value. (adjective of quality)
3. That man lives at the end of the double road. (adjective of quantity)
4. Dinosaurs which stood on two legs are called bipeds. (adjective of quantity)
5. In a leap year the month of February has twenty-nine days. (adjective of quantity)
6. The children sitting on the last bench are talking. (adjective of quality)
7. Which boy has lost his notebook? (personal adjective)

E. Put capital letters and punctuate the following sentences:

- a. The volume of water increases after rain, snow fall or when snow melts on the mountains.
- b. In Pakistan, the fields are irrigated by only one river, that is the river Indus.
- c. The snow and ice begin to melt in the month of March and continue to melt, but at a faster rate, during the summer months.
- d. In addition, the summer monsoon rain adds to the volume of River Indus.
- e. As a result of this, the flow of water is much more from April to September, than from October to March in the River Indus.
- f. The River Nile is one of the longest rivers in the world.
- g. The sub divisional canal officer arranges the rotation of water from the canals to the farmers.
- h. The Mangla, Tarbela and Warsak dams have been built on the River Indus.

F. Change the following paragraphs into Active Voice:

Note: (Some sentences are already active therefore the students must first identify the active and passive sentences in each paragraph before making any changes.)

1. Today, a hunter was attacked by a gorilla in the jungles of Africa. A search party was dispatched in search of the gorilla. When they found him, he was shot immediately.
Today, in the jungles of Africa a gorilla attacked a hunter. The forest department dispatched a search party in search of the gorilla. When the search party found him, they shot him immediately.
2. Muslims are known to fast for one month after they have seen the Ramadan moon.
Everyone knows that Muslims fast for one month after they have seen the Ramadhan moon.
3. Special food is prepared for Aftar. Friends are called and food is shared with them.
The Muslims prepare special food for Aftar. They call friends and share food with them.

Unit 2

WINDOWS TO THE SOUL

4. Food is sent to the neighbours too. Charity is distributed to attain the blessings of Allah SWT.

The Muslims send food to the neighbours too. They distribute charity to attain the blessings of Allah SWT.

5. A meeting has been announced by the Principal in the staff room. An agenda for the meeting has been prepared by the secretary. The copies were not given to the teachers because the clerk had not returned from the shop. He had gone to the shop to photocopy the agenda.

The principal has announced a meeting in the staff room. The secretary has prepared the agenda for the meeting. The principal did not give the copies to the teachers because he had not returned from the shop. The clerk had gone to the shop to photocopy the agenda.

- The boy was injured by a speeding truck. An ambulance was called and he was put in it by the wayfarers. He was given first aid in the ambulance. The operation theatre was ready and the surgeon was scrubbing. The anaesthetist had been called too.

A speeding truck injured the boy. The wayfarers called an ambulance and they put him in it. The paramedics gave him first aid in the ambulance. The operation theatre was ready and the surgeon was scrubbing. The administration had called the anaesthetist too.

G. Narration:

Change the following sentences into Indirect Speech.

1. Salma said, " We had a wonderful time at Javaria's party."
Salma said that they had a wonderful time at Javaria's party.
2. The farmer said, " I hadn't see him."
The farmer said that he didn't see him.
3. Wakil and Sohail said, " We were very happy about the news."
Wakil and Sohail said that they had been very happy about the news.
4. Mr Ali said, " I was watching the talk show last night."
Mr Ali said that he was watching he talk show the previous night.
5. Sami explained, " I saw the accident at the corner of High Street."
Sami explained that she had seen the accident at the corner of High Street.
6. Mr Akaram said, "As a young boy I collected stickers."
Mr Akram said that as a young boy he had collected stickers.
7. The players reported, " We played a lot of tennis last year."
The players reported that they had played a lot of tennis the previous year.
8. Mother said, " I have a headache."
Mother said that she had a headache.
9. The Clarks told us, " We drove right down to Athens last summer."
The Clarks told us that they had driven right down to Athens the previous summer
10. Anny said, " I'm doing my homework now."
Anny said that she was doing her homework then.
11. Jawad said, " They were interested in other countries."
Jawas said that they had been interested in other countries.
12. Mr Fahim said, " I take my medicine regularly."
Mr Fahim said the he took his medicine regularly.
13. Mrs Mukhtar said, " I don't feel better now."
Mrs Mukhtar said that she had not felt better then.
14. Sarah said, " My father takes me to school every day."
Sarah said that her father took her to school daily.
15. He said to the reporters, " I'm a farmer in Sajawal."
He said to the reporters that he was a farmer in Sajawal.

Unit 2

WINDOWS TO THE SOUL

16. The children said, "We always go to bed on time."
The children said that they always went to bed on time.
17. The boy said, "My father drives to work everyday."
The boy said that his father drove to work daily.
18. My sister said to me, "I like roast beef."
My sister said to me that she liked roast beef.
19. The tired girl said, "I am not doing my homework now."
The tired girl said that she was not doing her homework then.
20. Aunt Rabia said, "We buy a newspaper everyday."
Aunt Rabia said that they bought a newspaper daily.
21. Dr. Saleem said, "I am flying to Islamabad tonight."
Dr. Saleem said that he was flying to Islamabad that night.

H. Idioms: Match the meaning of the idioms:

Idioms	Meanings
1. a busy body	a. terrified
2. to make up one's mind	b. someone who meddles in the affairs of others
3. to listen to reason	c. to accept a humiliation, disgrace, shame, embarrassment
4. to swallow one's pride	d. to make a decision
5. scared stiff	e. to listen to the problem without being prejudiced
6. a lame excuse	f. an unconvincing excuse
7. to cough up	g. to pay
8. a pain in the neck	h. a person who is a pest, a real nuisance

1. b 2. d 3. e 4. c 5. a 6. f 7. g 8. h

I. Write the adjectives for the following Nouns.

Adjectives	Nouns	Adjectives	Nouns
1. famous	scientist	6. gentle	doctor
2. beautiful	flower	7. kind	gentleman
3. clean	kitchen	8. proud	peacock
4. dark	night	9. sad	lady
5. fat	person	10. soft	pillow

J. Do as directed:

1. It was a cold night. All the people were sitting indoors. (Insert Articles)
2. The children ate their food. (Change the sentence into Past Continuous Tense)
The food was eaten by the children.
3. The farmer rises with the sun. (Insert Preposition)
4. I said to him, "Are you sick?" (Change the Narration)
I asked him if he was sick.
5. We played together in the garden. (Change into Interrogative form)
Did we play together in the garden?
6. I have been sitting in the park for a long time. (Change the Verb into Past Perfect Tense)
I had been sitting in the park for a long time.
7. He is going to fall from the bench. (Insert preposition)
8. I said to him, "Kindly pay for this book immediately." (Change the Narration)
I requested him to pay for that book immediately.
9. You do not complete your work on time. (Change to Assertive form)
Complete your work on time.

WINDOWS TO THE SOUL

10. He enquired of me what I would do on the holidays. (Change the Narration)
He asked me, "What will you do on the holidays?"
11. tahir left for lahore on friday the 8th of may 2005 (Punctuate and use capital letters where necessary)
Tahir left for Lahore on Friday, the 8th of May 2005.
12. She fried the eggs for breakfast yesterday. (Change into Negative form)
She did not fry the eggs for breakfast yesterday.
13. That register has not been brought by me. (Change the Voice)
I have not brought the register.
14. Did he learn for his test properly? (Change to Assertive form)
He learnt for his test properly.
15. Who is working on the computer? (Change the Voice)
By whom is the computer being worked?

Be A Writer



PERSON (name)

Mohsin Ali Taher

Appearance (details of physical appearance and emotional state)

Tall, slim with a wrinkled forehead and glasses sitting on his nose. Eyes like liquid lava, grey and changing colour to suit the mood.

Dialogue (examples of dialogues with the person)

"I saw that, finish your milk" whispered *Bade Nanajaan*, "or else *Shaytaan* will come and make you his slave".

"I did finish it, really" I said.

"Beta, lying is another sin, I saw you give it to Mohammed," replied *Bade Nanaiaan*. "I have eyes in the back of my head you know."

Habits and Activities (habits & activities of the person that left an impression on you)

Bade Nanajaan was a reputed lawyer and extremely honest. He never took on a client he didn't believe and he always defended those who couldn't pay.

Incident (details about an incident)

You see, it was my duty to return something I did not rightfully earn, and why should I get a reward for doing what is my duty? When my money ran out, I had to go to the Jama Masjid to seek room and board in my final year of college. Destiny had your great, great, great grandfather and I intertwined, we met and I became his boarder. Soon I was to become his son-in-law as well."

Significance of subject (why is this person important, what did he/she teach you?)

He was always there to lend a ear, and he left his legacy of how to really practice law. It wasn't about winning but about finding humanity in adversity, in upholding Allah's law always.

WINDOWS TO THE SOUL

LISTENING AND CONVERSATION

These are riddles and it is meant to be a fun activity that will help the students perfect English and gain confidence speaking it. The class will become a little noisy. Maybe the students can come up with riddles of their own as well, and play in teams.

READING FOR ENRICHMENT:

- As a class discuss ethical dilemmas posed by the atom bomb and nuclear technology. List them all on the blackboard and then fill in the table below:

Dilemma	Solution	If situation remains the same what will happen?
1. Are today's governments responsible enough to own such technology?	Destroy all nuclear weapons	Man will destroy himself.
2. Now with WMD's civilian (people not in the army) populations are targeted.	Destroy all nuclear weapons OR Make a body that makes rules for their use and is strong enough to punish who disobeys those rules.	Civilians and defenseless innocent people will be targets for military takeovers, eg. Afghanistan, where the fighters hide but the innocent are killed in the bombing.
3. Is there a country/government responsible enough to regulate its use if ever required?	Destroy all nuclear weapons OR Enforce Islamic principles everywhere. (If you kill a soul needlessly you have killed the whole humanity.)	If a country does become that strong it will become a police state telling all others what to do.

There can be more points that come up from discussions in the class.

- Why is the Manhattan Project historically significant?

It is historically significant because it created the first ever WMD(weapons of mass destruction). With this the world as we know it entered the nuclear age.

- Find out from your library the effects of the Atom Bomb on the civilian population of the Japanese cities of Hiroshima and Nagasaki. Give a presentation in class.

FROM THE INTERNET

August 6, 1945. This is one of the six photographs recording the disaster of Hiroshima. A precious photograph taken only three hours or so after the explosion. Towards the right and beyond is the center of Hiroshima City, and the raging fire is creeping up. Both ends of this bridge, which was the longest one in Hiroshima at that time, were filled with A-bomb victims. Many of them were students of the Hiroshima Prefectural Daiichi Middle School and the Hiroshima Girls' Commercial

WINDOWS TO THE SOUL

School who were exposed to and injured by the A-bomb while participating in the demolition of buildings.

Mr. Matsushige, who was a news cameraman then, wrote in the "Hiroshima Tokuho", issued on August 6, 1980, based on his experience, as follows:

"...in front of the police box of Senda township located at the west end of Miyuki Bridge, a policeman took off the lid of an oil can and started to give first aid treatment to the people with burns, but the number of the injured increased rapidly. I thought this must be photographed and held the camera in position. The scene I saw through the finder was too cruel. Among the hundreds of injured persons of whom you cannot tell the difference between male and female, there were children screaming 'It's hot, it's hot!' and infants crying over the body of their mother who appeared to be already dead. I tried to pull myself together by telling myself that I'm a news cameraman, and it is my duty and privilege to take a photograph, even if it is just one, and even if people take me as a devil or a cold-hearted man. I finally managed to press the shutter, but when I looked the finder for the second time, the object was blurred by tears."

Because of the atomic bombing, there were no newspaper reports in Hiroshima for August 7th and 8th of 1945. The "The Hiroshima Tokuho" (the phantom newspaper) was published on August 6, 1980, faithfully reflecting the feeling of that time based on the news collected by three reporters and a cameraman who headed toward the hypocenter immediately after the detonation of the A-bomb. According to the records of April 1945, a school had 32 classrooms, 1,500 pupils and 37 teachers and staffs. Since an air-raid alert was announced on that day, the pupils were sent home. Those who remained were 32 teachers (including a child of one of the teachers), 44 students of the Gakuto Hokokutai, and 75 workers from the Mitsubishi Heiki Seisakusho. A total of 151 persons.

Of the 151 persons, 52 were instantly killed by the heat rays and the enormous wind pressure, and 79 died later. A total of 131 victims accounts for a death rate of 87%. Of the 1,500 pupils who were at a home, it is estimated that about 1,400 were killed. A boy had thermal burns on more than one-third of his body, and his chest and the left side of his belly were seriously injured. He managed to leave the hospital after 3 years and 7 months. A 21-years-old soldier who was in a wooden house situated 1 kilometer from the hypocenter. Since he was indoors, he was saved from burns, but, as he received cuts on his back, right elbow and right belly, first-aid treatment was given to him. However, when we follow his medical record, we learn more:

August 18 --Hair falling out is noticed; August 19 --Bleeding from gum, and purplish subcutaneous haemorrhage starts to appear as in the photograph; August 30 --Is hospitalized in the Ujina Branch of the Army Hospital, and on the 31st becomes feverish; September 1 --Tonsillitis occurs and with a sore throat he can not eat. Bleeding from gum does not stop, and subcutaneous haemorrhage multiplies on face and upper half of body; September 2 --Has an indistinct consciousness and starts to talk in delirium. September 3 --
Died at 9:30 p.m.

WINDOWS TO THE SOUL



POETRY

1. Use the poem and fill in the table below:

Responsibilities of Parents	Responsibilities of Children	Effect if responsibility not fulfilled
1. Accept us no matter who we are		Children will feel they are being judged all the time
	2. Not to confuse their concern with interfering pry	If parents do not monitor us we can never know the difference between right and wrong
3. Bring us up with tender care		Child will be psychologically damaged and will not be able to trust anyone.

Students should add more as a class, and maybe even add points not in the poem.

2. What do you think life would be without parents? Write a poem in couplet form. Teacher can start this question by listing things on the chalk board about what students say, and then the list can be used to write a poem in class, about 5 verses, that is 10 lines.

TRAVEL IN SPACE

MOTIVATION:

*The teacher will walk into class and start looking out the window, not saying a word. She will then turn around and write the following words on the chalk board – still not saying a word – **do not give the Surah references:***

- **The sun and the moon follow courses (exactly) computed** (Surah Rahman: 5)
- **And the Sun runs his course for a period determined for him: that is the decree of (Him) the exalted in Might the All-Knowing** (Surah Ya –Sin: 38)

Now she sits down and asks the students if they have read this anywhere? As per the answers she informs them of where the words come from.

Next she asks the students why she was looking out of the window when she entered the class. As per the answers she tells them that Allah has ordered us to observe the universe so that we can see His signs (ayaat) and remember Him and His favors to us. (Surah Al Imran: 190-191)

Now a discussion about what the Quran says about space, the universe etc... should begin, following are several points the teacher can touch on:

THE EARTH AND THE SKY – Harun Yahya

- Do you not see that Allah sends down water from the sky and threads it through the earth to emerge as springs and then by it brings forth crops of varying colors, which then wither and you see them turning yellow and then He makes them into broken stubble(remains)? There is a reminder in that for people of intelligence. (Surat az-Zumar, 21)
- It is Allah Who made the earth a stable home for you and the sky a dome, and formed you, giving you the best of forms, and provided you with good and wholesome things. That is Allah, your Lord. Blessed be Allah, the Lord of all the worlds. (Surah Ghafir, 64)
- Among His Signs is that you see the earth laid bare and then when We send down water on it, it quivers and swells. He Who gives it life is He Who gives life to the dead. Certainly He has power over all things. (Surah Fussilat, 39)
- We did not create the heavens and the earth and everything between them as a game. (Surat ad-Dukhan, 38)
- And He has made everything in the heavens and everything on the earth subservient to you. It is all from Him. There are certainly Signs in that for people who reflect. (Surat al-Jathiyah, 13)
- And the earth: how We stretched it out and cast firmly embedded mountains onto it and caused luxuriant plants of every kind to grow in it. (Surah Qaf, 7)

The discussion should end with the concept of that Allah has created everything in perfect order and we should look into nature, esp. space to see the order and proof of Allah's perfection. That is why Muslims along with religious education must gain secular knowledge as well. She can quote the Hadith "Gaining knowledge is a Fardh upon every Muslim and Muslimah". She can also give the example of how important knowledge is: After the Battle of Badr, the Prophet told the disbelievers who had no money to ransom themselves they could go free if they taught 10 Muslims to read and write. Now do you think he asked the disbelievers to teach the Muslims about the Quran? NO!!! He asked them to teach the Muslims secular knowledge that would help them understand the religion better and vice versa.

TRAVEL IN SPACE

READING COMPREHENSION:

A. Answer the following questions:

1. Write at least four things that prepare a shuttle for take off.

Ans:

1. The shuttle is powered up with ground-supplied electricity and the computer system is loaded with software.
2. Liquid hydrogen and liquid oxygen are pumped into the fuel cell tanks and helium is used to activate the main engine.
3. Communication and navigation equipment is checked as the shuttle is prepared for independent operation.

2. What is MECO? When does it happen?

Ans: MECO means "Main engine is cut off". This happens after blast off.

3. Write the names of the people in the shuttle. What were their designations and duties? Make a table.

People	Designations	Duties
1. Miss Sana	Teacher	- broadcast two lessons from the space shuttle for school children- 'The Ultimate Field Trip' and 'Space: The Final Frontier'
2. General Atif	General	Not mentioned
3. Major Adnan	Satellite engineer	-Study the effect of weightlessness on fluids using plastic models filled with liquid. -Learn about the optimum shape of fuel tanks for a satellite.
4. Miss Tasneem	Crew member	-retrieve an older satellite
5. Mss Marjan	Payload specialist	- monitor the cargo and fuel and make sure they launch of with the amount of weight they have
6. Aquib Ahmed	pilot	In charge of navigation of the space ship.
7. Muhammad Mustafa	co-pilot	Assist the pilot in the navigation of the space shuttle.

4. Write the details of the full-scale dress rehearsal for launch.

Ans: The dress rehearsal is also called the 'terminal countdown demonstration test.

1. The crew members strap into their seats in the cockpit and participate in a terminal countdown that ends with computer-simulated ignition of the shuttle's three main engines.
2. The astronauts practice emergency procedures at the launch pad in case a speedy exit is required.
3. The cargo required for the mission is placed in the payload bay and tested.

5. Why was Miss Sana selected? Write all the reasons you can think of?

Ans: The OIC- the Organization of Islamic Conference had decided to launch their own communication satellite cum shuttle into the space and they wanted an educator on board.

Miss Sana was a teacher and she was fond of space ships. She wanted to educate the youth about the Final Frontier.

6. If you lived in space for a month, what foods do you think you would miss the most? Why?

Ans: (Each student will reply differently.)

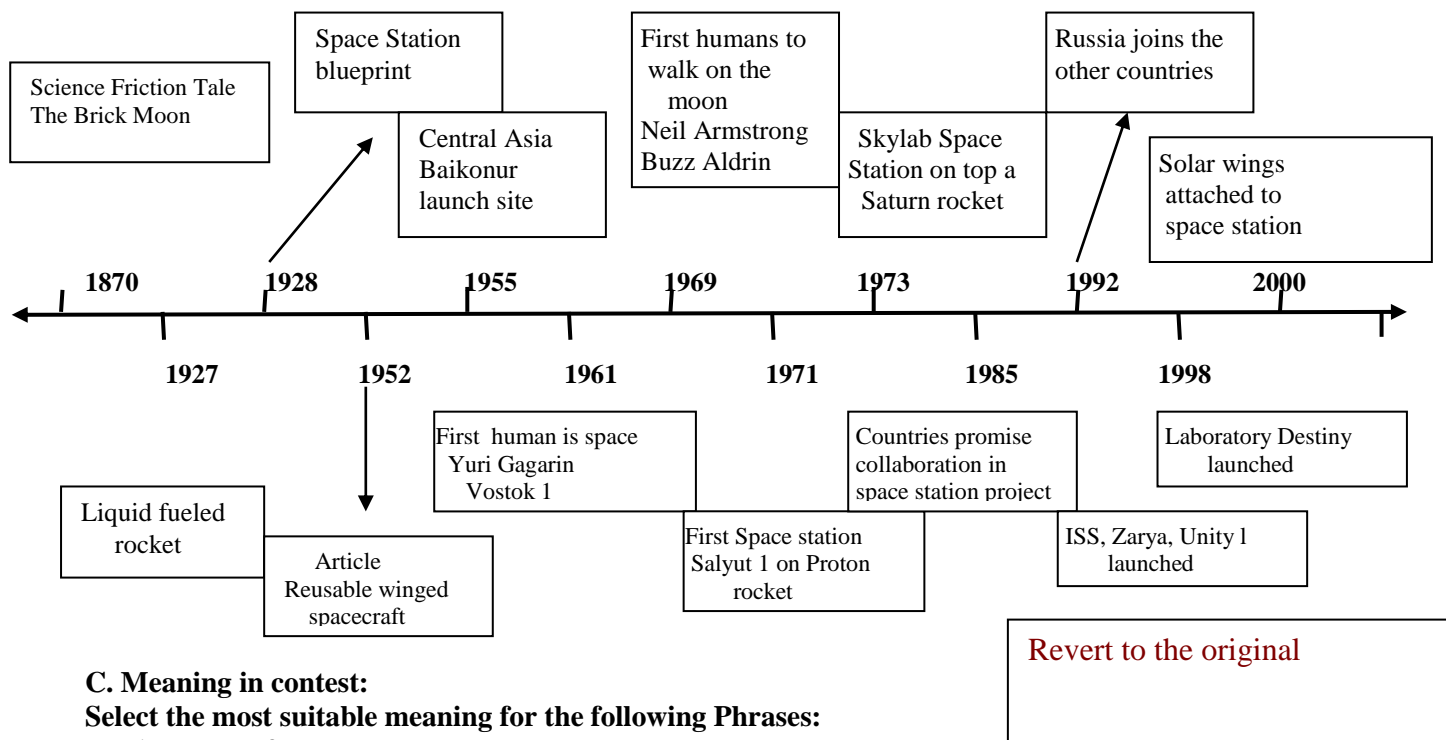
7. Research Pakistan's role and history regarding space and space travel?

Ans: Pakistan has still to join those who soar the skies to search for the secrets that Allah SWT has hidden in the skies and benefit from them.

TRAVEL IN SPACE

B. Make a timeline of space travel and the International Space Station, pick and choose from the events listed below, and pick events from the text and your research.

