

1 UNIT

THE SAVIOUR OF MANKIND

انسانیت کے نجات دہندہ



Pre-reading:

- Mention the condition of Arabia before Islam.
- How did Islam Change the lives of the people?
- Who is the last Rasool of Allah ﷺ؟
- How many religions do you know? Can you name the most prominent figures of each?

Word	Urdu Meaning	Synonyms	Antonyms	Grammatical Status
Bountiful	فیاض، کرم والا	Generous, Abundant, Plentiful	Scant, Meager, Insufficient	Adjective
Conquests	فتوحات	Victories, Triumphs, Achievements	Defeats, Losses, Failures	Noun
Dilemma	دوہری مشکل / پیچیدہ	Quandary, Predicament, Difficulty	Solution, Certainty, Resolution	Noun
Dispensation	انتظام / تبلیغ	Distribution, Allocation, Grant	Withholding, Retention, Denial	Noun
Embodiment	مجسم نمونہ	Personification, Representation, Model	Disembodiment, Abstract, Non-existence	Noun
Endurance	برداشت	Stamina, Perseverance, Strength	Weakness, Fragility, Vulnerability	Noun

Eloquent	فصح، بلیغ	Expressive, Articulate, Persuasive	Inarticulate, Mute, Unclear	Adjective
Faith	ایمان	Belief, Trust, Confidence	Doubt, Distrust, Uncertainty	Noun
Guidance	رہنمائی	Direction, Advice, Counsel	Misguidance, Confusion, Deception	Noun
Impressed	متاثر	Moved, Affected, Stirred	Unmoved, Indifferent, Unimpressed	Verb (Past Participle)
Materialistic	مادیت پرست	Greedy, Selfish, Possessive	Altruistic, Selfless, Generous	Adjective
Noble	شریف، عظیم	Honorable, Virtuous, Ethical	Dishonorable, Corrupt, Immoral	Adjective
Nexus	رشتہ، تعلق	Link, Connection, Bond	Disconnection, Separation, Divide	Noun
Perish	ہلاک ہونا	Die, Expire, Decease	Survive, Live, Endure	Verb
Plight	پریشانی	Predicament, Trouble, Difficulty	Comfort, Ease, Advantage	Noun
Proclaim	اعلان کرنا	Announce, Declare, Pronounce	Conceal, Withhold, Keep secret	Verb
Proselytizing	تبلیغ	Preaching, Evangelizing, Missionary	Secularizing, Disengaging, Ignoring	Gerund
Proclamation	اعلان	Announcement, Declaration, Notice	Silence, Reticence, Concealment	Noun
Restrain	روکنا	Restrict, Control, Limit	Allow, Release, Free	Verb
Superstition	توہم پرستی	Myth, Folklore, Belief	Logic, Rationality, Reason	Noun
Torch	مشعل	Lantern, Light, Flame	Darkness, Shade, Dimness	Noun
Remarkable	قابل ذکر	Extraordinary, Noteworthy, Impressive	Unremarkable, Ordinary, Common	Adjective

1. Arabia is the land of unparalleled charm and beauty, with its trackless deserts of sand dunes in the dazzling rays of the tropical sun. Its starry sky has excited the imagination of poets and travellers. It was in this land that the Rasool (ﷺ) was born, in the city of Makkah, which is about fifty miles from the Red Sea.
عرب انتہائی گرم سورج کی روشن کرنوں میں ریت کے ٹیلوں والے بے راستہ صحراؤں میں حسن اور خوبصورتی کی بے مثال سرزمین ہے۔ اس کے ستاروں بھرے آسمان نے شاعروں اور مسافروں کے تصور کو ابھارا کیا ہے۔ یہ ہی وہ سرزمین ہے جہاں رسول اللہ صلی اللہ علیہ وسلم کی ولادت باسعادت ہوئی، جو شہر مکہ میں ہے۔ جو کہ بحیرہ احمر سے تقریباً پچاس میل دور ہے۔
2. The Arabs possessed a remarkable memory and were an eloquent people. Their eloquence and memory found expression in their poetry. Every year a fair was held for poetical competitions at Ukaz. It is narrated that Hammad said to Caliph Walid bin Yazid: "I can recite to you, for each letter of the alphabet, one hundred long poems, without taking into account short pieces, and all of that was composed exclusively by poets before the promulgation of Islam." It is no small wonder that Allah Almighty chose the Arabic language for His final dispensation and the preservation of His Word.
عرب کے لوگ اعلیٰ یادداشت کے مالک اور فصیح و بلیغ تھے۔ ان کی فصاحت اور یادداشت ان کی شاعری میں نظر آتی تھی۔ ہر سال عکاظ میں شاعری کے مقابلوں کے لیے ایک میلہ منعقد ہوا کرتا تھا۔ یہ کہا جاتا ہے کہ حماد نے خلیفہ ولید بن یزید سے کہا: "میں آپ کو حروف تہجی کے ہر ایک حرف سے مختصر حصوں کو شمار کیے بغیر سو طویل نظمیں سناسکتا ہوں اور یہ سب اسلام کی آمد سے پہلے کے شعراء نے خاص طور لکھی تھیں۔ یہ معمولی معجزہ نہیں ہے کہ اللہ تعالیٰ نے اپنے حتی کلام کی حفاظت اور تبلیغ کے لیے عربی زبان کا چناؤ فرمایا۔
3. In the fifth and sixth centuries, mankind stood on the verge of chaos. It seemed that the civilization which had taken four thousand years to grow had started crumbling. At this point in time, Allah Almighty raised a Rasool among themselves to lift the humanity from ignorance into the light of faith.
پانچویں اور چھٹی صدیوں میں انسانیت انتشار کے دہانے پر کھڑی تھی۔ ایسا محسوس ہوتا تھا کہ جس تہذیب کو پروان چڑھنے میں چار ہزار سال لگے تھے وہ ٹوٹ پھوٹ کا شکار ہونے لگی تھی۔ عین اس وقت اللہ تعالیٰ نے بنی نوع انسان کو جہالت سے نکال کر ایمان کی روشنی میں لانے کے لیے ان میں ایک رسول کو بھیجا۔
4. When Hazrat Muhammad (ﷺ) was thirty-eight years of age, he spent most of his time in solitude and meditation. In the cave of Hira, he used to retire with food and water and spend days and weeks in remembrance of Allah.
جب حضرت محمد صلی اللہ علیہ وسلم کی عمر مبارک اڑتیس برس ہوئی تو آپ اپنا زیادہ تر وقت تنہائی اور غور فکر میں گزارتے تھے۔ غار حرا میں وہ کھانا اور پانی کے ہمراہ جاتے اور اللہ کی یاد میں دن اور رات گزارتے تھے۔
5. The period of waiting had come to a close. His heart was overflowing with profound compassion for humanity. He had a pressing urge to eradicate wrong beliefs, social evils, cruelty and injustice. The moment had arrived when he was to be bestowed with Nabuwat. One day, when he was in the cave of Hira, Hazrat Jibril (Gabriel) (ﷺ) came and conveyed to him the following message of Allah Almighty:
اب انتظار کا وقت اختتام کو پہنچ چکا تھا۔ ان کا دل انسانیت کے لیے بہت زیادہ ہمدردی سے بھرپور تھا۔ وہ غلط عقائد، معاشرتی برائیوں، ظلم اور ناانصافی کو جڑ سے ختم کرنے کی شدید خواہش رکھتے تھے۔ وہ وقت آچکا تھا جب انہیں نبوت عطا کی جانی تھی۔ ایک دن جب آپ غار حرا میں تھے تو حضرت جبریل علیہ السلام تشریف لائے اور ان کو اللہ تعالیٰ کا درج ذیل پیغام پہنچایا:
اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ اِقْرَأْ وَ رَبُّكَ الْكَرِيمُ الَّذِي عَلَّمَ بِالْقَلَمِ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ
Read in the name of thy Lord Who created; created man from a clot (of congealed blood): Read and thy Lord is most Bountiful, Who taught (the use of) the pen, taught man that which he knew not. (Quran, 96:1-5)

