

ACADEMIC YEAR
2013-14



پنجاب ٹیکسٹ بک بورڈ لاہور

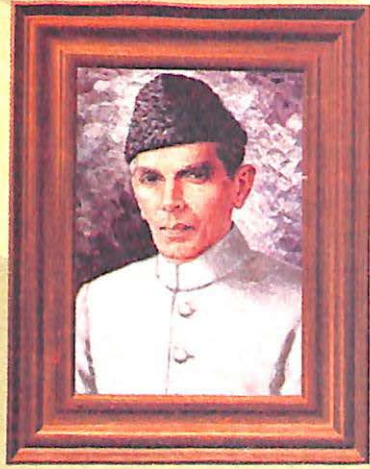


10

ENGLISH



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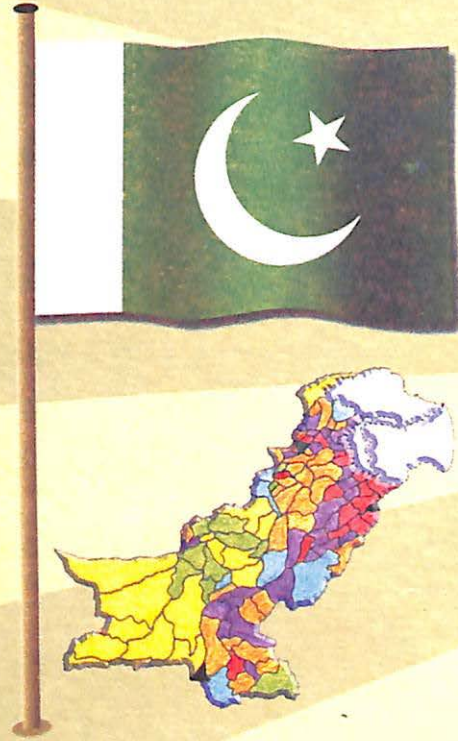


“Education is a matter of life and death for Pakistan. The world is progressing so rapidly that without requisite advance in education, not only shall we be left behind others but may be wiped out altogether.”

(September 26, 1947, Karachi)

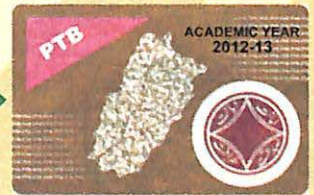
Quaid-e-Azam
Muhammad Ali Jinnah
Founder of Pakistan

قومی ترانہ



پاک سرزمین شاد باد کشورِ حسین شاد باد
تُو نشانِ عزمِ عالی شان ارضِ پاکستان
مرکزِ یقین شاد باد
پاک سرزمین کا نظام قوتِ اخوتِ عوام
قومِ نلک سلطنت پائندہ تابندہ باد
شاد باد منزلِ مُراد
پرچمِ ستارہ و ہلال رہبرِ ترقی و کمال
ترجمانِ ماضی شانِ حال جانِ استقبال
سایۂ خدائے ذوالجلال

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GOVERNMENT OF THE PUNJAB

DENGUE FEVER AWARENESS CAMPAIGN

1. INTRODUCTION

1.1 What is Dengue Fever?

Dengue fever is an infectious disease spread by mosquitoes and caused by dengue virus. Dengue fever is found mostly during and after the rainy season in the tropical and sub-tropical areas of the world. It is also known as break bone fever, because it may cause severe joint and muscle pain.

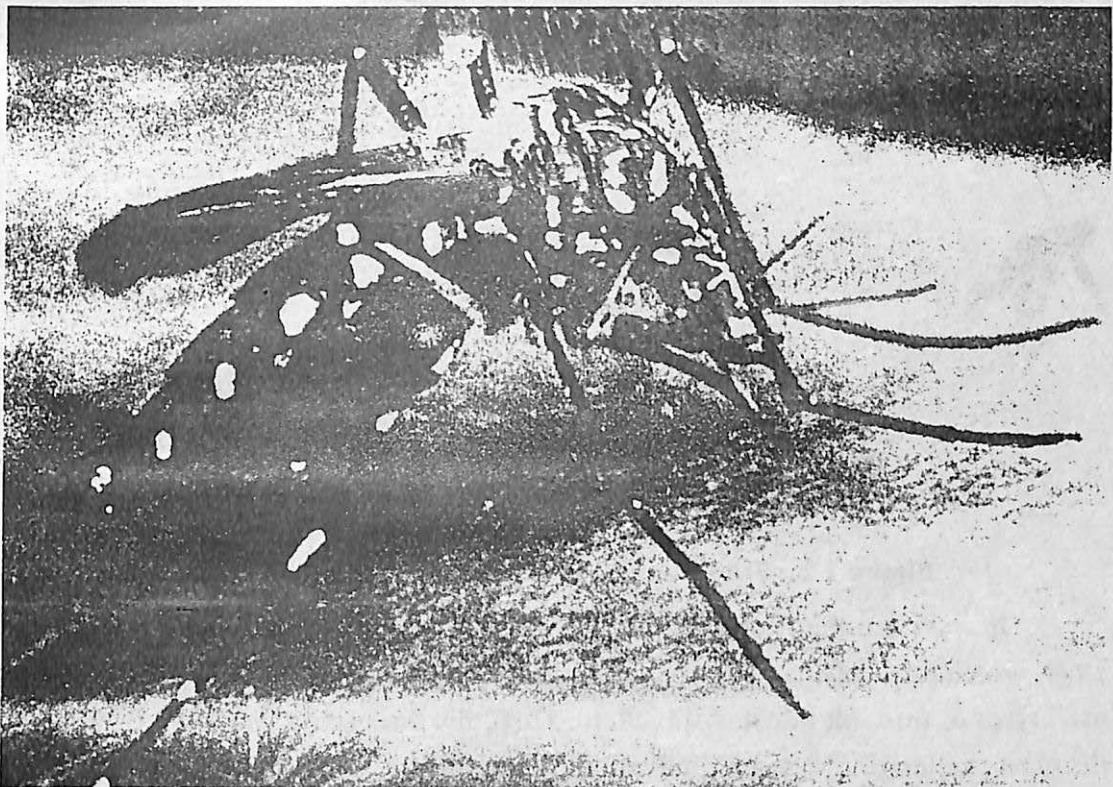


Figure 1.1: Female of *Aedes aegypti*

Dengue is transmitted by *Aedes* mosquito. Its virus has four different subtypes (serotypes). Infection with one serotype usually gives lifelong immunity against that type only. Since no vaccines are available, prevention is the best remedy.

Note: English teacher can take help of science teacher if required

This can be achieved by reducing the breeding sites of the mosquito and avoiding the contact of mosquito with human body.

1.2 History

(i) Origin & Occurrence

The dengue viruses originated in monkeys and then these were transferred to human beings in Africa and South East Asia through mosquitoes. There is some evidence of an epidemic in 17th century. During the Second World War, the coincidental transport of *Aedes* mosquito in cargo is thought to be one of the major causes of spread of virus. In 1906, transmission by *Aedes* mosquito was confirmed and by the year 1907 dengue was recognized as a major viral disease.

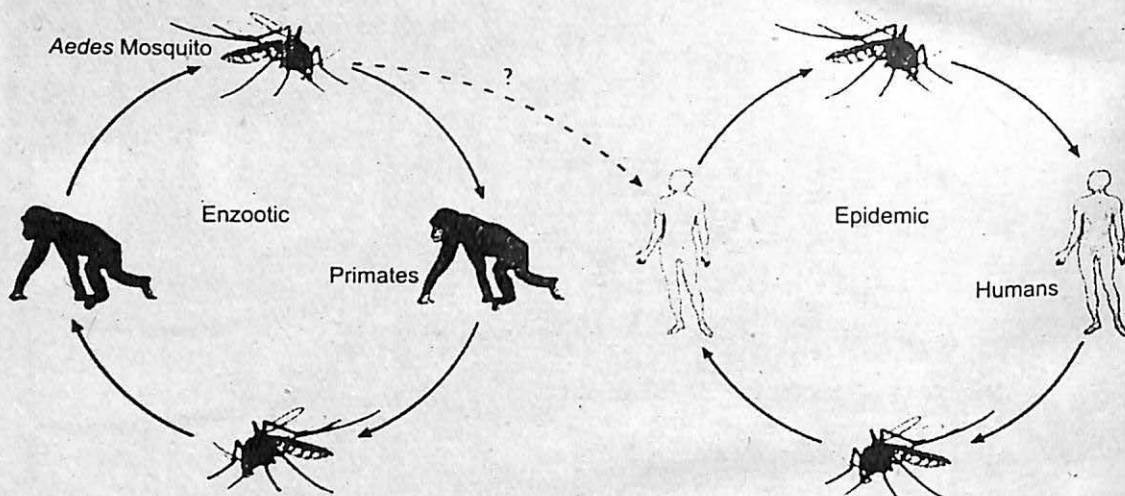


Figure 1.2: Transmission of virus from monkeys to man

In Pakistan the first outbreak of dengue fever was recorded in Karachi in 1994, which probably came from Thailand and Malaysia either through the trade of used tyres or through infected travellers. Then this disease moved towards Punjab, the most challenging and alarming situation was observed in Lahore, during the year 2011, where it claimed many lives.

It should be mentioned here that in most of the cases dengue was not the only cause of reported deaths. The mortality was found to be associated with a number of other diseases of heart, kidney and liver; the person was suffering from. These diseases had already weakened the immune system when dengue took over its job.

(ii) Geographical distribution: -

Dengue is one of the most common viral disease transmitted by *Aedes* mosquito. The spread of dengue is due to expanding geographic distribution of dengue virus and its vectors. The most important vector predominantly, is the urban species, *Ae. aegypti*. Dengue fever is most frequent in almost 100 tropical and sub tropical countries in the world. South East Asia, Africa and Western Pacific are the most seriously affected. Prior to 1970, only nine countries had experienced epidemics.

WHO estimates that approximately 2.5 billion people are now at risk of dengue fever. An estimated 50-100 million cases of dengue fever occur each year. The incidence of dengue has increased 30 fold between 1960 and 2010. This increase is believed to be related to the overall changes in climate and environment.

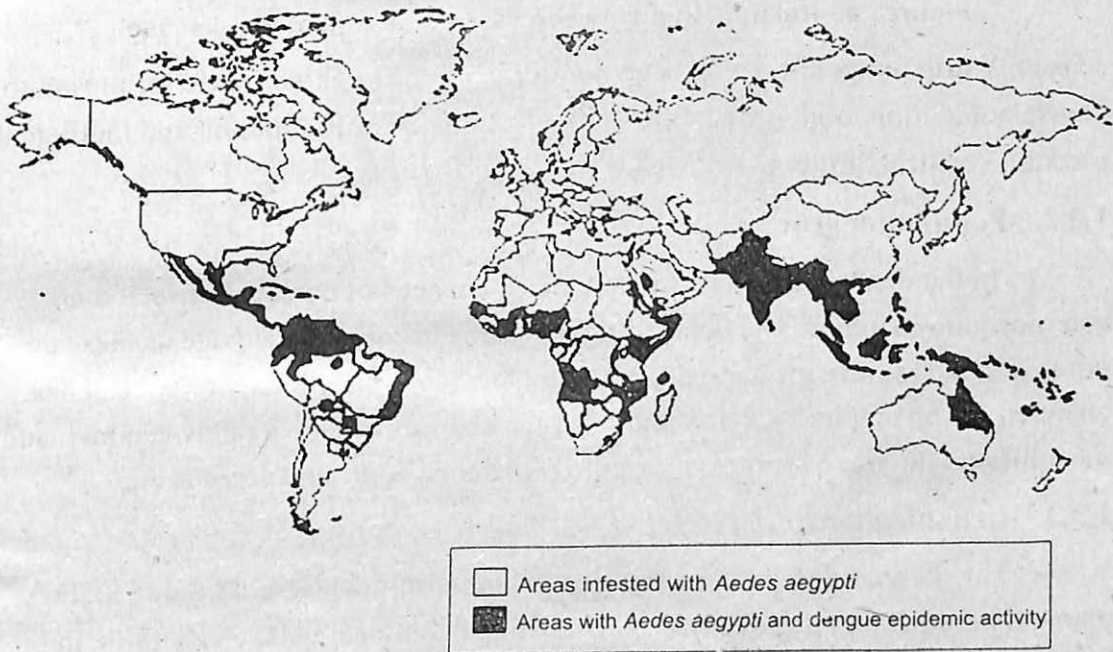


Figure 1.3: Geographical distribution of *Aedes aegypti*

1.3 Various Factors related to the spread of dengue:

1.3.1 Global Warming:

Rise in temperature due to global warming promotes viral reproduction and transmission through the mosquito. The spread of disease intensifies during rainy

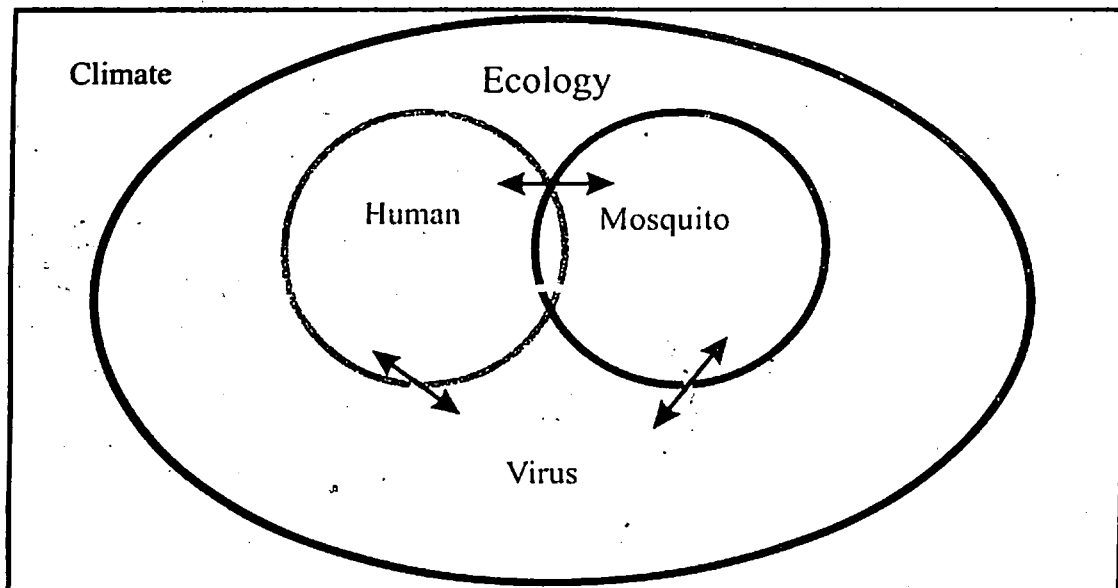


Figure 1.4: Relationship between various factors of the disease

season. Warm temperature and high humidity are the most favourite for mosquito. Dense population, high growth rate, urbanization, lack of sanitation and inefficient mosquito control further worsen the scenario.

1.3.2 Population growth

In the densely populated urban areas, chances of contact between man and mosquito increase. The controlling measures become inadequate as these do not match the rapidly growing population. Nowadays the strategy of control has changed. More emphasis is given to limit the chances of contact between man and mosquito by the use of sprays, mosquito repellents, coils, and screens etc.

1.3.3 Urbanization:

The increased population density (Number of people/sq. km) due to ill planned urbanization has disturbed the existing ecological balance resulting in the outbreak of disease in the form of an epidemic.

1.3.4 Poor sanitation

Deterioration of Public health infrastructure results in poor sanitary condition. Inadequate removal of the sewage and rain water, improper disposal of solid waste and unhygienic social conditions provide ideal breeding places for the mosquito.

1.3.5 Travelling and cargo

Dengue viruses and vectors are mostly transported through travel and trade.

2. SYMPTOMS AND DIAGNOSIS

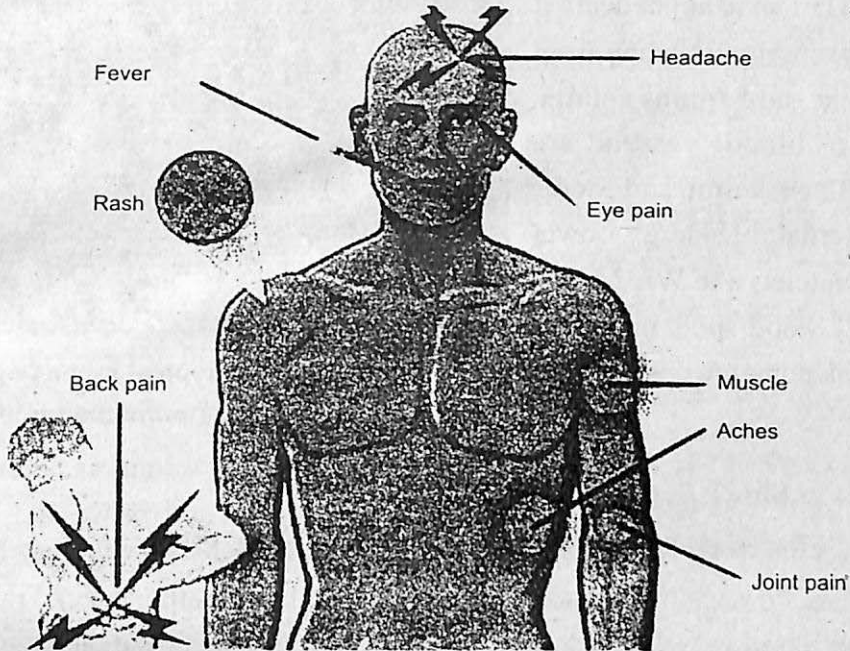


Figure1.5: Typical symptoms of dengue fever

2.1 Principal Symptoms

Dengue virus incubates usually for four to seven days before the symptoms of the disease appear in the infected person. The fever starts with chills, headache, pain behind the eyes, aching in muscles and joints. The temperature rises quickly as high as 104° F, with low heart beat and blood pressure. The eyes may become red; a red rash may appear on the body.