Time line



C. Meaning in context:

Select the most suitable meaning for the following Phrases:

- 1. penny for your thoughts**
Ans: c. I want to know what you are thinking
- 2. clinched the spot**
Ans: b. stole the title
- 3. buzzing with activity**
Ans: a. too much work
- 4. retrace her steps**
Ans: b. rethink her decision
- 5. speaker cracked**
Ans: a. voice came out from the speaker
- 6. headed into space**
Ans: c. went into space
- 7. was in good hands**
Ans: b. was in the company of experts

D. Read the text and explain the following Phrases and words by filling in the table below:

	What? /Who?	Why?
a. unique opportunity	The chance to go in space	It was Miss Sana's childhood dream.
b. plastic models filled	The plastic models were filled with liquid.	To study the effect of weightlessness on fluids
c. the ultimate field trip	A lesson from the space shuttle.	Miss Sana is going to directly deliver a lesson to the children of the school about what she observes in the universe and does in the space shuttle
d. simulator	An artificial container or a room	To experience zero gravity, and be prepared for it when it would actually happen
e. noise is deafening	The noise that the space ship made	The engines ignite

	as it prepared to blast off.	
f. we have lift off	The space ship leaves the ground	It began its journey into space
g. D-day	The launch of Khalid bin Waleed Space Station	The Organization of Islamic Conference had decided to launch their own communication satellite cum space shuttle.
h. deep trance	Miss Sana was lost in thoughts	She had been dreaming again of being the first educator in space.
i. pin drop silence	All the children were absolutely quiet in the class.	They wanted to listen to the answers to their questions from Miss Sana.
j. retrace her steps	Miss Sana did not want to enter Khalid bin Waleed Space Station.	She was overwhelmed by fear of how could she become an astronaut.
k. precious time	Short but extremely important period of time	The opportunity of going to space was an exceptionally unusual occurrence
l. visual feast	The scene was exceedingly delightful	It was a feast for the children as they had never seen a space shuttle taking off
m. arms would come out of their sockets	The school children of Miss Sana's class were waving their arms vigorously.	They were very excited on seeing their teacher Miss Sana going to take the launch.

E. Fill in the table for explaining the statements of cause and effect. (There could be more than one answer. They should be accepted if they are technically right.)

Cause	Effect
1. She had the unique opportunity to fulfill her earliest fantasies and educate the youth about the Final Frontiers.	a. Sana is thrilled
2. Everything must be loaded and all equipment must be working correctly because they will be all alone on their own in the space. A slight mistake and it could cause disaster.	b. Thorough check of the shuttle is conducted
3. Training for equipment use	c. When the crew will be in space they will have no trouble using the equipment installed in the spacecraft.
4. When you see the earth from the space the power and strength of Allah SWT can be imagined.	d. confirms one's faith in the Creator
5. Water is poured on the launch stand.	e. The acoustic energy is reduced
6. Marjan was late.	f. Marjan said sorry to the crewmembers.
7. To see off their teacher and wish her a safe journey	g. The students stood in the viewers' gallery.
8. The engines of the space shuttle started.	h. The ground began to shake.

F. Write about the feelings of Miss Sana as she passes through the following phases:

Phase 1	Before Training	
	Feelings	Actions
	Aspiration, excited, overwhelmed with a sense of fear, relaxed, thrilled	Applied for joining the OIC's space shuttle, daydreaming, thinking of giving up, considering that she was with experts
Phase 2	During Training	
	Feelings	Actions
	excited	Went through the training, waiting anxiously for the final day
Phase 3	D-Day	
	Feelings	Actions
	Enthusiastic and excited	Waved at her students, entered the shuttle,

TRAVEL IN SPACE

G. Write a summary using the above information, of not more than 150 words.

Miss Sana is thrilled because she had the unique opportunity to fulfill her earliest fantasies and educate the youth about the Final Frontiers. She had been selected for a six month astronaut training to prepare her for a launch of the space shuttle. In the training they must know how to operate all the equipments which are installed in the space shuttle as the group is all alone in space for a long time.

Marjan, a payload specialist, was late and said sorry to the crew members.

Before the launch, a thorough check of the shuttle is conducted everything must be loaded and all equipment must be working correctly because they will be all alone on their own in the space. A slight mistake and it could cause disaster.

The school children stood in the viewers' gallery to see off their teacher and wish her a safe journey. When the engines of the space shuttle started the ground began to shake. Water is poured on the launch stand to reduce the acoustic energy. When you see the earth from the space the power and strength of Allah SWT can be imagined and it confirms one's faith in the Creator

H. WRITING.

1. Imagine that you are Miss Sara's student. Write a letter to your cousin telling him/her:

1. How you found out that she was selected?
2. How you felt?
3. What you did?
4. What were your fears?
5. What you saw from the viewer's gallery?
6. How do you feel at school without her?

B- 274 Block 'C'
North Nazimabad
Karachi

2nd Sept, 2006

Dear Salam,
Assalamu Alaikum.

I hope you are well by the Grace of Allah SWT.

I have exciting news for you. The teacher who had gone in the space shuttle launched at Khalid bin Waleed Space Station is from our school. The whole school was so thrilled that Miss Sana had been selected from so many people. In the school assembly the principal and students said a small prayer for the safety and success of all the astronauts. The most dangerous time is the launching time and the time when the spacecraft returns to the earth's atmosphere.

Many students went to the launching station and we saw the take off from the viewer's gallery.

There was a tremendous vibration, noise and immense light and heat at the launch pad. Miss Sana will Insha Allah try to communicate with us from space. We will miss her at school and will always be thinking about her in the science class. Many students are thinking about space and becoming an astronaut when they grow up. The whole Muslim world is excited. Pray for the astronauts when you remember them.

Give my regards to your family and love to little Taha.

Your cousin

Rashid

TRAVEL IN SPACE

2. Imagine that Miss Sana has come back. Write an account of what happened.

A Students' Version:

After the sleepless night I hastily went over my morning chores and got ready to view the return of the shuttle on television. The event was to be broadcasted live all over the world by the Miftah Television Channel. The astronauts were continuously informing about the problems related to the shuttles return. The viewers were informed that when the space shuttle enters the Earth's atmosphere the interaction of the air and the craft results in immense heat, which may set the shuttle on fire. We were also informed that for the prevention of this problem the space craft had been equipped with a cooling system that is activated seconds before the craft enters in the Earth's atmosphere.

Soon afterwards I saw the craft landing in the sea. The astronauts were then taken to the quarantine. After their clearance from there they departed for their respective cities.

Miss Sana was to reach the very next day.

I called all my friends and we together with our parents and teachers planned to go to the airport to receive her.

The airport was bustling with excited sounds. There were cameras of different T. V. channels. Reporters were also rushing in from all sides. The speaker crackled and we heard the croaky announcement of the plane's landing.

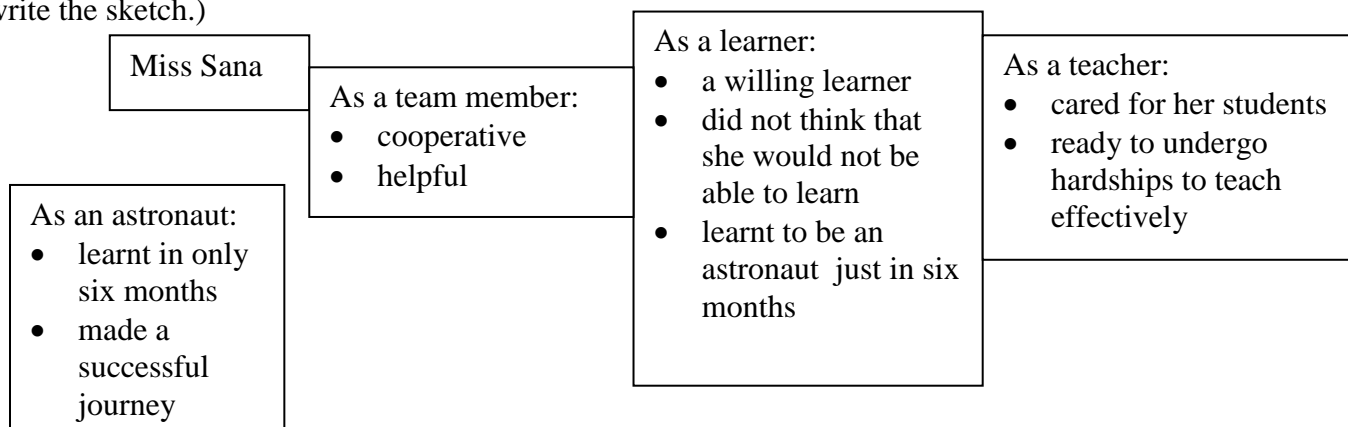
Finally we saw our dear teacher coming out to be engulfed in the stream of reporters. She was bombarded with loads of questions. She confidently and patiently answered every question. She began with the word 'Alhamdolillah!' Later she told everybody that she was excited to come back and share her experience with everybody especially her students. She told everybody about the strange experience of feeling the weightlessness.

After the interview her fond students gave her a warm welcome. She told us that she would come to school on the coming Monday. She asked us about the lessons on "The Ultimate Field Trip" and "Space: The Final Frontier" that she gave from space. We all reported that we had saved the lessons on CD's and we also told her that we had to ask several questions about them. Promising to answer all our questions on Monday she left with her family.

(The students may even write from the perspective of Miss Sana.)

4. Make a web to write the character sketch of Miss Sana.

(The web may be made as a whole class on the board, which can then be followed by all to write the sketch.)



TRAVEL IN SPACE

WORD STUDY:

A. Match the meanings of the following Proverbs and use two in sentences of your own:

1. on pins and needles 2. final frontier 3. noise is deafening 4. get suited up 5. take off 6. nation-wide search 7. make the most of 8. D-day 9. visual feast	a. actual day of event b. get ready c. ready to go d. unable to hear anything because of the din e. make the best of any situation f. destination g. uncomfortable or very excited h. pleasing view i. look all over the country
--	--

1. g 2. f 3. d 4. b 5. c 6. i 7. e 8. a 9. h

Sentences:

- The deafening noise of the falling water from the lofty mountain made us put our hands on our ears.
- The impressive sight of the fall was a visual feast for all of us.

B. Cloze: Fill in the blanks with the words/phrases in the box:

deafening noise	making the best of it
wide search	suited up
	took off

- A wide search is on for the group of dacoits who robbed the bank in broad daylight. They fired shots in the air which made a deafening noise in the locality. But before the police could come they made the best of it and took off in their stolen pickup. The Inspector General is suited up as they have brought a bad name to his administration.

C. Find two Synonyms for the given words.

Words	Synonym	Synonym
miracle	wonder	supernatural
retrieve	recover	rescue
activate	trigger	stimulate
vibration	tremor	shaking
distracted	diverted	unfocused
acoustic	audio	sound
fantasies	dream	imagination
tremendous	marvellous	great
enthusiastic	excited	eager
optimum	best	most favourable
launch	start	initiate
amid	among	between

TRAVEL IN SPACE

D. Read the following sound words:

- | | | |
|-------------------------|--------------------------|-----------------------------|
| 1. shuffling of feet | 5. speaker crackled | 9. clearing of throats |
| 2. low pitched roar | 6. buzzing with activity | 10. cloud of steam billowed |
| 3. tremendous vibration | 7. noise is deafening | |
| 4. blast off | 8. ground began to shake | |

E. Using the following sentence as a clue, write a paragraph on “Recess Time at School.” Use as many sound words from the above. Add more sound words to complete your paragraph of about six to seven lines.

At recess it appears that the school ground is going to shake. The buzzing activity of the rushing students making a deafening noise could be heard throughout the school. Suddenly a low-pitched yelp echoed near by. I, the head prefect, turned to find a little boy lying on the ground crying bitterly. I went close, consoled the child and queried about the accident. The boy who pushed him was summoned. But he cleared his throat and tried to plead his innocence. But I, like an expert lawyer could see the discrepancies in the provided evidences. I could see his nervous shuffling of legs. I announced my verdict and told him to stay in his class during the recess for a whole week. The little boy had a triumphant look on his face and proudly strutted to join the mayhem.

F. Read the synonyms of the following words.

Words	Synonyms		
1. strap	belt	fastening	hold
2. launch	take off	a small ship	open
3. gallery	balcony	verandah	room
4. terminal	last	incurable	workstation
5. retrieve	get back	gain	possession
6. shuttle	transport	carry	ferry

G. Write the meaning of the underlined words:

1. There is a shuttle (transport) service between the airport and city centre after every half an hour. Three officers of the service are always on duty shuttling (moving) between passengers and fulfilling their requests for a seat.
2. The old man has cancer. He is terminally (incurably) sick and may pass away soon. He has been kept in the terminal (place for temporary stay) building of the hospital.
3. We go to Manora Islands in a launch. (a small ship) Once everyone is seated, we are ready for the launch. (take off)
4. The children of the Primary classes usually strap (fasten) their bags to their back and run home from school. Some have straps (belts) made of plastic which break easily under the weight of the books.
5. The exhibition of the paintings will be in the main gallery (room) overlooking the garden. However some chairs have been kept in the adjacent gallery (balcony) for the spectators to take a rest.

H. Complete the following:

i. Change the underlined words with synonyms or other words and rewrite the paragraph:

The loudspeaker (amplifier) was giving more details (information) but Ahsan was distracted (diverted) by the sight (view) unfolding in front of (before) him. For the students (pupils) it was a visual feast (unusual, delightful event). A huge cloud (enormous balloon) of steam billowed into the sky (atmosphere) to the right of the launch pad. As flames (an inferno) from the main (key) engine instantly (immediately) vaporized (steamed) water being poured (dispensed) on the launch pad to reduce (decrease) acoustic engine energy.

TRAVEL IN SPACE

ii. Write the parts of speech of all the underlined words in exercise Hi.

Adjectives	Nouns	Verbs	Adverbs
main, visual, huge	loudspeaker, details, sight, students, sky, flames, feast, cloud	distracted, vaporized, reduce, poured	in front, instantly,

I. Make a word family of the following words and state the part of the speech.

E.g. **navigate (Verb)** **navigator (Noun)** **navigation (Abstract noun)**
navigable (Adjective) **navigational (Adjective)**

a. district	d. space	g. prepare
b. instant	e. address	h. comment
c. operate	f. act	i. experiment

Adjective	Nouns	Verbs	Adverbs
a.	district		
b. instantaneous,	instant, instance		instantly, instantaneously,
c. operable, operational, operative,	operation, operator	operate	operationally,
d. spacious	space, spacing,		spaciously
e.	address, addresser	address	
f. active	action, actor, activity	act	actively
g. preparative, preparatory,	preparation, preparedness	prepare	
h. experimental	experiment, experimentation, experimenter		experimentally,
I. commenting	comment, commentary, commentator	comment, commentate	

J. Match the places with their correct meanings.

Place	Meaning
1. abattoir	a. an entrance hall
2. foyer	b. experiments are done by scientists
3. laboratory is a place where	c. school for very small children.
4. observatory is a place from where	d. where medicines are prepared
5. pharmacy	e. where animals are slaughtered for food
6. prison	f. stars and weather is observed
7. sanatorium	g. where criminals are kept
8. kindergarten	h. where very sick people are kept

1. e 2. a 3. b 4. f 5. d 6. g 7. h 8. c

K. Write the meanings of the underlined words from the box:

- Chemicals are well **spaced** (gap) so that there is no danger in the laboratory.
- There is **space** (room) in the cabinet for more files.
- I had to leave the job because the manager gave no **space** (freedom) to express my ideas.
- The dentist said to the old man that there was a lot of **space** (cavity, distance) in his teeth.
- The people waiting for the bus were disappointed because there was no **space** (seat) in the bus.
- No one knew what happened, suddenly the aeroplane disintegrated in **space** (sky).
- There is a big open **space** (ground) in front of our school where the children play in the recess time.

Meanings		
a. room.	b. sky	d. ground. e. seat
f. freedom	g. gap	

TRAVEL IN SPACE

L. Collocations: Fill in the table with suitable words which collocate with the word 'space'.

Adjectives	Nouns	Verbs	Adverbs	Prepositions
large empty vacant wide vast open deserted ample free outer bare some	wall office parking walking personal brief storage shelf	Use take up share give leave rent look create clear go into	equally regularly generously well widely apart our	between for at of

M. Write a small paragraph using as many words as you can from the above table.

Javeed was looking for a large space to set up his office. It could be a rented space or a shared space with some other person. He was interested in one that had a parking space too. If it had some extra space which could be used as a storage space for the goods that he would import it would be most suitable. He could then equally space his office as well as the storeroom. He would be careful to space apart the two things.

N. Match the meanings

Word	Meaning	Use in a sentence
1. Aeronautics	a. A reusable space vehicle that takes off like a rocket and lands like an airplane.	The Air Force of Pakistan has an well set up Aeronautic Department.
2. Astronaut (American) / Cosmonaut (Russian)	b. An orbiting spacecraft designed to be occupied by teams of astronauts or cosmonauts over a long period.	The American astronaut Neil Armstrong was one to the persons to land on the moon.
3. Space shuttle	c. A person who pilots a spacecraft or works in space; a space traveller	The space shuttle lost contact with the earth because of a fault in its communication system.
4. Space station	d. Science dealing with the operation of aircraft.	Russia and China have agreed to cooperate with America in helping to set up a space station.

1. d 2. c. 3. b 4. a

GRAMMAR:

A. Make conditional sentences from the following prompts:

- E.g. Come here and I will brush your hair.
 If you come here I will brush your hair.
- Criticize him the slightest bit and he starts crying.
 If you criticize the slightest bit and he starts crying.
 - Anyone who does that deserves to be punished.
 If anyone does that he deserves to be punished.
 - Put on this dress and you will look smart.
 If you put on this dress you will look smart.
 - Do your homework and you can go out.
 If you do your homework you can go out.

TRAVEL IN SPACE

5. Dig the ground and you will find the treasure.
If you dig the ground and you will find the treasure.
6. Turn on the tap and the water will flow out.
If you turn on the tap the water will flow out.
7. Teacher explains and the children will understand.
If your teacher explains the children will understand.
8. Read in dim light and you will need glasses.
If you read in dim light you will need glasses.
9. The car is punctured and I will be late.
If the car is punctured I will be late.
10. Learn your work everyday and get good grades.
If you learn your work everyday you will get good grades.

B. Exclamation Marks:

It is used to express strong feelings. Some exclamatory sentences begin with question words so they carry an exclamatory mark. They are used to express strong feelings

E.g.: What a lovely day!
Help!
Hurrah!

Change the following sentences into Exclamatory Sentences:

- | | |
|--|--|
| E.g. Asma behaved foolishly
How foolishly Asma behaved!
Latif bowled well. | Wow! Latif bowled so well! |
| 1. | |
| 2. Khalid you have done well. | How well have you done Khalid! |
| 3. Yeah I have passed the examination. | Yeah! I have passed the examination. |
| 4. Oh! I am lost. | Oh! I am lost. |
| 5. What have you done? | What have you done! |
| 6. Have you lost your mind? | Have you lost your mind! |
| 7. Mother said my baby where have you been. | Mother said, "My baby! Where have you been!" |
| 8. The lemon is bitter. | Agh! the lemon is bitter. |
| 9. Help help I am drowning. | Help! Help! I am drowning. |
| 10. What should I do? | Ah! What should I do! |

C. Insert Prepositions in the blank spaces:

It was the last day of school. Tahir was getting down from the school bus. He saw Mr. Hassan, his neighbour, water the flowers in his garden. A big serpent was hanging from the mango tree. Mr. Hassan was unaware of the dangerous reptile. Tahir quickly pushed him away from the tree and hit the serpent with a stick. The blow landed on the head of the serpent and it fell down on the ground. Together they lifted the dead serpent in the trolley and threw it in the garbage can. Mr. Hassan was very grateful to this boy for saving his life.



D. Articles

General vs. Specific

'Generic' means 'class'. All the three articles can be used for Nouns (Countable) which refer to the whole class.

E.g. An elephant is a huge animal. (any elephant)
The elephant is a huge animal. (all elephants, generic category)

The difference between the two is that the first refers to only one while the second sentence refers to all which is generic.

Articles are not used with Plural Nouns.

E.g. Elephants are huge animal.

TRAVEL IN SPACE

Insert Articles and give reasons for your selection.

1. Please give me a glass of water.
2. Draw some water from the river for washing the car.
3. A neat handwriting represents a neat person.
4. Mother keeps her jewellery in a locker of the bank. The bank is near our house. It is also open in the evening so it is easy for her.
5. I am reading a manual which has come with the new refrigerator. The manual provides insight into the machine. It helps us to remedy the faults, which can be fixed by us.

E. Change the sentences below to the Passive Voice:

1. The children cannot open these bottles easily.
These bottles cannot be opened easily by the children.
2. The government built a road right outside her front door.
A road was built right outside her front door by the government.
3. Mr. Raheel broke the antique vase as he walked through the store.
The antique vase was broken by Mr Raheel as he walked through the store.
4. When she arrived, the changes amazed her.
When she arrived, she was amazed by the changes.
5. The construction workers are making street repairs all month long.
Street repairs are being made by the construction workers all month long.
6. The party will celebrate his retirement.
His retirement will be celebrated by the party.
7. The teachers were discussing his oral exams right in front of him.
Oral exams were being discussed by his teachers right in front of him.
8. My son ate all the homemade biscuits.
All the homemade biscuits were eaten by my son.
9. Corrosion has damaged the hull of the ship.
The hull of the ship has been damaged by corrosion.
10. Some children were visiting the museum while I was there.
The museum was being visited by some children while I was there.

You and your:

They told her / him / me / them / us : "Ahmed takes care of you ."
They told her / him / me / them / us (that) Ahmed took care of her / him / me / them / us .
They told her / him / me / them / us : "Ahmed takes care of your sister."
They told her / him / me / them / us (that) Ahmed took care of her / his / my / their / our sister.
They told her / him / me / them / us : " You are clever."
They told her / him / me / them / us (that) she / he / I / they / we was / were clever.

F. Look at the table above to understand the use of 'you' and 'your' in sentences.

Change the Narration of the following sentences:

1. Asma asked Khadijah: "Did you really write this story?"
Asma asked Khadijah whether she really wrote that story.
2. Ayesha said to Salma, "You are sitting on my dress."
Ayesha complained to Salma that she was sitting on her dress.
3. The salesman said to Bano, "You can get more for your money today."
The salesman told Bano that she could get more for her money that day.
4. Mother said to the maid, "You can help me with the housework."
Mother told the maid that she could help her with the house work.

TRAVEL IN SPACE

5. Umar said to Nabeel, "I will go with you."
Umar informed Nabeel that he would go with him.
6. The teacher said to the students, "You must work hard."
The teacher told the students that they must work hard.
7. Mr Imran said to Osama, "I am your father."
Mr. Imran told Osama that he was his father.
8. The doctor told his assistant, "I do not want to see you again in my office."
The doctor told his assistant that he did not want to see him again in his office.
9. The policeman said to the taxi driver, "I will take you to the police station."
The policeman warned the taxi driver that he would take him to the police station.
10. Maria said happily to her friend, "My mother likes you."
Maria happily informed her friend that her mother liked her.
11. The teacher asked Tooba, "Where is your library card?"
The teacher asked Tooba where her library card was.
12. The Headboy announced in the class, "I have good news for you."
The Headboy announced in the class that he had good news for them.
13. Kausar said to her sister, "I will show you my new dress."
Kausar said to her sister that she would show her the new dress.
14. Ms Tahmina said to Parveen, "I live in your neighbourhood."
Ms. Tahmina told Parveen that she lived in her neighbourhood.
15. The plumber reminded the new boy, "I have more experience because I am senior than you."
The plumber reminded the new boy that he had more experience because he was senior than him.