اپنے رب کے نام سے پڑھیے جس نے پیدا فرمایا۔ انسان کو جسے ہوئے خون سے پیدا فرمایا: پڑھیے اور آپ کا رب بڑا مہربان ہے جس نے قلم کا استعمال سکھایا، انسان کو وہ کچھ سکھایا جو وہ نہ جانتا تھا۔

6. The revelation of the divine message which continued for the next twenty- three years had begun, and the Rasool (ﷺ) had arisen to proclaim the oneness of Allah (Tauheed) and the unity of mankind. His mission was to destroy the nexus of superstition, ignorance, and disbelief, and set up a noble conception of life and lead mankind to the light of faith and divine bliss.

پیغام الہی جو آنے والے تیس سال تک جاری رہا کا نزول شروع ہو چکا تھا اور رسول اللہ صلی اللہ علیہ وسلم کی وحدانیت اور توحید کا اعلان کرنے کے لیے اٹھ کھڑے ہوئے۔ ان کا مقصد تو ہم پرستی، جہالت اور کفر کے سلسلے کو ختم کرنا اور زندگی کا ایک اعلیٰ تصور قائم کرنا اور بنی نوع انسان کو ایمان کی روشنی اور اللہ کی نعمتوں کی طرف رہنمائی کرنا تھا۔

7. Since this belief was threatening their dominance in the society, the pagan Arabs started to mount pressure on the Rasool (ﷺ) and his followers. They wanted them to renounce their cause and take to idol-worshipping. On one occasion, they sent a delegation to the Rasool's (ﷺ) kind and caring uncle, Abu Talib. They told him to restrain the Rasool (ﷺ) from preaching Allah Almighty's message, or face their enmity. Finding himself in a dilemma, he sent for his nephew, and explained to him the situation. The Rasool (ﷺ) responded with these memorable words:

جیسا کہ یہ عقیدہ معاشرے میں ان کے غلبے کے لیے معاشرے میں خطرے کا باعث تھا، اس لیے مشرک عربوں نے رسول اللہ صلی اللہ علیہ وسلم اور آپ کے پیروکاروں پر دباؤ ڈالنا شروع کر دیا۔ وہ چاہتے تھے کہ وہ اپنے مقصد کو چھوڑ دیں اور بت پرستی کی طرف آجائیں۔ ایک موقع پر انہوں نے رسول اللہ صلی اللہ علیہ وسلم کے شفیق اور مہربان چچا ابو طالب کے پاس ایک وفد بھیجا۔ انہوں نے ان سے کہا کہ رسول اللہ (صلی اللہ علیہ وآلہ وسلم) کو اللہ کے پیغام کی تبلیغ سے روکیں یا ان کی دشمنی کا سامنا کریں۔ خود کو الجھن میں پا کر، انھوں نے اپنے بھتیجے کو بلوایا، اور ان پر صورت حال واضح فرمادی۔ رسول اللہ صلی اللہ علیہ وسلم نے ان یادگار الفاظ سے جواب دیا:

"My dear uncle, if they put the sun in my right hand and the moon in my left, even then I shall not abandon the proclamation of the Oneness of Allah (Tauheed). I shall set up the true faith upon the earth or perish in the attempt."

میرے پیارے چچا، اگر وہ میرے دائیں ہاتھ میں سورج اور بائیں ہاتھ میں چاند رکھ دیں، تب بھی میں اللہ کی وحدانیت (توحید) کے اعلان کو نہیں چھوڑوں گا، میں زمین پر سچا ایمان قائم کروں گا یا اس کوشش میں قربان ہو جاؤں گا۔

The Rasool's (ﷺ) uncle was so impressed with his nephew's firm determination that he replied:

"Son of my brother, go thy way; none will dare touch thee. I shall never forsake thee."