2.2 Types of Dengue

Dengue can be divided into three types i.e. Dengue fever (DF), dengue hemorrhagic fever (DHF) and dengue shock syndrome (DSS).

2.2.1 Mild Dengue Fever (DF)

This form of the disease hardly ever results in serious or fatal complications. The symptoms of mild dengue fever are pain in muscles and joints, body rash, high fever,

intense headache, pain behind the eyes, nausea and vomiting.

2.2.2 Dengue Hemorrhagic Fever (DHF)

Symptoms at onset may be mild, but gradually worsen within a few days. DHF can result in death if not treated properly. Bleeding from mouth, nose and gums starts. Lymph and blood vessels are damaged. Black vomit and stools indicate internal bleeding. Lower number of platelets and WBC in the blood, small blood spots under the skin and weak pulse are observed.

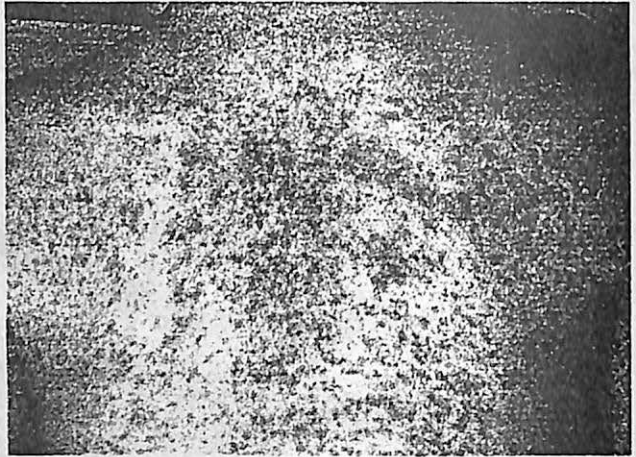


Figure 1.6: Typical rashes of dengue fever on human body

2.2.3 Dengue Shock Syndrome (DSS)

This is the worst form of dengue which can be fatal. Mild symptoms become severe. Intense stomach pain, disorientation and regular vomiting occur. High fluid leakage from blood vessels cut down the supply to vital organs that take the patient into a state of shock.

2.3 Diagnosis

The dengue fever is diagnosed when a patient exhibits typical symptoms of dengue. Doctor advises following tests for accurate diagnosis.

(i) Blood Test:

CBC (Complete Blood Count)

This is a general test used for simple screening of different diseases. It tells us about the total number of RBC, WBC and Platelets present per unit volume of the blood.

ELISA (Enzyme Linked Immunosorbent Assay):

This test is carried out to detect the presence of IgG or IgM antibodies produced against viral antigen.

Tourniquet Test:

WHO has recommended this test for dengue. In this test the degree of fragility of the capillary walls is noted to determine the risk of hemorrhage in Dengue.

(ii) Assessment of the medical history:

The doctor takes history of the patient regarding travel and previous exposure to mosquitoes to diagnose the secondary complications like DHF and DSS.

2.4 Potential complications of dengue

Majority of people suffering from dengue fever recover within two weeks. However, some individuals can experience fatigue for months after the disease. Dengue fever can develop into more severe forms of the disease i.e. dengue hemorrhagic fever (DHF) and dengue shock syndrome (DSS).

2.4.1 Dengue hemorrhagic fever

DHF can appear as relatively less severe infection at first but can quickly develop into a life threatening illness. It can be distinguished from DF as it progresses through its three predictable phases:

Febrile phase (high fever): This phase is characterized with high fever, generalized pain and headache; this usually lasts for seven days. At this stage, a rash may occur on first two to three days. Enlargement of liver, mild hemorrhage; less frequent bleeding of the gums can be observed.

Critical phase (plasma leak phase): The temperature drops to normal usually within seven days, followed by varying degree of plasma leak into the pleural and abdominal cavities. Decreased volume of circulatory fluid results in low blood pressure, increased heart beat, weak pulse and decrease in urine output.

Reabsorption phase (convalescent phase): Plasma leakage stops and re-absorption of plasma and fluids takes place. A sense of improvement, return of appetite and increased urine output is observed. Fluid overload may cause unconsciousness.

2.4.2 Dengue Shock Syndrome (DSS)

DSS is a continuation of DHF. Fluid leakage results decrease in the amount of blood in the blood vessels. The supply of blood to the vital organs is badly affected

and patient goes into shock.

2.5 Risk groups:-

Dengue can be life threatening to people with chronic disease like diabetes and Asthma.

3. CAUSATIVE AGENTS OF DISEASE

3.1 Types of dengue virus

Dengue is caused by Dengue virus (DEN). The four different types of the virus are DEN- 1, DEN-2, DEN-3 and DEN-4. The first infection is not so serious, but secondary infection (with other types of dengue virus) has been reported to cause severe diseases i.e. DHF and DSS, both in children and adults.

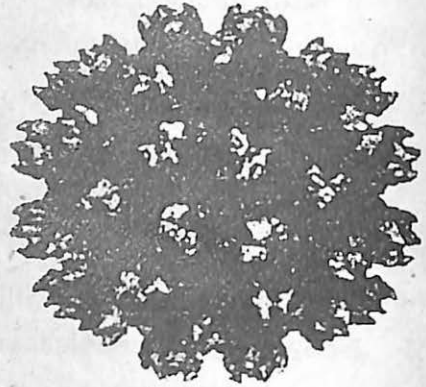


Figure 1.7: Dengue virus

3.2 Life cycle

3.2.1 Within the mosquito

Dengue virus is transmitted by female of the *Aedes* mosquitoes, which bites primarily during early morning hours and before dusk. Human beings are the primary host of the virus. If a female mosquito takes a blood meal from a person infected with dengue virus, it also acquires the virus. The virus proliferates in the body of the mosquito and the virus comes to the salivary glands of the mosquito and is injected to the healthy person by her bite. The virus has no harmful effect on the mosquito.

3.2.2 In Human body

When a mosquito carrying dengue virus bites a healthy person, it enters into the skin along with mosquito saliva. It enters the white blood cells, and reproduces there. The white blood cells release a number of protein which produce symptoms like fever and severe pains.

4. DENGUE VECTOR (CARRIER)

4.1 Identification of the carrier mosquito.

Aedes mosquito is about 10 mm in size. Its color is black with white spots on the body and legs. It has white stripes on thorax. The male mosquito can't bite because of the absence of biting mouth parts. The female mosquito has stylet which is

used to pierce and suck the blood meal during the bite. Both male and female feed on plants nectar, but the female needs blood for laying the eggs.

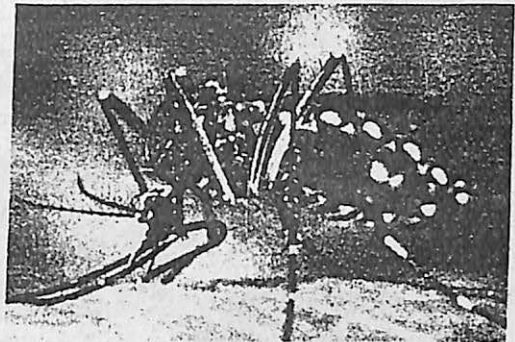
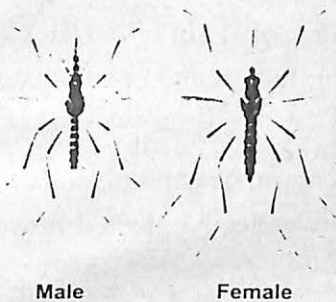


Figure 1.8(a): Difference between the mouth parts of male and female Dengue mosquito.

Figure 1.8(b): Female mosquito of *Aedes*

4.2 DIFFERENCE BETWEEN MALARIAL (*ANOPHELES*) AND DENGUE (*AEDES*) MOSQUITO.

<i>Anopheles</i> Mosquito	<i>Aedes</i> Mosquito
1. Eggs are laid singly by the <i>Anopheles</i> on the surface of stagnant water.	1. Eggs are laid by <i>Aedes</i> singly in clean standing water even if it is in very small quantity.
2. Eggs cannot live in dry conditions.	2. Eggs survive in dry conditions.
3. Larva has spiracles for breathing and rests parallel to water surface.	3. Larva has a distinct breathing tube called siphon. It hangs vertically in water.
4. Pupae have short breathing trumpet.	4. Pupae have longer breathing trumpet.
5. Mostly bites at night.	5. Bites at dawn and dusk hours.
6. It carries <i>Plasmodium</i> and spreads malaria.	6. It carries dengue virus and spreads dengue fever.

4.3 Breeding sites:

Inside houses, the most important breeding places are unused drinking water jar, neglected flower pots and vases, unused toilets, old tyres, food cups and plates, animal drinking pans, rain water barrels, sagging roofs , gutters, water tanks, broken buckets, holes in concrete or cement floor, fences and open or broken septic tanks.

They also breed in barrels or buckets kept for fire protection, basement sumps, and elevator pits, trash piles, leaking water taps, shallow wells. Neglected flower containers in graveyards are also dangerous.

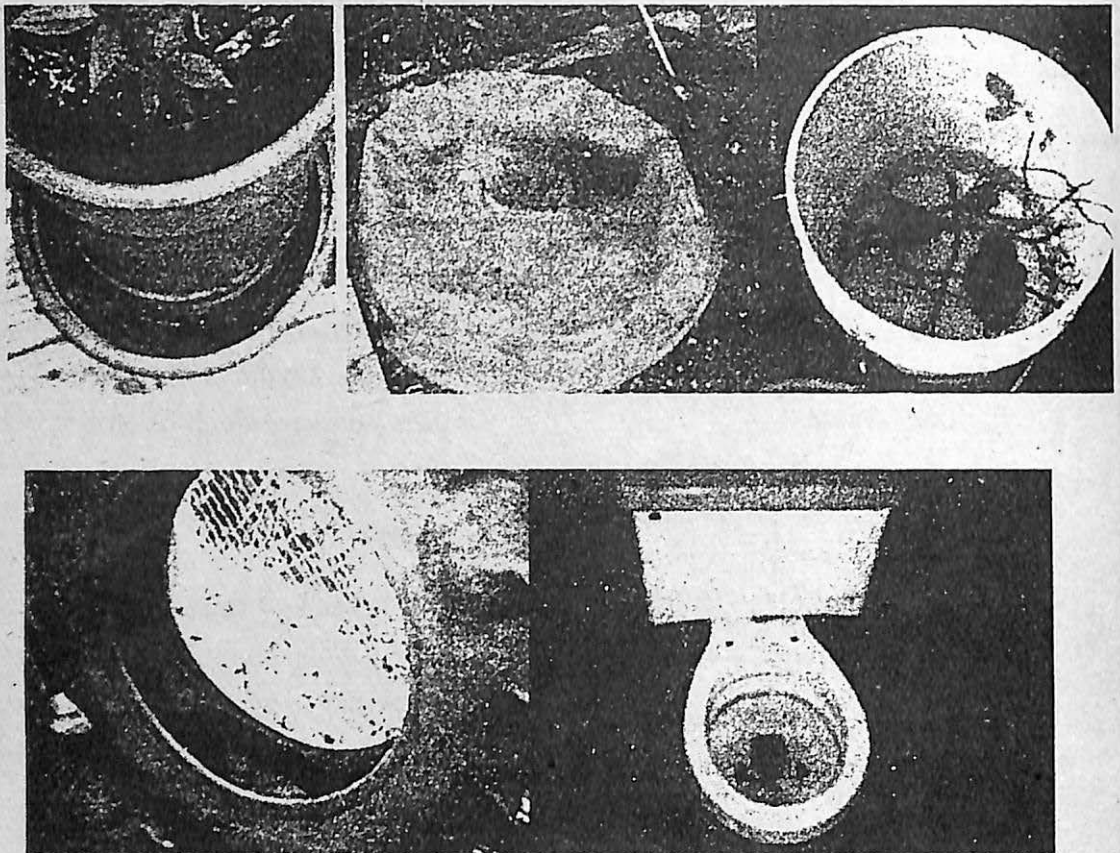


Figure1.9: some of the breeding sites of Dengue mosquito

4.4 Life cycle:

The average life span of the adults is 30 days.

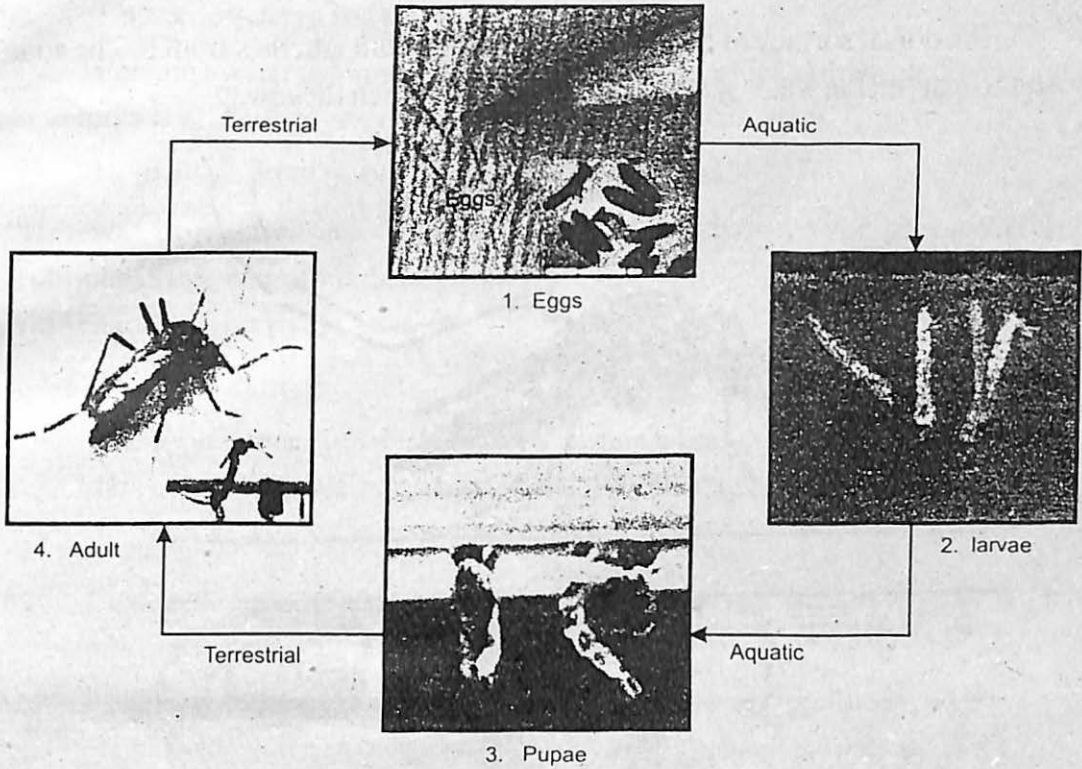


Fig. 1.10: Life cycle of Dengue mosquito

Eggs:

Aedes aegypti female lays its eggs after a meal of blood. It requires blood proteins to lay eggs above the water surface or on the sides of a container. It lays 50-300 eggs in batches at intervals of 4 or 5 days. Hatching into larvae occurs after the eggs are submerged in water. The eggs may survive in the dry conditions upto one year.

Larvae:

Larvae have a distinct breathing tube or siphon. It hangs from surface by this siphon. When disturbed, the larvae swim to the bottom. It is a bottom feeder. Larva changes to pupa in about a week.

Pupa:

The pupa does not feed. It changes to mosquito in two days.

Adult:

The dorsal surface of the pupa splits and the adult emerges from it. The adult mosquito rests on the water surface for sometime and then flies away.