G. Voice: If the sentence in Active Voice is Imperative (command) the word 'Let' is used to change it to Passive Voice.

E.g. Close the door.

Let the door be closed.

Change the Voice of the following sentences:

1. Switch on the light. Let the light be switched on.
2. Show your assignment. Let your assignment be shown.
3. Let the field be ploughed. Plough the field.
4. Teach French. Let French be taught.
5. Let the news be heard. Hear the news.

H. Do as directed:

1. Hassan is an honourable man. (Insert a suitable article)
2. Give me the book. (Change the voice)
Let the book be given to me.
3. I went to the bookstall of my father. (Insert Preposition)
4. I water the plants everyday. (Change the voice)
The plants are watered by me everyday.
5. Tea was made by Imran. (Change the voice)
Imran made tea.
6. She says to me, "I am washing your sister's face." (Change the voice)
She says to me that she is washing my sister's face.
7. He told them that they had passed in the test. (Change the voice)
They were told by him that the test had been passed by them.
8. You said to me, "Your uncle is working with me." (Change the narration)
You said to me that my uncle was working with you.

TRAVEL IN SPACE

9. He did not take my books. (Change to affirmative)
He took my books.
10. Does she go to the market on Monday? (Change to Assertive sentence)
She goes to the market on Monday.
11. Abid has lost my papers. (Change to Negative)
Abid has not lost my papers.
12. She is making a diagram for me.(Change to Negative)
She is not making a diagram for me.
13. The mechanic has not repaired the car. (Change to Affirmative)
The mechanic has repaired the car.
14. Naseem does not like sweets. (Change to Affirmative)
Naseem likes sweets.
15. He said to Tahir, “Will you go to Lahore tomorrow?” (Change the Narration.)
He asked Tahir if he would go to Lahore the next day.

Be A Writer



CAUSE AND EFFECT (Expository Writing)

<p>Story's title and author: Window to the Soul by Tasneem Vali</p>
<p>Brief summary: This is a story about how the author's grandfather influenced her to become a truthful person and never put material things before good judgment. The author realizes that family and wholesome values matter more than money.</p>
<p>Main Idea (overall evaluation of the story): One reason the story is so enthralling and touching is that the grandfather never cries, not even through life's ups and downs but when he realizes that his granddaughter has learned the essence of life, he finally cries, it is his victory.</p>
<p>Evaluation element: I feel it has made me think about my priorities in life and what kind of person I choose to be my hero.</p> <p style="text-align: center;">Supporting story details</p> <p>Later, when I got the call I asked about a case we had both been working on, a mother was fighting her sons for the title to a piece of land her father had left her. They wanted to sell it and they tortured her verbally. She would come to see <i>Bade Nanajaan</i> for advice.</p> <p>I would encourage suing the sons, and he would tell her to be patient. I would tell her that it was her personal property and not subject to inheritance, and he would tell her to use what money she got from it for her needs and give the rest to her sons, maybe they required it more as they had families of their own to feed and didn't know where else to turn. I would inform her that she was an independent person with legal rights and he would tell her that she was a mother after all.</p> <p>I learned that her sons would keep the money she gave them, and after 4 long hard years they gave it back to her in the form of a Hajj package.</p>

There is a writing sample already in the text, before the table.

TRAVEL IN SPACE

READING FOR ENRICHMENT:

1. If you lived in space for a month, what foods do you think you would miss the most? Why? I think I would miss ice cream the most; I love ice cream and must have it every week. There seems to be no way to keep food cold, the only way is to re-hydrate food.
2. What methods are used for food to prevent spoiling in space? They keep food dehydrated, that means take out the water, and hence food doesn't spoil. All living things need moisture to grow...even fungus!
3. On the map below locate all the 16 countries involved in the ISS?



4. Do the astronauts have to wash dishes or laundry? No, they do not have to do either, they use wet wipes to wash the utensils and store dirty laundry in plastic bags.

TRAVEL IN SPACE

5. What special sanitation issues do astronauts face that those of us on Earth don't worry about? Studies have shown that the population of some microbes can increase extraordinarily in microgravity and confined spaces. This means many infectious illnesses could easily spread to everyone aboard.' Garbage and trash are also sealed in plastic bags.

QUESTION 6 is not a question it is a fact.

THINK ABOUT IT

The teacher should give specific guidelines for this exercise. The result could be a debate in class, or even a presentation in teams. Following are some points to get the children thinking.

- Since now astronauts can choose most foods, they will have menus and a cook
- The procedure for garbage disposal, laundry and dishes would be the same as there have been no new improvements.
- The ISS is huge so there should be enough room for everyone.
- For fun we would play Air football, Space cricket, where the entire room could be used as a field.
- Arguments are bound to happen; we would appoint an arbitrator (a neutral person) to settle our differences. Or maybe there would be a police staff 2-3 people as part of the team.

POETRY

1. In the first verse there is a line "To what quest are you slave". Write a paragraph, about 150 words, answering the question as if it is put to you.

It is hard to pinpoint what I am a slave to. Obviously my reply should be Allah SWT alone. However, truth be told I have many masters I am trying to conquer. There is food and drink, sleep and play but the most subtle and cunning is the ill feeling I harbor for people. Allah says in the Quran that we should forgive; there is the famous story about the Prophet SAW and the old woman who threw trash on him. I am trying to overcome this personal demon. I am slave to anger, jealousy and rage which all lead to ill feeling. How to end my slavery I do not know, I pray for deliverance from this master. I pray to the Master of the Universe to help me be His slave alone.

2. Why did the ocean and the mountains 'flee, shrink and did not speak'?

They did this as they do not have the heart of a living soul, they do not feel guilt, remorse, happiness and ecstasy (extreme joy). They are slave to Allah SWT's commandments and do not have the free will that man has.

3. What does the poet possess that makes him different? What do you think 'heart' symbolizes? (Hint: in Arabic 'sadri' means heart as well as 'centre'.)

He possesses free will, the centre or brain that non-living things don't have. This makes us special as we have the freedom to choose between good and evil. We have the ability to rise above our instincts and follow Allah.

UNIT 4

YOUSUF BIN TASHFIN

INTRODUCTION:

Why are wars fought? This is a question echoed in classrooms and offices alike. A theory is that we fight because we lack good character. We fight because we cannot control our urge to rule over another human being and impose our culture on them.

There is a *Shahi Hadith* that says:

Allah's Apostle SAW neither talked in an insulting manner nor did he ever speak evil intentionally. He used to say, "The most beloved to me amongst you is the one who has the best character and manners."

The outward signs of a weak character are commonly believed to be bribery, corruption and exploitation but they do not bring out the true significance of the word. Here are a few definitions given by Western writers on what they think character is:

“Character is the possession of power over oneself; it is the victory over slavery to oneself.” (Berdyayev in “Slavery and Freedom”, page 47).

“Character in the most general sense is a man’s attitude towards his human surroundings which is expressed in his actions.” (Kerschensteiner’s essay on “The Concept and Education of Character”)

Control over one’s desires and ego, in other words the conquering of one’s *nafs* is a sign of good character. However, failure to overpower our ego leads to situations where we are forced to exhibit our strength and power.

Take for example a country that has technology, money and the ability to suppress anyone who raises a voice against its policies. The character of its government will determine how it will react. Will the country flex its muscles, or will it let the weaker voice be heard and provide justice?

It is easy to conquer and destroy but much harder to nurture and protect. The answer to the question of why wars are fought is simply POWER. One person having more of it than normal and the other trying to gain it. In simpler terms, both trying to control their ego, and not succeeding.

QUESTIONS:

1. Why do you think wars are fought?
2. Choose 2 recent wars, analyse why they were fought?

UNIT 4

YOUSUF BIN TASHFIN

TEXT:

Silent Reading: As you read the text answer the questions given in the box.

RAJAB 479 A.H. / JULY 1086 C.E.

“I am here to collect the tribute you owe His Majesty Alfonso VI, ruler of Castile,” demanded Ibne Shalib the Jewish officer. “Better pay up or else there will be trouble, for you are no better than a petty lord.”

“This is no way to talk to me, I am King and ruler of Seville,” replied a fuming Mutamid. “You have insulted me; you are to be put on the gallows.”

And so the messenger was killed. In retaliation the Christian king Alfonso VI, a cunning and ruthless man, declared war on Seville. He seized the opportunity as an excuse to try and conquer Muslim lands in Spain.

10 I am Isra, and my elder brother, Bilal was part of the Moroccan army that took up the call for *Jihad* by the Moravid ruler here, Yousuf bin Tashfin. Bilal was Yousuf’s childhood friend. They played on the shores of the Atlantic together and nearly drowned there as well. But that is another story, for another time. Bilal is now his scribe and confidante. Yousuf is known throughout the Muslim world and in *ulema* circles as a just, wise and pious person. This is my brother’s story written in his journal before, during and after his two military campaigns to Spain.

- | |
|--|
| 1. Why was the messenger killed?
2. Who is a scribe? What was the name of the scribe? |
|--|

Friday August, 9th 1086

20 It has been almost 350 years since Tariq bin Ziyad set foot in Al-Andalusia and now see what the Muslims have reduced themselves to. It is a heart-rending experience to observe the state of Muslims in Spain today, pitiable. When will Allah SWT deem it fit to awaken the Muslims out of their sloth and slumber? Can you imagine - the glory, the power and the prestige, we have lost it all. I feel despondent over the fate of Muslim sovereignty in Spain. Andalusia was wealthy and sophisticated under Islamic rule. Mediterranean trade and cultural exchange flourished. Muslims imported a rich intellectual tradition from the Middle East and North Africa, including knowledge about mathematics, science, and philosophy, and they continued to build upon it. Muslims were the ones that established libraries, built picturesque gardens, founded universities famous all over Europe and created a state that reflected the Muslim way of life and thirst for scientific knowledge. We were the ones who lighted the way for Europe from the dark ages into the renaissance.

30 “*What can you do, you have to follow the path destined for you by Allah SWT and pray for guidance.*” I thought to myself

- | |
|--|
| 3. How has Al-Andulus changed after Tariq bin Ziyad? |
|--|

UNIT 4

YOUSUF BIN TASHFIN

Tuesday August 13th 1086

After an initial period of prosperity, the state of Spain was such, that larger established kingdoms were now fragmented into a mosaic of small, independent pockets of Muslim influence, known as *taifas*. The most important of these were Córdoba, Seville, Granada, Toledo, Lisbon, Zaragoza, Murcia, and Valencia. The *taifas* were ruled by thoughtless and selfish rulers who started bloody fighting amongst themselves plunging their populations into debt and usurping each others land. Over and above that, they indulged in music, merriment and drinking. The Christian powers soon saw the window of opportunity to take the aggressive path and this put the Muslims on the defensive. Soon the Muslim population was full of strife and suffering for want of daily necessities. The rulers meanwhile were indulgent of every kind of vice imaginable.

3. Name the *taifa*'s of Muslims in Spain.
4. Why did the Christians think that they could win over the Muslims?

Monday August 19th 1086

A delegation of *ulema*, philosophers and prominent citizens has arrived in the court of my friend, Yousuf, asking for aid in defeating the Christian threat. Bin Tashfin as he is known is a true Muslim and cannot ignore the plea of his helpless brothers. As soon as he heard the delegation's description of the trial and tribulations brought about by the Christians, he leapt from his seat, and swore to avenge the fate of the Muslim *ummah*. He immediately dispatched his aide to the four corners of his territory with a public call to all the mujahids, to teach Alfonso a lesson and regain the lost Muslim glory in Spain, *insha Allah*.

5. Why do you think Mutamid asked Yousuf bin Tashfin for help?

Wednesday September 22nd 1086

I woke up today with a strange premonition, I felt today is the day when my fate would be decided. Then I heard the news, that the army is off at last, and I am to accompany them and be the official scribe to Yousuf bin Tashfin. Yousuf bin Tashfin has only 500 ships so the army is being sent to Spain from Morocco in batches. When the last batch lands on Spanish soil, there will be a total of about 16,000 *mujahideen* altogether *inshAllah*. Together with the Spanish soldiers, the Muslim army will number not more than 20,000 young brave men. I have been allowed to go on the first ship to document the progress and keep a historical record of the military campaign. Yousuf is planning to follow his army on a ship at a later date.

6. Why do you think the army was sent in batches?

Friday October 4th 1086

Yousuf has finally reached Seville, and Mutamid is elated. He has arranged for several days of festivities and merriment. The streets are lit with lamps and it seems like day even in the darkest hour of the night. How strange, we are here to fight a war, and all the ruler can think of is enjoyment. The people in the city are starving and the palace throws

UNIT 4

YOUSUF BIN TASHFIN

away tonnes of food every night. Yousuf is given an exemplary tribute and honour according to his status. He soon calls me to a meeting along with his general to plan out the attack. I know Yousuf, he is not taken in by these festivities and keeps to his daily routine of prayers, reciting the Quran and studying *fiqh*.

Monday, October 7th 1086

The sun is high over the hills of Zallaka, and here is where the armies face each other. Alfonso was busy with the siege of a fort. However, when he heard that Yousuf was in Spain to challenge his threat to Seville, he marched right to the battlefield. Being a true follower of *Sunnah*, Yousuf invited Alfonso to accept Islam as his religion or pay *Jizya* (a tax levied on non-Muslims in a Muslim land for protection and civil rights). The irony is that Alfonso refused and asked Yousuf to pay a booty for the trouble he had caused! Oh! How that inflamed bin Tashfin! He wrote a single line reply, ‘You will witness what is about to happen.’”

8. How did Yousuf behave according to the sunnah?

9. What is the ‘irony’ of the situation?

Monday October 14th 1086

I don’t get much time for my thoughts, only a few moments to jot down history. I am busy with Yousuf’s biography and the duties of a scribe. There is no time to describe the breathtaking landscape of the area surrounding Seville. Lush green undulating hills, clear streams of unpolluted water and the scent of jasmine in the air. The cities are amazing. As a student of architecture, I am stunned to see such impeccable craftsmanship, a vast variety of designs and perfect planning of the public buildings. But that is another treatise altogether.

10. Classify the sense words.

Friday October 18th 1086

We camp outside the city as Yousuf doesn’t want the Spanish to think he is the conqueror. He is here only to answer a plea. Our camp is set, like thousands of lights in the sky we dot the plains at Zallaka. Yousuf has a keen and sharp mind. His military tactics are beyond doubt, ingenious. He has decided to put forward only the Spanish army. The African army will hide behind barricades in the hills. Once the Christians cut through the ranks of the Spanish soldiers, the African army will descend and the Christians being trapped in the middle will be defeated. The morale is very high in the camp here. We are ready for the battle to begin. The night air is full of meat being cooked in the Christian camp.

11. What military tactics did Yousuf use?

October 23rd 1086

The day of the battle has arrived. The battle lines are set so close that we can see each other. As predicted, the Christians fell for the trap and have been severely routed. Alfonso however has managed to escape. Both sides have suffered casualties, but the Muslims have suffered much less in comparison. It was a tiring day and the dead are littered on the field like trash after a storm.

UNIT 4

YOUSUF BIN TASHFIN

October 24th 1086

Yousuf and I sit at the highest hill sipping *qahwa*. This is the time he relates his biography to me. I enjoy our solitude, but today we see a battlefield, overflowing with thousands of dead bodies of the enemy. It looks like they lost over three fourths of their armed forces. They have withdrawn to Castile. At odds of three to one the Muslims have regained their hold over Spain. Surely, Allah SWT has plans for Muslims to rule a while longer.

November 1086

100 We return to Morocco today, I am glad. I miss my family and the scent of the soil that can only be home.

January 1087

There is news from Spain of another delegation. They have come to Yousuf to ask him to stay this time, to rid them of their misery and the decadent rulers who have become a nuisance. Infact they are a hindrance to enlightenment. The Muslims of Spain want Yousuf to help them out of their predicament once again. Bin Tashfin is wary, he asks for a *fatwah* from his religious scholars. They assure him he can invade another Muslim and his land as long as it is in the interests of the Islamic states.

March 1087

110 Yousuf has established his rule in Spain. Can you imagine that the very ruler he helped evade the Christian Alfonso has asked Alfonso for help against Yousuf! How the people of the world change. How power corrupts. Yousuf had started off as a small time ruler and now his kingdom extends from Algeria to the Atlantic and from Morocco to Senegal. He has established *shariah* throughout his kingdom and has given the power of all affairs except military to the *ulema*. Prosperity graces Spain and the Muslims once again. Oh! But for how long?

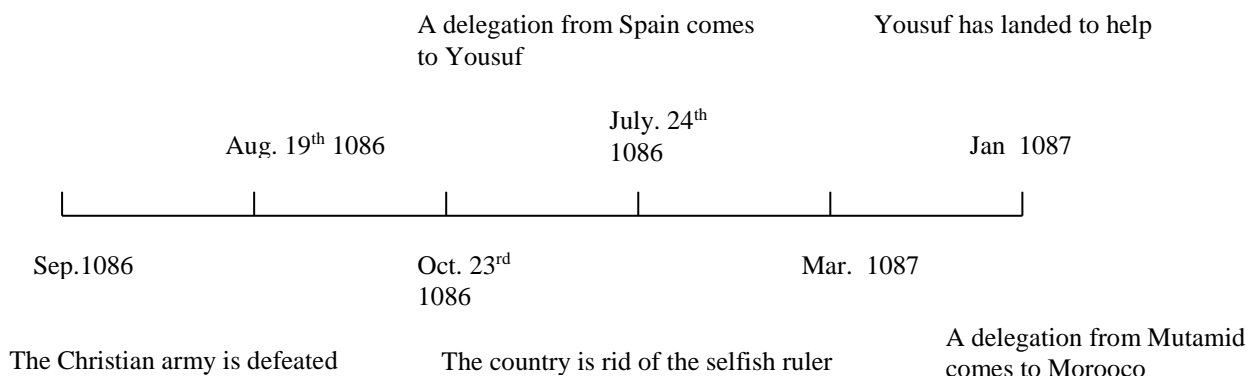
12. How had the world changed? How does power corrupt?
--

UNIT 4

YOUSUF BIN TASHFIN

READING COMPREHENSION:

A. Match the events to the dates to make a time line of the important incidents.



B. Observe the timeline carefully and write a summary of the lesson.

1. How many months does the diary cover?
2. In which century were the pages of the diary written?

C. Meaning in context:

Choose the best explanation.

1. **seized the opportunity**
 - a. to catch someone
 - b. to take advantage of the situation
 - c. by chance
2. **fell for the trap**
 - a. laying a plan of action
 - b. falling down
 - c. was fooled
3. **ignore the plea**
 - a. did not listen
 - b. begged forgiveness
 - c. ignorant
4. **lighted the way**
 - a. showed the light
 - b. opened areas of knowledge
 - c. way was clear
5. **dot the plains**
 - a. all over the place
 - b. in patches
 - c. clear view
6. **prosperity graces Spain**
 - a. beauty found in Spain
 - b. sight seeing places in Spain
 - c. successful country

D. Use the above Phrases/ Metaphors in sentences of your own.

UNIT 4

YOUSUF BIN TASHFIN

E. Give reasons/cause for the following statements:

Statement	Reason
1. Muslims lighted the way for Europe. 2. The Muslim kingdom was fragmented into small states. 3. Muslim population did not have the daily necessities of life. 4. A delegation came to Yousuf bin Tashfin again. 5. Mutamid gave Yousuf a grand welcome when he came to Seville. 6. Yousuf kept to his routine of prayers and recitation of the Quran. 7. Yousuf asked Alfonso to accept Islam before challenging him to fight.	

F. Complete the following sentences:

- The writer is busy with Yousuf’s autobiography because _____.
- The city of Seville was amazing because _____.
- The battlefield was overflowing with bodies because _____.
- After the battle Yousuf bin Tashfin returned to Morocco _____.
- Yousuf established his rule in Spain because _____.
- Power corrupts because _____.

G. CLASS DEBATE:

Have a class debate on the following hypothesis.

Hypothesis:

It is easier to conquer an empire than to maintain control over it:

Positive	Negative	Interesting

Conclusion:

We as a class accept/reject the statement because _____.

WORD STUDY:

A. Write two synonyms of the following words:

Words	Synonyms	Synonyms
1. fragmented 2. littered 3. casualties 4. descend 5. routed 6. slumber 7. hindrance 8. aide		

UNIT 4

YOUSUF BIN TASHFIN

B. Find the following words in the ‘Word Puzzle’.

P U C I P N D L U R D D T P K X T T U P
 P R R O V L A K E T E Y G K W E Y L R E
 T A O K R I E F T T H M U T A M I T L U
 O N L S T R L A C R S D E G N U L P S D
 S J E I P E U I W V I C K B V T C W C E
 U S N G C E D P L S L B D P F T A S I S
 O I R T L E R I T P B W U T J E M N T C
 I E E F R U T I P S A P X T K B P J C E
 N D K P Q T D G T E T F I W E L A O A N
 E O K P E M H N C Y S A M R H D I D T D
 G A V R O K C N I B E D P F E I G V Z R
 N K E R F R A G M E N T E D K B N Y W Z
 I D A R Y R E S I M G V C T M Z M Y C F
 B L L P E S C R B E E N C Y U W N U J B
 E W O D S O L I T U D E A A Z O U C L C
 R T N D I B W H P G A R B P R J R D K S
 W I H J V Q F B R P V Y L I H Y Y S X Q
 H Q H F Z F C J T I E X E W X A J C R Z
 H I I C R Z Z K K S U N N O N S D W A W
 Z N N E C T O C I B R Y O I I B E P G B

campaign	hindrance	littered
corrupts	descend	misery
established	indulgent	morale
fragmented	initial	irony
evade	ingenious	plunged
reflected	slumber	predicted
routed	tactics	solitude
tribute	impeccable	ultimatum
prosperity		

C. Cloze: Fill in the blanks with words from the box:

routed littered hindrance casualties

1. The earthquake was severe. There were many _____. The roads were _____ with debris. The trees had been _____ and they caused a big _____ in the movement of the air.

sophisticated flourish elated

2. Holland is famous for its tulips. These flowers _____ in very cold climates. The cultivation of this flower has been _____ and the export has been _____ because of the steps taken to increase its quality and production.

D. Complete the word family

Word	Meaning	Adjective	Noun	Verb	Adverb
1. assure					
2. scribe					
3. elate					
4. ignore					
5. intelligent					
6. establish					
7. found					

UNIT 4

YOUSUF BIN TASHFIN

E. Match the meanings of the twin words:

Twin words	Meanings	
1. sloth and slumber	a. indifference	1. ___
2. keen and sharp	b. moving in one direction and then another	2. ___
3. trail and tribulations	c. destruction	3. ___
4. strife and sufferings	d. scattered everywhere	4. ___
5. festivities and merriment	e. from time to time	5. ___
6. here and there	f. enjoyment	6. ___
7. more or less	g. alert	7. ___
8. back and forth	h. just	8. ___
9. off and on	i. misery	9. ___
10. fair and square	j. almost	10. ___

F. Fill in the blanks with the twin words from above:

- The tsunami has brought _____ to millions of people.
- As the examinations draw near even the careless students wake up from their _____ and want to get good grades. Once the exams are over they will again indulge in _____.
- The deer has _____ eyesight therefore it takes off at the slightest sound.
- Whenever Ahsan leaves the city he telephones his parents _____ so that they know what he is doing.
- The distance between North Nazimabad to Society and Defence to Society is _____ the same.