رسول اللہ صلی اللہ علیہ وسلم کے چچا اپنے بھتیجے کے مضبوط ارادے سے اتنے متاثر ہوئے کہ انہوں نے فرمایا:

"میرے بھائی کے بیٹے، اپنے راستے پر چلتے جائیں، کوئی بھی آپ کو چھونے کی جرأت نہیں کرے گا۔ میں کبھی بھی آپ کو تنہا نہیں ہوں گا۔"

And the Rasool (ﷺ) did go the way Allah Almighty had chosen for him. Imbued with divine guidance and firm resolve, the Rasool (ﷺ) encountered all the challenges with grace and dignity. In no time he elevated man to the highest possible level in both spiritual and worldly domains. He was also a driving force behind the Arab conquests, which have created an everlasting impression on human history. No wonder, he is universally acknowledged as the most influential figure in history. In the words of Michael H. Hart, a great historian:

اور رسول اللہ (صلی اللہ علیہ وآلہ وسلم) اس راستے پر چلتے گئے جس کا اللہ تعالیٰ نے ان کے لیے انتخاب فرمایا تھا۔ ربانی راہنمائی اور پختہ عزم سے بھرپور، رسول (صلی اللہ علیہ وسلم) نے تمام مشکلات کا مقابلہ انتہائی وقار اور عظمت کے ساتھ کیا۔ انہوں نے بہت کم وقت میں انسان کو روحانی اور دنیاوی دونوں میدانوں میں

بلند سطح تک پہنچا دیا۔ وہ عربوں کی اُن فتوحات کے پیچھے ایک متحرک طاقت تھے، جس نے انسانی تاریخ پر ایک ہمیشہ رہنے والا نقش قائم کیا۔ بلاشبہ انہیں عالمگیر سطح پر تاریخ کی سب سے بااثر شخصیت کے طور پر مانا جاتا ہے۔ ایک عظیم مورخ مائیکل ہارٹ کے مطابق:

"Muhammad (ﷺ), however, was responsible for both the theology of Islam and its main ethical and moral principles. In addition he played a key role in proselytizing the new faith, and in establishing the religious practices. In fact as the driving force behind the Arab conquests, he may well rank as the most influential political leader of all time... The Arab conquests of the seventh century have continued to play an important role in the human history, down to the present day."

تاہم "محمد (ﷺ)" اسلام کی عقیدے اور اس کی بنیادی اخلاقیات اور اخلاقی اصولوں دونوں کے ذمہ دار تھے۔ اس کے علاوہ انھوں نے نئے عقیدے کی تبلیغ میں، اور مذہبی عمل داری کو قائم کرنے میں ایک اعلیٰ کردار ادا فرمایا۔ درحقیقت عرب فتوحات کے پیچھے وہ ایک طاقتور قوت کے طور پر سب سے زیادہ بااثر سیاسی راہنما ہیں۔ عربوں کی ساتویں صدی کی فتوحات نے انسانی تاریخ میں آج تک کے لیے ایک اہم کردار ادا کیا ہے۔"

Such a thorough transformation of man and society owes to the Rasool's (ﷺ) deep faith in Allah Almighty, to his love for humanity, and to the nobility of his character. Indeed, his life is a perfect model to follow. In reply to a question about the life of the Rasool (ﷺ), Hazrat Ayesha (رضی اللہ عنہا) said:

ایسی حقیقی تبدیلی انسان اور معاشرے کی رسول اللہ صلی اللہ علیہ وسلم کے اللہ تعالیٰ پر گہرے ایمان، انسانیت سے محبت اور آپ کے کردار کی عظمت کی مرہون منت ہے۔ حقیقت میں، ان کی حیات طیبہ پیروی کرنے کے لیے ایک مکمل نمونہ ہے۔ رسول اللہ (صلی اللہ علیہ وآلہ وسلم) کی حیات طیبہ کے بارے میں ایک سوال کے جواب میں حضرت عائشہ (رضی اللہ عنہا) نے فرمایا:

"His morals and character are an embodiment of the Holy Quran."

"ان کے اخلاق و کردار قرآن پاک کی حقیقت ہیں۔"

The final word about the saviour of mankind in the Holy Quran is:

قرآن مجید میں حرف آخر انسانیت کے نجات دہندہ کے بارے میں یہ ہے:

يَا أَيُّهَا النَّبِيُّ إِنَّا أَرْسَلْنَاكَ شَاهِدًا وَمُبَشِّرًا وَنَذِيرًا ۚ وَدَاعِيًا إِلَى اللَّهِ بِإِذْنِهِ وَسِرَاجًا مُنِيرًا

O Nabi! Surely, We have sent you as a witness, and as a bearer of good news and as a warner.

And as the one inviting to Allah by His permission, and as a light-giving torch. (Quran, 33:45-46)

اے نبی! ﷺ بیشک ہم نے آپ کو گواہ، خوشخبری دینے والا اور ڈر سے خبردار کرنے والا بنا کر بھیجا ہے۔ اور اللہ کی اجازت سے اللہ کی طرف دعوت دینے والا راہنما بنا کر بھیجا ہے۔ (قرآن، 33:45-46)

Theme

سُبْحَانَهُ Hazrat Muhammad (ﷺ) the last Rasool of Allah Almighty, has the greatest influence on mankind. His teachings and life are a source of motivation and guidance for humanity.

Glossary

Words	Meanings
bestowed	to give something as an honour or a gift
chaos	lack of order
compassion	sympathy
crumble	to break something into very small pieces
Dazzling	(of light) so bright that you cannot see for a short time
demolish	destroy
dilemma	a situation that makes problems
dispensation	special permission to do something

dunes	a small hill of sand
eloquence	the ability to use language and express your opinions well
embodiment	a typical example of an idea or a quality
eradicate	to destroy or get rid of something
Everlasting	continuing forever
meditation	the practice of focusing your mind in silence, especially for religious reasons or in order to make your mind calm
Nexus	a complicated series of connections between different things
proclaim	to publicly and officially tell people about something important
promulgation	the act of spreading an idea, a belief, etc. among many people
proselytizing	to try to persuade other people to accept your beliefs, especially about religion or politics
renounce	to state publicly that you no longer have a particular belief or that you will no longer behave in a particular way
solitude	the state of being alone, especially when you find this pleasant
theology	the study of religion and beliefs
transformation	a complete change in somebody/something
tropical	the area between the two tropics, which is the hottest part of the world
unparalleled	used to emphasize that something is bigger or better than anything else like it
Verge	the edge

Comprehension Questions

A. Answer the following questions:

Q.1 How might the geographical description of Makkah Mukarramah influence the reader's understanding of its historical and cultural importance?