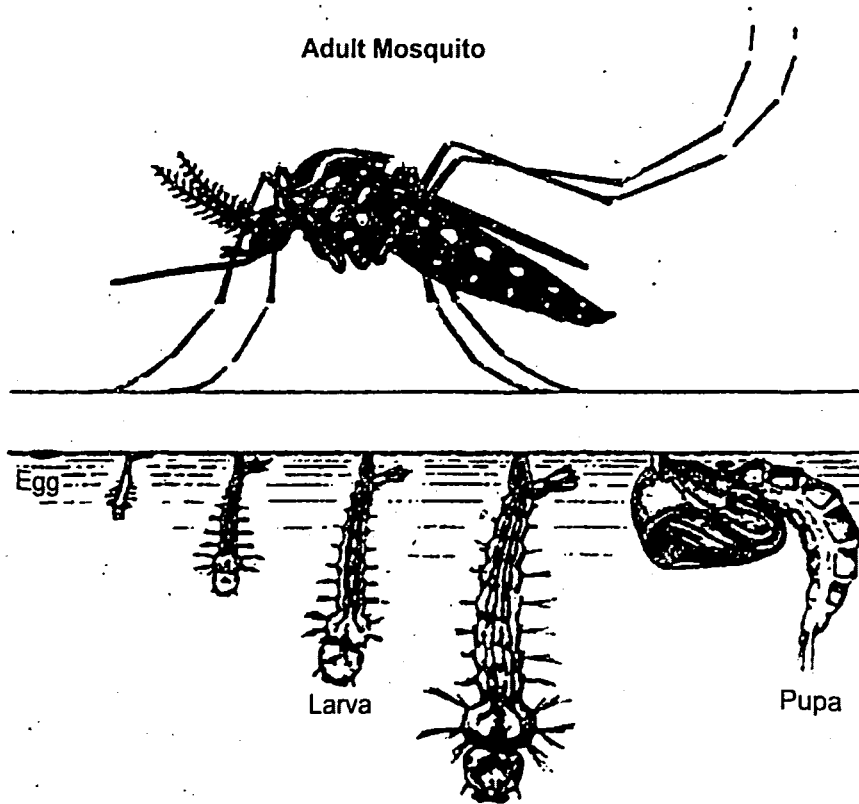


Figure1.11: Different developmental stages of the larva

4.5 TRANSMISSION

The dengue fever is transmitted through a biological vector, female adult *Aedes*. The transmission of dengue virus from one generation of mosquitoes to the next through eggs is called transovarial. Transmission through trade and travel is also possible (i.e. by infected travellers bringing the disease to new areas, by accidental transport of infected dengue mosquitoes or eggs etc.).

5. PREVENTIVE MEASURES AND CONTROL

The epidemic control of dengue involves initiatives targeting at the following two areas.

(i) Educating the masses:

Raising awareness among the masses at personal level, household level and community level. It also includes special training and workshops.

(ii) Improvement of public health infrastructures

This will provide an active laboratory based surveillance for prevention and control of the epidemics at different levels.

5.1.1 At Personal Level:

By Physical Method

- One should wear full sleeves or cover one's body properly and avoid using dark colors in daytime, decreasing the risk of being bitten by mosquitoes.
- Sleep under bed nets
- Close house inlets (windows / doors) in evenings and early mornings to keep mosquitoes away.
- Keep an eye on the accumulation of water in your surroundings, whether it is your school, college, office or place of work (e.g. in tyres or flower pots)

By Chemical Methods.

- Use of insecticide and repellents to protect ourselves from the mosquito bites.

5.1.2 Household level:

Household protection can be obtained by using the following methods.

Physical methods

- Use electric Mosquito Killer, and LED lamps.
- Regularly empty the refrigerator pan.
- Do not let water stand in flower pots.
- Keep the saucer of flower pot dry.
- Keep the surroundings of house clean and dry

- Do not throw litter, rubbish such as ice cream cups, disposable glasses, dishes, and plastic food packaging.
- Use screen gauzes on the windows and doors, so that mosquitoes may not enter the house.
- Bags, bottles which can collect rain water and provide breeding place for mosquitoes should be disposed off.
- Keep the house yards and lawn etc. free of standing water.

Chemical methods.

- Spray every corner of your house, whether it is behind the curtains, under the bed etc.
- Use coils and other repellents.

The government is leaving no stone unturned in eradicating dengue mosquito breeding sites but efforts at the individual level should be given topmost priority. Our own effort and determination is the foremost in preventing mosquito from biting us.

5.1.3 Community level:

Let your family, friend and neighbours know about the danger related to the breeding of dengue mosquito. Better sanitation and comprehensive solid waste management procedures play a key role in dengue control.

PHYSICAL METHODS

Destroy; remove or turn "bottom up" unneeded containers exposed to rain.

- Frequently empty animal drinking pans and flower vases.
- Dry or spray rain filled cavities in trees, bamboo internodes, and leaves.
- Cover drinking water in jars barrels etc.
- Drain unused water tanks.
- Periodic draining of swimming pools, ponds, along with the filling of depressions, and excavated sites will eliminate the breeding sites of mosquito.
- Old automobile tyres should be either discarded or kept in dry covered areas

- Remove unused utensils, tools, toys (cans, buckets)
- Fumigate air planes, trucks and public transport.

CHEMICAL METHOD

- Use aerosol-dispensers, fogging of the insecticidal spray in the streets, roads and parks, so the insecticidal mist will drift over the areas to be protected.
- Use larvicidal chemicals to kill the larvae of mosquito.
- Use chlorinated water in swimming pools.

NATURAL ENEMIES & BIOLOGICAL CONTROLS:

Biological control means the control of one living organism which is harmful through another living organism, but which is not harmful to humans. This method is preferred because it is environment friendly and less expensive.

- Many birds and bats feed actively on adult mosquitoes
- In tropics, wall lizards / geckos and jumping spiders destroy number of mosquitoes in dwellings.
- Certain kind of fish is of great value in the control of mosquito larvae in natural water.
- Copepods (arthropods) are also used for eliminating mosquito larvae.
- Certain bacteria can be used as biopesticides for infecting & eliminating various developmental stages of mosquitoes.

6. DISEASE MANAGEMENT:

6.1 Management of the patient at initial stages:

Since no vaccine is available, the best possible treatment available to the dengue patient is the use of supportive therapy. A complete understanding of the symptoms of the disease, as it progresses through different phases is very important. The treatment may include oral-rehydration at home with close follow up. Hospital admission is necessary, if advised by the doctor. Dengue infected patients are either asymptomatic or symptomatic; in the later case they may have dengue fever (with or without hemorrhage) that can convert into the more severe form i.e. Dengue shock

syndrome (DSS).

- Dengue fever without hemorrhage can be controlled through complete bed rest, sponging and use of paracetamol etc.

6.2 Management of the patient at later stages:

Dengue hemorrhagic fever (DHF) and Dengue shock syndrome (DSS):

As fever progresses through its different phases, it is handled accordingly. The patient is advised to take complete bed rest and oral rehydration along with therapy for controlling fever (i.e. different sorts of fresh fruit juices can be given to the patient).

- In the hospital, doctors will monitor temperature, blood pressure, liquid intake, urine output and platelets count to decide on the future management of the patient.

7. COMMUNITY PARTICIPATION

For the control of this disease, an effective awareness campaign must be launched with all our efforts. This involves creating awareness among masses through electronic and print media, teachers, students and khatibs.

7.1 General awareness:

ROLE OF MEDIA

Any plan to wipe out dengue will not be fruitful without the integration of community and school based education and awareness. Complete elimination of dengue virus from Pakistan is not possible unless there is a mass awareness campaign through media. It can be done through print and electronic media which has a great potential to educate masses about how to fight the dengue mosquito. Messages on radio and TV in all local and regional languages along with advertisements in newspapers informing people about preventive measures and eradication of breeding sites of the mosquitoes are necessary.

ROLE OF TEACHERS

Teachers have an important role in the control of mosquito related diseases like malaria and dengue, etc. They can educate their students on different aspects related to Dengue such as its vector and its breeding places, etc, by using audio visual

aids, charts, models, diagrams etc.

ROLE OF STUDENTS

After becoming fully aware of the disease, the students will spread the message to their family, their neighbours and mates.

ROLE OF KHATIBS

Khatibs can deliver messages regarding dengue, to common man especially in Juma prayer and on special occasions such as Eid prayers etc.

ROLE OF MARKET COMMITTEES

The market committee can also play an important role by keeping the business centers clean and free of mosquitoes.

DENGUE AWARENESS THROUGH UTILITY BILLS

Message printed on utility bill is a useful way of spreading dengue prevention messages at a minimal cost.

7.2. Cleanliness of the environment:

7.2.1. Removal of solid waste:

Solid waste management and its disposal is very important for the maintenance of hygienic conditions. Dirty environment is mosquito friendly because it offers excellent breeding sites.

Government's efforts for control of dengue

Government of the Punjab has made extensive efforts to control the epidemic. It includes public awareness through print and electronic media, cleanliness campaign, spray and fogging, free diagnostic camps and improvement of medical facilities in hospitals.

EXERCISE

- Q.1 Write down the symptoms of dengue fever.
- Q.2 Differentiate between the breeding sites of dengue and malaria mosquito.
- Q.3 Write down the comparison between the life cycle of *Aedes* and *Anopheles* mosquito.
- Q.4 What precautions should be taken to avoid dengue fever?
- Q.5 Differentiate between Dengue Hemorrhage Fever and Dengue Shock Syndrome.
- Q.6 Name the vectors of dengue and malaria fever, also differentiate between male and female dengue mosquito.
- Q.7 Discuss the different preventive measures for the control of this disease.
- Q.8 How different sectors of the society can participate in the campaign against dengue?
- Q.9 Write a note on "Biological Control" of dengue mosquito.

Multiple Choice Questions

1. Choose the correct answer.

- i. Dengue fever is common in which parts of the world.
- (a) Tropical
 - (b) Sub-tropical
 - (c) Polar
 - (d) Both a & b
- ii. Dengue fever is also known as:
- (a) Yellow fever
 - (b) Break bone fever
 - (c) Typhoid fever
 - (d) T.B.

- iii. Which city of the Punjab has been severely affected by Dengue?
- (a) Faisalabad
 - (b) Gujranwala
 - (c) Lahore
 - (d) Rawalpindi
- iv. It is suspected that Dengue came to Pakistan through the trade of
- (a) Old clothes
 - (b) Used tyres
 - (c) Old toys
 - (d) Machines
- v. Which type of food should be given to the patients of Dengue?
- (a) Fresh fruit juices
 - (b) Jelly
 - (c) Ice cream
 - (d) Custard
- vi. Black vomit and stool indicate which type of fever
- (a) Dengue fever
 - (b) Dengue hemorrhage fever
 - (c) Dengue shock syndrome
 - (d) Malaria
- vii. The female *Aedes* mostly bites
- (a) At night
 - (b) Early morning
 - (c) At dusk
 - (d) Both b & c
- viii. The female *Aedes* needs blood meal for
- (a) Food
 - (b) Egg laying
 - (c) Fertilization
 - (d) Growth

- ix. The temperature of a dengue fever may rise up to
- (a) 100°F
 - (b) 106°F
 - (c) 100°F
 - (d) 102°F
- x. Supportive therapy for Dengue fever includes
- (a) Complete bed rest
 - (b) Sponging
 - (c) Use of Paracetamol
 - (d) All of these

Activity

1. Invite students to propose different ways of useful community participation for dengue control.
2. Give different assignments to the students regarding various aspects of the disease. Arrange competitions and give awards to the winner.
3. After the completion of the lecture, invite the students for group discussion on it.
4. Ask the students to survey their locality and report about different breeding sites of mosquito; also suggest a plan to eradicate them.
5. Launch a cleanliness campaign in your school. Allocate different parts to different groups of the students.

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Prophet Muhammad (ﷺ) as an Educationist

The first revelation of Allah Almighty received by the Holy Prophet Muhammad (ﷺ) in the cave of Hira was:

"Read in the name of thy Lord who created . He created man from a clot of blood. Read ! And thy Lord is the most Bounteous who taught by the pen."

This shows that Allah Almighty taught Hazrat Muhammad (ﷺ) the two steps for education. The first step is reading and the second is writing. But what to read is the question. The Holy Prophet (ﷺ) said, "Learn the Holy Quran and teach it to the people." The Holy Prophet (ﷺ) stressed upon the right kind of education.

He (ﷺ) declared education a religious obligation. He (ﷺ) made compulsory for every man and woman to learn from the cradle to the grave. He (ﷺ) imposed a condition on the prisoners of the battle of Badr to teach the Muslims. He (ﷺ) taught how to teach effectively. To attract the attention of the listeners, he (ﷺ) himself addressed the people as, "O, ye people" and asked a question which made the people attentive. Similarly on another occasion he (ﷺ) asked the followers a question, "Oh, Ansar, didn't I find you away from the right path, and then Allah blessed you through me?" They replied, "Verily, the Prophet of Allah is the custodian of truth." Then he (ﷺ) concluded with a question. "Wouldn't you prefer that while the others' share should be camels and goats, yours should be the Prophet of Allah?" How beautifully did he (ﷺ) urge them to follow him!

Another technique that he (ﷺ) employed was the use of gesture to explain how Allah held heaven and earth in His grip. The Holy Prophet (ﷺ) closed his fist and then opened it while his whole body swayed from one side to the other and the pulpit shook under him. In fact, it was when the Holy Prophet (ﷺ) wanted to demonstrate the dreadful sight of the Doomsday.

In his address on the occasion of Hajja-tul-wida, the followers noticed how by degrees his speech gradually rose to climax. The pauses and the rise and fall of his forceful voice made his speech effective. He demonstrated the concept of closeness by lifting his middle finger and the index together.

Students with native or near-native fluency in English language, having problem in writing the above Arabic expressions, may write:

- i. ***Sallallaahu Alaihe Wuaillaihe Wasallam for the prophet Muhammad, Alaihissalaam for other holy prophets and angels of Allah; OR, Peace Be Upon Him for all holy prophets and angels of Allah.***
- ii. ***Raziyaalahu Unnhu, OR, May Allah Be Pleased With Him for a companion of the prophet***
- iii. ***Rahmat ullah Alaihe, OR, May Allah Bless Him for a Muslim saint or sage***

He (ﷺ) remained relevant and brief in his speech to save the listeners from any inconvenience. He (ﷺ) had a literary taste and had perfect command over the language. His conversation with the people was very persuasive. He (ﷺ) was a great educationist and his followers realized this.

Words	Meanings
revelation	a message of God to prophet
stress	to emphasize; to give importance to
cradle to grave	from the time one is born to the last day he live in this world
verily	truly, really
custodian	care taker; in charge
employ	use
climax	the highest point
concept	idea
persuasive	having the power to convince
sway	move from side to side
index	

EXERCISES

I. Choose the correct answer.

- i. The first revelation encourages us to
 - a) speak.
 - b) behave.
 - c) read.
 - d) live.

- ii. The Holy Prophet (ﷺ) attracted the attention of listeners
 - a) by speaking loud.
 - b) by starting with a question.
 - c) by telling a story.
 - d) by addressing the people.

- iii. The Holy Prophet (ﷺ) persuaded his followers to follow him
 - a) by promising them riches.
 - b) by promising them paradise.
 - c) by telling them that the Prophet would be theirs.
 - d) by giving them camels and goats.

- iv. Another technique used by the Holy Prophet (ﷺ) was
 - a) demonstration.
 - b) writing down an idea.
 - c) gesture.
 - d) climax.

2. Tick (✓) the statements either true or false.

- i. The first revelation was: "Read!.... who taught by the pen." True False
- ii. Another teaching technique was the use of body language. True False
- iii. Demonstration was one of the techniques used by the Holy Prophet (ﷺ). True False
- iv. Extinguishing a fire means putting it out. True False
- v. The addresses of the Holy Prophet (ﷺ) were usually short. True False
- vi. Literary taste means having a literary touch. True False
- vii. Far away from the right path means not following the traffic rules. True False

3. Punctuate the following:

read in the name of thy lord who created he created man from a clot of blood read
and thy lord is the most bounteous who taught by the pen

4. Tick (✓) the correct word and write the sentences in your note book.

- i. He died of a serious (disease, decease).
- ii. I will (not, naught) listen to you.
- iii. (Cum, Come) on; Let's go.
- iv. She (lets, let's) her child play in the park.
- v. East or West (whom, home) is the best.
- vi. (Chair, Cheer) him up. He seems depressed today.
- vii. A reminder was sent to the Ministry (vide, wide) letter number XYZ.
- viii. The landlord purchased (more land, land) to expand his farming business.
- ix. He has thick (hair, hare) on his head.
- x. Some rulers have (reigned, rained) for as long as half a century.

5. Answer the following questions:

- i. What was the first revelation received in the cave of Hira by the Holy Prophet (ﷺ)?
- ii. What steps were taught for "education" to the Holy Prophet (ﷺ) by the Almighty Allah?
- iii. Which is the best book to read and teach?
- iv. What kind of condition was imposed on the prisoners of the battle of Badr?
- v. Who is the custodian of truth mentioned in the lesson?
- vi. What question did the Holy Prophet (ﷺ) ask before concluding his address to the Ansar?
- vii. What kind of gestures made his speech effective in his address of Hajjat-ul-wida?

Festivals of Pakistan

A festival is a public celebration of an event to create a sense of brotherhood, selflessness, peace and sacrifice among the people. The celebrations allow the people to rejoice by breaking the monotonous routine that has made their life dull and boring. They bring the people of different areas closer to create a cultural harmony among them. Some of the festivals are religious while others commemorate the deeds of national heroes and political events.

The Shab-e-barat, a night of blessings, is celebrated on the 15th Shabaan, the eighth month of the Islamic Calendar. The Muslims illuminate their houses and masjid. Special "nawafil" are offered throughout the night to seek the blessings of Allah.