G. Match the endings

1. petty	a. morale
2. military	b. premonition
3. dark	c. tactics
4. strange	d. ages
5. high	e. rulers

H. Following are Synonyms of some words.

Words	Synonyms			
heard	listen	eavesdrop	pay attention	
fight	quarrel	tussle	brawl	come to blows
record	document	best performance	machine producing sound	
corner	bend	turn	area	put in a tight spot
call	shout	cry	name	order

UNIT 4

YOUSUF BIN TASHFIN

a. No two words are exactly synonymous. Fill in the blanks and see for yourself:

1. For the word 'hear'

- a. She _____ to the teacher attentively.
- b. I can _____ the birds singing in the garden.
- c. When two people are talking it is wrong to _____.

2. For the word 'call'

- a. When the patient _____, please go immediately.
- b. Do not _____. I can hear you.
- c. The was in tears and ___ for its mother.

b. Make sentences to bring out the meanings of the words 'fight' and 'corner.'

I. Assonance: Underline the specified sounds in the columns below.

Write three more words in each column of the same assonance:

'a' sound as in 'car'	'a' sound as in pay	'o' sound as in open
charisma	sail	foreign
darting	gait	most
transport	ailment	hose
jargon	safety	also
army	vacation	obtained
answer	change	story

J. Write a four line poem using assonance.

E.g.: The answer was a jargon,
 For this there is no pardon.
 Announced the general,
 Of the famous squadron.

K. Learn the meanings of the Idiomatic expressions and make sentences using two of them together.

Idiomatic Expressions	Meanings
1. to be a bag of bones	to be extremely thin
2. to get on someone's nerves	to be irritating
3. to be a great hand	to be an expert
4. to have cold feet	to be afraid
5. to make a clean breast of	to confess
6. to have the upper hand	to be in command
7. to keep an eye	to be watchful
8. to rack one's brain	to try to recall something
9. to turn a blind eye	to refuse to see
10. to speak one's mind	to be frank and honest

UNIT 4

YOUSUF BIN TASHFIN

GRAMMAR:

A. Punctuate the following sentences:

1. Allama Iqbal, a renowned poet, has written poetry which has been translated into many languages. His poetry is also taught in many schools and colleges. (2 commas, 2 sentences)
2. It was very dark, the wind howled fiercely, the beggar huddled under his tattered blanket to ward off the cold, while signs of smouldering ashes looked at him helplessly. (3 commas)
3. Lo! The light has gone off again. Heaven! What will we do now? How will I finish my work? (2 exclamation marks, 2 question mark)
4. The butcher, once again, stopped and checked his counters. Seeing every thing in its place, he proceeded to open the door of his store. (2 sentences, 3 commas)
5. The teacher said to the disheartened student, "Why must you cry over spilt milk? Do well next time." (1 comma, 1 set of inverted commas, 1 question mark)
6. Madam, there is a fly in your soup," said the waiter. (1 set of inverted commas, 2 commas)

B. Change the sentences below to the Active Voice.

1. The statue is being visited by hundreds of tourists every year.

Hundreds of tourists are visiting the statue every year.

2. My books were stolen, yesterday.

Somebody stole my books, yesterday.

3. These books had been left in the classroom by a careless student.

A careless student had left these books in the classroom.

4. Coffee is raised in many parts of Hawaii.

Farmers raise coffee in many parts of Hawaii.

5. The house had been broken into while the owners were on vacation.

Thieves had broken into the house while the owners were on vacation.

6. A boy was being carried downstairs by a very strong fire-fighter.

A very strong fire-fighter was carrying a boy downstairs.

7. The streets around the fire had been blocked off by the police.

The police had blocked off the streets around the fire.

8. An operation was performed today.

The doctor performed an operation, today.

9. My car is in the garage being fixed by a dubious mechanic.

A dubious mechanic is fixing my car in the garage. **OR** My car is in the garage. A dubious mechanic is fixing it.

10. A great deal of our oil will have been exported to other countries.

Government/people/traders will have exported a great deal of our oil to other countries.

UNIT 4

YOUSUF BIN TASHFIN

C. Make conditional sentences from the following prompts:

E.g. Come here and I will brush your hair.

If you come here I will brush your hair.

1. My daughter eats too much chocolate and got sick.

If my daughter eats too much chocolate she will get sick.

2. Ice floats when dropped in water.

If the ice is dropped in water it will float.

3. You will die you do not eat.

If you do not eat you will die.

4. No rain and grass will not grow.

If it does not rain the grass will not grow.

5. Iron rusts it gets wet.

If the iron gets wet it will rust.

6. Study hard and pass the test.

If you study hard you will pass the test.

7. Sunny and we will go to the park.

If it is sunny we will go to the park.

8. Cook dinner and I'll wash the dishes.

If you cook dinner I will wash the dishes.

9. Isra sad mother leaves for school.

If mother leaves for school Isra will be sad.

10. You see better lamp turned on.

If the lam is turned on you will see better.

D. Narration: Universal Truths or Habitual Actions.

When changing the sentences from Direct to Indirect Speech the Verb in the reported speech remains in the Present Tense.

1. Umar said, "I brush my teeth everyday."

Umar said that he brushes his teeth everyday.

2. The gardener said, "I work in this house."

The gardener said that he works in that house.

3. The teacher said, "The earth revolves around the sun."

The teacher said that the earth revolves around the sun.

4. My mother says, "Rabia has a loud voice."

My mother says that Rabia has a loud voice.

5. The shopkeeper said, "Things made of gold are expensive."

The shopkeeper said that things made of gold are expensive.

6. The judge said, "My profession is noble."

The judge said that his profession is noble.

7. Yasir said to his baby brother, "The elephant is a huge animal."

Yasir said to his baby brother that the elephant is a huge animal.

UNIT 4

YOUSUF BIN TASHFIN

8. Mother said to the maid, "Dirty things have germs on them."

Mother said to the maid that dirty things have germs on them.

9. The leader said, "Quran is the word of Allah SWT."

The leader said that Quran is the word of Allah SWT.

10. The professor said, "China is in Asia."

The professor said that China is in Asia.

11. I said, "We do *wudu* before saying our prayers."

I said that we do *wudu* before saying our prayers.

12. The Imam said, "Sacrificing animals on *Eid ul Adha* is the *sunnah* of Ibrahim AS."

The Imam said that sacrificing animals on *Eid ul Adha* is the Sunnah of Ibrahim AS.

E. Insert Prepositions in the blank spaces:

Last month Salma could not go to school because she had measles. Measels are tiny red spots which appear on the body specially the face. These rashes cause a lot of irritation and Salma wanted to scratch at them. Grandmother dabbed the spots with rose water and put some leaves of neem on her bed. Neem leaves are antiseptic and kill germs. After five days Salma's temperature had come down and so had the rash. She received some flowers and a lot of get-well cards from her friends. The doctor says that she can go to school in a few days time.



F. Write the Abstract Noun of the following words:

Word	Abstract Noun	Word	Abstract Noun
1. able	ability	6. free	freedom
2. brave	bravery	7. predict	prediction
3. bright	brightness	8. true	truth
4. hinder	hindrance	9. sad	sadness
5. delegate	delegation	10. please	pleasure

G. Write two Direct Speech sentences form the text and change them into Indirect form.

"This is no way to talk to me, I am King and ruler of Seville," replied a fuming Mutamid. "You have insulted me; you are to be put on the gallows."

Mutamid relied that, that was no way to talk to him, He was King and ruler of Seville. He added that he had insulted him. He was to be put on the gallows.

H. Fill in the blanks with suitable Articles and give a reason for their use.

E.g. Muslims imported a rich intellectual tradition from the Middle East and North Africa. *Rich is an Uncountable Noun.*

1. See what the Muslims have reduced themselves to. ('Muslims' refers to a particular group of people)

UNIT 4

YOUSUF BIN TASHFIN

2. After an initial period of prosperity, the state of Spain was fragmented into several independent states. (1. the word initial is an adjective and is always singular. Moreover it begins with a vowel sound. 2. A specific state is referred to)
3. Soon the meeting of the generals was called to plan an attack. (first two refer to particular meeting and generals the third is a singular, countable noun beginning with a vowel sound)
4. Yousuf keeps to his daily routine of prayers and reciting X Quran and studying *fiqh*. (No article will be used because no vowel is used with *fiqh*.)
5. He asks for a *fatwa* from his scholars. (a singular, countable noun)
6. How the world turns, how the power corrupts. (referring to a particular object 'world')

I. Do as directed:

1. He works the whole day. (Change into negative form)

He does not work the whole day.

2. I have given an impressive argument. (Change the Voice)

An impressive argument has been given by me.

3. I was grounded by my teacher. (Change the Voice)

My teacher grounded me.

4. The old man supports his family. (Change to Past Continuous Tense)

The old man was supporting his family.

5. I showed the new driver the route. (Change into Negative form)

I did not show the new driver the route.

6. Who told you to come here? (Change the Voice)

By whom were you told to come?

7. The earth revolves around the sun. (Change to Interrogative form)

Does the earth revolve around the sun?

8. He said, "I am sorry to be late." (Change into Indirect Speech)

He said that he was sorry to be late.

9. He is sitting by the river. (Change into Past Perfect form)

He had sat by the river.

10. is multan in pakistan (Punctuate and use capital letters where necessary)

Is Multan in Pakistan?

11. Khalid said, "I wrote the letter yesterday" (Change into Indirect Speech)

Khalid informed that he had written the letter the previous day.

12. I decided to talk softly. (Change into Interrogative form)

Did I decide to talk softly?

13. Did he learn his lessons properly? (Change to Affirmative form)

He learnt his lessons properly.

14. He is a well known person. (Insert Article)

15. It is raining since morning. (Correct the sentence)

It has been raining since morning.

Be A Writer



OBSERVATIONAL (Descriptive Writing):

Observation begins with

- Noticing something that interests you
- Observing carefully the subject you choose

No one else experiences the world exactly as you do. In observational writing you present your view of something you have observed closely over a period of time. You describe all its details, especially those related to your five senses.

- You must write from the viewpoint of an observer, not from the viewpoint of someone taking part in the action.
- Write about your topic, not yourself.
- Use the word "I" as little as possible.

Looking: Closely observe a person or an object that you already know well. Look until you see something you hadn't noticed before, until the person or object seems somewhat unfamiliar. What's new? Can you describe it?

From Your Memory:

1. Remember a place where you have been happy. Describe it in detail. Focus on sounds, smells, tastes, sights, and physical sensations.
2. Animal Antics: Recall an animal that you've spent time watching. It may be a pet, a zoo animal, or even an insect. Describe how the animal looks, sounds, and behaves.
3. Focus on Firsts: Do you remember the first time you rode a bike, skated, visited the city, or tasted a new food? Describe your observations of your favourite "first".

BE SURE TO USE AS MANY SENSE WORDS AS POSSIBLE

An observational paper

- clearly identifies the subject of the observation
- establishes the observation point from which the writer observes the subject
- uses objective statements to recreate a clear picture of the subject and to maintain an objective viewpoint
- uses accurate language
- organizes details in a way that makes sense
- gives an interpretation based on observations

In the prewriting stage of an observational paper

- decide what or who you want to observe
- observe your subject carefully
- decide which details your audience must know to picture the subject
- collect both factual and sensory details about your subject
- organize your ideas in a way that makes sense

Read the following example and notice all the elements it includes:

Ring-tail Tooter

‘Ring-tail tooter’. That's what my grandfather calls people who like to fight. And that's how Tooter, my eight-month-old cat, got his name. Tooter lives at my house along with ten other cats. I named him when he was a kitten, because he pounced on any sleeping cat he came across. Even if the cat was larger, he nipped its ear and tried to start a wrestling match. Lately, I've been very busy, and haven't spent much time with Tooter. I began to wonder how he amused himself without human companionship. One Saturday morning, I left my chores and spent the time observing Tooter. I stayed across the room so I wouldn't disturb him.

I first observed Tooter himself. He's a small cat, only 60 cm long and 25 cm high. When he turns on his back in the sunshine and stretches out his paws, though, he seems longer. Tooter has shiny black fur, silky soft, a large patch of white on his face, and three smaller patches on his paws, but none on his body. His sharply pointed ears are constantly erect, as though he's listening for some secret sound.

Tooter eats dry cat food from a dish he shares with the other cats. As he eats, he puts both his front paws into his dish. Perhaps he's guarding his food from the other cats. He does this even when other cats aren't around, however, so it may be that Tooter just has unusual table manners. His sharp teeth crunch into the food at a steady rate. Eating only about five minutes at a time, Tooter doesn't consume much food, perhaps only one-fourth cup.

After dining, Tooter usually gives himself a bath. Grooming is a time-consuming process for him. With his rough tongue, he wets one paw and wipes his face with it. Then, he wets his other paw and wipes his face again. He also uses his paws to clean the outside of his ears. Next, he grooms his chest and stomach, licking and pulling at his fur. Then, he turns to work on his back, followed by the base of his tail. The whole process usually takes five to ten minutes.

Grooming makes Tooter sleepy. He stands up, yawns, stretches, and curls up in a ball. Ten minutes later, he's up, headed for his litter box. Soon, he wanders down the hall, pausing to bat at a piece of waste paper someone has dropped. Almost immediately, he

UNIT 4

YOUSUF BIN TASHFIN

knocks the paper underneath the crack between the door and the floor. For a few seconds, he searches for the paper with his paw, but soon loses interest.

Tooter's favourite cat companion is Baby Jane, the little gray cat I got about the same time as Tooter. Tooter seems to enjoy grooming Baby Jane, who usually purrs contentedly until Tooter becomes too rough for her liking. Then, she hisses and jumps off the couch. On this particular morning, Tooter jumps up on the windowsill behind the couch and stares out the window. Soon, he makes a strange clicking noise in his throat, the kind cats make when they spot a likely prey. Sure enough, just outside the window, on the branch of a cedar tree, a blue jay perches, chattering away.

Tooter watches the bird for several minutes, but it eventually flies away. Bored, Tooter settles down on the windowsill and begins to purr. Soon, he's fast asleep. At this point, I'm no longer a mere observer. I scoop Tooter up and let him sleep on my lap as I read the newspaper. He purrs happily, but thirty minutes later wanders back to his food dish.

Tooter's life isn't very exciting by human standards, but I realize he's perfectly content with it. He doesn't seem to need me as much as I need him.

Following are some topics to choose from to get you writing:

- Someone shopping
- An amusement park ride
- A science experiment
- Someone doing physical labour, painting, building the road etc.

Use the chart below to help you plan:

Subject of observation
Factual details
What do you see?
What do you hear?
What do you smell?

Here is a list of words to help you think about what you are observing:

mood sound when taste perspective smell number colour where shape size what texture who background movement
--

Evaluate yourselves:

- Four or more paragraphs
- Clearly defined subject
- Use of sensory language (sense words)
- Well organised details, chronological or spatial
- A sound conclusion of what you have observed and why?

UNIT 4

YOUSUF BIN TASHFIN

LISTENING:

Listen to the following Excerpt from Dr. Zakir Nayak's lecture and answer the following questions:

QUESTIONS:

1. There is not a single _____ of Islam that causes harm or is against the _____ of the human race as a whole
2. A fundamentalist is a person who _____ and _____ to the basics of the policy he is following.
3. 'Fundamentalism' means 'strict maintenance fundamental doctrines of any _____.
4. For a person to be a good Muslim he should _____.
5. In what religion is 'fundamentalist' today synonymous with 'terrorist'?
6. What does one mean when he says he is a 'fundamentalist Muslim'?

CONVERSATION:

Pretend you have applied for a Principal's job in a company starting a new school. In groups of two write out a conversation, one person is the company representative and the other person is the job seeker. Below are some sample questions. Perform the interview in front of the class.

Sample Questions:

1. What are your strengths?
2. What are you weaknesses?
3. Could you give an example of both your strengths and weaknesses?
4. What steps have you taken to address those weaknesses?
5. What is your plan to enforce discipline in the school?
6. How does your previous experience help you in this position?
7. How does your education translate into the position you are currently applying for?
8. What do you think about our interview process?
9. What appeals to you about this job?
10. What are your long-term plans?
11. What do you see yourself doing in five years from now?
12. Have you any questions for us?

READING FOR ENRICHMENT:

The Evolution Deceit (*excerpt from Harun Yahya's book*)

The origin of life, which is to say, the question of how the first living things came into being on Earth, is one of the biggest dilemmas confronting scientists today. Why should that be so? It is because even a single living cell, the smallest unit of life, is incomparably more complex than even the greatest technological achievements of the human race.

UNIT 4

YOUSUF BIN TASHFIN

The person who originally put forward the theory of evolution was an amateur English biologist by the name of Charles Robert Darwin. Darwin first published his ideas in a book entitled *The Origin of Species by Means of Natural Selection* in 1859.

Darwin claimed in his book that all living beings had a common ancestor and that they evolved from one another by means of natural selection (which means that the strongest species survived). Those that best adapted to the habitat transferred their traits to subsequent generations. Then these advantageous qualities transformed individuals into totally different species from their ancestors. For example, a fish that was strong, used its fins for crawling, in its descendents the fins disappeared and it grew legs and it soon became a frog. The human being was thus the most developed product of the mechanism of natural selection. In short, the origin of one species was another species.

The theory of evolution argues that the evolution of a species into another species takes place gradually, step-by-step over millions of years. If this is true then monstrous living organisms called "transitional forms" should have lived during these periods of transformation. For example a fish with legs that still needs the water in order to breathe. Since evolutionists (people who support this theory) claim that all living things evolved from each other step-by-step, the number and variety of these transitional forms should have been in the millions. However, no such transitional form fossil has ever been found till this day!

As may be seen, the fossil record indicates that living things did not evolve from primitive to advanced forms, but instead emerged all of a sudden and in a perfect state. Every living species appears instantaneously and in its current form, perfect and complete, in the fossil record.

In other words, living beings did not come into existence through evolution. They were created.

Your Lord is Allah, Who created the heavens and the earth in six days and then settled Himself firmly on the Throne. He covers the day with the night, each pursuing the other urgently; and the sun and moon and stars are subservient to His command. Both creation and command belong to Him. Blessed be Allah, the Lord of all worlds. (Surat al-A'raf: 54)

QUESTIONS:

1. Write a short summary of what you have learnt about The Evolution Theory.
2. What proves that every creation was 'created' and not descended from another species?
3. In groups research more about The Evolution Theory and how it is contradicted by the Quran. Use your library, the internet and newspapers for source material.

UNIT 4

YOUSUF BIN TASHFIN

POETRY:

Beauty's Essence by Allama Iqbal

Beauty asked God one day

This question: "Why
Didst Thou not make me, in Thy world, undying?"
And God replying-
"A picture-show is this world: all this world
A tale out of the long night of not-being;
And in it, seeing
Its nature works through mutability,
That only is lovely whose essence knows decay."

The moon stood near and heard this colloquy,
The words took wing about the sky
And reached the morning star;
Dawn learned them from its star, and told the dew-
It told the heavens' whisper to
Earth's poor familiar;
And at the dew's report the flower's eye filled,
With pain the new bud's tiny heartbeat thrilled;
Springtime fled from the garden, weeping;
Youth, that had come to wander there, went creeping
Sadly away.

The message of this poem is simple. This world is temporary and so everything is fleeting, nothing permanent. Iqbal uses figurative speech to convey this idea.

QUESTIONS:

1. Why is beauty not everlasting? What reason does the poet give?
2. What is the effect of God's answer on springtime?

UNIT 5

TSUNAMI

MOTIVATION:

TSUNAMI:

Teacher should start the lesson with pictures of disasters, and ask the students to describe their thought and feelings after seeing the pictures. Human emotions, loss of property and family ties etc...

Next the teacher should ask if the students think disasters are punishments for sins, why and why not discussion should follow. The Quran states in several places that people were destroyed for their sins (Aad, Thamud, People of Lut AS etc...). These should also be discussed.

In addition the teacher should stress that when children or innocent people who die in disasters, Allah is not unkind as some westerns believe, but Allah has granted them the greatest mercy. They will not have to give the test to pass the examination. Allah says in Surah Ankabut: 2 that **O men think that they will be left alone on saying "We believe" and that they will not be tested?** What can be greater than passing the exam without having to give the test!!!! Imagine.

Also the discussion could include what citizens of a distant city e.g. Karachi can do to help. Is monetary aid better than time, food, medicines etc...?

READING COMPREHENSION:

A. Read the text and fill in the given table about tsunami.

Item	Information
1. Day	Sunday
2. Time	7a.m.
3. Duration	14 seconds
4. Where?	Indonesia
5. Wave length	20 to 30 metres
6. Towns affected	Calong, Meulaboh, Chalang, Aceh
7. Countries	11 Asian and African countries
8. Strange Happening	Before Tsunami: Extremely quiet , massive earthquake After Tsunami: massive destruction, cities flattened, vegetation uprooted, people killed debris everywhere
9. Death Toll	Sunday : 13,00 Tuesday: 18,000
10. Death Toll	Sri Lanka : 24,000 Thailand: 4000 India: 10,000

UNIT 5

TSUNAMI

B. Describe how the following were affected by the tsunami?

1. People	Swept in a cloud of foam.
2. Animals	Animals must have fled, because they can sense danger. No corpse of animals were found.
3. Trees	Uprooted, flying in the air,
4. Vegetation	deposited on top of buildings
5. Houses	Crushed and flattened

C. Describe and give the details about:

Consul General	Consul General's advice	Marlin's action
Serious looks Concern on his face Bags under the eyes Not slept for 24 hours	Try the local red crescent office looking for volunteers to go to Indonesia and like this she would be able to look for her family as well. She would be a prime candidate for the medical relief team.	She registered in the red crescent office and was sent to Indonesia the next day.

D. Give reasons why:

1. Mother ran screaming because father was swept in a cloud of white foam.
2. Marlin worked in their house because she wanted to earn extra money to pay for her studies as a medical student.
3. Kausar didn't know how to console the young girl because the young girl was passing through a great shock.
4. They went to the Indonesian Consulate because they wanted to locate Marlin's family.
5. Marlin was allowed to go to Indonesia because she was studying to be a doctor, so she could help treat the people affected by the tsunami. She knew the place well and she could also find her family.
6. The girl survived because she had rushed to the rooftop to see the giant wave and then jumped from rooftop to rooftop trying to escape the great waves of the tsunami.
7. It became quiet; suddenly because the animals have a sixth sense and they know beforehand about trouble approaching so they had all left the place.
8. The baby did not survive because the baby was only five months old and the waves wrenched her from her mother's grip.
9. Marlin attached pictures to the e-mail because she wanted to show them the devastation caused by the Tsunami.
10. It was a 'Herculean task' because the debris had to be cleared and construction started, people had to be looked after and provided with basic care, the lost had to be searched, the dead buried and sick and injured taken care of.