Ans: The description shows Makkah as a beautiful and special place in Arabia, known for its deserts and poetic atmosphere. It is important because it is the birthplace of the Rasool (خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) and close to the Red Sea.

Q.2 What does the emphasis on the Arabs' memory and eloquence suggest about their culture before Islam?

Ans: The Arabs had great memory and speaking skills, which were shown in their poetry and events like the Ukaz competition. This reflects their rich culture before Islam.

Q.3 What is the importance of the anecdote about Hammad and Caliph Walid bin Yazid?

Ans: The story shows how skilled the Arabs were at memorizing and creating poetry. This explains why the Arabic language was chosen for Allah's final message.

Q.4 What parallels can you draw between the state of civilization described here and other historical periods of decline and renewal?

Ans: During the fifth and sixth centuries, the world was in chaos, similar to other times when society was weak and then improved through faith and guidance.

Q.5 What challenges did the Rasoolullah (خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) face in proclaiming the Oneness of Allah (Tauheed) and the unity of mankind?

Ans: He faced strong opposition from society, such as people trying to stop his message by asking Abu Talib to control him.

Q.6 In what ways did the Rasoolullah (خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) elevate mankind to a higher level in both spiritual and worldly domains?

Ans: He ended ignorance, false beliefs, and bad practices, guiding people to faith and happiness. He also influenced the Arab conquests that changed history.

Q.7 How does the final Quranic verse (Quran 33:45-46) encapsulate the role and mission of the Rasoolullah (خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ)?

Ans: The verse describes him as a guide, bringing good news, warning, and leading people to Allah like a bright light.

Q.8 How does the author view the pre-Islamic Arabs? Write down the examples and the evidence supporting your inferences.

Ans: The author appreciates their memory and speaking skills, shown in their poetry and competitions, but also shows they needed Islam for true guidance.

Textual Questions

Q.1 What kind of competition was held at Ukaz every year?

Ans: Every year, a poetry competition was held at Ukaz.

Q.2 At what age did Hazrat Muhammad (ﷺ) start spending time in solitude and meditation in the cave of Hira?

Ans: Hazrat Muhammad (ﷺ) started spending time alone and thinking in the cave of Hira at the age of thirty-eight.

Q.3 Who did the pagan Arabs send a delegation to, in order to stop the Rasoolullah (ﷺ) from preaching?

Ans: The pagan Arabs sent a group to Rasoolullah's (ﷺ) uncle, Abu Talib, to stop him from preaching.

Q.4 What did Michael H. Hart say about the Rasoolullah (ﷺ)?

Ans: Michael H. Hart said that Muhammad (ﷺ) taught the beliefs and main morals of Islam. He helped spread the new faith and set up its practices. He also led the Arab conquests and is one of the most influential leaders in history.

B. Reread paragraph 5 of the unit and identify:

(i) What is the main idea of this paragraph?

The main idea of the paragraph is the pivotal moment when Prophet Muhammad (ﷺ) received the first divine revelation from Allah through Hazrat Jibril (Gabriel) in the cave of Hira, signifying the commencement of his Prophethood and his mission to reform society by addressing wrong beliefs, social evils, and injustices.

(ii) What details support this idea?

The text explains that the waiting period had ended, marking the arrival of an important moment. It describes how the Prophet Muhammad (ﷺ) felt deep compassion for humanity and a strong desire to remove wrong beliefs, social evils, cruelty, and injustice. It mentions that the time had come for him to be chosen as a Prophet. One day, while he was in the cave of Hira, Hazrat Jibril (Gabriel) appeared and brought him the first revelation from Allah. The revelation was:

"Read in the name of your Lord who created; created man from a clot of blood. Read, and your Lord is the most Generous, who taught by the pen, taught man what he did not know."

- C. Write an objective summary of the text. Start with the central/main idea and include key supporting details. Ensure the summary is concise and focused on the main points.

The text highlights the life, mission, and lasting influence of Prophet Muhammad (PBUH) on humanity. He was born in Arabia, a land of great beauty, among people known for their strong memory and eloquence. During a time of chaos and moral decline, Allah chose him as a prophet to guide people toward faith, justice, and unity.

At the age of thirty-eight, he began spending time alone in the cave of Hira, reflecting and praying. His waiting ended when Hazrat Jibril (Gabriel) brought him the first revelation, starting his Prophethood. For the next 23 years, he preached the oneness of Allah (Tauheed), fought against ignorance and false beliefs, and introduced a better way of life.

Even though the pagan Arabs opposed him and tried to stop his mission, the Prophet stayed firm in his faith. His strong character and dedication inspired his uncle, Abu Talib, to support him. The Prophet transformed society, uplifting people spiritually and morally, and led the Arab conquests, which had a lasting impact on history.

His life perfectly reflects the teachings of the Quran and serves as a role model for everyone. The Quran describes him as a witness, a bearer of good news, a warner, and a light for humanity, highlighting his role as a savior for mankind.

Vocabulary

Pronunciation key

The British pronunciations given are these of younger speakers of General British. This includes RP (Received Pronunciation) and a range of similar accents which are not strongly regional. The American pronunciation chosen are also as for as

Consonants

p	pen	/pen/	s	See	/si:/
b	bad	/bæd/	z	Zoo	/zu:/
t	tea	/ti:/	f	Shoe	/fu:/
d	did	/did/	ʒ	Vision	vizn/
k	cat	/kæt/	h	Hat	/hæt/
g	get	/get/	m	Man	/mæn
tf	chain	/tfem/	n	Now	/nao/
dʒ	jam	/dzæm/	10	Sing	/SI U/
f	fall	/fo:l/	l	Leg	/leg/
v	van	/væn	r	Red	/red/
θ	thin	/θm/	j	Yes	/jes/
d	this	/ðɪz/	w	Wet	/wet/

This symbol (r) indicates that British pronunciation will have /r/ only if a vowel sound follows directly at the beginning of the next word, as in faraway; otherwise the /r/ is omitted. For American English all the /r/ sounds should be pronounced. /x/ represents a fricative sound as in lox for Scottish loch, Irish lough. possible the most general (not associated with any particular region). If there is a difference between British and American pronunciations of a word, the British one is given first, with NAmE before the American pronunciation.