After the fasting in the month of Ramadan, the Muslims celebrate Eid-ul-Fitr on the 1st of Shawwal. The Eid prayer, held mostly in the open areas, is offered after sunrise. After the prayer, the Muslims greet one another. They spend the whole day enjoying and sharing Allah's blessings with fellow Muslims.

Hajj is one of the greatest events. Millions of Muslims from all over the world gather at Arafat on the 9th Zilhaj to bow before Allah. Those who cannot go there, offer a special prayer after the sunrise on the 10th Zilhaj and celebrate the Eid-ul-Azha. After the prayer, the Muslims greet one another and sacrifice a goat, sheep, cow or a camel to honour the sacrificial tradition of the Prophet Hazrat Ibrahim (عليه السلام). The meat is divided into three parts: one for the family, other for the relatives and the other for the poor.

Eid Milad-un-Nabi is celebrated on the 12th Rabi-ul-Awwal, the birthday of the Holy Prophet Muhammad (ﷺ). The buildings and bazaars are illuminated. Seminars are conducted to induce the devotees to follow the life of Hazrat Muhammad (ﷺ).

Some festivals are celebrated to refresh the memories of great saints. These are held at their shrines. The Mela Chiraghan is held at the shrine of Hazrat Madhu Lal Hussain (رحمۃ اللہ علیہ). The "Urses" of Baba Farid, Hazrat Data Gunj Bukhsh, Imam Bari, Saachal Sar Must and Abdul Latif Bhitai (رحمۃ اللہ علیہم) are held at their shrines. The people from far off places gather at the shrines to pay homage to them.

The Pakistan Resolution Day (23rd March, 1940) and the Independence Day (14th August, 1947) are the most remarkable days in the history of Pakistan. The nation as a whole celebrates these occasions every year to refresh the greatness of these events. They also give us the knowledge and information related to the freedom movement of Pakistan and the hardships faced by the leaders in getting a separate homeland for the Muslims of the South Asia.

These festivals also provide opportunities to the artisans to display their handicrafts, that depict their cultural heritage. They attract tourists from all over the world. Lok-Melas are also arranged along with these exhibitions to enable the people to develop a sense of brotherhood among themselves. They are necessary to keep the people united and to honour the cultural activities of the people of different areas.

Words	Meanings
festival	a day of celebration
celebration	large scale rejoicing
illuminate	light up
induce	persuade
shrine	tomb /
remarkable	notable
handicrafts	hand made things
artisan	workman

EXERCISES

1. Answer the following questions:

- i. How would you describe the word "festival"?
- ii. What is the purpose of celebrating a festival?
- iii. When does Shab-e-barat take place? What is the importance of this blessed night for the Muslims?
- iv. Name the religious festivals of the Muslims.
- v. When and how are the national events celebrated in Pakistan?
- vi. What is the importance of a Lok Mela?
- vii. What important religious event took place on the 12th Rabi-ul-Awwal?
- viii. What is the importance of the 14th August in the history of Pakistan?
- ix. What kind of opportunities do these festivals provide to the artisans?
- x. Write an account of a religious or any other festival that you might have seen in your own village or town.

2. Choose the correct answer from the following:

i. The eighth lunar month is

- a) Ramadan. b) Rajab.
c) Shabaan. d) Safar.

ii. Sacrifice is offered to honour the sacrificial tradition of

- a) Hazrat Muhammad (ﷺ). b) Hazrat Ibrahim (ؑ).
c) saints. d) the people.

iii. Shab-e-Barat is celebrated on the

- a) 15th Shabaan. b) 1st Shawal.
c) 10th Zilhaj. d) 12th Rabi-ul-Awwal.

iv. Mela Chiraghan is held at the shrine of

- a) Hazrat Data Gunj Bukhsh. b) Abdul Latif Bhitai.
c) Bari Imam. d) Madhu Lal Hussain.

3. Write down the following sentences in the past tense.

- i. Festival is a public celebration.
ii. They bring the people closer.
iii. They illuminate their houses.
iv. After the prayers, they greet one another.
v. Lok-Melas are arranged to create sense of brotherhood.

4. Connect the part of the sentence in column I with the relevant part in column II.

Column I	Column II
Shab-e-barat is	on the 1st of Shawaal.
The Shabaan is the	the sacrifice of Hazrat Ibrahim (ؑ).
The Muslims celebrate Eid-ul-Fitr	on the 9th Zilhaj.
Eid-ul-Azha commemorates	eighth month of the Islamic calendar.
The great event of Hajj is performed	a night of blessings.
The 12th of Rabi-ul-Awwal	on the 23rd March 1940.
The Pakistan Resolution was passed	is the birthday of the Holy Prophet Muhammad (ﷺ).

5. Change the following sentences into passive voice.

- i. Ayesha made a cake.
- ii. The secretary typed a letter.
- iii. Ali drove the car..
- iv. Aaliya did the homework.
- v. The motorcyclist injured the child.

The Difference between a Brain and a Computer (Issac Asimov)

The difference between a brain and a computer can be expressed in a single word, that is, 'complexity'.

The human brain is the most complicated thing known to us. The human brain weighs only three pounds. In these three pounds, there are ten billion nerve cells and a hundred billion smaller cells. These billions of cells are interconnected in a very complicated network that cannot be understood so easily.

Can a computer think? That depends on what you mean by "think." If solving a mathematical problem is "thinking," then a computer can "think", and does faster than man does. Of course, most of the mathematical problems can be solved quite mechanically by repeating certain straightforward processes over and over again. Even the simple computers of today can do so.

It is frequently said that computers solve problems only because they are programmed to do so. They can only do what men have fed in them. One must remember that human beings can also do only what they are programmed to do.

Our programme is very complex. We might like to define "thinking" as the creativity that goes into writing a play, composing a symphony, conceiving a scientific theory, or making a judgment. In that sense computers certainly can't think.

The brain is made up of cells in a certain arrangement. The cells are made up of atoms and molecules in certain arrangements. To duplicate the material complexity of the brain is, therefore, to duplicate everything about it.

But how long will it take to build a computer complex enough to duplicate the human brain. Perhaps, not as long as some may think. Long before we approach a computer, we will perhaps build a computer which is, at least, complex enough to design another computer more complex than itself. This more complex computer can design one still more complex than itself. This further complex computer can be developed into one still more complex than the previous one, and so forth.

In other words, once we pass a certain critical point, the computers take over and there will be "complexity explosion." In a very short time thereafter, computers may exist that will not only duplicate the human brain, but also will surpass it. Will a time ever come when man will have to handover the job to someone who can do it better than he can do.

Yes! Perhaps. But we will have to wait till such a wonder takes place.

Notes

Most scientists and knowledgeable observers agree that computers will change our lives completely, more than the automobile, television, or any technological innovation has done so far. How far can computers go? Science writer Isaac Asimov compares the computer with the human brain. His conclusions may frighten you. They're sure to make you stop and think. But computers definitely are going to create havoc, somewhere, sooner or later! Let's wait and see!

Words	Meanings
complicated	difficult to understand
device	a thing made for a particular purpose
compose	write with great care
complexity	complication
duplicate	make an exact copy
conceive	form an idea in the mind
symphony	long complex musical composition

EXERCISES

1. Choose the most appropriate (the best) answer.

i. The human brain weighs

- a) two pounds b) three pounds
c) four pounds d) five pounds

ii. How many nerve cells are there in a human brain?

- a) ten billion b) eleven billion
c) twelve billion d) thirteen billion

iii. The cells of human brain are

- a) separate b) disconnected
c) interconnected d) different

- iv. The computer can solve a mathematical problem
- | | | | |
|----|-------------------|----|-------------------|
| a) | slower than a man | b) | in no time |
| c) | in a long period | d) | faster than a man |
- v. Computers are programmed to
- | | | | |
|----|------------------------------|----|------------------|
| a) | solve mathematical problems. | b) | think to create. |
| c) | plan. | d) | forecast. |

2. Put a tick (✓) on the correct.

- i. Computers can / cannot solve mathematical problems.
- ii. The brain is / is not made up of cells.
- iii. Complexity is / is not the difference between a brain and a computer.
- iv. Computer is / is not the equivalent of human brain.
- v. The human brain is / is not the most complicated thing.

3. Answer the following questions.

- i. In what single word can the difference between a brain and a computer be expressed?
- ii. How much does the human brain weigh?
- iii. How long will it take to build a computer complex enough to duplicate the human brain?
- iv. Can computers think? Explain your answer.
- v. Do you think computers have the capacity to take over the world? Why or why not?

4. Read the lesson carefully. Fill in the blanks with suitable words given below:

cells, three, thinking, think, ten, complexity, fed, programmed

- i. The difference between a brain and a computer can be expressed in one word _____.
- ii. The human brain weighs _____ pounds.
- iii. There are _____ billion nerve cells in the human brain.
- iv. Can a computer _____?
- v. Computers solve problems only because they are _____.
- vi. Computers can do only what men have _____ in them.

- vii. The creativity that goes into writing a great play or composing a symphony is defined as _____.
- viii. The brain is made up of _____.

5. Connect part of the sentence in column I with relevant part of the sentence in column II.

Column I	Column II
Complexity is	a mathematical problem.
A computer can solve	the difference between a brain and a computer.
Computers solve problems	that goes into writing a play or composing a symphony.
Thinking is creativity	because they are programmed to do so.
The brain is made up of cells	in a certain arrangement.

6. Use the following words in sentences of your own.

size, complicated, device, programme, compose

7. Change the following sentences from indirect to direct speech.

- i. Asma said that she would bring the cake to the party.
- ii. Hamid said that he would go to library in the evening.
- iii. Maryam said that she wanted to eat a banana.
- iv. Umar said that he was going to the market to buy a shirt.
- v. Beenish said that she was sorry for being late.

The Blessings of God
(Cecil Alexander)

All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,
The Great God made them all.

Each little flower that opens,
Each little bird that sings,
He made their glowing colours,
He made their tiny wings.

The purple-headed mountain,
The river running by,
The sunset and the morning,
That brightens up the sky.

The cold wind in the winter,
The pleasant summer sun,
The ripe fruit in the garden,
He made them every one.

The tall trees in the greenwood,
The meadows where we play,
The rushes by the water,
We gather every day.

He gave us eyes to see them,
And lips that we might tell,
How great is God Almighty,
Who has made all things well.

Words	Meanings
glowing	shining
purple-headed mountain	mountain with a reddish peak
meadows	grassy grounds, pastures
rushes	grassy plants
almighty	all powerful

EXERCISES

Notes:

The poetess describes beautiful objects of nature around us to make us conscious of God's blessings. The beautiful flowers, the singing birds, the mountains, the sunset and tall trees move us to praise God and to be grateful to Him for His gifts.

I. Comprehension:

1. What are the objects of nature which remind us of the glory and greatness of God?
2. Write a summary of the poem.
3. Prepare a list of the rhyming words in the poem (*Example: small, all*)

II. Vowels and consonants:

English has 26 letters of alphabet. These letters are divided, according to sound, into:

- (a) Vowels: a, e, i, o, u
- (b) Consonants: All letters from b to z excluding the above vowels.

When we produce a vowel sound, our breath flows out of our mouth freely, without any stop, friction or obstruction.

But when we produce a consonant sound, say 'b', 'p', 'm', our lips meet to stop our breath.

In the case of the vowel sound 'u', you will note that it sounds more like 'y' in the word 'you' which is a consonant sound. It will sound as a vowel if we say 'oo' like in 'fool', 'put', 'book'. This is very important. You must remember this point.

III. Syllables:

When we say a word by just one sound of the voice, such a word is said to be of 'one-syllabic'.

Thus words like 'fish', 'hand', 'friend', 'school', 'show', are one-syllabic words. It is the sound and not spelling that is important. All the following are one-syllabic words:

book, each, night, rule, plough, loud, bright.

Words that need two sounds from the voice are called two-syllabic words. Here are some:

but-ter (butter)	kind-ness (kindness)
dra-ma (drama)	stu-dent (student)

If there are three voice sounds in a word, we say it is a three-syllabic word, e.g.,

but-ter-cup	beau-ti-ful	lib-ra-ry
ma-na-ger		

This division of a word into syllables is very important in learning the correct pronunciation of a word. Take, for example, the word 'present'. It is a two-syllabic word: pre-sent.

Now if we say the first part louder than the second: PREsent, the word will mean 'gift' (noun) or the opposite of absent (*adjective*). If we say the second part louder as PreSENT, it means to offer (verb). In English, this is known as 'stress'.

There are many two-syllabic words which have a different meaning if their first syllable is stressed and are quite different if the second syllable carries the stress, e.g.,

CONtract (noun)	:	an agreement
conTRACT (verb)	:	opposite of expand
OBject (noun)	:	thing that can be seen or touched
obJECT (verb)	:	to say that one does not agree to something

Stress is important for the correct pronunciation of words also. The word 'library' is a three-syllabic word. We stress the first syllable for correct pronunciation. The word is LIBrary. So is the word MANager.

All good dictionaries indicate the headwords in bold letters divided into syllables. They also show the primary and other stress for the correct pronunciation of words. Try to understand them:

Write the following words in columns showing how many syllables they have:

Example:

<u>One syllable</u>	<u>Two syllables</u>	<u>Three syllables</u>
free	English	following

school, blackboard, teacher, chalk, tuck shop, bicycle, transport, policeman, doctor, Urdu, cricket, election, difficult, leader, important, primary, understand, sofa, patient, medicine, injection, plough, rough, thought

Hazrat Ayesha (رضى الله عنها)

Hazrat Ayesha (رضى الله عنها) was the beloved daughter of Hazrat Abu Bakr Siddique (رضى الله عنه). She (رضى الله عنها) was born in Makkah. Her parents brought her up in conformity with the true spirit of Islam. She (رضى الله عنها) was quite young when she got married to the Holy Prophet (ﷺ). She (رضى الله عنها) proved herself to be an extremely faithful, intelligent and loving wife.

Hazrat Ayesha (رضى الله عنها) was blessed with an amazing memory. She (رضى الله عنها) listened to the lectures given by the Holy Prophet (ﷺ) to the delegates and other people most attentively. Sometimes she (رضى الله عنها) asked the opinion of her husband (ﷺ) on delicate matters related to Islam. This secured her position as the most authentic reporter and scholar of his (ﷺ) traditions.

Hazrat Ayesha (رضى الله عنها) remained with the Holy Prophet (ﷺ) for ten years. After the death of the Holy Prophet (ﷺ), his faithful companion Hazrat Abu Bakr Siddique (رضى الله عنه) became the first Khalifah of Muslims. Hazrat Ayesha (رضى الله عنها) continued to enjoy the most eminent position of "Ummul-Momeneen". She (رضى الله عنها) was universally recognized as the most important woman in the Muslim world. Hazrat Abu Bakr Siddique (رضى الله عنه) did not live long and died two and a half years after the death of the Holy Prophet (ﷺ).

During the reign of Hazrat Umer Farooq (رضى الله عنه), the second Khalifah, Islam spread rapidly. Hazrat Ayesha's (رضى الله عنها) wise counsels were sought and respected on all majors issues. She (رضى الله عنها) was the witness to all the changes through which Islam passed during the thirty years of the pious Khilafat. She (رضى الله عنها) died in 678 A.D. during the reign of Hazrat Amir Muawiya (رضى الله عنه).

She (رضى الله عنها) was distinguished for her virtues, piety, learning, wisdom, simplicity, generosity and the care with which she (رضى الله عنها) safeguarded and faithfully reported the religious sermons of the Holy Prophet (ﷺ). She (رضى الله عنها) bravely criticized anything that she thought was against Islam. Her simplicity and modesty serves as a guiding light to all the Muslim ladies of the world. There were hardly three successive days during the life time of her husband (ﷺ), when Hazrat Ayesha (رضى الله عنها) had a full meal. The night when the Holy Prophet (ﷺ) breathed his last, she (رضى الله عنها) had neither oil to light her lamp, nor anything to eat.

Hazrat Ayesha (رضى الله عنها) seldom kept the money and gifts she (رضى الله عنها) received. She (رضى الله عنها) promptly distributed them among the needy.

Once, during the month of Ramadan, when Hazrat Abdullah lbne Zubair (رضى الله عنه) presented her a purse of one lac dirhams, she (رضى الله عنها) distributed them before breaking her fast.

Hazrat Ayesha (رضى الله عنها) had a splendid quality of oration. Her services to promote knowledge and Islamic Jurisprudence have few parallels in the Islamic history. Whenever a difficult problem came up, the matter was ultimately referred to her and her word was considered final. She (رضى الله عنها) is regarded as the greatest genius of early Islam.

The great lady of Islam breathed her last on the 17th Ramadan 58 A.H. Her death cast a gloom over Madina and the entire Islamic World.

Words

Meanings

beloved	greatly loved
faithful	trustful
amazing	wonderful
secure	safe
authentic	true
safeguard	protect
piety	being pious, devout
oration	speech
splendid	very impressive
jurisprudence	knowledge of law
genius	intellect

EXERCISES

1. Put a tick (✓) if the statement is correct and a cross (×) if it is incorrect.
 - i. Hazrat Ayesha (رضى الله عنها) was born in Madina.
 - ii. She (رضى الله عنها) was the daughter of the first Khalifah of Islam, Hazrat Abu Bakr Siddique (رضى الله عنه).
 - iii. Hazrat Ayesha (رضى الله عنها) is known as the most authentic reporter of the traditions of the Holy Prophet (ﷺ).
 - iv. She (رضى الله عنها) lived in a grand palace.
 - v. Hazrat Ayesha (رضى الله عنها) was a well known orator.
 - vi. She (رضى الله عنها) lived a life of simplicity and piety.
 - vii. She (رضى الله عنها) died during the reign of Hazrat Ali (رضى الله عنه).