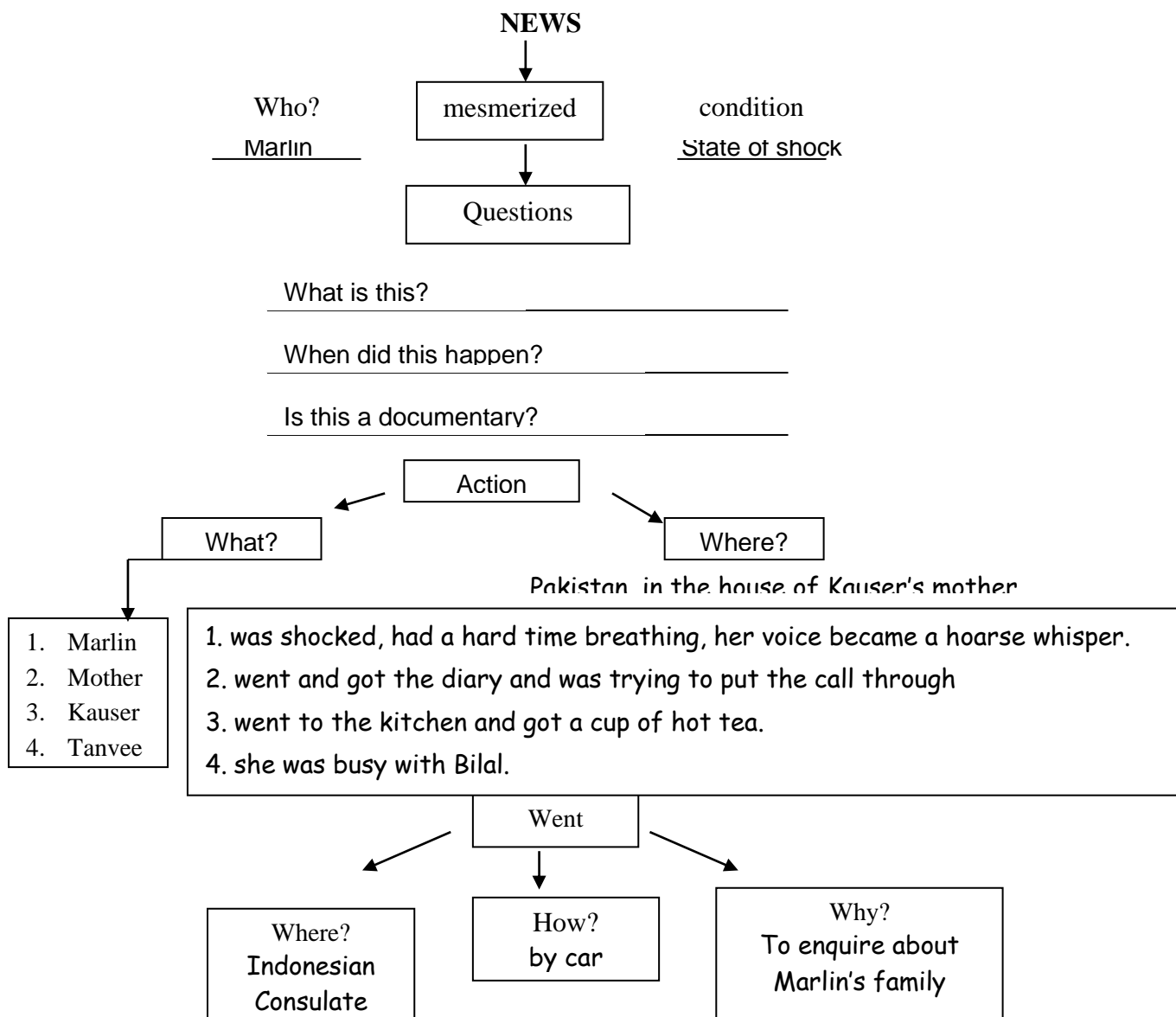
UNIT 5

TSUNAMI

E. What happened to the following?

1. Survivor : They were homeless and had lost their parents and relatives.
2. Father : He was swept in a cloud of white foam.
3. Mother : She was swept in a soup of debris.
4. Ahmad : He was wrenched from his mother's grip.

F. Fill in the following flow chart:



F. Write a summary of the events shown above.

When Marlin heard the news that there was a massive earthquake in Indonesia and it was hit with a tsunami she was shocked because her family was there. She had doubts about what she was seeing on the T.V. and she asked Kauser and Tanveer a lot of questions trying to convince herself that she was seeing a documentary. The shock affected her breathing. They were trying to call her family in Indonesia but could not, so

they decided to go by car to the Indonesian Consulate and inquire about the missing persons and to help in any way possible.

G. Write an e-mail from Marlin to Kausar's family when she found her family. Include the following:

- Where and in what condition she found them?
- What were their feelings?
- What are their future plans?
- Use as many descriptive and sense words as possible.

Dear Kausar, Tanveer and Mother, ASAK

I have the most delightful news to tell you and that is Allah SWT has enjoined me with my family. The medical camp where I am working receives countless number of patients everyday from the very young to the old and feeble. Taking care of them and trying to relieve their pain I forget my family for the time being. This Tuesday, after Salat ul Fajr I went to check on a baby who was incessantly crying because he had lost his parents and family and was extremely frightened and upset. I was told to immediately see some new patients who had come. I gave the wailing baby to a volunteer and went to the examination camp. Pale and shaking and looking lost was my father holding on to my mothers shoulder who had a deep cut on her forehead and her face was plastered with blood. As recognition came on my mothers face she gave a cry of Allah o Akbar and ran to hug me. Oh what a moment of thankfulness it was with all of us crying and smiling together.

Insha Allah as they recover in a few days time I will send them to Pakistan to you, but I must still stay back for another two weeks and help the injured before I return to my studies. Assalam and dua to all in Pakistan for all the help that you and others have extended to Indonesia.

Marlin

H. Pick out sentences that contain Similes. Explain any five.

E.g.:

It was like an attack, by a swarm of bees.

When bees attack they come in a large group and they sting all parts of the body. There is no escape. Similarly, the water destroyed all that came in front of it. There was no way of escaping the water.

1. Trees and vegetation lie around like matches spilled from the box:

Everything was ruined and spread all over as far as you could see Just like if a match box spills, the matches scatter all around, in the same manner the uprooted trees and plants were sprawled on the earth.

2. The situation was such that it was like looking for a needle in a haystack:

Trying to look for a needle in a haystack is very difficult, so also trying to look for missing people who have been dislodged and swept away by a tsunami is also very difficult.

3. Fell like dominos in a chain reaction:

This is a game in which dominos stand in a sequence and if one falls the others fall automatically. Similarly all things, which came in front of, the massive wave fell without any resistance.

4. She looked like she had seen a ghost:

Her face had become pale and bore a frightened look.

5. She was heaving as if the air lacked oxygen:

She was breathing with difficulty.

6. It looked as if a nuclear blast had levelled the earth:

When a bomb drops, where it falls, all the structures standing on the earth are destroyed and the ground becomes plane, this is what happened after the tsunami.

7. water crashing on top of solid steel and concrete and crushing it as if it were cotton:

Cotton is soft and can be crushed and pressed easily, in the same way the powerful waves crushed, broke, scattered the solid structures of houses, buildings, bridges as if they were soft cotton.

I. Project: Form groups and make a project on the following and give a class presentation.

1. Why do Tsunamis occur?
2. Timeline of Tsunami 2004 with the effects.
3. Tectonic plates and the effect of their movements.
4. Earthquake-prone areas of the world.

J. CLASS DEBATE:

Have a class debate on the following hypothesis.

Hypothesis:

The world is much wiser after the tsunami:

Positive	Negative	Interesting
Learning about causes, effects and after effects Knew about the needs after a tsunami Learnt about solving problems	Destruction Economic loss Rehabilitation problems	New friends were discovered Renewed hope

The above are just a few examples. Students can come up with their own ideas and on the basis of the points decide the truth of the hypothesis.

Conclusion:

We as a class accept/reject the statement because_____.

WORD STUDY:

A. Find the following words in the maze:

monotonous tranquil flourish wrenched nonchalant console massive swelled mayhem document thunder devastation commenting spawned tsunami engulf

D	O	C	U	M	E	N	T	Y	T	K	J
T	H	U	N	D	E	R	R	N	R	L	H
S	P	A	W	N	E	D	A	U	A	P	C
M	A	S	D	M	M	L	C	F	N	G	O

O	H	W	C	X	A	E	O	I	Q	F	M
N	B	R	V	H	Y	S	N	O	U	L	M
O	N	E	C	Z	H	W	S	P	I	U	E
T	M	N	A	S	E	Q	O	I	L	G	N
O	O	C	F	D	M	A	L	S	V	N	T
N	K	H	G	J	K	L	E	D	S	E	I
O	D	E	V	A	S	T	A	T	I	O	N
U	L	D	T	S	U	N	A	M	I	O	G
S	W	E	L	L	E	D	R	T	Y	I	U

B. Tick the correct meaning of the following Phrases

- Trying to outrun the waves
 - the sea is fast
 - run with great speed
 - waves are too high
- line is dead
 - telephone is not working
 - dead people are in a line
 - draw a line
- headed for
 - is very big
 - does not listen
 - going to a certain place
- there was concern on his face
 - calm
 - worried
 - not interested
- used to flourish
 - devastated
 - used to prosper
 - furnish the room
- smell of doom
 - sign of death everywhere
 - dead is going to come
 - sense of smell is strong
- Herculean task
 - not willing to work
 - work very hard
 - extremely difficult task

C: Cloze:

1. Fill in the blanks with Phrases from the exercise above:

The Ahmads are shifting to Peshawar. Mr. Ahmad is a civil engineer and he has been appointed to lay the new road linking the mountains of Kalam to Peshawar. It is a Herculean task. Before heading to the airport Mr. Ahmad wants to make a call to his manager but the line is dead. There is a look of concern on his face because the time is running out.

2. Fill in the blanks with Phrases from the box:

monotonous voice got through barely audible

At last the call got through but the voice of the manager was barely audible. Mr. Ahmad was unhappy and wished the caller goodbye in a monotonous voice.

D. Match the meanings of the Proverbs and make sentences so as to bring out their meanings.

Proverb	Meanings
1. Every dark cloud has a silver lining	a. end was near
2. Looking for a needle in a haystack	b. there is a good side after every difficult situation
3. Doom was approaching	c. something very difficult to find
4. Glimmer of hope	d. it takes a long time to make or get something worthwhile
5. Hindsight is twenty-twenty	e. people will hope even in the worst of situations
6. A drowning man will clutch at a straw	f. slight chance
7. Rome wasn't built in a day	g. you can always see a clearer picture after the event

1. b 2. c 3. a 4. f 5. g 6. e 7. d

E. Fill in the blanks with Proverbs from the above table:

1. When the mountaineers were climbing the mountains they tied their tools to their belts. These tools are a drowning man's straw in case they get into any difficulty.
2. Grandfather is very sick but there is a glimmer of hope that he might get better. He himself thinks that his doom is approaching.
3. Although I have failed in this examination but I think that my hindsight is twenty-twenty and I will do better in the supplementary examinations.
4. To become a doctor you have to work hard, don't you know Rome was not built in one day.
5. To locate someone in a packed football stadium is like looking for a needle in a haystack.

F. Write the literal meaning and the figurative meaning of the following Metaphors:

Metaphor	Literal meaning	Figurative meaning
1. drown my cries	shouts going down in water	the desperate calls for help could not be heard in the din.
2. tower of water	water piled up high	waves were gigantic
3. cloud of white foam	in the sky is a big white cloud	huge wave of water
4. words have failed me	i have been failed by words	unable to say anything because of grief
5. eyes lie in wait	eyes are on the floor or bed waiting	waiting desperately for someone
6. turned completely white	went round	the colour was drained from the face because of fear
7. line is dead	a useless line	telephone is not working

G. Write two synonyms for the following. Then write the suitable Antonyms from the given box:

Word	Synonyms	Synonyms	Antonyms
1. scurrying	Hurry	scamper	loiter
2. compassion	Sympathy	empathy	coldness
3. swelled	Expand	enlarge	deflate
4. monotonous	Dull	boring	varied
5. inquire	Ask	question	answer
6. mesmerized	Hypnotize	spellbind	bored
7. tranquil	Calm	peaceful	noisy
8. distract	sidetrack	divert	engross
9. serious	severe	grim	trivial
10. prime	crucial	main	ordinary
11. simultaneously	at the same time	concurrently	separately
12. entire	whole	complete	partial
13. assisted	help	aid	hinder
14. nonchalant	casual	relaxed	concerned

Antonyms:

loiter, casual, deflated, variety, answer, uninterested, noisy, attract, separately, partial, hindered, concerned, trivial, ordinary,

H. Make as many anagrams as you can from the word "PANDEMONIUM"

Pen, pan, pad, poem, peon, paid, pea, pie, pane, pain, mend, made, demon, mean, damp, and, dome, etc.

I. Collocations:

Give Verbs, Nouns, Adjectives, and Prepositions which collocate with the following word:

EARTH

Verbs	Prepositions	Nouns	Adjectives
revolves orbits rotates	about, in, under,	worm, mound,	barren, fertile, bare, soft, solid, damp, moist, wet, fresh, loose

J. Write the correct meanings of the underlined words from the box below.

1. The farmer told the peasants to dig the earth deeper for planting the coconut saplings. (soil)
2. The spaceship went round the earth and gave information which is valuable to determine the climatic changes which are taking place. (planet)
3. Cover the roots with the earth so that the plant does not die. (soil)
4. Earth the new washing machine for safety. (connect the electric wire to the ground)
5. The ship has run to earth and will need special machinery to pull it out. (aground)
6. Now why on earth did you go out at this time of the night? (expressing of surprise)
7. The accident of his son was earth-shattering news for him. (devastating)
8. He is down to earth and knows his limitations. (realistic)
9. The earth at the equator is very hot; people on that part of the earth wear light cotton clothes. (planet)

Meanings
devastating realistic aground soil expression of surprise planet ground connect the electric wire to the ground

GRAMMAR:

A. Commas join two complete sentences separated by conjunctions.

E.g.:

I am Latif Akbar, and I have lived in this area since 1968.

I live in Hyderabad, while my folks live in Latifabad.

Identify the two sentences in each of the following. Insert the commas and underline the conjunction.

1. Last year, in the month of July, we went to the hills, and our parents stayed at home.
2. Our religion, Islam, lays down certain duties and obligations, and then we are free to choose our way.
3. It was raining heavily, however, we left for school as we always do.
4. We will go home, after we have done some shopping.
5. No, you cannot go home, until you give your assignment.
6. I wish, I could be like her, but to study so much, is quite impossible.
7. They were stuck up at the station, therefore, they arrived late for the function.
8. The bombing of cities causes devastation of a gigantic size; therefore, the land is left barren by the radioactive dust.

B. Insert Articles in the blank spaces where necessary. .

1. X Abdullah Ahmad has three sons. He named all of his sons X Abdullah.. The kids at school often tease the Abdullahs'
2. Does the teacher in your History class use a globe?

3. Two years ago, Tahir bought a computer. The Computer is not very good, because it breaks down often. Last night, the computer broke down again. Tahir became so angry that he threw the machine away.
4. I want a new computer, because x computers can be very useful. The computer can do word processing, keep records, and compute numbers. The computer can also be used to send email and search the Internet. People who own a computer say that they save a lot of time.
5. Did you put x gasoline in your car today?
6. I had a lot of time today, so I went for a walk in park next the park.

C. Conditional Sentences:

2nd Conditional Sentences: can be used to refer to less probable or impossible situations. The Verb in the second part is preceded by *would / should / could / might*.

E.g.:

If I went to Jeddah I would do Hajj every year.

If I had wings I would fly very high in the sky.

Rule: If + Past Tense, would + Present Tense

Complete the Conditional Sentences:

1. If the dress was not so expensive I would purchase it.
2. If I was younger I would ride a bicycle to work.
3. If father went to Japan he would see the Mount Fujiyama.
4. If the bridge collapsed it would hold the traffic.
5. If it were cooler in Karachi the weather would be pleasant .
6. If the days were of twenty-eight hours we could do more work .
7. If everyone spoke the truth the word would be peaceful.
8. If I swam across the Atlantic my name would come in the Gennise Book of Record .

D. Narration:

Change into Direct Speech.

1. The examiner told the children to sit quietly in their places.
The examiner said to the children, "Sit quietly in your places."
2. The young man requested the mechanic to repair his car quickly.
The young man said to the mechanic, "Please, repair my car quickly."
3. We requested the old man to guide us to Tariq Road.
We said to the old man, "Please, guide us to Tariq Road."
4. The cunning fox asked Red Riding Hood where her grandmother lived.
The cunning fox asked Red Riding Hood, "Where does your grandmother live?"
5. He asked Rahat to go with him. Rahat replied that he could not do so.
He said, "Rahat, come with me." Rahat said, "No, I cannot ."
6. He asked his father when the next letter would come.
He said, "Father, when will the next letter come?"
7. His father replied that it would come soon he hoped.
His father replied, "I hope it will come soon."
8. I told him that I had not seen him for a month.
I said to him, "I have not seen you for a month."
9. I told them to be quiet.
I said to them, "Be quiet."
10. I asked Asim if he could lend me a pencil.
I asked Asim, "Can you lend me a pencil."
11. Mother asked her son where he had been all afternoon.
Mother said to her son, "Where have you been all afternoon?"
12. He advised his sons not to quarrel among themselves.
He advised his sons, "Do not quarrel among yourselves."
13. Harris asked his brother if he had read the letter.
Harris asked his brother, "Have you read the letter?"
14. Mother asked if I could look after the house.

- Mother said to me, "Can you look after the house?"
15. Tahir asked if the cake was baked.
Tahir asked, "Is the cake baked?"
 16. Kausar asked whether it was time to go home.
Kausar asked, "Is it time to go home?"
 17. The lady asked the shopkeeper if he could reduce the price of the garment.
The lady said to the shopkeeper, "Can you reduce the price of the garment?"
 18. The man asked the tailor whether his shirt was stitched.
The man asked the tailor, "Is my shirt stitched?"
 19. The boys asked the teacher whether they could take their test the next week.
The boys asked the teacher, "Can we take the test the next week?"
 20. Rahat forbade the children to eat chocolates anymore.
Rahat said to the children, "Do not eat chocolates anymore."

E. Change the following sentences into Interrogative form.

1. Salma is coming to my house today. Is Salma coming to my house today?
2. We get up early in the morning. Do we get up early in the morning?
3. Tahir rides a Pakistani bicycle. Does Tahir ride a Pakistani bicycle?
4. The train left at nine o'clock. Did the train leave at nine o'clock?
5. He had his lunch at office today. Has he had his lunch in office today?
6. Tahir will pack his suitcase himself. Will Tahir pack his suitcase himself?
7. I want to go shopping for groceries. Do I want to go shopping for groceries?
8. I put my socks outside to dry. Did I put my socks outside to dry?
9. He took his entrance test last month. Did he take his entrance test last month?
10. The children require new clothes. Do the children require new clothes?

F. Insert suitable Prepositions in the blank spaces.

1. The natural gas we use today is millions of years old. It was formed by the remains of prehistoric plants that lived on land and in the sea. New deposits of gas are still being created.
2. In the sea tiny plants sink, and a layer of dead plants build up in the sea bed. The sea plants are buried under mud.
3. On land too, mud covers dead plants and trees. Slowly the mud hardens into rock.
4. More layers of rock press down on the plants, burying them deeper and heating them.
5. The pressure and heat slowly change the sea-plants into oil and then into gas.
6. Land plants first turn into coal before becoming oil and gas.
7. A layer of rock traps the gas under a deep deposit.

G. Do as directed:

1. He did his assignment very well. (Change the Verb into Present Indefinite Tense)
He **does** his assignment very well.
2. The Muslims ruled over the subcontinent for a long time. (Insert suitable Preposition)
3. He has requested me to give him the library book. (Change the Verb into Future Indefinite Tense)
He **will request** me to give him the library book.
4. She cut her hand with a knife. (Change into Negative sentence)
She **did not cut** her hand with a knife.
5. Does Tahir want to go home? (Change into Assertive Form)
Tahir wants to go home.
6. They will be invited by me. (Change the Voice)
I will invite them.
7. Rewrite the letter. (Change the Voice)
Let the letter be rewritten.
8. She said to him, "I shall give you my cheque book." (Change the narration)
She told him that she would give him her cheque book.
9. majeed said to him i have some apples mangoes bananas and oranges (Punctuate and use capital letters where necessary)

- Majeed said to him, “I have some apples, mangoes, bananas and oranges.”
10. I have the honour of receiving the chief guest. (Insert suitable Article)
 11. He told me that he was coming to my house. (Change the form of Narration)
He said to me, “I am coming to your house.”
 12. What is my cat doing in your house? (Insert a suitable Preposition)
 13. They say to me, “You are an intelligent student.” (Change the Narration)
They say to me that I am an intelligent student.
 14. I caught the thief red-handed. (Change to Interrogative form)
Did I catch the thief red-handed?
 15. An early bird catches the worm. (Insert suitable Articles)

Be A Writer



CAUSE AND EFFECT (Expository Writing)

We wonder about **events** or **situations**.

- What **caused** them?
- What are their **effects**?

Then we share what we have learned.

A cause and effect essay forces you to examine a real event or situation or to speculate about an imagined one. If you write about a real event you must analyse it to find the reasons for and results of the situation, inform the audience of the cause and/or effects you have found. If you choose to speculate about an imagined event you must ask the ‘*what if*’ question and theorize about the possible cause and predict the outcomes of the event. Focus on the following:

1. Clearly describe the event or situation. Use lots of sense words.
2. State the cause and/or effects of the situation.
3. Use evidence to support each cause or effect.
4. Organise the event in a clear way: chronological, order of importance etc...

Example:

Tick. . . Tick. . . Tick

It's 6 a.m. On this winter day, sunrise is not scheduled for another twenty minutes. Inside, the house is dark and still. Suddenly, a sharp, shrill noise pierces the stillness. In the bed, a sleepy figure rouses, sticks a hand out from under the covers, and slams down the "Off" button. The clock—one of history's great inventions—strikes again.

Throughout history, people have used sand, sun, water, pendulums, gears, springs, and even atoms to operate clocks. Without the clock, modern civilization would not be the same. The clock affects our daily lives in many ways. For example, Isra is a secondary school student. In some way, the clock affects every moment of her school day. In the morning, the clock affects what Isra eats and how she dresses.