Vowels and diphthongs

i:	see	/si:/	
ɪ	happy	/hæpi/	
ɪ	sit	/sɪt/	
e	ten	/ten/	
æ	cat	/kæt/	
ɑ:	father	/fɑ:ðə(r)/	
ɒ	got	/gɒt/	(British English)
ɔ:	saw	/sɔ:/	
ʊ	put	/pʊt/	
ʌ	actual	/æ'ktʃuəl/	
u:	too	/tu:/	
ʌ	cup	/kʌp/	
ɜ:	fur	/fɜ:(r)/	
ə	about	/ə baʊt/	
eɪ	say	/seɪ/	
əʊ	go	/gəʊ/	(British English)
ʊə	pure	/pʊə(r)/	
aɪ	my	/maɪ/	
ɔɪ	boy	/bɔɪ/	
aʊ	now	/naʊ/	
ɪə	near	/nɪə(r)/	(British English)
eə	hair	/heə(r)/	(British English)



Dictionary Skill

Guide words

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polecat

pollen

(-xing) hit or kill with poleaxe; (exp. as **poleaxed** adjective) colloquial dumbfound, overwhelm.

polecat /pə'leɪkæt/ **noun** small dark brown mammal of weasel family.

polemic /pə'lemɪk/ **noun** verbal attack; controversy; (in plural) art of controversial discussion. **adjective** (also **polemi cal**) involving dispute, controversial.

□ **polemicist** /-sɪst/ **noun**.

police /pə'liːs/ **noun** (treated as *plural*) civil force responsible for maintaining public order; its members; force with similar function. **verb** (-cing) control or provide with police; keep in order, control, administer. □ **police dog** dog used in police work; **police force** body of police of country, district, or town;

policemen, **policewoman**, **police officer** member of police force; **police state** totalitarian state controlled by political police; **police station** office of local police force.

policy /'pɒlɪsi/ **noun** (*plural* -ies) course of action adopted by government, business, etc.; prudent conduct.

policy /'pɒlɪsi/ **noun** (*plural* -ies) (document containing) contract of insurance. □ **policyholder** person or body holding insurance policy.

polio /'pɒliəʊ/ **noun** poliomyelitis.

poliomyelitis /'pɒliəʊmaɪə'lartɪs/ **noun** infectious viral nervous system, with temporary or permanent paralysis.

Polish /'pəʊlɪʃ/ **adjective** of Poland.

noun language of Poland.

polish /'pɒlɪʃ/ **verb** (often + up) make or become smooth or glossy by rubbing; (esp. as **polished** adjective) refine, improve. **noun** substance used for polishing; smoothness, glossiness; refinement. □ **polish off** finish quickly.

polite /pə'laɪt/ **adjective** (-r, -st) having good manners, courteous; cultivated, refined. □ **politely** **adverb**; **politeness** **noun**.

politic /'pɒlɪtɪk/ **adjective** judicious.

expedient; prudent, sagacious. **verb** (-ck-) engage in politics.

political /pə'ltɪk(ə)/ **adjective** of state or its government; of public affairs; of, engaged in, or taking a side in politics; relating to pursuit of power, status, etc.

□ **political asylum** state protection for foreign refugee; **political correctness** avoidance of language or action which excludes ethnic or cultural minorities; **political economy** study of economic aspects of government; **political geography** geography dealing with boundaries etc. of state; **political prisoner** person imprisoned for political reason.

politically **adverb** in a political way.

□ **politically correct** exhibiting political correctness.

politician /pə'lɪtɪʃ(ə)n/ **noun** person engaged in politics.

politicize /pə'lɪtɪsaɪz/ **verb** (also -ise) (-zing or -sing) give political character or awareness to.

politics /'pɒlɪtɪks/ **plural noun** (treated as singular or plural) art and science of government; political life, affairs, principles, etc.; activities relating to pursuit of power, status, etc.

polity /'pɒlɪti/ **noun** (*plural* -ies) form of civil administration; organized societies, state.

polka /'pɒlə/ **noun** lively dance; music for this. **verb** (-kas, -kaed /-kæd/ or -ka'd, -kaɪŋ /-kəɪn/ dance polka.

□ **polka dot** round dot as one of many forming regular pattern on textile fabric etc.

poll /pɒl/ **noun** (often in plural) oting; counting of votes; result of voting, number of votes recorded; questioning of sample of public opinion; head. **verb** take or receive vote(s) o, vote; record opinion of (person, group); cut off top of (tree etc.) or (esp. as **polled** adjective) horns of (cattle). □ **polling booth** cubicle where voter stands to mark ballot paper; **polling station** building used for voting; **poll tax** historical tax levied on every adult.

pollack /'pɒlək/ **noun** (also **pollock**) (*plural* same or -s) edible marine fish related to cod.

pollard /'pɒləd/ **noun** hornless animal; tree polled to produce close head of young branches. **verb** make pollard of (tree).

pollen /'pɒlən/ **noun** fertilizing powder discharged from flower's another.

Part of speech

Pronunciation

Entry word

Word definition/meaning

B. Use a dictionary to find the following information for each word.

Word	Pronunciation	Simple Meaning	Part of Speech
Imagination	ih-maj-uh-ney-shuhn	The ability to think of new ideas or pictures	Noun
Remarkable	ri-mahr-kuh-buhl	Amazing or worth noticing	Adjective
Composed	kuhm-pohzd	Made up of different parts	Verb/Adjective
Preservation	prez-er-vey-shuhn	Keeping something safe or in good condition	Noun
Imagination	ih-maj-uh-ney-	The ability to think of new ideas or pictures	Noun

	shuhn		
Remarkable	ri-mahr-kuh-buhl	Amazing or worth noticing	Adjective
Composed	kuhm-pohzd	Made up of different parts	Verb/Adjective
Preservation	prez-er-vey-shuhn	Keeping something safe or in good condition	Noun

C. Compare the dictionary definitions with your inferences.

Word	Dictionary Meaning	Inference from the Text	Comparison
Imagination	The ability to create ideas or pictures in the mind	The ability to dream, envision, or conjure images, often as poets do	The inference is in line with the dictionary definition but emphasizes its role in poetic creativity and visualization.
Remarkable	Worthy of attention; extraordinary	Something striking or impressive, such as the remarkable memory of the Arabs	The inference aligns well with the dictionary definition, illustrating its use to describe extraordinary qualities, such as memory.
Composed	Made or created from different parts	Poems, constructed by various poets before the rise of Islam	The inference aligns with the dictionary meaning, specifically referring to the way poems are created or compiled over time.
Preservation	The act of keeping something in good condition	Protecting something from harm or decay, like the preservation of the Quran	The inference accurately reflects the dictionary meaning, particularly in the context of maintaining and safeguarding something as important as the Quran.