2. Tick (✓) the right answer.

- i. Hazrat Ayesha (رضى الله عنها) was the daughter of
 - a) Hazrat Umer (رضى الله عنه)
 - b) Hazrat Abu Bakr Siddique (رضى الله عنه)
 - c) Hazrat Usman (رضى الله عنه)
- ii. Hazrat Ayesha (رضى الله عنها) remained with the Holy Prophet (ﷺ) for
 - a) ten years
 - b) nine years
 - c) seven years
- iii. Hazrat Ayesha (رضى الله عنها) had a splendid quality of
 - a) writing
 - b) oration
 - c) painting
- iv. She (رضى الله عنها) was born in
 - a) Madina
 - b) Makkah
 - c) Taif
- v. Hazrat Ayesha (رضى الله عنها) is regarded as one of the greatest
 - a) geniuses of early Islam
 - b) writers of early Islam
 - c) poetesses of early Islam

3. Fill in the blanks.

- i. Hazrat Ayesha (رضى الله عنها) was the beloved daughter of _____.
- ii. She (رضى الله عنها) was born in _____.
- iii. She (رضى الله عنها) had an _____ memory.
- iv. Hazrat Ayesha (رضى الله عنها) remained with the Holy Prophet (ﷺ) for _____ years.
- v. _____ was the second Khalifah of Islam.
- vi. She (رضى الله عنها) was the most _____ reporter of the traditions of the Holy Prophet (ﷺ).
- vii. Hazrat Ayesha (رضى الله عنها) died in _____ A.D.

4. Answer the following questions:

- i. Who was Hazrat Ayesha's (رضى الله عنها) father?
- ii. Where was she (رضى الله عنها) born?

Transport

People of the earlier times prepared bullock carts and went on long, slow journeys on the bad, rough roads. Bullock carts were a common means of transport. Now, we only have to buy a ticket for a road, rail or air journey, and we are taken to our destination in hours instead of days. The modern transport is time saving, and helps to promote both social and national unity by keeping people in contact with one another.

Transport is a mode of conveyance. It carries people and cargo from one place to another. People use transport for trade, business and for going on pleasure trips. They visit their relatives, friends and offices. Transport has made the life of man mobile, fast and efficient. Nobody can deny its importance.

Travelling from one place to another is not a problem in the modern age. A man can go miles away in the morning and, after doing his job in the day, can come back home in the evening.

In the past, people mostly walked to other places, or rode on animals. Sometimes, they used carts or carriages pulled by bullocks or horses. These were slow forms of transport, used only at times of absolute necessity. With the invention of internal combustion engine, transport was revolutionized. It became fast and easily available.

There are three types of transport. One is road transport including the railway. The second is water-transport and the third is air transport. The railways became a popular mode of travelling in the middle of the twentieth century. It carries thousands of people and thousands of tons of freight with speed and ease. But with the development of a modern network of roads, freight has shifted mainly to the road transport. Now, motor vehicles carry a larger proportion of freight than does the railways.

Buses are a widely used form of public transport in the country. Inter-city transport has made the mobility of people faster and easier. Working people use buses to travel to their jobs. Many people have their own vehicles such as cars, motorcycles and vans. Auto rickshaws are also available in urban areas. People hire them to reach their place of employment.

Water-transport consists of boats, ships and tankers. In the first half of the twentieth century, people usually went abroad by ships. But the road and air transport now provides better, more luxurious and faster means of transport. The ships and oil tankers are now used to carry the freight. Inter-continent travel has made the air transport popular. It has made people come closer to share their socio-cultural heritage. It has made the movement from one part of the world to another easier and more

desirable.

Transport is now considered important for the economic life of a country. Hundreds and thousands of people travel daily from one place to another to enhance their income or get education. They can also visit far off holiday resorts. Transport delivers aid and relief goods to calamity stricken people in a short time. It is a companion of good and bad times.

Words

Meanings

mobile	moving
efficient	performing duties well
freight	cargo, burden

EXERCISES

1. Choose the correct answer.

i. Transport is a mode of

- a) travel.
- b) conveyance.
- c) truck.
- d) bus.

ii. People use transport to

- a) replace the bullock cart.
- b) work from morning to dawn.
- c) carry their material from one place to another.
- d) attack the enemy.

iii. In the past people used animals to pull their

- a) cars.
- b) carts.
- c) huts.
- d) bags.

iv. Modern transport is

- a) time saving.
- b) time killing.
- c) time consuming.
- d) time bar.

v. Transport has shortened

- | | | | |
|----|----------------|----|----------------|
| a) | the difference | b) | the distance |
| c) | the deference | d) | the preference |

2. Write true (T) or false (F) against each statement.

- i. Transport has made life difficult.
- ii. It provides a wider choice of moving from one place to another.
- iii. There are many types of transport.
- iv. Railways carry the larger portion of freight inland.
- v. Buses are not used for transport.

3. Write short answers.

- i. Why do the people move around in the country?
- ii. What is the importance of transport in the country?
- iii. What is auto-traffic?

4. Fill in the blanks.

- i. Transport is a _____ of conveyance.
- ii. It carries people from _____ place to _____.
- iii. _____ has made life mobile, fast and efficient.
- iv. In the past people used to ride or _____.
- v. Bullock _____ is a slow speed transport.
- vi. The _____ from one place to another not a problem now.
- vii. There are _____ types of transport.
- viii. Water transport consists of _____, ships and _____.

5. Punctuate the following lines.

transport delivers aid and relief goods to the calamity stricken people in a short time it is a companion of good and bad times

6. Use the proper form of verbs given in the brackets.

- i. In the past people mostly (walk) to other places.
- ii. They (use) carts driven by bullocks.
- iii. The railway (become) a popular mode of travel.
- iv. Water transport (consist) of boats, ships and tankers.
- v. It (deliver) aid and relief goods.

7. Use the following words in sentences of your own.

conveyance, efficient, invention, environment, development.

8. Adverbs can be formed by adding 'ly' to many adjectives
e.g. certain + ly = certainly. Write five more adverbs.

9. Ask your class fellows five questions about railways.

10. Match the opposites.

Column I	Column II
central	weakness
modern	rural
cheap	remote
urban	expensive
strength	old

Human Rights and the Madina Charter

The Masjid-e-Nabwi was a meeting place of the Muslims as well as headquarter of the administration. Madina was not an all-Muslim town; there were the Jews, too. To create harmony and mutual cooperation, a just and fair treaty was signed by the two parties, the Jews and the Muslims. Some of the important clauses of this treaty were:

- I. The Muslims and the Jews, the parties to this agreement, shall form one community.
- ii. The Jews who sign this pact shall be entitled to assistance by the Muslims, if needed and shall enjoy the same rights as the Muslims do.
- iii. Muslims shall join hands with the Jews to fight anyone who rebels or promotes enmity.
- iv. The Jews shall keep to their own faith and the Muslims to theirs.
- v. If a common enemy attacks Madina, joint resistance by the Jews and the Muslims shall be put up against the enemy.
- vi. All disputes shall be referred for decision to Allah and the Holy Prophet (ﷺ).

This Madina Charter goes far beyond granting equal rights to the minority. It not only granted them protection but also ensured complete liberty in observing their religious rites. They were to be equal partners in peace and war and enjoyed all human rights.

On August 11, 1947 the address of the the Quaid-e-Azam to the Constituent Assembly of Pakistan also reflected the spirit of the Madina Charter. He declared the granting of equal rights to all the communities without any discrimination of caste, colour or religion. The incorporation of the clauses of the Madina Charter in the Charter of the Human Rights of the United Nations shows that Islam is the greatest protector of the Human Rights.

Words**Meanings**

treaty	agreement between enemies making peace
declare	announce
incorporation	act of incorporating (to combine into one mass)
create	make something new or original
harmony	agreement of opinion and feelings
mutual	shared
just	in accordance with what is right
fair	not showing favour to any person
clause	a section of a legal document
pact	agreement
entitle	give a right to
rebel	protest strongly
enmity	feelings of hatred or hostility
opposition	to stand against
dispute	controversy , argument
decision	choice made about something
refer	turn to, go to for information
ensure	make sure
observe	watch carefully
rite	religious ceremony
reflect	consider, think on
discrimination	unfair treatment of minority groups
caste	social class, rank

EXERCISES

1. Read the lesson and fill in the missing words to complete the sentences.
 - i. _____ was the meeting place of the Muslims and the headquarters of the administration.
 - ii. The treaty was signed by the _____ and _____.
 - iii. The treaty was meant to create harmony and _____ co-operation.
 - iv. The Madina _____ goes far beyond granting equal rights.
 - v. The Quaid-e-Azam delivered his address to the Constituent Assembly of Pakistan on _____ 1947.

2. Look up the meaning of these words in the dictionary.

administration	management
harmony	ensure
mutual cooperation	discrimination
treaty	incorporation
stress	resistance
clause	against
establish	dispute
rites	demonstration
observance	reflected
declared	caste

3. Choose the most appropriate (the best) answer.

- i. The Holy Prophet (ﷺ) was forced to migrate to Madina means:
- a) asked to shift b) willing to shift
c) compelled to shift d) unwilling to shift
- ii. The Jews of Madina were treated by the Muslims
- a) as outsiders b) as enemies
c) as equals d) as inferiors
- iii. Two main points of the Madina Charter are
- a) respect and honour b) promise and hope
c) equality and fraternity d) financial support and help
- iv. The main idea of the Quaid-e-Azam's address was
- a) "Develop Pakistan" b) "Equal rights for all"
c) "The Muslims have more rights"
d) "The minorities shall not be given preference"
- v. If an enemy attacks Madina
- a) the Jews will not be permitted to fight.

- b) the Jews and the Muslims shall fight together.
- c) the Muslims will only defend the Muslims.
- d) the Jews will fight for the Jews only.

4. Tick (✓) the statements as true or false.

- | | | | |
|------|---|------|-------|
| i. | Masjid-e-Nabwi was the meeting place of the Muslims. | True | False |
| ii. | Madina was an all Muslim town. | True | False |
| iii. | The Treaty of Madina was signed by the Jews only | True | False |
| iv. | The minorities in Pakistan have to be treated differently. | True | False |
| v. | 'Fraternity' means freedom. | True | False |
| vi. | The Treaty of Madina demonstrates the practical application of the principles of Islam. | True | False |

5. Fill in the blanks with the correct prepositions, selecting from these given below.

(to, in, into, with, for, by)

- i. The Holy Prophet (ﷺ) was forced _____ migrate _____ Madina.
- ii. The cases shall be referred _____ decision _____ the Holy Prophet (ﷺ).
- iii. Let us begin to work _____ that spirit.
- iv. The Jews were admitted _____ the Muslim society as equal partners.

6. Use the correct form of the verbs.

- i. An agreement was (write) down.
- ii. The Treaty granted protection and (ensure) equality.
- iii. He has (do) his job to the satisfaction of his superiors.
- iv. The agreement (be) between the Muslims and the Jews.

7. Answer the following questions.

- i. How should enemies be treated according to the Holy Quran?
- ii. Mention any two clauses of the Treaty of Madina.
- iii. What is meant by 'mutual cooperation'?

8. Punctuate the following.

madina was not an all muslim town there were jews too to create harmony and mutual cooperation a just and fair treaty was signed by the two parties the jews and the muslims

A Nation's Strength
(Ralph Waldo Emerson)

Not gold, but only men can make,
A people great and strong.
Men who, for truth and honour's sake,
Stand fast and suffer long.

Brave men who work while others sleep,
Who dare while others fly,
They build a nation's pillars deep,
And lift them to the sky.

Words	Meanings
honour	self-respect
stand fast	stand firmly
fly	run away in fear
dare	show courage
pillars	foundations

EXERCISES

1. Answer the following questions.
 - i. Write in your own words the main idea of the poem.
 - ii. Write a paragraph on "Character of a Brave Man." Use these adjectives to describe the character: brave, truthful, honourable, hardworking, strong, great
2. Write down the rhyming words used in the poem.
Example: make, sake
3. Add two more rhyming words in each line.
 - i. gold, _____, _____
 - ii. stand, _____, _____
 - iii. dare, _____, _____
4. Write down the nouns and verbs used in the poem.

A Father's Advice (A Letter)

Al Maskari,
Abid Majeed Road, Lahore
January 16, 2010

My dear Son,

Let me tell you that you are a part of my body and soul. Whenever I look at you I feel I am looking at myself. Therefore, I am committing some pieces of advice to paper and sending them to you, since there may be a time in the near future when I will no longer remain with you, for whoever lives must die.

My first and foremost advice to you, my son, is to fear Allah. Be His obedient servant. Carefully guard the rope which connects you with Him for no other connection can be stronger and more durable than this to command greater respect. He who is the Master of death is also the Master of life.

My dear son, as far as your behaviour with other human beings is concerned, let your "self" act as a scale to help you judge its goodness or wickedness. Do unto others as you wish others to do unto you. Whatever you like for yourself, like it for others.

Whatever you dislike for yourself, spare others from it. Do not oppress and tyrannise anybody as you surely do not wish to be oppressed or tyrannised. Be kind and sympathetic to others as you surely want others to treat you kindly and sympathetically. Whatever habits you find hateful in others, abstain from developing those habits. Do not speak about others in the way you do not like others to speak about you.

Remember son, that vanity and conceit will bring you serious harm and will be a constant source of danger to you. Therefore, lead a well-balanced life. Neither be conceited nor suffer from inferiority complex and exert yourself to earn an honest living. Do not be proud, rather be humble and bow to Him whenever you achieve the things you desire, and realize that your success was due to His mercy and favour.

You must also know that you cannot have every wish of yours granted. You cannot expect to escape death nor the Day of Judgment; and you are passing the days of your life as others have done before you. Therefore, control your desires, cravings and expectations. Be moderate in your demands; earn your livelihood through honest means and be content with it. Go slowly and do not let your desires drive you mad because there are many desires which will lead you towards disappointment and loss.

Remember, he who controls his desires has self-respect. He does not beg or pray

for things and will not always remain unlucky, or disappointed. So, do not bring down your self-respect; do not be mean and submissive.

Nothing in this world can compensate for the loss of self-respect, nobility of mind and honour. Wages earned through hard but respectable and honourable labour are better than the wealth which you may gather through sin and wickedness, and poverty is better than the disgrace and humiliation of begging.

Finally, my son, do not make yourself a slave of anybody. Allah has created you a free man. Do not sell your freedom at any cost or in return for anything. If you can succeed in having nobody as your benefactor but Allah, then He will grant you your share. Know that there are two kinds of livelihood: the one you are searching for and the other which is in search of you. It will reach you even if you do not try to obtain it.

I would like to end by saying, do not be like the persons on whom advice has no effect and they require punishment to correct themselves. A sensible and reasonable man acquires education and culture through advice, whereas brutes and beasts always accept correction through punishment.

With this, I entrust you unto Allah and His protection in both this world and the hereafter.

Allah Hafiz.

Your affectionate father,
Ibne-Adam

Words

Meanings

durable	likely to last for a long time
oppress	rule cruelly
abstain	hold oneself back, refrain
tyrannise	rule cruelly and unjustly
conceit	too much pride in oneself
contented	satisfied
moderate	having reasonable limits
entrust	trust somebody to complete / safeguard something

EXERCISES

1. Use any five of the words below in sentences of your own.
durable, oppress, abstain, vanity, conceit, exert, moderate, contented, entrust.

2. Punctuate the following passage.

there are two ways of leading life one is the way of allah and the prophets (ﷺ) the other the way of satan the way of allah is to be honest virtuous pious and sympathetic toward mankind and all living creatures the other way is that of a dishonourable schemer who would not hesitate to follow any evil to gain his selfish ends

3. Pronunciation and spelling:

The sound of (er) is like a long (r). It is often spelled er.

better	international	longer	other	poorer
greater	rather	person	danger	water
wonderful	easier	serve	centre	never
modern	stronger			

Sometimes the spelling for (er) is or.

visitor	doctor	creator	benefactor
---------	--------	---------	------------

In certain one-syllabic words, the sound is ear or ar.

earl	learn	earn	yearn
------	-------	------	-------

4. Comprehension:

- i. Give the qualities of Allah as stated by the writer of the letter.
- ii. "Do unto others as you wish others to do unto you". What should one do and what should one not do according to the advice given in the letter?
- iii. What is required by a person who wishes to lead "a well balanced life"?
- iv. What does a man lose when he tries to attain his heart's desire?
- v. What is the respectable way of earning a livelihood?
- vi. What kind of advice has been given by the father to the son?