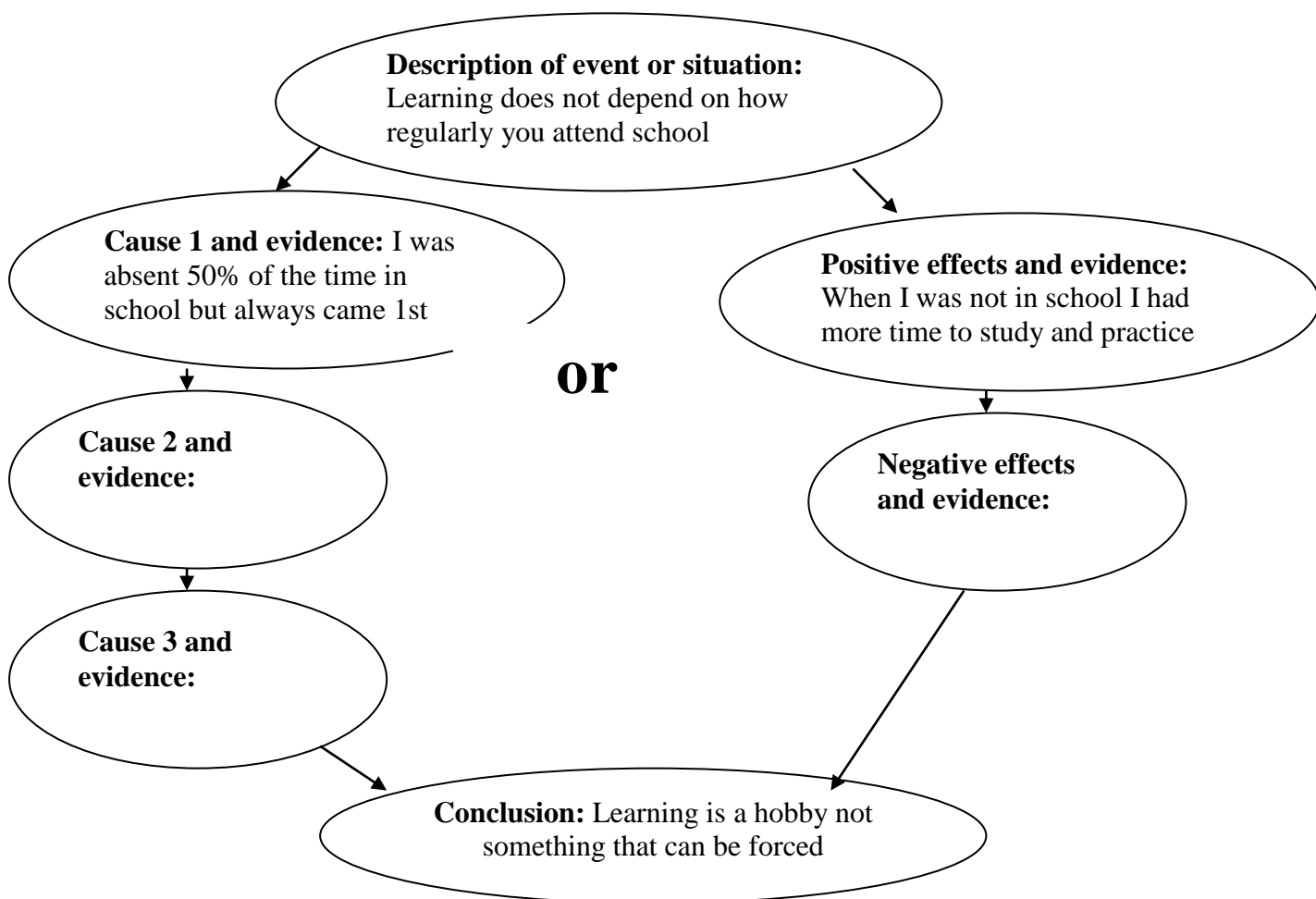
Isra's alarm goes off at 6 a.m. Her bus comes at 7:05, leaving Isra sixty-five minutes to dress, eat, and collect her books. This morning, however, Isra is tired and oversleeps by

thirty minutes. Instead of eating her favourite peanut butter and honey sandwich, she has to settle for cold cereal. Her uniform needs ironing, and Isra doesn't have time. She's forced to wear her dirty uniform from yesterday. At the last minute, she adds an accessory to her outfit. She straps on the portable clock known as a watch.

.....describe the rest of her day

It's 10:29p.m, and the house is still. Isra is looking at a book about the lost continent of Atlantis. She dreams about joining a team to search for the world's lost civilizations. Then she hears her mother's voice. "Isra, it's 10:30. Lights out!" Isra sighs and closes her book. Even her dreams are controlled by the clock.

Now use the worksheet below to start building your cause and effect essay:



There is a writing sample already in the text, before the table.

In the ovals on the left fill in what you believe are the causes and evidence to support this belief. E.g.: CAUSE: the clock rules our world.

EVIDENCE: even our dreams are controlled by it.

In the ovals on the right write the positive and/or negative effects of the situation and the evidence you find to support it. E.g.: POSITIVE: because of the clock everything is organised.

EVIDENCE: a set time to do everything.

Topics to choose from:

- What are the effects of violence in cartoons on children?
- What if school attendance was not mandatory?
- How was Pakistan affected by the US led war on Afghanistan?

Once you have all this done, you have your Rough Draft ready, now get writing...

Evaluate yourselves:

Exchange your essay with the person next to you and evaluate the essay. Your teacher will give you guidelines for grammar and spelling-marking. Here is what to look for in content.

- Are there at least 4 or more paragraphs?
- Does it have a clear presentation of the situation or event?
- The information is based on several different kinds of sources – personal knowledge, historical facts and scientific facts?
- Descriptive details and explanations used to support each cause and effect?
- Is it organized with order of importance in some parts and chronologically in other parts?

LISTENING AND CONVERSATION:

Guess the sentence game.

Students work in pairs. Each partner is given a strip of paper with an unusual sentence written on it. They keep this concealed. If possible they try to learn the sentence off by heart. Then they start conversing about any subject, but their real object is to get their given sentence into the conversation without their partner realizing and before their partner is able to do the same. To do this successfully they have to move the topic of conversation towards a context in which their sentence could naturally occur.

Sample sentences for strips:

1. The farmer was carrying a yellow cow.
2. The bottles were full of green milk.
3. The policeman was dressed in pink shoes and had a bow and arrow.
4. The plane landed on the roof of SUI GAS Company building.
5. The fly took off again and landed on my pillow.
6. The goat slipped on the banana skin and broke its leg.
7. The water was so deep that the child had to call for help.
8. The moon was glad that nobody wanted his autograph.
9. The elephant attacked the gunman and knocked him flat.

10. The cat was talking to its owner on the telephone.

To win the game, you have to continue speaking for a while **after getting your sentence into the conversation without being correctly challenged**. You can also win by **correctly challenging your partner as soon as you think they are reciting their sentence**. If your challenge is wrong, you lose the game. It is therefore good strategy to set traps for your partner by including strange sentences in the conversation which differ from your given sentence. The other students in the class will listen and if they pick up the sentence they can also challenge the pair. The pair that can speak the longest wins.

READING FOR ENRICHMENT:

Natural Disasters in Ancient History (*information from the internet*)

We (once) sent Nuh to his people, and he tarried among them a thousand years less fifty: but the Deluge Overwhelmed them while they (persisted in) sin. (Surat al-Ankaboot: 14)

Referred to in nearly all cultures, Nuh's Flood is one of the instances most widely eluded in the Qur'an. The Prophet Nuh (AS) was sent to warn his people who had turned away from Allah's verses and were associating partners with Him. Despite the messenger Nuh (AS) advising his people many times to submit to Allah's commands and warning them of the wrath of Allah, they still denied him and continued associating partners with Allah

Indeed when the time of punishment came, waters and overflowing springs burst from the ground and which, together with excessive rains, caused a huge flood.

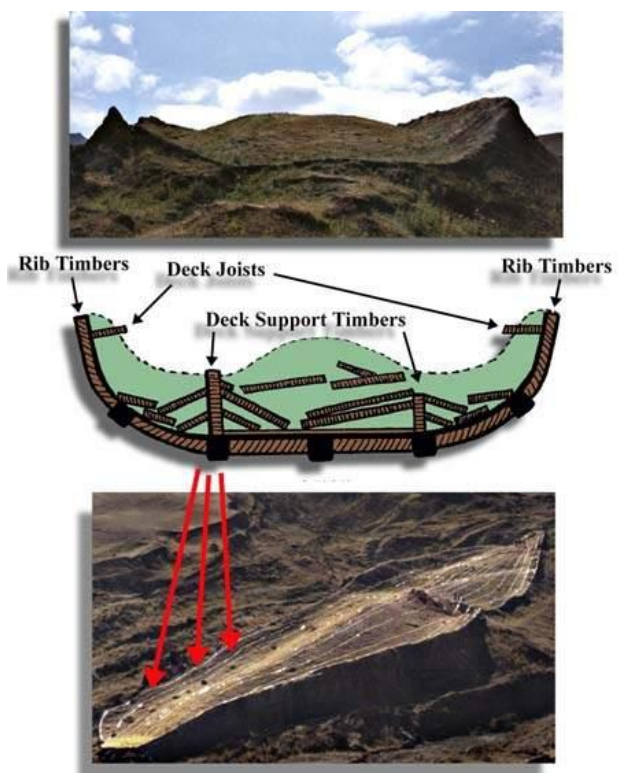
Archaeological, geological and historical studies show that this incident took place just as it is related in the Qur'an. The Flood is also very similarly described in many records of past civilisations and in many historical documents, although character and place-names vary, and "all that happened to an astray people" is presented to contemporary people as a warning. Apart from the Old and New Testaments, the account of the Flood is told in a very similar manner in Sumerian and Assyrian-Babylonian records, in Greek legends, in the Shatapatha, Brahmana and Mahabharata epics of India, in some Welsh legends of the British Isles, in the Nordic Edda, in Lithuanian legends and even in some Chinese-rooted stories.

How could such detailed and pertinent information be gathered from such geographically and culturally distant lands, which are quite far from each other and from the flood region? The answer is clear: the fact that the same incident is related in the records and inscriptions of all those communities which have little possibility of communicating with each other is in fact clear evidence that these people received knowledge from a divine source.

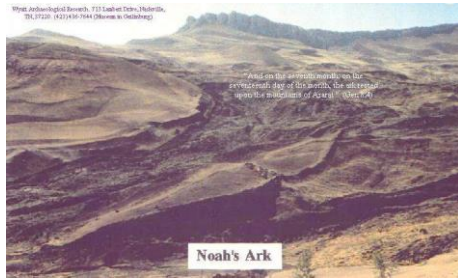
It seems that the Flood, one of the biggest and most destructive events in history, was narrated by many prophets sent to various civilisations for the purpose of setting an example. Thus news about the Flood has spread out to various cultures. However, the only reliable description is the one in the Qur'an.

Those who deny the reality of Nuh's Flood, support their stance with the assertion that a worldwide flood is impossible. Yet the Qur'an does not offer such an assertion, indeed on the contrary, the relevant verses imply that the Flood was regional and did not cover the whole world but only drowned Nuh (AS's) people who had been warned by Nuh (AS) and so were punished.

The Mesopotamian Plains have been suggested as the location of the Flood. In this region were the oldest civilizations known to history. Besides, being between the Tigris and Euphrates rivers, this region geographically is a suitable setting for a great deluge. One of the contributory factors to the effect of the flood is most probably that these two rivers



overflowed their beds and overwhelmed the region.



It is no coincidence that today we run into traces of most of the communities which are said in the Qur'an to have been destroyed. Archaeological evidence yields the fact that the more suddenly a community disappears, the more likely it is that we will come across some of its remnants. In excavations made in the region, in four main cities there are found traces of what must have been a particularly large flood. These cities were the important cities of Mesopotamia: Ur, Erech, Kish and Shuruppak. The excavations made in these cities reveal that all four of these were subjected to a flood around the 3rd millennium BC.

When the factors causing the Flood are examined one by one, it is seen that they are all very natural phenomena. What makes the event miraculous is their taking place at the same time and Nuh (AS's) warning his people about such a disaster beforehand.

So, we should step back and think for a moment, was the Tsunami a warning from Allah? Or are you just going to write it off as a natural disaster?

READING FOR ENRICHMENT

1. Fill in the table below, add more rows if necessary:

People	How Destroyed	Location of cities
1. People of Nuh AS	Flood	Present day Iraq
2. Aad	Fierce roaring wind	Arid place somewhere in Southern Arabia
3. Thamud	Terrible storm of thunder and lightning	North-west corner of Arabia, between Madinah and Syria.
4. People of Sodom and Gomorrah	Cities overthrown	Cities of the Plain east of the Dead sea
5. Egyptians	Drowned in the Red Sea	Egypt

2. On the map below mark the area where the flood occurred. Use your atlas to help you.



3. Write an essay of about 400 words on how Natural Disasters impact children.

The teacher should start a discussion in class about this. She should have students bring in newspaper or articles from the Internet about the Tsunami that hit in 2004. After listing points on the board the students then write the essay. Be sure there is a title, topic sentence, introduction etc... Also students should include their opinion whether they agree with the articles or not and why. They can write from personal experience as well.

POERTY

1. After reading the poem and the legend about Icarus, why do you think the poem is called Icarus Allsorts?

It is called that because it means that anyone can overestimate their strength and immortality. It takes all sorts of people to make this world.

2. What does the poet mean by 'mushrooms' in the second verse?

That is the shape of the cloud that rises when a nuclear explosion takes place.

Teacher can show a picture from the library. The angry clouds, like grey smoke, rose and reached an altitude of 8,000 meters in 5 minutes after the explosion in Hiroshima seen below



3. Do you find this poem realistic?

This is a personal opinion question, students should say why or why not.

4. How does the poet show that the bomb affected everyone, the rich and the poor?

By the following verses:

The rich

Huddled outside the doors of their fallout shelters

The poor

Clutching shattered televisions

And at last week's editions of T.V Times

(but the very last)

5. Write a similar poem about the situation of our world today.

The teacher can say how long this poem should be, and it can be on any situation, the class can brainstorm and come up with several, eg. Pollution, Weapons of mass destruction, globalization (this is the situation where large international companies steal the market from local smaller companies e.g. Pizza hut).

Unit 6

THIRST

Motivation:

Recite Surah Al-Hameem Sijdah Verses 30- 36

Translation:

Those who said, "Allah is our Lord," and then stood steadfast, angles descend on them and say, "Fear not, nor grieve, and rejoice in the good news of Paradise that has been promised to you: we are your companions in the life of this world, and in the Hereafter, too. There you will have whatever you desire, and whatever you ask for will be yours – an entertainment from the One, Who is All-Forgiving, All-Merciful."

It is in the human nature to search for the truth, a desire to know and recognize Allah. A person who finds this knows his place in the universe and his role in it. He is filled with contentment and a desire to perform his best to pass the test which Allah SWT has put him.

1. How did Zayd hunt the hare?

Ans: He hunts the hare with a wooden mace. (mace is a club)

2. Why did the hare run away?

Ans: The hare ran away because Zayd's foot stuck in a hamdh root and he fell flat on his face.

3. Why did they have to take rest State all the reasons you can think off.

Ans: The ankle of Zayd was badly sprained and swollen, he was in pain.

They were tired.

It was night and time to sleep.

4. Why did the writer go to search for Zayd's camel?

Ans: Zayad's camel had disappeared in the night. Zayd could not search for his camel himself because his foot was injured and it was difficult for him to even stand.

5. Why was it easy searching for the camel?

Ans: It was easy searching for the camel because of the footprints of the camel on the soft sand of the desert.

6. Write the sight and sound words used to describe the sandstorm.

Ans: sight words: crisscrossing, powerful, darkens deep, rust-brown, swirling, reddish, obscures

Sound words: whirls,

7. Write two sentences which show that the animal was terrified?

Ans: My crouching dromedary, terrified wants to rise.

I feel the animal press its muzzle against my shoulder

8. How did the writer protect himself?

Ans: He pressed his face against the camel's armpit so as not to be chocked by the flying sand. He shifts his body from time to time to avoid being buried in the sand.

9. Why did the camel muzzle against the writer?

Ans: It was terrified.

10. Write the damage the storm did to the writer and the camel?

Ans: The dromedary is half buried in the sand.

The mouth, ears and nostrils were filled with sand.

The sheepskin of the camel had blown away.

11. Why could the writer not see the tracks any more?

Ans: The tracks had been blown away by the dust storm.

Unit 6

THIRST

12. Why was it difficult to keep the sense of direction?

Ans: The dunes do not allow you to go in a straight line so it was difficult to keep the sense of direction.

13. Why is the camel not thirsty?

Ans: the camel is not thirsty because it is the ship of the desert and stores water in its body and can live without drinking water for several days.

14. Why did the writer recognize the granite rock? (This question should be in the next text box)

Ans: It was a very rare rock and the writer and Zayd had passed it the day before before camping for the night.

15. Which parts of the writer's body were affected by thirst? Write how he describes them.

Ans: throat, mouth, lips, skin

16. Why did the writer give the camel his dates?

Ans: He was too thirst to eat them, so he gave it to the camel.

17. Write all the sense words used to describe the tongue and state their type.

Ans: sticks ... touch word

old colour word

cracked ... touch word

leather.... Touch word

18. How did thirst affect his senses?

Ans: His thought were not orderly.

19. What was the writer afraid off?

Ans: The writer was afraid of dying of thirst in the desert.

20. Write two Adjectives to show the feelings of Muhammad when he was traveling towards the dark point.

Ans: cry, joy

21. Write two sentences to express the intense feeling of despair of Muhammad.

I weep but no tears come from my swollen eyes.

I do not bother to hobble the camel's legs.

22. How did the writer know that there were people at a distance?

Ans: The writer could hear the high pitched sound of a Bedouin chanting the march in rhythm with the camel's tread.

23. How did the people give water to Muhammad?

Ans: They pressed a dirty moist rag against his mouth, pressing a few drops at a time.

24. Write all the sense words which describe the treatment given to Muhammad.

Ans: commotion, crowd, burning solid, ice, fire, bearded, pressing, dirty, rag, gently, pushes, back, open, soaks, together, prevent, pries, apart, drops, molten, hold, flames,

25. What was the destination of he writer?

Ans: Mecca is the destination of the writer.

26. Whose kingdom is the writer talking about?

Ans: The writer is talking about the Kingdom of Allah SWT.

27. Translate into Urdu to get a gist of the paragraph. There has never.....

A. Fill in the table giving either the cause or effect:

Cause	Effect
1. Two bullets are fired.	The people hear the sound of the bullet and come to his aid.
2. He thought he was only a few hours away from the camp.	Muhammad drank all the water from his water skin.
3. the storm had changed the landscape and brown the tracks of the lost camel.	He had to use the sun for directions
4. Muhammad climbed a tall dune.	The writer sees a dark point t the east and thinks it is Zayad's encampment.

5. The camel was lost.	Zayad sets out to search for the beast.
6. he was exhausted	Zayd slept soundly.
7. A sand storm was approaching.	The sky darkened.
8. His eyes are dry and swollen.	Tears did not flow from his eyes.

B. Summarizing:

Fill in the table with phrases and short sentences to bring in the main points of the story:

C. Rewrite paragraph I from line 1 to 6 in the Past Tense.

“Look there!” Zayad’s voice broke through the silence, “a hare!” I turned my eyes to the bundle of grey fur that had leapt out of a clump of bushes, while Zayad slid down from his saddle, unslinging the wooden mace that hung on the pommel. He bound after the hare and swung the mace over his head for the throw, but just as he was about to hurl it, he caught his foot in a hamdh root, fell flat on his face – and the hare disappeared from sight.

D. Give evidence for your answers:

1. Zayd was in pain: His ankle was swollen. He was restless and could not sleep peacefully.
2. His aim was not very good: A person with a good aim watches where he is going, stops and then aims, but he fell before he could make a throw which shows that he was a careless person.
3. Arabia was the writer’s home. He was not a stranger in it.

E. Answer the following questions:

1. Search for the old English sentences and rewrite them in modern English.

“Didst thou hurt thyself, Zayd?” (page 106, para 1, line 13)

“Did you hurt yourself, Zayad?”

“Thou rest, Zayd, (page 106, para 2, line 5)

2. Why do you think Muhammad got lost? Write all the reasons you can think of. Reply in the light of *Sura Kahaf*.

“Thou rest, Zayd, and I shall go instead; it won’t be difficult to find my way back by retracing my own tracks.”

Zayd did not say Insha Allah like the man of the garden in Surah Kahaf

3. Who gave Muhammad the idea to kill himself? What stopped him from committing suicide? Write a dialogue between the two. (About ten lines.)

The satan gave Muhammad the idea to end his life by shooting himself with a pistol. But Muhammad remembered the verses of the Quran, which prevented him from taking his own life:

“We shall most certainly try you with fear and hunger and with the lack of possessions and labour’s fruits. But give the good tiding to those who remain steadfast and, when calamity befalls them, say: “Behold, to God we belong and unto Him do we return.”

Dialogue:

4. Why did two people appear like a crowd to Muhammad? Role-play paragraph nine.
5. “It won’t be difficult to find my way back by retracing my own tracks.” This statement is in paragraph two. What does it show about the character of Zayd?

F. Signal words:

What is unique about travelling in the desert? Compare and contrast travelling in a desert and trekking on a mountain. Read the following instructions before writing:

- i. Use signal words from the box.
- ii. Write a suitable introduction
- iii. Give a proper ending to your passage. It should not be more than 80 words.

although, yet, but, whereas, while, on the other hand, in contrast
--

Unit 6

THIRST

People travel within the country and to foreign lands too for enjoyment, education, livelihood and many other reasons. For those in search of thrill try to undertake difficult feats like crossing a desert or mountain trekking.

The ground is very different in both the cases. The surface of a mountain is hard **while** that of a desert is so soft that walking is tedious. The mountaineer has to be careful so that he does not fall off, **on the other hand** the desert traveler has to be careful that he does not get lost as there are no land marks and the scene changes quickly in case of a sandstorm. The mountaineer needs to protect his hands and knees from bruising, **in contrast** the desert traveler has to protect his face from stones and sand which are hurled by wind.

G. WRITING:

1. Write the Quranic Ayah in the (eighth paragraph) in Arabic with its Urdu and English translation.
2. Write about the excitement felt by the camel when he smelt water in the first person. Use sense words.

I lie tired, weary and thirsty against the body of my master who lay listless breathing heavily with great difficulty. Suddenly my nostrils flared as the smell of sweet water carried by the dry wind touched my cracked lips and scorched face. My short ears stood up and my eyes popped open, I snorted slowly and then loudly trying to awaken my sleeping master. Yes, yes, the smell is of water! My legs quivered and my body shook with excitement. My master woke up and felt a new life coming into him.

3. The camel tells the story of the day's adventure to Zayd's camel. Write the event in 150 words.

H. CLASS DEBATE:

Hypothesis:

The writer will never travel again in the desert.

Positive	Negative	Interesting

Conclusion:

We as a class accept/reject the statement because _____.