Word Patterns

Many English words can change their forms to indicate different meaning or functions in a sentence. Word patterns and parts of speech are closely related because changing the form of a word often changes its part of speech. By adding prefixes or suffixes, or by altering the word itself, a word can be transformed from one part of speech to another, which changes its role and meaning in a sentence.

Example:

Base Word: Analyze

- Verb: Analyze - To examine something methodically and in detail.
- Noun: Analysis - The process of examining something in detail.
- Adjective: Analytical - Relating to or using analysis or logical reasoning.
- Adverb: Analytically - In a manner that uses logical reasoning or analysis.
- Prefixes, Suffixes, and Word Changes

1. Prefixes:

Definition:

A prefix is a group of letters added to the beginning of a word to change its meaning.

Example:

The prefix "re-" added to "write" makes "rewrite," which means to write again.

2. Suffixes:

Definition:

A suffix is a group of letters added to the end of a word to change its form or meaning.

Example:

The suffix "-er" added to "teach" makes "teacher," which means someone who teaches.
Find any five words with prefixes and suffixes and use them in your sentences.

- C. Use a dictionary to find and write the different word patterns for the word "advocate". Complete the chart below by identifying the correct forms of the word "advocate" and its related forms.

Base Word	Noun Form	Verb Form	Adjective Form	Adverb Form
advocate	advocacy	advocate	advocative	-
She is an advocate for education, always talking about how important it is for every child to learn.	The lawyer will advocate for the rights of people who are not treated fairly.	His actions were very advocative of peace and justice.	-	

- D. Write sentences using each form of the word "advocate".

Grammar

Parts of Speech

Noun

Definition: A noun is a word that names a person, a place, a thing, or an idea.

Examples:

Person: teacher, John, scientist

Place: city, library, Paris

Thing: book, car, apple

Idea: happiness, freedom, love

Sentences:

- The **teacher** explained the **lesson** clearly.
- We visited the **library** after **school**.
- **Happiness** is important for life.

Pronoun

Definition: A pronoun is a word that takes the place of a noun.

Examples:

Personal Pronouns: I, you, he, she, it, we, they

Sentences:

- **She** is going to the market.
- **They** will finish the project tomorrow.

Verb

Definition: A verb is a word that expresses an action or a state of being.

Examples:

Action Verbs: run, jump, write, sing, etc.

Linking Verbs: am, is, are, was, were, be, being, been

Helping Verbs: have, has, had, do, does, did, will, shall, would, should, can, could, may, might, must

Sentences:

- She **runs** every morning.
- He **is** a talented musician.
- They **have** finished their homework.

Adjective

Definition:

An adjective is a word that describes or modifies a noun or a pronoun.

Examples:

- Descriptive Adjectives: happy, blue, tall, difficult
- Quantitative Adjectives: some, many, few, several
- Demonstrative Adjectives: this, that, these, those

- Possessive Adjectives: my, your, his, her, its, our, their

Sentences:

- She wore a **blue** dress.
- They have **many** friends.
- This cake is **delicious**.

Adverb**Definition:**

An adverb is a word that modifies a verb, an adjective, or another adverb.

Examples:

- How: quickly, slowly, happily
- When: now, then, soon, yesterday
- Where: here, there, everywhere
- To what extent: very, quite, almost, too

Sentences:

- She sings **beautifully**.
- We will leave **soon**.
- He ran very **quickly**.

Preposition**Definition:**

A preposition is a word that shows the relationship between a noun (or pronoun) and other words in a sentence.

Examples:

- in, on, at, by, with, under, over, between, among, through, etc.
- Sentences:
- The cat is **under** the table.
- She walked **through** the park.
- He sat **among** his friends.

Conjunction**Definition:**

A conjunction is a word that connects words, phrases, or clauses.

Examples:

Coordinating Conjunctions: and, but, or, nor, for, so, yet

Subordinating Conjunctions: because, although, since, unless, while, after, before, when, if

Correlative Conjunctions: either...or, neither...nor, both...and, not only...but also

Sentences:

- I want to go to the party, **but** I have to finish my homework.
- **Although** it was raining, we went for a walk.
- I will eat **either** a mango or an apple.

Interjection**Definition:**

An interjection is a word or a phrase that expresses strong emotions or surprise. Soon after the interjection, the sentence starts with a capital letter.

Examples:

wow, oh, ouch, hooray, ah, hey

Sentences:

- Wow! That was an amazing performance.
- Ouch! That hurts me.
- Alas! We have lost the match.

A. Identify and label nouns, verbs and conjunctions in the given sentences.

- i.** The quick brown fox jumps over the lazy dog.

- ii. After the storm, the sky was clear and bright.
 iii. She quickly finished her homework before dinner.
 iv. Wow! That was an incredible performance.
 V. Because it was raining, they decided to stay indoors.