5. Match with the opposites as shown in the example:

endurable	→	excessive
loathsome		noble
vile		temporary
base		worthy
moderate		lovable

6. Match with the word having the same meaning as shown in the example.

durable	→	dishonour
humiliation		disgrace
cravings		longings.
abstain		avoid
scandal		lasting

7. Make adverbs from the following words.

e.g.	humble	humbly
	careful	carefully

free, slow, honest, kind, serious

8. Use the following idiomatic phrases in the sentences of your own.

a)	go slowly:	move or act careful
b)	drive one mad:	make one act without careful thinking.
c)	bring down:	lower, destroy
d)	gather round:	move to surround or be close to
e)	sell one's freedom:	give up one's rights for money, gifts or positions

9. Write a letter to your father thanking him for teaching you so many good things and values of life (take help from the letter you have just studied). Show how your good habits have helped you in life and how you have been able to gain respect among friends.

10. Creative Writing

What are the duties of parents and teachers towards their children and students? Write in 100-150 words.

Hazrat Ali's (رضى الله عنه) Humanity

Hazrat Ali (رضى الله عنه) was a noble, kind-hearted and righteous man. He (رضى الله عنه) was also a man of brave, humble and forgiving spirit. Gentle in behaviour and affectionate in conduct, he (رضى الله عنه) set the noblest example of character to the world. Even during his Khilafat he (رضى الله عنه) remained simple in living and courteous with the poor.

In his early childhood; he (رضى الله عنه) was blessed with the care of his cousin, the Holy Prophet Hazrat Muhammad (ﷺ). To him, his cousin was like a guiding star. He followed his actions and deeds and high values of morality. By mind and character, he (رضى الله عنه) excelled the others and attained a very high place in the society.

He (رضى الله عنه) was married to Hazrat Fatima (رضى الله عنها), the daughter of the Holy Prophet (ﷺ). It was a very happy marriage and they led a contented life. They found their only pleasure in prayers. They did their best to share the sorrows and sufferings of the poor. They felt pride in serving the humanity.

In the battle of Ohad, Hazrat Ali (رضى الله عنه) came across his worst enemy, Talha. In hand to hand encounter, Talha got injured and fell down. Hazrat Ali (رضى الله عنه) left him like that and walked away. A friend advised Hazrat Ali (رضى الله عنه) to finish him. But Hazrat Ali (رضى الله عنه) refused to do so and said, "I cannot strike the man who is not in a position to defend himself. If he survives, he is welcome to live as long as his life lasts."

In another battle, his slave brought some sweet syrup saying, "My lord, the sun is very hot and you have been constantly fighting; have a glass of this cold drink to refresh yourself." He (رضى الله عنه) looked around and replied, "Shall I refresh myself when hundreds of people around me are lying wounded and dying of thirst? Better give this cold drink to each of these wounded persons." The slave said, "My lord, they are all our enemies." Hazrat Ali (رضى الله عنه) replied, "They may be, but they are all human beings. Go and attend to them."

On another occasion, Hazrat Ali (رضى الله عنه) allowed his enemies to take water from the river. When his officers objected to it, he (رضى الله عنه) said, "They are human beings first and enemies later. I cannot think of refusing a man food and drink because he is my enemy. I fight for truth and justice and not for my personal motives." Throughout his life he (رضى الله عنه) availed himself of every opportunity to serve the human beings without any prejudice.

Words	Meanings
righteousness	moral excellence
affectionate	loving
courteous	civil, polite
excelled	surpassed

luxury	comfort
finish him	kill him
survive	recover

EXERCISES

1. Tick (✓) the correct answer as in the text.

- i. Hazrat Ali (رضى الله عنه) was a noble, kind-hearted and
 a) famous man. b) righteous man.
 c) humble man.
- ii. Hazrat Ali (رضى الله عنه) was married to
 a) his cousin. b) Hazrat Fatima (رضى الله عنها)
 c) his uncle's relative.
- iii. Talha was Hazrat Ali's (رضى الله عنه)
 a) friend. b) neighbour.
 c) enemy. d) companion.

2. Answer the following questions.

- i. Write a paragraph on Hazrat Ali (رضى الله عنه) with special reference to the great qualities he (رضى الله عنه) possessed.
- ii. What kind of life did Hazrat Ali (رضى الله عنه) and Hazrat Bibi Fatima (رضى الله عنها) lead?
- iii. Write a few lines to describe Hazrat Ali's (رضى الله عنه) early childhood. Who took care of him?
- iv. How did Hazrat Ali (رضى الله عنه) behave with his enemies?

3. Punctuate the following lines.

i cannot strike the man who is not in a position to defend himself if he survives he is welcome to live as long as his life lasts

4. Use the following words in the sentences of your own.

kind hearted, humble, contented, sorrows, survive, attend, object, refuse, avail.

5. Future Perfect Tense

Future perfect tense shows an action that will be completed in the future. For example: By tomorrow afternoon, I will have finished my work.

Use the following verbs to make sentences in the future perfect tense.

1. visit 2. train 3. leave 4. find 5. increase

The Handicrafts of Pakistan

Every country has its own local crafts, which exhibit the taste and colour of its region. Pakistan is a country rich in culture. Crafts were the main source of livelihood for the people of the country, and were handed down from father to son. With the passage of time, the crafts had access to bigger markets and became more profitable trades.

Some areas have specialized in different crafts which are supplied to other regions. Within the province of Punjab, different cities have their own specialties. Faisalabad specializes in cotton and hand-woven fabrics. Lahore has brass items. In Gujranwala, pottery and hand-made items are produced. Sialkot specializes in cutlery, surgical tools, sports and stainless steel items. These are exported and have a growing market abroad. Gujrat produces pottery and electrical fans. Murree produces basketry and walnut wood items. Ghakkar specializes in bedsheets, *durries and khais*. Baluchistan produces carpets, jackets and garments with glass work. In the NWFP, the city of Peshawar produces pottery. Dera Ismail Khan and Chiniot produce wood carvings, decoration pieces and furniture. Abbotabad and Dasu produce jewellery and warm clothing and Chitral is famous for woollen overcoats and caps. Azad Kashmir produces basketry, carpets and walnut furniture. "Ajrak" and caps with silver and embroidery are made in Sindh.

It is owing to the skills and hard work of our people that these crafts have been preserved over the years. They have utilized the resources of their regions and by acquiring special skills have managed to produce goods, which have developed our cottage industry. Despite the availability of imported goods in the markets, our goods have managed to retain a special place. Even the people of medium income group have established small businesses and are contributing towards the growing economy of the country. These people are quite self-sufficient and do not get any aid from the government agencies.

Handicrafts are also a part of the cultural heritage of a country. They represent the culture and traditions of the people. Old skills which have survived and developed, are the backbone of the cottage industry. These handicrafts, special in kind and unique in shape, are really the pride of a country.

Words	Meanings
exhibit	display
preserve heritage	to keep the things passed down in good condition

unique	special
traditions	beliefs, customs, habits

EXERCISES

1. Answer the following questions.

- i. What do crafts exhibit about their region?
- ii. What does Faisalabad specialize in?
- iii. Name a few of the crafts in various cities of the province of Punjab.
- iv. Which handicrafts are produced in Baluchistan?
- v. What do the crafts of a country represent?
- vi. Write an account of any of the Pakistani crafts that you have seen in an industrial exhibition. (not more than 50 words).

2. Choose the correct answer.

- i. Cutlery is a special item of

a) Peshawar.	b) Abbotabad.
c) Sialkot.	d) Gujrat.
- ii. The word specialized means

a) expert.	b) research.
c) struggle.	d) display.
- iii. Crafts are limited to a specific area because of the availability of the

a) resources of that region.	b) climate of that region.
c) number of craftsmen in that region.	d) popularity of that region.

3. Write the name of the city where these items are found.

- i. _____ specializes in cotton and hand woven fabrics.
- ii. In _____ pottery and hand made items are produced.
- iii. Cutlery, surgical tools, sports and stainless steel items are produced in _____.
- iv. _____ produces pottery, electrical goods and sports items.
- v. Basketry and walnut wood items are produced in _____.
- vi. _____ produces wooden carvings, decoration pieces and furniture.

- vii. Carpets, jackets and garments with glass work are produced in _____.
- viii. _____ is famous for woollen overcoats and caps.
- ix. _____ produces basketry, carpets and walnut furniture.
- x. _____ specializes in bed sheets, *durries and kbais*.

4. Fill in the blanks with who, when, from, where, what, for, to.

_____ Pakistan was created, the people _____ decided to live in Pakistan migrated _____ India to Pakistan. .

Most families did not know _____ to settle and _____ to do _____ a living.

But as the days passed, every body became a Pakistani, found a place _____ live and some job _____ his livelihood.

5. Make pairs of the opposites.

Example: foreign, local

past, foreign, profitable, similar, despite, backward, attractive, in spite, different, developed, local, unprofitable, present, unattractive

6. Look up the meanings of the following words in a dictionary then use five of them in your own sentences.

exhibit, source, livelihood, access, specialize, utilize, acquire, manage, despite, handicrafts, traditions

7. These words are in the singular form. Write their plural forms.

country, city, quality, century, supply, carving, resource

8. Write a letter to your friend giving an account of any craft of your choice that you have seen in the market.

Example: You may have seen woollen caps and walnut decoration pieces in Abbotabad, Murree or in an exhibition.

The Menace of Drugs

What are drugs? Why is there so much talk about them? Why do people become their victim? Are narcotics called drugs? These are some of the questions which are asked by many of us. The elders try to answer them, but not satisfactorily. In spite of many warnings of the dangers and the effects of these drugs, the number of addicts is on the increase. About 1.5 million people are said to be drug-addicts and have ruined their lives. It is an alarming situation.

The drug-addict looks pale and intoxicated. He lives in a world of fantasy, forgetting everything else. Drugs make him sleepy and depressed. His condition becomes miserable and unfit for any kind of healthy activity. Opium, heroin, marijuana, hashish are the drugs that make the addict doleful. Marijuana and hashish are dried leaves and flowers of a plant called hemp. The leaves, flowers and even stalks of this plant are smoked and sometimes chewed. Heroin is a refined form of opium, fifty times more potent than the latter.

All these intoxicants have proved damaging to health. Heroin affects the brain and damages the nerve cells. A person addicted to it can neither think clearly nor work actively. A state of drowsiness takes hold of him. He takes the drug to relieve his tension, worries, anxiety and frustration.

How are we caught in the net of drugs? Usually bad companions may offer us or a drug pusher may give it free of cost in the beginning. Sometimes, it is available in the form of a chewable stuff, like sweet '*chalia*' or '*sonf sapari*'.

Once someone falls a victim, it is very difficult for him to shake off the habit. Bright students are reduced to failure. The sole bread earners of families are ruined, unable to work and support their families. Therefore, something needs to be done for the survival and rehabilitation of the wretched wrecks living in such hopeless conditions. Even if there appears to be no hope of their survival, we must try our best to return them to normal life.

The Government has set up rehabilitation centres in the big hospitals in almost all the big cities for the treatment and rehabilitation of the addicts. The cultivation of poppy has been banned. Heroin laboratories in the tribal areas have been closed down.

We have to make people aware of the dangers of drugs by arranging seminars, speeches and walks in all the cities and towns. We have to be strong enough to refuse the offer of a stranger and stop smoking. Like other countries the advertisements of cigarettes on the electronic media and in the newspapers should be banned to save children from this temptation.

- iii. Drug users live in a world of fantasy / reality.
- iv. Bright students are reduced to zero / hero by using drugs.
- v. The hold of drugs is so weak / strong that one cannot get out of it.
- vi. The number of addicts is decreasing / increasing in Pakistan.
- vii. If some body offers us a cigarette we should / should not accept it.
- viii. Man is an honourable creation / discovery of this Universe.

3. Fill in the blanks with the correct preposition selected from the list given below:

to, into, for, over, of

- i. He was reluctant _____ stop smoking.
- ii. Repeated requests forced him _____ try the new experiment.
- iii. He died _____ a certain unknown disease.
- iv. We feel pity _____ the drug users.
- v. We should ponder _____ the effects of using drugs.
- vi. People become victims _____ dangerous drugs.
- vii. The craze _____ fashion should not make us smokers.
- viii. For _____ a hundred years this skeleton has been preserved.
- ix. He fell _____ a deep ditch and broke his knee.

4. Use the correct forms of the verbs.

- i. The school (is) closed last week for winter holidays.
- ii. He (offer) help to his friend but was refused politely.
- iii. Drug users are (call) addicts.
- iv. He was (catch) by the police.
- v. The good students are (like) by teachers and friends.
- vi. The students have (finish) their paintings.
- vii. People in the northern areas had (grew) fruit trees.
- viii. He came to school but (forget) to bring his books.
- ix. I (see) an owl in the dark night.
- x. Have you (do) your home work?

5. Use the following words / phrases in sentences of your own.

free of cost, bright students, in spite of, sometimes, neither, nor

7. Answer the following questions.

- i. Name three drugs or narcotics which are generally used.
- ii. Write a note of advice to your friend on the harmful effects of drugs.
- iii. What advice does the writer give at the end of the lesson?

8. Punctuate the following.

what are drugs why is there so much talk about them why do the people fall prey to them are narcotics called drugs

9. Match column I with column II to complete the sentences.

Column I	Column II
The drug addict looks	sleepy and depressed.
Hashish is made from the	pale and intoxicated.
Drugs make a person	dried leaves and flowers of a plant called hemp.
Heroin is a refined form of	damaging for health.
All these intoxicants are	heroin.
The brain and nerve cells are damaged by	chewable stuff.
Drugs are also available as	opium.
The Government has set up	banned.
Cultivation of poppy has been	than health.
There is nothing more precious	rehabilitation centres.

The Character of a Happy Life
(Henry Wotton)

How happy is he born and taught
That serveth not another's will;
Whose armour is his honest thought,
And simple truth his utmost skill!

Whose passions not his masters are;
Whose soul is still prepared for death,
Untied unto the world by care
Of public fame or private breath;

Who envies none that chance doth raise,
Nor vice; who never understood
How deepest wounds are given by praise;
Nor rules of state, but rules of good;

Who hath his life from rumours freed;
Whose conscience is his strong retreat;
Whose state can neither flatterers feed,
Nor ruin make oppressors great;

Who God doth late and early pray
More of His grace than gifts to lend;
And entertains the harmless day
With a religious book or friend;

This man is free from servile bands
Of hope to rise or fear to fall:
Lord of himself, though not of lands,
And having nothing, yet hath all.

Words**Meanings**

armour	steel plates shaped to cover the body
envy	wishing for what others have
humour	having or showing a sense of amusement
conscience	one's inner sense of right and wrong
flatterer	one who praises someone in order to gain something
oppressor	cruel person
servile	slave like

Theme of the poem

A happy man is honest , moderate and modest . He has faith in God and is content with his place in life , not chasing after glory or material possessions. He is , in the end , richer in what really matters .

EXERCISES

1. Answer the following questions.

- i. What is the main idea of the poem?
- ii. Underline the nouns in the poem.
- iii. Make a list of the rhyming words in the poem.

Example: taught, thought

Add two more rhyming words in each line.

- i. born, _____, _____.
- ii. soul, _____, _____.
- iii. vice, _____, _____.

2. Paraphrase the second stanza in the poem.
3. Explain the last stanza.

Simplicity

Once upon a time there was a Khalifah whose rule was known for his kind and generous administration. He worked for the prosperity and well being of the people. But there were some distinguished people belonging to the house of the Ummiyads, who were the cause of constant worry to him. They shunned the ways of the God. They enjoyed life at the expense of the common man and indulged in merrymaking. The Khalifah thought of teaching them a lesson.

He invited some prominent people to dinner. Since the dinner was to be given by none other than the ruling Khalifah, they readily accepted the invitation. The Khalifah ordered his cook to serve the meal late.

On the appointed day, the guests dressed well, and proudly came to the house of the Khalifah in time. He greeted them well and made them sit in a comfortable environment. The guests felt exalted and honoured. They started chatting merrily while waiting for the dinner.

But nothing happened. The guests looked towards one another but could not say anything. They became restless and hungry. Looking at their condition the Khalifah shouted to his cook to hurry up. At the same time, he ordered some parched grams to be served which he and his guests ate to their fill.

A few minutes later, the cook brought steaming hot food. Had it been served earlier, the guests would have finished the last remains of the food but it came at an hour when they had already eaten grams and did not feel hungry anymore. The guests refused to eat, saying that they were full. Thereupon, the pious Khalifah spoke out, "Brothers! when you can satisfy your appetite with so simple a diet, why do you play with fire and snatch the properties and rights of the others." These words deeply moved the guests of the house of the Ummiyads who burst into tears. They never tried to be extravagant in future. This is how the pious Khalifah taught a lesson to those who had forgotten the teachings of the Holy Prophet (ﷺ).

The Khalifah was none other than Hazrat Umer Bin Abdul Aziz (رضي الله عنه), whose life was full of such incidents. He himself led a life of simplicity and honesty. His truthfulness and integrity have few parallels in the history of Islam. That is why, he is considered to be the fifth pious Khalifah of Islam.