WORD STUDY:

A. Reference to context:

Explain the following Similes and Metaphors with reference to context:

Phrase	Similes/ Metaphors	Explanation
1. like lifting a mountain	simile	Muhammad used this simile when he was extremely tired after being lost for five days. He felt very weak due to hunger, thirst and exhaustion. The lifting of the rifle was so difficult for him that it seemed like lifting a mountain.
2. voice breaks through the silence	Metaphor (pg 106, para 1 line1)	Zayad and the writer were riding on their camel quietly when all of a sudden Zayad sees a hare and shouts aloud.
3. beads of perspiration	Metaphor (pg 106, para 1 line 15)	drops of sweat appear on the forehead when trying to suppress extreme pain
4. wind begins to roar	Metaphor (pg 107, para 3 line 2)	A storm of high speed wind was blowing, it appeared like an angry animal which was roaring .
5. it is an old campaigner	Metaphor (pg 108, para	The camel is called an old

	7, 2 nd last line)	campaigner because it is familiar with the hard life of the desert and also of staying without water for many days.
6. no trace of Zayd	Metaphor (pg 108, para 7, line 1)	no sign of Zayd, he was not there and there was no indication that he had been at this place.

B. Crossword puzzle:

Use the clues given and complete the puzzle given:

- Across:**
- regretfully
 - disorder
 - used to
 - fragile
 - stoop
- Down:**
- hill
 - silence
 - misery
 - path
 - strap
 - peaceful

										5A		
										G		
		2C	O	M	4M	O	T	I	O	N		
										U		
										Z		
										Z		
										3D		
	1R	U	E	F	U	L	L	Y				
										N		
										E		
	7H											
	8A	C	C ₀ ¹	U	S	6T	O	M	E	D		
	L		A			R						
B ⁹	R	I	T	T	L	E						
	E		M				10C	R	O	U	C	H
	R						K					

C. The description is given below. Read the text and find the most suitable Noun for them.

- | | |
|---|--|
| a. <u>tongue</u> feels like cracked leather | h. <u>black point</u> goal. |
| b. <u>throat</u> is sore. | i. <u>vultures</u> circle slowly. |
| c. <u>eyes</u> inflamed | j. <u>sky</u> steely |
| d. <u>camels legs</u> hobble | k. <u>eyes</u> wide open |
| e. <u>throat</u> swollen and constricted | l. <u>camel</u> half raised |
| f. <u>cavity of the mouth</u> dry | m. <u>sound of a Bedouin</u> high pitched chanting |
| g. <u>rocks</u> granite | |

D. Write two Synonyms for the following words:

Words	Synonym	Synonym
1. ruefully	remorsefully	regretfully
2. sprained	twisted	injured
3. dunes	hill	mound
4. muzzle	silence	quiet
5. abandon	dump	discard

6. brittle	fragile	delicate
7. intertwined	link	interconnect
8. commotion	turmoil	din
9. fatigue	tiredness	exhaustion
10. subsides	diminish	settle

E. Make sentences using at least two words together.

* There was a lot of **commotion** in the class when Abid fell down from his chair and **sprained** his ankle.

* The waiter was **exhausted** from doing over time, so he accidentally broke the **fragile** glass when he was serving the customer.

* When children leave the school the noise **subsides** and the place becomes **quiet**.

F. Write a short story of about 60 words using as many words from the above table as possible.

After a hard days work the **exhausted** farmer was crossing the forest with a bundle of sticks on his head. Suddenly his foot caught in a pot hole, he fell to the ground with a thud and the bundle rolled and rolled and **settled** in a ditch.. The birds made a lot of **commotion** as if enquiring if all was well with him. The farmer **regretted** for not walking carefully. He checked his ankle and was thankful that it was not **sprained** or **injured**. The fall had made him more **tired** but he got up. He thought of **abandoning** the bundle, but then decided against it. He picked up the bundle and continued his journey in the **quietness** of the forest.

G. Word family: Fill in the table with suitable words. Where there is no word put a cross in the column:

Adjective	Noun	Verb	Adverb
1. constrictive	constriction	constrict	
2. chanting	chanter	chant	chantingly
3. ferocious/ fierce	fierceness		fiercely
4.	commotion		
5. torturous	torturer	torture	tortuously
6.			certainly
7.		exclaim	
8. corresponding	correspondent	correspond	correspondingly
9. enthusiastic	enthusiasm		enthusiastically
cautious	cautiousness		cautiously

H. Fill in the table with eight sense words from the text:

Sight			Sound	Touch	Smell	Taste
Colour	Shape/size	Movement				
Dark	Circles	Drag	Weep	Granite		lead
Dry	Swollen	Beating	Still	Hot		
Paleness	Cavity	Slide	Rasp	Steely		
Steel	Wide open	Plod	Whisper	Brittle		
Black	Tall	Fall	Commotion	Burning		
Blurred	Narrow	Slowly	Silence	Cold		
Grey	steppe	Constricted	Snort	Moist		
Bearded		Squirming	Snuffle	Molten		
Dirty		Rippling	Chanting	Flames		
brass		pries	Hoarse	Wet		

		pushes	Grunt Whines clinking	coolness		
--	--	--------	-----------------------------	----------	--	--

I. Write a paragraph using as many sense words as possible.

J. Match the Antonyms and write the Synonyms of the following words:

Words	Antonyms	Synonyms
1. embark	a. disconnect	board
2. restored	b. recklessly	repair
3. exhausted	c. smooth	tired
4. distress	d. peace	grief
5. abandon	e. slow	discard
6. brisk	f. keep	quick
7. torment	g. refreshed	suffering
8. hoarse	h. pleasure	husky
9. blurred	i. distinct	hazy
10. cautiously	j. disembark	carefully

1. j
2. a
3. g
4. d
5. f
6. e
7. d
8. c
9. i
10. b

GRAMMAR:

A. Abbreviations

It is considered untidy to mix abbreviations with full stops and ones without full stops in the same article. The first two examples below are both correct, because the writer has been consistent.

- Eg.: The students travelled around UK and USA last year. ✓
 The students travelled around U.K. and U.S.A. last year. ✓
 It was only shown on PTV and not B.B.C. ✗(considered untidy)
 The M.D. insisted that his PA had left by 4 o'clock. ✗(considered untidy)

Uppercase abbreviations tend to be written without full stops.

Eg.: PIA (This is a tendency not a rule.)

Lowercase abbreviations tend to be written with full stops.

Eg.: a.m. / i.e. / Eg. / p.m. / p.p. (This is a tendency not a rule.)

When using abbreviations, be consistent. Either use abbreviations with full stops throughout.

Eg.: W.H.O. is an important organization of U.N.O. **OR**
 WHO is an important organization of UNO.

If the abbreviation is a company title then it is advisable to use as the company uses it.

Eg.: SUPARCO.

The following use is incorrect:

- PIA has many flights to U.A.E. and U.K.
- The MD is sitting in his office with his P.A.

Write any five common names and their abbreviations.

a. that is i.e. b. number..... no. c. post box..... P.B. d. and & e. laboratory..... lab.

B. Voice:

a. Indicate in the following sentences whether the Verbs in bold are in the Active or Passive Voice.

b. Rewrite the sentence to get rid of the Passive Verb (ie., put it into the Active form).

1. The dog **ate** its master's food and **was punished** by his master for the mis behaviour.
 The dog **ate** its master's food and the master *punished* him for the mis behaviour.
2. This passage **is used** by the author to bring out the serene nature of the sea-side.
 The author used this passage to bring out the serene nature of the sea-side.

3. It **has been determined** that the fee at ABC College is much too low. The students **do not agree**.
4. The parents determined that the fee at ABC College is much too low. The students **do not agree**.
5. When the general meaning of this passage **is considered**, we **see** that it **has** an effect different from the rest of this chapter
*When we consider the general meaning of this passage we **see** that it **has** an effect different from the rest of this chapter.*
6. Allama Iqbal has **been dead** for many years, but his poetry is **still read** by millions of people every year, and tableaux of his poems **are often put on** by students of schools and colleges all over the world.

The research team **found** that the accident **was caused** by a faulty O-ring in one of the main engines; this item **was shrunk** beyond specification by the unusually cold weather.

7. The surveying team **arrived** at the site at 10:00 a.m. First, a baseline **was measured**, and then random plots **were designed**, and finally, the standard sampling **was done**.
8. The imagery in this poem **is used** to create a sense of despair, and this sense **is reinforced** by the words which **have been chosen** by the author.

C. Types of sentences: Read the text again and write:

1. Six assertive sentences. (Three Affirmative and three Negative sentences)
 - Affirmative
 - a. All through the night Zayd seems restless with pain.
 - b. The sun stands high but somehow it has lost its glare.
 - c. I shake myself free of sand which has been heaped around me.
 - Negative
 - d. The storm has itself not done us any damage apart from filling my mouth, ears and nostrils with sand.
 - e. However I cannot be far
 - f. This is a sandstorm and no mistake.
2. Two exclamatory sentences.
 - a. "Look there!" Zayad's voice breaks the silence, "a hare!"
 - b.
3. Three Interrogative sentences.
 - a. Have I missed him again?
 - b. What will happen if I do not find my way back to Zayd and to our water skins?
4. Two Imperative Sentences.
 - a. Look there.
 - b. Move quickly, get the carbine.
5. Write two Optative sentences of your own.
 - a. O God, I pray, let me not perish like this.

D. Interrogated Sentences

Interrogative statements beginning with Helping Verbs use the words “if” or “whether” in reported speech. In reported speech there is no question mark at the end.

Eg.: Lubna asked the girl, “Have you seen my pen?”

Lubna asked the girl if she had seen her pen.

Lubna asked the girl whether she had seen her pen.

1. Mother said, “Tahira, is the water boiling?”
Mother asked Tahira if the water was boiling.
2. Usman asked his teacher, “Can I go home?”
3. The girl asked the teacher, “Have I passed the test?”
The girl asked the teacher whether she had passed the test.
4. Grandmother asked her daughter, “Is it time for me to take my medicine?”
Grandmother asked her daughter whether it was time for her to take her medicine.
5. The new child asked his teacher “May I wash my hands?”
The new child asked his teacher if he could wash his hands.
6. The neighbour asked his friend, “Can I pluck some roses from your garden?”
The neighbour asked his friend if he could pluck some roses from his garden.
7. Imran said to his colleague, “Shall we have dinner together and discuss the matter?”
Imran asked his colleague if they could have dinner together and discuss the matter.
8. The lady asked, “Is there room for me in the car?”
The lady asked whether there was room for her in the car.
9. The policeman said to the driver, “Why are you late?”
The policeman asked the driver the reason for being late.
10. The doctor said to the patient, “Do you have an appointment?”
The doctor asked the patient if he had an appointment.
11. The man asked the taxi driver, "Will you go to Saddar?"
The man asked the taxi driver if he would go to Saddar.
12. The teacher said to Fawad, “Where is your father?”
The teacher asked Fawad where was his father.
13. Mother asked Sana, “Why is your dress dirty?”
Mother asked Sana as to why her dress was dirty.
14. The gardener asked the lady, “Where do I plant the tree?”
The gardener asked the lady where to plant the tree.
15. The man asked the boy, “Can you help me cross the road?”
The man asked the boy if he could help him cross the road.
16. Mr. Jameel asked the policeman, “Where is Haroon Road?”
Mr. Jamil asked the policeman as to where was Haroon Road.
17. The old man asked the boy, “What is your name?”
The old man asked the boy his name.

18. "Where do you live Asim?" asked the old man.

The old man asked Asim where he lived.

19. Mother said, "Is the baby crying?"

Mother inquired if the baby was crying.

20. Najma asked, "Is it eight o'clock?"

Najma asked if it was eight o'clock.

E. Insert suitable Prepositions in the blank spaces.

- Raw gas has to be cleaned and dried before it can be used. The gas terminal removes impurities and water from the natural gas.
- Pumps push up the natural gas along pipes to the places where it is needed. Natural gas is piped into homes. It is used for gas heaters and stoves.
- Gas is also stored in metal containers and is supplied to homes that are not connected to the gas pipe lines.
- Gas also flows into terminals through large tanks, where it may be frozen and stored as a liquid.
- Not all gas is used in the homes. Many power stations burn gas to generate electricity.
- In deserts the heat by burning gas is used to boil sea water so that it can be used for drinking water.

F. Rewrite the sentences using the correct form of the word in the brackets.

- When World War II (end) ended in 1945, the world had changed beyond (recognize) recognition. The power of most European countries had been (destroy) destroyed and the Soviet Union and United States became the (strong) strongest countries of the world.
- Disease is a (sick) sickness of the mind or body. (Harm)Harmful micro-organisms can invade the body and cause (infect) infectious diseases.
- The chirping of a grasshopper or a cricket is one of nature's most (recognize) recognizable sound. There are 20,000 kinds of grasshoppers and crickets, living in all but the worlds (cold) coldest regions. All these (creature) have long back legs adapted for (leap) leaping. They have long (power) rear legs. They have two pairs of wings and they are active (fly) fliers.
- There are several (kind) kinds of big cats. The tiger is the (large) largest. They have strong, razor sharp teeth, (muscle) muscular bodies and excellent senses. Lions are the only big cats that live in (group) groups called prides. The pride roams over an area (depend) dependant on the (abundant) abundant of prey in the area.

G. Punctuate the following sentences. There is more than one sentence in each of the following sentences.

- Our nearest neighbour in space is the moon. It orbits or circles the earth, keeping the same face pointed towards us.
- There is no water, so no plants or animals can live there.
- The moon does not produce any light of its own. We see the moon because it acts like a huge mirror reflecting the light.

Unit 6

THIRST

4. **Do** you know that **A**sia is the largest continent of the world? **I**t occupies one third of the world's total land area. **M**uch of the continent is uninhabited; dry hot deserts and towering mountains take up much of the central region.
5. **T**he hot, dry lands of the middle east occupy the southwest corner of **A**sia, almost the entire Arabian peninsula, between the **R**ed **S**ea and the Persian **G**ulf is a desert.

H. Match the Proverbs with their meanings and use any two in a sentence of your own.

Proverbs	Meanings
1. Two heads are better than one.	a. A boy's attitude resembles his father.
2. If you play with fire, you get burnt.	b. Be careful what you say in front of the children, for they can understand or misunderstand more than you think.
3. Like father, like son.	c. When you see something with your own eyes you can believe that it is true.
4. Little pitchers have big ears.	d. Two people are likely to think up of more ideas than one person.
5. Seeing is believing.	e. If you take risks you will get hurt.

1. d 2. e 3. a 4. b 5. c

I. Do as directed.

1. It was a very hot day, so the students went on an outing together. (Insert suitable Articles)
2. I asked him if he was afraid of the dark. (Change the Narration form)
I asked him, "Are you afraid of the dark."
3. Who is walking upstairs? (Change the Voice)
Who is walking upstairs?
4. I play tennis regularly in the evening. (Change to Past Continuous Tense)
I was playing tennis regularly in the evening.
5. Flies and dust carry germs. (Change to Interrogative form)
Do flies and dust carry germs?
6. Thousands of years ago, men lived in tents. (Insert suitable Preposition)
7. That man is not known to me. (Change the Voice)
I do not know that man.
8. They heard that news long ago. (Change to Negative form)
They did not hear that news long ago.
9. "Oh! I have dropped ink on my dress," said Javeed. (Change the Narration)
Javeed exclaimed that he had dropped ink on his dress.
10. He travels by train. (Change to Present Perfect Tense)
He has traveled by train.
11. **"Oh no! There is a snake under the tree,"** exclaimed **M**aria (Punctuate and use capital letters where necessary)
12. You did not take your medicine today. (Change to Affirmative form)
You took your medicine today.
13. The child walks with a limp. (Change to Future Indefinite Tense)
The child will walk with a limp.
14. She is sitting in class two. (Change to Interrogative form)
Is she sitting in class two?
15. The room was painted by the labourer. (Change the Voice)
The labourer painted the room.

Be A Writer**AUTOBIOGRAPHY**

Experiences to write about

- ones that have changed me in some way
- ones that have taught me something

A well written autobiographical incident highlights the following:

1. Focuses on one event that has shaped the author's life
2. Places the incident in context by giving vivid details about the people and setting involved
3. Develops the incident with specific details and includes emotions
4. Explains why the incident is important and how it shaped the writer's life
5. Organises the incident in a clear way, chronological, flashback etc...

Example:

"*Alhamdulillah* you have got a good result, Maria," my parents said as they handed me a large box. My parents had promised to give me a gift if I excelled in my class two examinations, and I had given my parents a long list of things I wanted—a new video game, roller skates, etc... This box, though, was too big for a game and not heavy enough for skates. Besides that, the box was moving! I tore off the top, and then I saw it—a small, brown cat! I picked her up and held her in my arms. She wriggled with excitement.

Amina wasn't the smartest cat in the world. When she was about three months old, I tried teaching her some simple tricks.

"Sit, Amina! Sit!" I would say sternly, pushing her bottom to the floor and walking away. For a few seconds she sat, her tail thumping the floor in excitement with this new game. It was too much for her, though. Amina couldn't imagine that I would want to be away from her. Mewing happily, she bounded across the room toward me. Amina and I became best friends. She had her own wicker basket, but she always slept on the foot of my bed. Every morning, when it was time for her to go out, she jumped on my pillow twisting her ears eager to be picked up. In the afternoon when I came home from school, Amina was always at the door to meet me. She seemed to sense when it was time for the school bus to arrive.

THIRST

One day, when I was twelve years old, I overslept. I had only twenty minutes to dress and get to the bus stop. I asked my mother if she would please feed Amina, and I rushed out of the yard. When I came home that afternoon, I saw the sober look on my mother's face.

"Amina's gone, Maria," my mother said sadly. "You left the gate open this morning, and she ran out of the yard."

The worst thing that could have happened to me had just happened. I had lost my best friend. For the next three months, my parents and I did everything we could do to find Amina. We went from door to door in the neighbourhood asking about her. My friends helped me make posters describing Amina and telling about a reward. We even put an ad in the newspaper, but there were no calls.

Then, one day, the phone rang. "Hello, my name is Mrs. Zahid. I just saw a poster advertising a lost cat, and I think we have it!" My heart pounded, and I could barely get the words out as I asked where I could come to get Amina. Mrs. Zahid lived only four blocks away, and I raced over there on my bike. I ran up the stairs and rang the bell. "Hi, I'm Maria. I talked to you about my cat."

"Come in, Maria," Mrs. Zahid said, inviting me into a small, dark living room. Sitting in a corner was a little boy, about six years old, clutching Amina. Amina looked at him with the same adoring gaze that I had seen so often. The boy was crying.

"Now, Daud, you know that we talked about this. The cat belongs to this girl, and you have to give her back." The boy cried harder, and Amina comforted him by patting him with her tiny paws. Tears rolled down his face. "I'm sorry, Maria," Mrs. Zaid said.

"Daud lost his dad last year, and this is the first time since then he has become attached to anything."

I gulped and thought for a long time. "No, Mrs. Zahid, that's not my cat. I'm sorry."

I've spent my allowance on presents for people before. I've even given small donations for worthy causes. This is the first time, though, that I've ever given of myself.

Sometimes, I learned, giving hurts a lot.

Now use the worksheet below to start building your autobiographical incident:

Choose a topic from the list below:

Step 1

- **The birth of a sibling**
- How overhearing a conversation brought you joy / sadness
- Meeting your ideal
- Any other topic you choose to write about

Narrative Details: people, setting, etc...

1. Mom and papa present, hospital and nurses, Aunty Margaret was there helping to deliver Marjan
2. White sheets on the bed and Mom was tired. Everyone came after Marjan was born, lots of gifts, Mom had macaroni toe afterwards.

Step 2

Sensory Details: emotions (thoughts and feeling) significance of incident

1. I was elated, now there was someone to share my thoughts and of course clothes. When I held her I could not believe the wave of love that swept over me
2. Abid was not happy; he wanted a brother to play soccer with!

Dialogue: make it real and believable

“Mubarak”, everyone yelled at me in unison. I was shocked why people were congratulating me when my Mom was in the hospital!

Step 3

There is a writing sample already in the text, before the table.

Evaluate yourselves:

Exchange your essay with the person next to you and evaluate the essay. Your teacher will give you guidelines for grammar and spelling-marking. Here is what to look for in content:

- Are there at least four or more paragraphs?
- Does it have a beginning that captures the reader’s imagination?
- Are details from each of the boxes above used in the essay?
- Is it logically organised?
- Are most of the details and events focused on the meaning which is stated at the end?

LISTENING AND CONVERSATION:

Different students volunteer to be asked questions. They must avoid saying the words ‘YES’ or ‘NO’ for a given period of time Eg. 1-2 minutes.

Unit 6

THIRST

This is done by using expressions like: 'I do', 'I am', 'that's true', 'that isn't true', 'that's not correct', 'exactly', 'precisely', 'that's right', 'that's correct', 'I think so', 'probably', 'possibly', 'usually'.

The questioners can try to trap them through deliberate misunderstanding and *echo questions*: "Did you say *usually*? So you said you live in Karachi? Perhaps?"

Questions

1. Do you come from Nazimabad? Are you sure you don't?
2. Do you like English food? So you LOVE English food. You think it's the best in the world?
3. Have you been to Dubai? So you haven't been to UAE?
4. Which is more important - health or money? You said 'health'?
5. How many brothers and sisters do you have? Fifteen?
6. Would you like a million rupees? So you're not interested in money?
7. Are you more intelligent than your parents? So you're less intelligent?
8. Did you say you were stupid?
9. Do you like your teacher? Is he / she the best teacher you've ever had? The best in the world?
10. What are your hobbies? So you like listening to folk music?
11. Can you use a computer? You can?
12. Come up with a list of more questions.

READING FOR ENRICHMENT:

RICH WORLD-POOR WORLD (*adapted from the internet*)

The common phrases used to describe *the rich world* include '*the developed countries*' and '*the advanced industrial countries*'. To describe very poor countries, we usually refer to '*The Third World*'. It can be more diplomatic to speak of '*the developing countries*', though this description is often applied to countries which are not so very poor.

Economists also refer to '*the North South divide*' to emphasize that countries in the *northern hemisphere* are generally richer than those in the *southern hemisphere* - namely Africa and Latin America.

People in the rich world have mixed attitudes towards giving *aid* to Third World countries. Some take the view that *charity* begins at home. It is true that there are many people *in need* in the western countries. However, the people who are making the most generous *donations* to domestic charities are often the ones who are supporting emergency *appeals* for the victims of conflicts and disasters overseas. Church-based

Unit 6

THIRST

campaigns such as ‘Christian Aid’ and secular ones such as ‘Children in Need’ direct themselves to both national and international *causes*.

The *obligation* of the rich world towards the poor world is not based on history alone. As a former *colonial power*, Britain was once responsible for the *slave trade* and the *exploitation* of other countries’ *resources*. But today, together with other rich countries, it continues to *dominate* world markets, setting the *terms of trade* in their favour. The west continues to sell arms to *oppressive regimes*, which accumulate *debt* and do little to alleviate *hunger* among their own populations.