Ans:

- i. **The quick brown fox jumps over the lazy dog.**

- Nouns: fox, dog
- Verbs: jumps
- Conjunctions: None

- ii. **After the storm, the sky was clear and bright.**

- Nouns: storm, sky
- Verbs: was
- Conjunctions: and

- iii. **She quickly finished her homework before dinner.**

- Nouns: homework, dinner
- Verbs: finished
- Conjunctions: before

- iv. **Wow! That was an incredible performance.**

- Nouns: performance
- Verbs: was
- Conjunctions: None

- v. **Because it was raining, they decided to stay indoors.**

- Nouns: it, they, indoors
- Verbs: was raining, decided, stay
- Conjunctions: because

- B. **Write five sentences that include at least one noun, verb, adjective, adverb, pronoun, preposition, conjunction, and interjection.**

Ans:

1. **Wow! The fast dog ran quickly across the street, and it was great.**
2. **Oh no! She worked hard before the exam, but he didn't study, so they were worried.**
3. **Hey! That pretty butterfly flew smoothly over the flowers, and it landed by the tree.**
4. **Oops! I forgot to bring my book, but I can borrow yours for class.**
5. **Wow! The small child laughed happily after getting the gift, and she was so glad.**

- C. **Choose the correct adjectives.**

- i. **Ashfaq Ahmad was a _____ writer:**

- a. famed b. famous c. famously d. infamous

- ii. **This is a very seminar:**

- a. information b. Informed c. informative d. informing

- iii. **My mother becomes if I get home late:**

- a. anxiety b. anxious c. anxieties d. anxiously

- iv. **It is _____ office. to get the correct information from the university office:**

- a. advisable b. advisable c. advising d. advised

- v. **Who is for this chaos?**

- a. responding b. responsible c. responsive d. responded

- D. **Fill in the blanks with the correct part of speech as indicated in the parentheses. (bright, they, did, Salma, under, wow, through)**

- i. The cat is hiding _____ the bed. (preposition)

- ii. She _____ (verb) her homework before dinner.

- iii. _____ (interjection)! That was an amazing performance.

- iv. He is a very _____ (adjective) student.

- V. _____ (pronoun) went to the store.

Ans:

- i. The cat is hiding **under** the bed. (preposition)

- ii. She **did** her homework before dinner. (verb)

iii. **Wow!** That was an amazing performance. (**interjection**)

iv. He is a very **bright** student. (**adjective**)

v. **They** went to the store. (**pronoun**)

Oral Communication Skills

A. Respond to the text through oral discussion.

i. Divide the class into small groups and assign each group a specific section of the text.

ii. Discuss the assigned section and answer the following questions:

- What is the main idea?
- What supporting details are provided?

iii. Present your group's findings to the class.

iv. Participate in a whole-class discussion based on the groups' presentations.

Ans:

i. **Divide the class into small groups and give each group a part of the text to discuss.**

Group 1: Introduction to Arabia and the Imagination of Poets (paragraphs 1 and 2)

Group 2: The Prophet Muhammad's Solitude and the Divine Message (paragraphs 3 to 5)

• **Group 3:** The Rise of Islam and Early Struggles (paragraphs 6 and 7)

• **Group 4:** The Strength of the Rasool's Resolve and His Impact (paragraphs 8 to 10)

ii. **Discuss the section and answer these questions:**

Group 1 (Introduction to Arabia and the Imagination of Poets):

- **Main Idea:** Arabia is a beautiful and mysterious land that inspired poets. The Arabs had great memories and were known for their storytelling skills.
- **Supporting Details:** The text talks about the large deserts, the hot sun, and the clear sky, which made the land special. It also mentions how the Arabs had strong memories and held poetry competitions.

Group 2 (The Prophet Muhammad's Solitude and the Divine Message):

- **Main Idea:** The Prophet Muhammad spent a lot of time alone thinking before he received a message that would change the world.
- **Supporting Details:** The Prophet went to the cave of Hira with food and water to pray and reflect. He wanted to help people by getting rid of bad beliefs and injustices.

Group 3 (The Rise of Islam and Early Struggles):

- **Main Idea:** As the Prophet Muhammad started teaching Islam, some Arabs did not like it and tried to stop him.
- **Supporting Details:** The Arabs sent a group to talk to the Prophet's uncle, telling him to stop Muhammad from spreading Islam. But the Prophet refused to stop his mission, no matter what.

Group 4 (The Strength of the Rasool's Resolve and His Impact):

- **Main Idea:** The Prophet Muhammad's strong faith and leadership helped Islam grow and spread, which changed the course of history.
- **Supporting Details:** The Prophet's belief in Allah and his good character helped him face challenges. He was a strong leader, and his role in the Arab conquests left a lasting impact on the world.

iii. **Present your group's findings to the class.**

Each group should share the main idea and some key points from their section. For example:

- **Group 1:** "Arabia's beauty inspired poets, and the Arabs were known for their excellent memory and storytelling."
- **Group 2:** "The Prophet Muhammad spent time alone in the cave of Hira, where he received the divine message of Islam."
- **Group 3:** "Some Arabs tried to stop the Prophet Muhammad from spreading Islam, but he stayed strong and didn't give up."

- **Group 4:** "The Prophet Muhammad's faith and leadership helped Islam grow, and his actions still impact the world today."
- iv. **Participate in a class discussion based on the groups' presentations.**
During the class discussion, the teacher can ask questions such as:
 - How did the environment and culture of Arabia influence the development of Islam?
 - What made the Prophet Muhammad such an important leader both spiritually and in other ways?
 - How did the early challenges the Prophet faced help Islam succeed?
- B. **Respond to the text by telling short stories.**
 - i. Retell the story of the first revelation in the cave of Hira in your own words.
 - ii. Share a short story about a significant moment in the life of Hazrat Muhammad ﷺ that demonstrates his compassion or determination.