Words**Meanings**

prosperity	state of being rich or successful
indulge	allow oneself the pleasure of
serve	work for somebody
prominent	important
exalted	lifted up
restless	impatient
refuse	deny
pious	having deep devotion to religion
extravagant	wasteful
appetite	physical desire for food
incident	event
integrity	quality of being honest

EXERCISES**1. Answer the following questions:**

- i. How did the Khalifah teach the distinguished guests to live a life of simplicity?
- ii. Write down the chief characteristics of the personality of Hazrat Umer bin Abdul Aziz (رضي الله عنه).

2. Tick (✓) the right answer.

- i. The guests invited by the Khalifah belonged to the house of the
 - a) Ummayyads
 - b) Quresh
 - c) Abbasids
- ii. The Khalifah asked his cook to
 - a) bring the food quickly.
 - b) delay the preparation of food.
 - c) serve the meal late.

Traffic Education

A taxi driver, going from Rawalpindi to Islamabad, was driving rashly. He went zigzagging through the heavy traffic. Sometimes, he turned to the right and then suddenly turned to the left, squeezing through the traffic. But the same driver, entering Islamabad was a changed person. Why so? Observance of traffic rules by others and enforcement of them by the Islamabad police changed him.

Why is it that the traffic on the motor way is so orderly? Two factors are responsible for it i.e., the examples set by others and the observance of the rules for fear of being caught and fined heavily by the motorway police. So, we learn the rules by imitating others or for fear of being caught and punished for violating the rules. The police in Lahore should copy the methods of the Islamabad police in order to improve bad driving in their city. The donkey carts, rickshaws, wagons and motorists have no sense of traffic rules at all.

The cases cited above emphasize the importance of traffic education, which is seriously needed for the orderly and smooth flow of traffic in the cities. But from where can we get such an education?

There are institutions that can teach you how to drive. They also teach traffic rules to avoid accidents. You should get a driving licence after getting a proper training and passing the driving test. Only then you should drive a car or ride a motor cycle on the road. Pedestrians should also know the rules in order to walk safely on the road side.

Some of the rules are:

1. If you are driving a vehicle, keep to the left. However, if there are lanes, leave the extreme right lane for the fast traffic or for the over taking vehicles.
2. If there is no pavement, walk on the right side of the road so that traffic coming from opposite side may not disturb your walk.
3. While going from one side to the other side of the road, use the zebra crossing. Cross the road when the traffic is stopped on the red signal. If there is no zebra crossing or traffic signal, look on both sides and wait till the traffic becomes thin.
4. All the traffic, including the bicycles, must stop at the signal in respective lanes.
5. Observe speed limit - not more than 60 kilometers per hour in the city.
6. While entering the main road, stop to look to the right and left and then go, making sure that there is no approaching traffic.
7. Yellow light of the signal is a warning. It requires you to slow down and stop on

- the red light.
8. Try to follow the road signs displayed by the traffic police.
 9. The lights of your vehicle, though it may be bicycle, must be on at night.
 10. Consider the traffic constable your well-wisher who performs his duty even in an adverse environment.

Words

Meanings

zig zagging	taking sharp turn to left and right.
environment	surroundings
zebra crossing	wide alternate black and white lines across the roads, forming a pedestrian crossing.
pedestrian	the one walking or going on foot
impart education	teach
violate rules	break the rules
emphasize	stress
cite	mention by way of example
vehicle	a means of transport
imitate	copy

EXERCISES

1. Choose the most appropriate answer to complete the sentence.
 - i. The taxi mentioned in the lesson
 - a) went smoothly through the traffic.
 - b) was stuck in the traffic.
 - c) passed with difficulty through the traffic.
 - d) passed easily through the traffic.
 - ii. The taxi
 - a) was caught in the traffic.
 - b) managed to pass through the traffic.
 - c) rushed swiftly through the traffic.
 - d) was pressed in the traffic.
 - iii. We learn the rules by "imitating" means

a) by copying others	b) by irritating others
c) by meeting people	d) by talking to others
 - iv. To develop the traffic sense means to

a) observe traffic rules	b) go on full speed
c) walk on the road	d) be challaned

2. Tick (✓) the true or false statements.

- i. The taxi driver was a rash driver.
- ii. The taxi passed straight through the traffic.
- iii. The Islamabad traffic had a negative effect on the driver.
- iv. The traffic on the motor way is very orderly.
- v. The police plays no role in the traffic education.
- vi. We need no training to get a driving license.
- vii. The cyclists should not follow the traffic rules.
- viii. Pedestrians should walk when the traffic light turns green.
- ix. We can go on driving on the yellow light.

True	False
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

3. Fill in the blanks with the correct prepositions given below:

to, on, into, at, by, of

- i. The driver was in the habit _____ driving fast.
- ii. The man was walking _____ the wrong side of the road.
- iii. He went _____ school _____ a bicycle.
- iv. We learn the rules _____ imitating others.
- v. He jumped _____ the river.
- vi. The traffic rules help us _____ drive safely.
- vii. While driving keep _____ the left.
- viii. The yellow light is a sign _____ slow down.
- ix. All of us should understand the meaning _____ the traffic signs.

4. Use the following words in sentences of your own.

zigzag, slow down, instruct, hurriedly, pedestrian, imitate, emphasize, pavement, vehicle

5. Answer the following questions.

- i. How was the taxi driver driving in Rawalpindi?
- ii. After entering Islamabad, the driver became a changed person. Why?
- iii. How can the police give us traffic education?
- iv. What is a zebra crossing and what is it for?
- v. Mention any two traffic rules.

6. Punctuate the following:

a taxi driver going from rawalpindi to islamabad was rashly driving the taxi
he went zigzagging through the heavy traffic

Letter Writing

A letter is one side of a conversation by post. We write letters to communicate with our friends and families living away from us. We write to express our feelings, to get information, to invite others to a wedding and to request someone to do a job. There are three main types of letters: personal, official and business. Personal letters are of two types:

- i. Formal
- ii. Informal

Formal Letters

Formal letters consist of business letters, letters to newspapers, applications, notices, complaints and invitations etc. The language of such letters is formal and precise. They deal only with the subject in question and unnecessary details are avoided.

Informal Letters

These are written to relatives and friends. They may contain many details other than the specific matter for which they are written. The language of such letters is simple and casual. One may introduce sentiments and emotions according to the mood.

So, let us see, what is the proper format and other requisites of writing a letter.

Every letter, whether formal or informal, have these parts:

- i. the writer's address/the address of the person to whom letter is written
- ii. the date
- iii. the salutation
- iv. the body
- v. the complimentary closing
- vi. the signature

Now study the following letters carefully to see how and where each of the above part is placed in the letter.

An application of a father to the Headmaster/Headmistress of his son/ daughter requesting him/her to grant leave for one week.

15, Sarwar Road,
Lahore Cantt.
August 8, 2003

The Headmaster,
Central Model School,
Lahore

Sir,

This is to inform you that my son, Salim, a student of 10th A, has fallen seriously ill. The doctor has advised him rest for one week. So, he is unable to attend the school. I shall be grateful if you grant him leave from August 8 to 13. Please find attached the doctor's medical certificate.

I assure you that on his recovery, I will help him catch up on the missed work.

Yours truly,
Muhammad Aamir

A son's letter to a father telling him about his performance in the English test.

2, New Hostel,
Lower Mall,
Lahore
8th August, 2003

My dear Father,

I feel very happy to inform you that my performance in the paper of English was very good. I attempted all the questions and was able to finish writing the paper in time.

The questions on grammar and composition were easy to attempt. The poetry section was a bit difficult, but anyway, I managed to do the required questions. I was left with no time to revise and to correct the mistakes, which I might have made in a hurry to write more. However, I am satisfied with my performance on the whole.

By the blessings of Allah and a reward for my hard work, I hope to get good marks. I am sure you will remember me in prayers for my success in the examination.

Regards and love to mother, sisters and brothers.

Yours affectionately,
Ahmed

In both of these letters the address is given at the top right hand side and then the date which can also be written as 8th August, 2003 or August 8, 2003. In the second letter no address of the person to whom it is written is given because in an informal letter a son or daughter knows the address of his/her father. The following table shows the relevant salutations and complimentary closes which are used in letters.

Addresses	Salutations	Complimentary closes
To relatives	Dear Father / My dear Father, Dear Mother / My dear Mother, Dear Sister, Dear Uncle, Dear Cousin etc.	Yours affectionately, or Your affectionate or loving son / daughter / niece, etc.
To friends	Dear Friend, Dear Saba, My dear Saba etc.	Yours sincerely or Your sincere friend or Yours
Business letter	Dear Sir / Dear Madam	Yours faithfully Yours sincerely
Editor of a newspaper / Headmaster / Headmistress	Dear Sir / Madam	Yours truly or Yours faithfully
Teachers, Professors, or Principal / Headmaster / Headmistress (Letters / Applications)	Sir / Madam	Yours obediently

EXERCISES

1. Tick (✓) the right choice.

- i. You are writing a letter to a friend. How would you salute him?
- a) Dear Friend b) Dear Madam
c) Respected Sir
- ii. You are writing an application to the Headmaster requesting for a leave. Would you start as
- a) How are you?
b) My application will find you in the best of health.
c) This is to inform you that I am not well.
- iii. You are writing a letter to your father thanking him for the gift. Your first words would be
- a) I miss you. b) I see you.
c) I feel very pleased.
- iv. You have written a formal letter. How would you write the complimentary close?
- a) Yours sincerely b) Your loving...
c) Your loving son, Ali
- v. Where will you write your address?
- a) In the middle of the page
b) On the left side of the page
c) On the top right hand side of the page

A Fragment
(Henry Wadsworth Longfellow)

Awake! Arise! The hour is late!
Angels are knocking at the door!
They are in haste and cannot wait,
And once departed come no more.

Awake! Arise! the athlete's arm
Loses its strength by too much rest;
The fallow land, the untilled farm,
Produces only weeds at best.

Words

Meanings

fragment	piece, portion
haste	speed, swiftness
departed	gone away
fallow	barren, unplanted

Paraphrase

Wake up and rise from your bed. It's too late now. The angels are knocking at your door. They are in a hurry and cannot wait for you any more. Once they go away, they won't come back.

Wake up and rise up without any delay. If you continue taking rest you will lose your strength and become useless like a barren land and uncultivated farm that produces nothing but weeds only.

EXERCISES

1.
 - i. Write down the rhyming words used in the poem.
 - ii. Write two more rhyming words in each line.
 - a) arise, _____, _____.
 - b) knock, _____, _____.
 - c) weed, _____, _____.

2. Answer the following questions.

- i. What advice does the poet give to the late riser?
- ii. What is the benefit of early rising?
- iii. What is meant by fallow land?
- iv. What is the theme of the poem?
- v. Explain the last two lines of the poem.

3. Use the following words in sentences of your own.

awake, wait, departed, strength, produce

4. Fill in the blanks.

- i. Angels are knocking _____ your door.
- ii. They cannot wait _____ you.
- iii. They will not come back _____ their departure.
- iv. The athlete loses his strength _____ taking too much rest.
- v. Fragment means separate or in _____ part.

5. Ask your class fellow about five advantages of rising early.

6. Contractions

Contractions are the shortened forms of verbs. They represent the sounds of speech. Contractions are written to show subject-verb combinations or negative-verb combinations.

Example: I am__ I'm, I have__ I've, I had__ I'd, I will __ I'll,
we have__ we've, You are__ You're, he is __ he's,
It is__ it's, it had__ it'd, They had__ they'd,

I have not__ I haven't, You have not__ you haven't,
She does not__ she doesn't, They are not__ They aren't

Exercise: Use contractions in the following sentences.

- i. I have missed my school bus.
- ii. They had a pleasant party.
- iii. It is not a fine day.
- iv. You are a genius boy.
- v. We have passed the admission test.

A Little Word (Anonymous)

A little word in kindness spoken,
A motion or a tear.
Has often healed the hearts broken
And made a friend sincere.

A word, a look has crushed to earth,
Full many a budding flower.
Which had a smile but owned its birth,
Had blessed life's darkest hour.

Then deem it not an idle thing,
A pleasant word to speak.
The face you wear, the thoughts you bring,
A heart may heal or break.

Words	Meanings
deem	think, consider
motion	action or movement
a budding flower	a flower in its earliest stages
a blessed life	a life of goodness and peace
darkest hour	worst moments
a pleasant word	a kind and loving word

Notes:

Always think before you speak because your words can either break a heart or heal it. So always choose your words before speaking.

EXERCISE

Answer the following questions.

1. Write a summary of the poem.
2. Find the rhyming words in the poem.
3. What effect does a kind word have upon others?
4. How can harsh words break a person's heart?

Two Wedding Ceremonies

Farah looked out of the car window. The entire front of the house was illuminated with colourful lights and tube lights were erected all along the pathway. Rows of cars on both sides of the road, extending a furlong away from the main gate, made it much easier to find the house, and Farah's father did not lose his way at all.

After getting down from the car, they walked down the road and reached the gate. The male hosts were standing ready to receive their guests. The Barat had not yet arrived and young men with garlands and flowers had lined the pathway on both the sides. Near the house itself, rows of young girls wearing gold and silver, dressed in bright eye-catching colours and holding flower petals in baskets, were waiting for the Barat.

Soon the Barat arrived. Every woman was loaded with jewellery around her neck, on her head, in her ears, on forearms and fingers.

Farah started feeling uncomfortable. She looked around to find a quiet corner but all the seats, except the one next to her, had been taken. There were over five hundred men, women and children gathered for that wedding. She saw a young woman coming to sit next to her. The woman was dressed simply. She instantly began talking to Farah and asked her where she had come from.

Farah told her that she was born and brought up abroad and had come to Pakistan for the first time in her life. Her mother died when she was three and her father sent her to a private residential school. He had, however, taken the responsibility of her religious education himself. On completing high school, she decided to visit Pakistan, the birth place of her father. The young lady inquired whether she had seen the display of the dowry. Farah said that she hadn't. "Tell me what is given as dowry, and why?" Farah asked the lady.

"Well", said the woman, "silk dresses, sets of jewellery, pairs of shoes, sets of bed linen and a fully furnished house with a car". The lady explained some of the items that were being displayed.

"Has the groom so much money that he can afford all this?" Farah asked. "No! no! You've got it all wrong", the lady clarified. "The bride's parents have given their daughter all this so that she may live comfortably and have no financial problem after marriage", she continued. Farah was surprised. It took her sometime to compose herself. Then she asked quietly, "Is this what all parents of brides have to give to their daughters?" Then the young woman told her that only rich people could give all these things to their daughters.

Farah shut her eyes and rested her head on the back of the chair. "Alas! If the

people only remembered how simply the Holy Prophet (ﷺ) married his daughter, Hazrat Fatima (رضي الله عنها), to Hazrat Ali (رضي الله عنه). "How simple, sacred and holy, the ceremony must have looked!" she thought to herself.

The gathering must have consisted of only close relatives and dear friends. She had read in her Islamic history that the groom had sold his armour to purchase some essentials for the daily use, like a prayer mat, a grinding stone, a sleeping mat, a pitcher for water, some cooking utensils and a pair of clothes for the bride. The Holy Prophet (ﷺ) entertained his guests with dates and milk. After the Nikah ceremony, the Holy Prophet (ﷺ) addressed his daughter thus: "Fatima! remember, never leave your house without your husband's consent". And to Hazrat Ali (رضي الله عنه) he said, "Treat your wife with love and care and be not harsh, for harshness destroys matrimonial bliss". Saying this, he allowed them to go home.

Farah was not at all happy with the grand show she was witnessing. She wished that instead of wasting it on pomp and show, the Muslims should spend their money for the benefit of the poor and the needy. They should take steps to spread knowledge and wipe out ignorance and do something to relieve the pain of the ailing and the disabled. She felt that they should support the orphans, widows and prisoners of war with the wealth that Allah made them the guardians of.

Farah was convinced that if all the Muslims followed the model presented by the Holy Prophet (ﷺ) and spent their wealth in doing good to the cause of humanity and Islam, this land could progress and prosper well.

Words	Meanings
illuminate	throw light on
inquire	ask to be told
compose	to control
convince	persuade
display	show
dowry	property/ money brought by a bride to a marriage
bliss	great joy
consent	give agreement
ailing	troubling

EXERCISES

1. Use these words in your own sentences.

illuminated, extending, inquired, compose, convinced, display, dowry, consent, bliss, ailing

2. Pronunciation and Spelling:

In some words 'c' is pronounced as 'k' before a/o/ u.

can	come	congregation	consent
cot	country	consistency	camp
cut	community	complex	confide
cultivate	contact	car	compose
consult	curtain	candle	commodities

In other words 'c' is pronounced 's' before e/i/y

city	cycle	century	cereal	celebrate
cell	cylinder	cyclone	cynic	

3. Answer the following questions.

- i. Where was Farah born and bred?
- ii. Who took the responsibility of her religious education?
- iii. Why was she surprised and displeased at the ceremony?
- iv. Compare and contrast the two wedding ceremonies.