QUESTIONS:

Before answering the questions in your notebooks, have a class discussion:

READING FOR INFORMATION

1. What kind of aid should the governments of rich countries give to poor countries?

Traditionally the aid is food and medicines, and recently weapons to military oppressive regimes. However, in my opinion it should give a package deal, The money and the people who have the expertise to implement the project. Eg. Appoint a team and enough resources to that team to build a dam for the country. If only money is given, the corruption in the third world countries seems to make it disappear without the project being completed.

2. Is it right for rich countries to have strict immigration controls to stop people from poorer countries entering them and sharing in their better standard of living.

Every country has to have immigration controls; however they should not be racist, based on religion and creed, or on age. Every person has a right on Allah's earth and all they have to do is not violate that country's laws. For example, in Pakistan we have controls on Afgani refugees, if we didn't our resources would not be able to handle the population growth.

3. Are *the poor* poor because they are poor or because they are lazy?

I believe that Allah SWT tests us all in different ways, one way is to give wealth and one way is to withhold wealth. With wealth comes a strict code of conduct, as how to spend it, how to loan it, how to share it. With poverty there is no such severity. Hence, the poor are poor because Allah SWT deemed it so and that is their test in life. They are not poor due to laziness, or any other reason. However, if one doesn't even attempt to earn a living to survive, then it is his own fault, as Allah SWT helps those who help themselves.

These answers are guidelines and the teacher should move the class discussion towards the thoughts of how Allah SWT planned this world and how this is a test.

POETRY:

Have you ever? (Source: Internet)

Have you ever made someone cry?
Have you ever said “It’s not fair”?
Have you ever said “I don’t care”?

Always remember that Allah SWT sees you!
Always remember that Allah SWT hears you!
Always remember Allah SWT knows what you do!

Unit 6

THIRST

Have you ever tried to steal?
Have you ever over-eaten your meal?
Have you ever made fun of someone?
Have you ever raised your voice at your mum?
Have you ever thought that it's ok.....
Not to fast and not to pray?
Always remember that Allah SWT sees you!
Always remember that Allah SWT hears you!
Always remember Allah SWT knows what you do!

Will you ever remember Allah SWT?
Will you ever be grateful to Allah SWT?
Will you ever be humble and supplicate?
Ask Allah SWT to forgive you for all your mistakes!
Ask Allah SWT to forgive you before it's too late!
Always remember Allah SWT knows everything,
Even bad thoughts that you may be thinking
Remember Allah SWT sees what you do,
Remember Allah SWT much, and ask Him to forgive you!

QUESTION: (DISCUSSION)

1. Do you think it wrong to steal? Quote a verse from the Quran that supports your answer
Yes, it is wrong to take what does not belong to you. In fact it is wrong to desire what does not belong to you, for Allah gives in abundance to whom He pleases and does not give to whom He pleases.

(O Prophet! when believing women come to thee to take the oath of fealty to thee that they will not associate in worship any other thing whatever with Allah that they will not steal...) (Surah Mumtahana 60:12)

(And in no wise covet those things in which Allah hath bestowed his gifts more freely on some of you than on others...) (Surah Nisa'a 4:32)

2. If a parent of yours was extremely ill and you did not have money to buy the life saving medicine, would you then steal?

No, I do not think so; Allah SWT is testing my faith in this case with love of parents as opposed to His laws. *Inshallah* my faith will be strong; I will pray for His mercy towards my parent and hope that we can somehow get the medicine. This is where people should help their neighbours and friends.

3. Is it wrong to steal in the above situation? Why? (Support your answer with a *Hadith*)
It is wrong to steal in any situation as Allah SWT has expressly forbidden the taking of something without the owner's permission. In fact a child cannot take money out of his father's or mother's wallet without asking as it does not belong to him!

I gave the pledge of allegiance to the Prophet with a group of people, and he said, "I take your pledge that you will not worship anything besides Allah, will not steal, will not commit infanticide, will not slander others by forging false statements and spreading it, and will not disobey me in anything good. And whoever among you fulfill all these (obligations of the pledge), his reward is with Allah. And whoever commits any of the above crimes and receives his legal punishment in this world, that will be his expiation and purification. But if Allah screens his sin, it will be up to Allah, Who will either punish or forgive him according to His wish." Abu Abdullah said: "If a thief repents after his hand has been cut off, the his witness will be accepted. Similarly, if any person upon whom any legal punishment has been inflicted, repents, his witness will be accepted." (Sahih Al –Bukhari, narrated by Ubada bin as Samit

SHIKWAA / JAWAAB –E-SHIKWAA

INTRODUCTION:

Shikwaa and Jawab -e- Shikwaa are among the most popular poems written by Allama Iqbal. They were originally written in Urdu. Below are excerpts from the English translation 'Complaint and Answer' by A.J. Arberry. (Ashraf Printing Press, 1997)

The poems were Iqbal's attempt to stir the Muslims from a deep slumber into action towards Islamic reform and rebirth. The central theme of both the poems is the crumbling of Islam from its former greatness, and the steps required to re-establish its authority and regain its vitality.

The chronology of the poems can be established from events contained in them, "Now the onslaught of the Bulgars sounds..." this refers to the invasion of Turkey by Bulgaria in 1912, an invasion that threatened the capital of the Ottoman Empire and the Caliphate. Thus it is concluded by Iqbal scholars that the poem was written four years after his return from Europe. He died in 1938 and was an ardent supporter of Pakistan, the two-nation theory and Muslim renaissance.

QUESTIONS:

1. Why did Allama Iqbal write this poem?

Ans: Allama Iqbal wrote this poem to awaken the Muslims from their slumber.

2. How do we know when (the time period) this poem was written?

Ans: The poem was written four years after Allama Iqbal returned from Europe because it mentions the invasion of Turkey by Bulgaria which took place in 1912.

3. What is meant by 'Muslim renaissance'?

Ans: It means revival of Muslim glory and supremacy in the world.

TEXT:

Complain 9

Tell us this, and tell us truly – who uprooted Khyber's Gate?
Or who overthrew the city where great Caesar reigned in pride?
Who destroyed the gods that hands of others laboured to create?
Who the marshalled (organized) armies of the unbelievers drove aside?
Who extinguished from the altars of Iran that sacred flame?
Who revived the dimmed remembrance of Yazdan's immortal Name?

Answer 11

Who erased the smudge of falsehood from the parchment firmament?
Who redeemed the human species from the chains of slavery?
Who once filled the holy Ka'aba with their foreheads lowly bent?
Clutching to their fervent bosoms the Quran in ecstasy?
Who were they? They were your fathers; as for now, why, what are you?
Squatting snug, serenely waiting for tomorrow to come true?

Complain 17

Why no more worldly riches among Muslims found,
Since Thy power is of old beyond compute and unconfined?
If Thou willest, foaming fountains from the desert's breast can bound
And the rippling mirage may the traveller in the forest blind.
All we have is jeers from strangers, public shame and poverty-
Is disgrace our recompense for laying down our lives for Thee?

Answer 17

Loud the cry goes up, "The Muslims? They are vanished, lost o view!"
We re-echo. "Are true Muslims to be found in any place?"
Christian is your mode of living, and your culture Hindu;
Why, such Muslims to the Jews would be a shame and a disgrace.
Sure enough you have your Syeds, Mirzas, Afghans, all the rest;
But can you claim you are Muslims, if the truth must be confessed?

Complain 11

In the press of mortal combat if the hour of worship came,
Then the people of Hejaz, to Makkah turning, bowed down in prayer,
King Mahmud, Ayaz the slave – their rank in service was the same,
Lord and servant – at devotion never difference was there,
Slave and master, rich and needy – all the old distinctions gone,

Unified in adoration of Thy presence, they were one.

Answer 15

Now, if any stand to worship in the mosques, it is the poor,
And if any bear the pains of holy fasting, it is they;
They alone Our Name revere, and Our remembrance keep secure;
That your misdeeds may be hidden, still they labour and they pray.
Drunken with pride of riches, wealthy men neglect God's due;
The communion of Islam lives on, because the poor are true.

READING COMPREHENSION:

1. Look at the poem in Urdu and write down the meaning of the words you don't understand.

Stanza I and II:

2. What feats did the Muslims accomplish?

Ans: They freed mankind from worshipping the false gods by spreading Islam. They removed the idols from Ka'aba and filled it with people who would bow down to only Allah.

3. How are the Muslims of this day different from their fore-fathers according to 'Answer 11'?

Ans: They removed the veils of shirk from the surface of the earth and introduced Islam to the world.

They removed the false gods from the holy Ka'ba and filled it with people bowing down to Allah SWT. They held steadfast to the Quran and took guidance from it in every walk of their lives. They conquered Rome and Iran and spread the light of Islam over there. The world was impressed by their truthfulness and honesty and Islam spread far and wide.

4. 'Answer 17' mentions the powers of Allah SWT. Write and explain them.

Ans: Allah can bring rain, water and greenery in a desert and can turn a forest and Greenland into wilderness.

Stanza III and IV:

5. Why are the Muslims being disgraced?

Ans: Muslims are being disgraced and are powerless in the world because they do not have the characteristics of their forefathers or of true Muslims. They are just sitting and waiting for the good days to come without lifting a finger themselves. They think that miracles will happen.

6. In 'Answer 17' what is Iqbal talking about when he says "...Sure enough you have your Syeds, Mirzas, Afghans, all the rest."

Ans: Today Muslims are divided into all types of tribes and sects and they are very proud of their cast and colour. Allama Iqbal says that you know your tribes so well and are proud to belong to them but that is what you are, which means that you are now no longer Muslims.

Stanza V and VI:

7. Some distinguishing qualities of Muslims are mentioned. Read the stanza carefully and write them.

Ans: The Muslims being few in number and having less weapons yet they crushed the superpowers of that time i.e. Roman, Persians and Yemanyes. They bowed down before Allah and followed the spirit of Islam by bowing in unison; without distinction of the poor or the rich, the master or the slave or any colour creed or tribe.

8. How has 'Answer 15' compared the actions/activities of the rich to the poor?

Ans: It is the poor who carry the torch of Islam and not the rich. They are the ones who fill the mosques and who fast and take the name of Allah while the rich are involved in the lavish living and worldly goods.

WORD STUDY:

A. Fill in the table below:

Word	Synonym	Antonym
------	---------	---------

1. vitality	energetic	lethargic
2. pride	vanity	humility
3. invasion	attack	defence
4. extinguished	smother/ die	light
5. serenely	tranquil	frantically
6. erased	obliterate	print
7. ecstasy	thrill	agony
8. unconfined	free	restricted
9. desert	barren	fertile
10. mirage	illusion	fact
11. combat	fight	peace
12. worship	adore	dislike

B. Metaphors:

1. Find all the metaphors in the text, fill in the table below.

Metaphor	Stanza	Meaning
chains of slavery	2	binding of slavery
Overthrew the city	1	captured the city
Reigned in pride	1	ruled powerfully
Revived the dimmed remembrance	1	brought to power again
Alters of Iran	1	country of Iran
Foreheads lowly bent	2	submission to Allah SWT
Smudge of falsehood	2	false religions
Foaming fountains from the desert.	3	impossible can happen
Rippling mirage	3	vision of water
Loud the cry goes up	4	a big complain
The Muslims they are vanished	4	people practising Islam are not found
Laying down our lives	3	fighting for the cause of Islam
In the press of mortal combat	5	during fighting when the battle is fierce
Hour of worship	5	time to pray
Bear the pain of holly fasting	6	curb their desires to eat and drink when fasting
Our remembrance keep secure	6	do not forget
Misdeeds maybe hidden	6	no one knows about your wrong doings
Drunken with prides of riches	6	busy in accumulating wealth and enjoying it
Communion of Islam lives on	6	Islam is a religion still practised by the people

GRAMMAR:



Different styles of Poetry:

Poetry is one of the most beautiful forms of expression; even the Quran has a rhythm to its verses. Each culture has developed a distinct style and rhythm to suit their lifestyle and needs.

Let's analyze 3 different styles:

COUPLET – French or English

You know a couple means two. So a couplet is a pair of lines of poetry that are usually rhymed. There are lots of ways to write different types of couplets. Couplets can also be used to "build" other poems. Below are some examples:

*"If cars go zoom,
exhaust smoke will plume!"*

*"Only to Allah I pray,
every night and every day."*

I. Complete the following couplets:

- If the ball's in your court
the battle is to be fought.

2. Every time I wake up in the morning
bright sunlight in my room is shining.
3. Imagine all the people, living in harmony
eating, drinking, playing no ceremony.
4. One, two, three, four
don't be such a bore
5. Money, money, money
it can buy a lot of honey.

II. The teacher will pass out blank cards cut into 5" x 7". You will write the first line of a couplet and pass it to the person on your right; they will then write the second line. Once you get it back write the first line to the second verse and continue till you have FOUR verses.

HAIKU – Japanese

Haiku began in Japan during the 17th century. Haiku are short, imagistic poems about things that make people feel a connection to nature. In order to achieve the highest quality haiku, follow the 5-7-5 syllable pattern. We typically require that the poem be three lines with the middle line longer and totalling no more than 17 syllables. Example:

*A cold winter wind
the rolling hills of night
frosty in starlight*

*'Be' and it is there,
the mountains arise when He
commands, the Supreme.*

I. Now write a Haiku on any two of the following topics:

- Robots
- Mango tree
- Ramadan
- Stars in the night sky

If there were Robots,
Work they would do,
Even polish my pink shoes.

Ramadan
Ramadan for fasting
Sehri, Aftar, Taravee,
Eagar for it are we.

Mango tree
A tall mango tree
Full of fruits for our delight
Yellow, juicy sight.

Stars in the night sky
Like diamonds bright
My! What a sight.

II. Write the first line of a Haiku, now exchange it with your partner and ask him/her to complete it.

RUBAIYAT – Arabic

This Arabic format has a quatrain wherein the first, second, and fourth lines rhyme. The rhyme scheme is thus; a-a-b-a. A single stanza can be a poem in itself or multiple stanzas may be joined to create a larger piece. Omar Khayyam is the most famous poet who wrote in this form. below is a verse from his Rubaiyat:

*With earth's first clay They did the last man knead,
And there of the last harvest sowed the seed,
And the first morning of creation wrote,
What the last dawn of Reckoning shall read.*

I. Write a Rubai on any one of the following topics:

- Allah
- Father / Mother
- Best friend
- Vacations

Rubiyat

ALLAH (adapted from Allama Iqbal):
The earth Thy plateau, the mountains Thy tower,
The world will end at the mid morning hour,
In Thy world I am helpless and Thy slave
In my world is Thy kingdom and Thy power.

MOTHER

On your love and care I depend
On your every word, every breath I bend
You are to me the dearest
Thank Allah you are really a godsend

II. Use one couplet you have written and write a 10 line poem made of 5 couplets.

COUPLET POEM

At the approach of the sunrise hour
From the top of the Majsid tower

The muezzin's call is heard, loud and clear,
So make haste, drag yourself out of bed and fear.

Judgement day, the mid morning hour is near,
There will be no use for money or tears.

Like a veil Creator from creation separate,
Like mad camels everyone will be desperate.

So, make haste and pray for salvation,
Pray and beg that you are not forsaken.

III. In groups find out about any of the various styles of writing, give group presentations:

- Masnavi
- Limerick
- Ghazals

MASNAVI:

Persian poetry, which adopted Arabic forms, began sporadically in eastern Persia in the 9th century. Its four main genres are the epic, qasida (purpose poem), masnavi (long narrative poem), and ghazal (lyric). The masnavi, is a relatively long narrative poem in rhymed couplets and is a suitable vehicle for epic and romantic stories or mystical and philosophical themes. The best-known masnavis are those written by mystics. The first purported mystic masnavi was the *Hadiqat al-Haqiqa (The Enclosed Garden of Truth)*, trans. 1911) by Sanā'i. He was followed by Attar, an exponent of the mystical doctrines of Sufism, and Rumi, whose *Masnavi-ye Manavi* consists of six books, containing nearly 30,000 couplets.

LIMERICK:

A humorous verse form, the subject of which is often nonsensical but the structure of which is strictly prescribed. This definite pattern consists of five lines. Lines one, two, and five rhyme; lines three and four rhyme.

GAZALS:

The Bedouins of ancient Arabia and Persia made poetry a conversational art form. The art of turning a rhyme into sly verbal sparring is considered a mark of intelligence and a badge of honor.

The *ghazal* is an intricate pre-Islamic poetic form that is thought to have developed through the practice of poetic challenges. It is a series of couplets, called *shers*, no more than a dozen or so, which are related, but not connecting in a narrative pattern.

The first couplet, or *matla*, has a rhyme pattern, *kaafiyaa*, preceding a single word or short phrase refrain (*A repeated line, phrase, or word at the end of a stanza is called a refrain.*), *radif*, at the end of each line. Thereafter, every couplet shows a pattern wherein the first line

doesn't rhyme, but the second line ends in the *kaafiyaa* and the *radif*. Finally, the last couplet, the *maqta*, contains the *takhallis*, the poet's name or pen-name

IV. Collect the best styles of each poem and display on your soft board in class.

CONVERSATION:

Shopping

The store clerk:

May I help you? / Can I help you?

Are you looking for something?

What size?

Cash or charge?

Have a nice day!

The customer:

I'm looking for a summer sweater.

Where are the shoes?

Do you have winter coats?

How much is this?

Do you have this in size seven?

1. Use the above and add more of your own to write a shopping dialogue with your partner. You can also do this in groups of three or four where friends go shopping together.

In a Fast Food Store

A : Two cheeseburgers, fries and a coke, please.

B : What size coke and fries?

A : Medium coke, small fries.

B : It'll take about 3 minutes. Is that OK?

A: Sure.

2. After shopping you are all very hungry and go into Mr. Burger for a meal, write the conversation after you order the food and find out you don't have enough money.

LISTENING:

Listen to the teacher carefully and fill in the table below. Circle the odd one out and give a reason for choosing the particular word.

	A	B	C
1.	a cooker	a chef	a cook
Reason	A cooker is a machine for cooking food while the others are people who do the cooking.		
2.	boiling	cooking	cuisine
Reason	Boiling is a method of cooking while cuisine is food which is served.		
3.	a course	a dish	a meal
Reason	A course and a cuisine is a meal served at a time while a dish is a particular cooked food.		
4.	convenience food	fast food	frozen food
Reason	Frozen food is a convenience food in that it can be used whenever you want it while fast food is cooked take away food.		
5.	vitamins	proteins	carbohydrates
Reason	Proteins and carbohydrates take longer to be digested while the vitamins are absorbed immediately.		
6.	baking	roasting	frying
Reason	All are forms of cooking. Baking and roasting is done without oil while frying is done using oil.		

7.	a hot-plate	a grill	an electric ring
Reason	A grill is the food is cooked directly over fire, while a utensil is put over a hot plate or an electric ring to cook.		
8.	a bag	a basket	a trolley
Reason	A trolley is used to carry goods while a basket is used to put things in it.		

Listening

Understanding an English *menu* depends not only on knowledge of particular *dishes*, but also on familiarity with *cooking techniques*. The key to these ways of preparing food is the *cooker* itself.

Contrary to many students' expectations, the cooker is not the person who prepares the food - that is the *cook* - but the *machine* used to supply *heat*.

Most cookers have four *hot-plates*, usually situated on the *top surface*. Other names for hot-plates are gas or electric rings. These are used for boiling, steaming, poaching, frying and for making *chips*. Below the hot-plates, you normally find the *grill* which delivers heat from above.

Grilled meat and toasted bread are commonly eaten for *breakfast* in Britain. Below the grill, is a chamber called the *oven* which is used for *roasting* and *baking*. A *roast potato* is *peeled* and *cooked in oil*, while a *baked potato* remains in its *jacket*.

Some words on the menu assume more than one *process*. For example, a mashed potato is created first by boiling and then by *mashing* - crushing the *boiled potato* with a *fork*. Butter is usually added to give the final product a *smoother texture*. Potato provides *carbohydrates* very important for a balanced diet. Fortunately, here in Pakistan we usually eat breakfast that is made fresh and do not rely on *frozen or convenience food* such as frozen parhatas or cereal

READING FOR INFORMATION: Adapted from text by Harun Yahya

Carbon occupies the sixth position in the periodic table; it was produced in the hearts of the huge stars called "red giants". When we examine carbon more closely, we can see that not just the physical formation of this element but also its chemical properties were deliberately arranged to be what they are.

Pure carbon occurs naturally in two forms: graphite and diamonds. Carbon however also enters into compounds with many other elements and the result is many different kinds of substances. In particular, the incredibly varied range of organic materials of life-the membrane of a cell and the bark of a tree, the lens of an eye and the horn of a deer, the white of an egg and the poison of a snake-are all made up of carbon-based compounds. When carbon, hydrogen, oxygen, and nitrogen form covalent bonds, the result is a class of molecules that is the foundation and structure of life itself: DNA.

The thing that makes it possible for carbon to form these bonds is a property that chemists call "metastability". What this somewhat technical word means is that carbon has a rather unique structure, thanks to which, it is quite easy for it to enter into covalent bonds under normal conditions. But it is precisely here that the situation starts to become curious because carbon is metastable only within a very narrow range of temperatures. Specifically, carbon compounds become very unstable when the temperature goes over 100°C. If carbon atoms are to enter into covalent bonds with other atoms and if the resulting compounds are to remain stable, the ambient temperature must not go over 100°C. The lower boundary on the other hand is around 0°C.

You certainly will have spotted the similarity between the temperature range that is necessary for carbon compounds' covalent bonds to be established and remain stable and the range of temperatures that prevails on our planet. In the whole universe, temperatures range from the millions of degrees in the hearts of stars to absolute zero (-273.15°C). But Earth, having been

created for humanity to live in, possesses the narrow temperature range essential for the formation of the carbon compounds that are the building-blocks of life.

But the curious "coincidences" do not end here. The same temperature interval is the only one in which water remains liquid. Liquid water is one of the basic requirements of life and, in order to remain liquid, it requires precisely the same temperatures that carbon compounds need to form and be stable.

This is the conclusion that 20th-century science has at last reached. And yet, it is only recognition of a fact that was imparted to mankind in the Qur'an over fourteen centuries ago: Allah has created every detail of the universe to reveal the perfection of His own creation:

‘Blessed be He who has the Kingdom in His Hand! He has power over all things. He who created the seven heavens in layers. You will not find any flaw in the creation of the All-Merciful. Look again-do you see any gaps? Then look again and again. Your sight will return to you dazzled and exhausted’. (Surat al-Mulk: 1-4)

ACTIVITIES

1. Carbon occupies the sixth position in the periodic table; it was produced in the hearts of the huge stars called _____.
2. **Graphite** and **diamond** are two naturally occurring forms of carbon.
3. List all the living things mentioned that contain carbon:
Membrane of a living cells, the bark of a tree, the lens of an eye, the horn of a deer, the white of an egg and the poison of a snake.
4. DNA is the result of covalent bonds among carbon, hydrogen, oxygen, and nitrogen.
5. Carbon is metastable within 0° to 100 °C.
6. List two other coincidences at the above temperature range:
 1. water remains liquid
 2. carbon remains fairly stable.
7. Surah Mulk: Ayat _____.