4. (a) Give the contracted forms of the following words: e.g. I am—I'm

i.	I am	I was not	I did not
ii.	You are	You could not	You must not
iii.	We are	We will not	We have not
iv.	They are	They should not	They ought not

- (b) Construct sentences with the following expressions:

- i. hard and fast

- ii. by and large
- iii. ups and downs
- iv. heaven and earth
- v. black and white

5. Choose one word from the list and fill in the blanks.

heir, graduate, catastrophe, cleaner, guest, acquaintance, play, draper, astrologer, geologist

- i. A scene or event performed on a stage is a _____.
- ii. A person who succeeds another in the possession of title or property is an _____.
- iii. A great and sudden misfortune is a _____.
- iv. A person who is entertained at one's home is a _____.
- v. A person whom one knows casually is an _____.
- vi. A person who holds a university degree is a _____.
- vii. A person who studies the influence of stars on human beings is an _____.
- viii. A woman employed to clean out offices or houses is a _____.
- ix. A person who deals in clothes and other fashions is a _____.
- x. A person who studies rocks is a _____.

6. (a) Re-write each sentence inserting an adverb in the appropriate position.

Example: He could (hardly) keep himself awake.

- i. He could complete his work. (hardly)
- ii. They are a snobbish couple. (very)
- iii. His father lost his temper. (almost)
- iv. The test must have been very easy; the weakest students passed. (even)
- v. I think he is frightened, not hurt. (only)

(b) Supply the correct tense (Present, Past, or Past Perfect):

Example: She (go) away every week-end.
She goes away every week-end.

- i. He (go) abroad last week.
- ii. No, he isn't here. He just (go) out.
- iii. He (go) downstairs when I (meet) him.
- iv. The boy never (see) the sea.

- v. He has already (write) a lot of letters, but his sister has not (write) any.
- vi. I (hope) he (get) better now; I (hear) he (have) a bad cold all week.
- vii. He (live) in England since 1938.
- viii. When I last (see) him, he (live) in London.
- ix. He (sit) in the garden when the storm (break).
- x. I (listen) to the news last night, but I (not listen) it today.
- xi. "You (read) that book yet?" "No, I only just (begin) it".
- xii. I (see) that you (buy) a new hat. How much did you (pay) for it?
- xiii. My elder brother (join) the army when he (be) seventeen.
- xiv. He (continue) his training there for a time, and soon (become) an officer.

(c) Make sentences with the following idiomatic phrases.

bombarded with
a quiet corner
born and bred
knitted his brows
take to task

7. Answer the following question.

Should a lot of money be spent on pomp and show at a wedding ceremony or should it be solemnized in a simple way? Write your views.

My Mother
(Ann Taylor)

Who sat and watched my infant head,
When sleeping on my cradle bed
And tears of sweet affection shed?
My Mother.

Who dressed me in clothes nice and gay
And fondly taught me how to play
And minded all I had to say?
My Mother.

Who ran to help me when I fell,
And would some pretty story tell,
Or kiss my head to make me well?
My Mother.

And can I ever cease to be
Affectionate and kind to thee,
Who was so very kind to me?
My Mother.

When thou art feeble, old and grey
My healthy arm shall be thy stay
And I will soothe thy pains away.
My Mother.

Words

Meanings

cradle	an infant's bed esp. on rockers
affection	love, good feelings
fondly	lovingly
minded	listened to and cared about
cease	come or bring to an end, stop
feeble	weak, lacking energy
stay	support
soothe	to comfort, to calm

Notes:

(a) The poetess expresses her deep love for her mother. She explains to herself that it was her mother who had always been with her and who watched her when, as a child, she dozed off to sleep in her cradle.

Her mother dressed her up in pretty and colourful clothes and played with her when the poetess was a small child. She listened attentively to all what she said to her.

Her mother told her stories and kissed her forehead when the child fell and hurt herself. There was no end to the love and care she gave her when she was small and was growing up.

She says that she can never think of being less affectionate or unkind to her mother. When her mother is old, feeble and weak, the poetess feels that it is her duty to look after her and to comfort her in her healthy strong arms.

(b) Thee, thou, thy are poetic expressions, used in old English for the second person.

thee }
thou } you

thou are : you are
thy : your
thine : yours

EXERCISES

Answer the following questions:

1. What are the poetess' feelings about how her mother treated her when she was a small child?
2. What does she remember about her mother's care when she fell?
3. How is the poetess planning to treat her mother in her old age?
4. Express your feelings about your mother or father in a short essay about 200 words.

Double negatives:

Words containing NO or NOT are called negatives.

Examples: No, not, nobody, nothing, nowhere, none, not ever.

Note: Two negatives should never be used together in the same sentence.

Examples:

Wrong: He did not tell me nothing about her.

Right: He did not tell me anything about her.

Choose the correct word from the pairs given below to complete each sentence.

Example:

nothing, anything

- a) Javed did not tell his father anything about it.
- b) Javed told his father nothing about it.

1. **nowhere, anywhere**

- a) We could not find the book _____.
- b) The book was _____ to be found.

2. **nothing, anything**

- a) The passenger did not pay the coolie _____ for his help.
- b) The passenger paid the coolie _____ for his help.

3. **never, ever**

- a) Don't you _____ get tired of sewing clothes?
- b) Do you _____ get tired of sewing clothes?

4. **nothing, anything**

- a) There isn't _____ wrong with this bicycle.
- b) There is _____ wrong with this bicycle.

5. **no, any**

- a) There isn't _____ food left on the table.
- b) There is _____ food left on the table.

6. **nobody, anybody**

- a) We didn't see _____ in the house.
- b) We saw _____ in the house.

7. **none, any**

- a) I asked Rafia for five rupees but she had _____.
- b) I asked Rafia for five rupees but she hadn't _____.

8. **no one, anyone**

- a) We can't trust _____ these days.
- b) We can trust _____ these days.

9. **no, any**

- a) I looked everywhere but couldn't find _____ book stall.
- b) I looked everywhere but could find _____ book stall.

Proverbs:

A short familiar saying in general use expressing a supposed truth or moral lesson is called a proverb.

Learn these proverbs and their meanings.

Charity begins at home.	Be kind to relatives before showing kindness to strangers.
What is sauce for the goose is sauce for the gander.	One person should be entitled to the same treatment as another person.
It is never too late to mend.	However old a person may be, it is not too late for him to reform.
Every cloud has a silver lining.	However dark the present may seem the future holds something brighter.
A bird in hand is worth two in the bush.	It is wiser to accept an offer now than to depend on a better offer you may have in future.

The Great Leader Quaid-e-Azam Muhammad Ali Jinnah (رحمۃ اللہ علیہ)

The 20th century has seen a number of great personalities on the international political scene. None of them is equal to the Quaid-e-Azam Muhammad Ali Jinnah in intellect and honesty of purpose.

It was by sheer force of his personality, firm determination and solid resolution that the Quaid-e-Azam was able to carve out Pakistan on the map of the world. Nothing could keep back our Quaid from his resolve to transform the thoughts of Iqbal into reality, and everybody knew that the Quaid always meant what he said.

Muhammad Ali Jinnah entered politics when he was made Secretary of Dadabhai Naoroji in the annual session of the All India Congress which was presided over by Dadabhai himself. His reputation as an outstanding lawyer had fully been established when he became a Presidency Magistrate in 1900.

When he was studying law in England, Muhammad Ali Jinnah never wasted his spare time. Instead, he spent his time reading books on law and other subjects. He led a life of diligence, discipline and deep study. He particularly studied the lives of great men. He listened attentively with a receptive mind to the political debates and proceedings whenever Parliament was in session.

The Quaid was a man of great and rare qualities of head and heart. He was a symbol of integrity and honesty. Even his worst enemies admitted that the Quaid was not purchasable. This quality not only endeared him to his own people but also won him the respect and admiration of his opponents.

Our great leader had many other great qualities as well. He was fearless and courageous. Everybody knew that he always meant what he said. Once he took a decision, he stood by it, no matter what were the difficulties on the way. The creation of Pakistan is a testimony to the strength of his conviction. The Quaid never compromised on principles.

The motto of the Quaid, "Unity, Faith, Discipline" enabled the Muslims of India to achieve their goal against the combined and staunch opposition of the British rule and the Hindu majority.

The scheme of a separate Muslim state in the Indian Sub-continent appeared not only to be a dream but also a vague idea. It was also bitterly opposed. But it was the Quaid-e-Azam Muhammad Ali Jinnah who translated the dream of Allama Iqbal into reality with his strong determination.

With every day passing in the struggle for Pakistan, the Quaid rose in the estimation of his people. It was by the magic spell of his personality that he emerged as the most powerful and undisputed leader of the Muslims of the Sub-continent. To liberate the Muslims from the British and the Hindu rule, he worked hard day and night. Despite his failing health, he had abundant wealth of confidence and will-power. He was an excellent orator who could keep his audience spellbound for hours together. He argued his case for an independent state for the Muslims with such mastery of language that even the opponents were convinced by his forceful arguments.

The demand for a separate homeland for the Muslims of India was an expression of their deepest emotions and of their political and cultural identity whose roots embedded in the state of Madina founded by the Prophet Muhammad (ﷺ). The Quaid had a clear concept of Islam as a code of life. He said, in an interview to journalist Beverley Nichols, "Islam is not only a religious doctrine but also a realistic code of conduct in terms of every day and every thing important in life: our history, our laws and our jurisprudence. In all these things, our outlook is not only fundamentally different but also opposed to the Hindus. There is nothing in life that links us together. Our names, clothes, food, festivals and rituals, all are different. Our economic life, our educational ideas, treatment of women, attitude toward animals, and humanitarian considerations, all are very different".

Addressing the Muslim League Convention, the Quaid said, "What are we fighting for? What are we aiming at? It is not a theocracy, nor a theocratic state. Religion is there and it is dear to us. There are other things which are very vital: our social life, our economic life; and without political power, how can you defend your faith and your economic life?"

"Pakistan should be based on sure foundation of social justice and Islamic socialism, which emphasizes equality and brotherhood of man", the Quaid said on an occasion when he was delivering a speech in Chittagong in March, 1948.

The Quaid-e-Azam took great interest in the formation and progress of the Muslim Students Federation. His advice to the students after Pakistan had come into being was, "Now that you have achieved your goal, you have a Government of your own and a country which belongs to you and in which you can live as free men. Your responsibilities and your approach to the political, social and economic problems must also change. The duties required of you are: develop a sound sense of discipline, character, initiative and a solid academic background. You must devote yourselves whole-heartedly to your studies, for that is your first obligation to yourselves, to your parents and to the State".

In his address to the students of Islamia College, Peshawar in April, 1948 he said, "Remember that your Government is like your garden which flourishes by the way you look after it and the efforts you put forward for its improvement. Similarly, your

government can only flourish as a result of your patriotic, honest and constructive efforts to improve it

"You must learn to distinguish between your love for your province and duty to the State as a whole. Our duty to the State takes us a stage beyond provincialism. It demands a broader sense of vision and a greater sense of patriotism. Our duty to the state often demands that we must be ready to submerge our individual and provincial interests into the common cause for common good. Our duty to the state comes first, and our duty to our province, district, town and village and to ourselves comes next".

"Remember we are building up a state which is going to play its full part in the destinies of the whole Islamic World. We, therefore, need a wider outlook which will cross the provincial boundaries, limited nationalism and racialism. We must develop a sense of patriotism which should bind us all into one united and strong nation".

"That is the only way in which we can achieve our goal: the goal of our struggle, the goal for which millions of the Mussulmans have laid down their lives for the cause of Islam and Pakistan."

The Quaid's motto, "Work, work, and work" is a call to wake us up from slumber and work hard to achieve national goals. It is the earnest desire of every Pakistani to see Pakistan attaining the stature visualized by our great leader, the Quaid-e-Azam. Each one of us should try and act upon the golden principles the Quaid gave to the nation, and follow him in his footsteps and thus obtain for Pakistan a respectable and dignified place among the comity of nations.

EXERCISES

1. Answer the following questions.

- i. What is the meaning of the Quaid's motto?
- ii. What did the Quaid say in an interview to Beverley Nicholas?
- iii. What did he say while addressing the Muslim League Convention?
- iv. How can we make Pakistan great?
- v. What is the role of the students in the progress of our country?
- vi. What advice did the Quaid give to the Muslim Students Federation?
- vii. Give a sketch of the Quaid-e-Azam's character.

2. Change the following passage into the present tense.

The Quaid was a man of great and rare qualities of head and heart. He was a symbol of integrity and honesty. Even his worst enemies admitted that the

Quaid was not purchasable. This quality not only endeared him to his own people but also won him the respect and admiration of his opponents.

3. Make nouns from the following words:

Example: achieve - achievement
 donate, create, youthful, destroy, advise, strong, happy, provincial, live, political, social.

4. Fill in the blanks with suitable prepositions: for, to, with, up, into.

- i. Even a child knows that a Muslim stands _____ Pakistan.
- ii. You will agree _____ me.
- iii. You must devote yourself _____ your studies.
- iv. We have _____ mould our people _____ a well-organized and solid nation.
- v. If you want to build _____ yourself _____ a nation, _____ God's sake give _____ this provincialism.

5. For each word in list 'A' choose a word similar in meaning from list B. For example separate / apart, are similar in meaning:

List 'A'	List 'B'
create	liberty
separate	make something new
fundamental	energetic
high	respect
active	tall
freedom	basic
famous	well-known
honour	apart

6. Punctuation:

Its, It's

'Its' means belonging to it.

Example: The baby has lost its doll.
 The cat is eating its dinner.

"It's" is short for 'it is' or 'It has'

Example: It's a long way from here.
(It is a long way)
 It's been a very hot summer.
(It has been)

Now, rewrite the following passages by putting an apostrophe (') where necessary.

"Hello, Saleem! Its nice to see you again. Its been a long time since we met last. How are you?"

"Im very well, thank you, Akmal, but my dog isnt very well. He burnt his foot and I am taking him to the veterinary hospital". "Yes, I can see that its limping. Look, its holding up its paw for me to see!"

"Where is the hospital, Saleem? I know its somewhere near here".

"Yes, its in the next street. Come on, Ill take you".

"Thank you, Akmal. Its very kind of you".

7. Consult your dictionary to find out the meanings of these words:
resolution, carve, transform, diligence, rare, endear, opponents, testimony, compromise, convictions, concept, initiative, emphasis, patriotism, comity, visualize.

Creative writing:

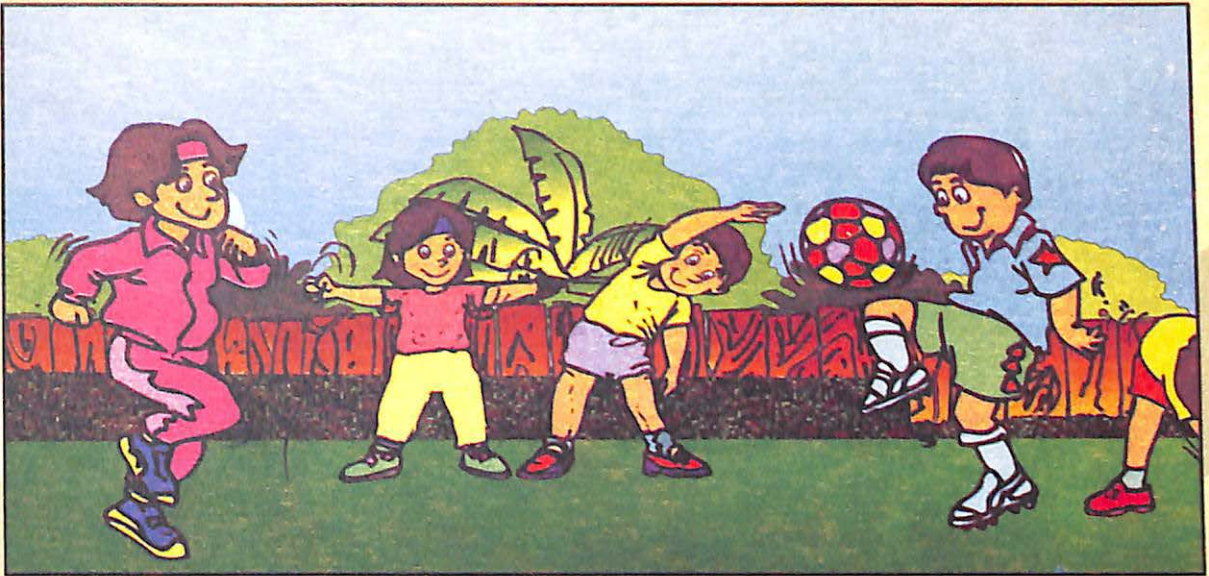
8. "Write a short essay on "A Great Leader".
9. Read the following text rapidly to look for particular items of information as asked below.

After a long struggle under the banner of the All India Muslim League, Pakistan became an independent state on the 14th August 1947, with the Quaid-e-Azam Muhammad Ali Jinnah as the leader. Pakistan became a sovereign republic on March 23, 1956. The Muslims, the Hindus, the Christians, the Buddhists and the people of scheduled castes live in Pakistan. The majority is Muslim. The national language of Pakistan is Urdu. The official language is, however, English.

In addition, a number of regional languages are spoken, e.g. Punjabi, Pushto, Sindhi, Balochi and Saraiki.

Answer Verbally:

- i. When did Pakistan become a sovereign republic?
- ii. Which religion does the majority of the people follow?
- iii. What is the official language of Pakistan?
- iv. Name a few regional languages spoken in Pakistan.
- v. Give a suitable title to the passage.



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