Ans:

- i. **Retell the story of the first revelation in the cave of Hira in your own words:**
Hazrat Muhammad (ﷺ) used to spend time alone in the cave of Hira, thinking deeply about life and feeling a strong care for people. One day, while he was in the cave, the angel Hazrat Jibril (Gabriel) came to him with a message from Allah. He told Hazrat Muhammad (ﷺ) to "Read in the name of your Lord Who created everything." This was the first message from Allah, starting a new chapter in history. Hazrat Jibril also told him that Allah created humans from a clot of blood, taught them to use a pen, and gave them knowledge. This moment marked the beginning of Hazrat Muhammad's (ﷺ) mission to spread Allah's message to the world.
- ii. **Share a short story about a significant moment in the life of Hazrat Muhammad (PBUH) that demonstrates his compassion or determination:**
Once, the leaders of the pagan Arabs who were against Islam sent a group to Hazrat Muhammad's (PBUH) uncle, Abu Talib, asking him to stop the Prophet from preaching. They wanted him to give up his mission or face their anger. When Abu Talib spoke to Hazrat Muhammad (ﷺ) about it, the Prophet replied with strong determination. He said, "My uncle, even if they put the sun in my right hand and the moon in my left, I will not stop preaching the Oneness of Allah. I will either make the truth known to the world or die trying." Abu Talib, moved by his nephew's strong will, promised to support and protect him. This showed Hazrat Muhammad's (ﷺ) firm commitment to his mission and his deep care for people, as he wanted to spread the truth and end injustice.
- C. **Demonstrate attentive listening skills to respond orally. Bring a passage on your favourite personality and read it aloud.**

Ans: Dr. Abdul Qadeer Khan was a famous Pakistani scientist who played a key role in making Pakistan's nuclear weapons. He was born on April 1, 1936, in Bhopal, India, and moved to Pakistan after the partition in 1947. He studied in Europe and got a degree in metallurgical engineering. He then worked at important nuclear research centers in the UK and the Netherlands, where he learned a lot about uranium enrichment.

In the 1970s, Dr. Khan returned to Pakistan and took charge of the country's nuclear program. He helped develop the technology to enrich uranium, which is crucial for making nuclear weapons. Thanks to his efforts, Pakistan successfully tested its first nuclear bomb on May 28, 1998, becoming the seventh country in the world to have nuclear weapons.

Dr. Khan became a national hero in Pakistan because of his achievements. However, there were also some controversies around his work, including accusations of spreading nuclear technology to other countries. Despite this, Dr. Khan was seen as a symbol of patriotism and scientific excellence. He passed away on October 10, 2021, but his contributions to Pakistan's defense and his work in nuclear science will always be remembered.

Questions:

1. After listening to the passage read aloud by the teacher:

(i) What emotions did you hear in the reader's voice?

Ans: The reader's voice showed respect and admiration for Dr. Abdul Qadeer Khan, especially when talking about his work on Pakistan's nuclear program and how he became a national hero. There was also a sense of sadness when mentioning his passing, which showed how important he was.

(ii) How did the reader's pronunciation help you understand the text?

Ans: The reader spoke clearly, which made it easy to understand important details like dates and events. For example, the reader emphasized dates like "May 28, 1998," and "October 10, 2021," helping to show their importance. The change in voice tone helped me understand the key points about Dr. Khan's achievements and the mixed feelings people had about his work.

2. In pairs, take turns reading passages aloud and providing feedback on each other's pronunciation and intonation.

While reading aloud in pairs, focus on:

- **Pronunciation:** Make sure to say important words clearly, like "metallurgical," "uranium," "enrichment," and "contributions."
- **Intonation:** Use rising tone for questions or important ideas, and falling tone for statements or conclusions.
- After reading, give each other feedback, especially for difficult words or making sure the right emphasis is placed on key details.

3. Participate in a class discussion:

- Listen to others' thoughts about Dr. Khan's life and legacy. Respond politely and clearly, making sure to use good pronunciation and voice tone.

For example:

"I agree with what you said about Dr. Khan's contributions. His work in the nuclear program really made him a hero in Pakistan." Use a respectful and engaging voice to keep the discussion going.

Writing Skills

A. Write a well-structured paragraph on "Tolerance and Religious Harmony".

i. Brainstorm all the possible ideas and points that come to your mind when you think about "Tolerance and Religious Harmony".

Ans: Tolerance and religious harmony are important values that help people live peacefully together in diverse societies. Tolerance means accepting and respecting different beliefs, customs, and cultures. Religious harmony means creating a space where people from different religions can live together without discrimination or fighting. In a world where people follow many different religions, it is important to encourage respect and understanding between them. Religious harmony helps prevent violence and hate, and allows communities to learn from each other. It encourages people to look past their differences and focus on shared values like kindness, compassion, and respect for others. Tolerance doesn't mean agreeing with every belief, but recognizing that everyone has the right to follow their own religion without fear. We can promote religious harmony by teaching about different beliefs, encouraging open discussions, and sharing experiences. When societies follow these values, they create a peaceful environment where everyone, no matter their religion, can live happily and help improve the community. Only through tolerance and religious harmony can we achieve true social progress and unity.

Example (Brainstorming Ideas):

- Treating others with kindness and fairness
- Building self-esteem and self-worth
- Importance of empathy and understanding
- Positive relationships and interactions
- Examples of respect in daily life
- Benefits of respect for individuals and society

ii. Organize the ideas from brainstorming into a logical structure.

How can you group similar ideas together from your brainstorming list?

What is the main idea for your paragraph, and what are the supporting details?

Example (Structuring):

Main Idea: Respecting self and others is essential for building positive relationships and a harmonious society.

- Supporting Details:
- Treating others with kindness and fairness
- Building self-esteem and self-worth
- Importance of empathy and understanding
- Examples of respect in daily life
- Benefits of respect for individuals and society

iii. Organize your ideas using a mind map.

How can you create a mind map to organize your main idea visually and supporting details about "Tolerance and Religious Harmony"?

iv. Summarize key points and organize your thoughts for writing the final paragraph.

B. Write an informative/explanatory essay on the topic "Peace and Tolerance".

Additional questions

Q.1 Where was the Rasool (خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) born?

Ans: The Rasool (خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) was born in Makkah, about fifty miles from the Red Sea.

Q.2 What did the Arabs excel in before Islam?

Ans: The Arabs excelled in their exceptional memory and eloquence, which were reflected in their poetry.

Q.3 How did the Rasool (خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) respond to the pressure to abandon his mission?

Ans: He replied, "If they put the sun in my right hand and the moon in my left, I shall not abandon the proclamation of Tauheed."

Additional MCQs

(i) Where was the fair for poetical competitions held?

- a) Makkah
- b) Madinah
- c) Ukaz
- d) Hira

(ii) How long did the revelation of the divine message continue?

- a) 10 years
- b) 23 years
- c) 40 years
- d) 50 years

(iii) What age was the Rasool (خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) when he spent time in solitude?

- a) 38 years
- b) 40 years
- c) 50 years
- d) 25 years

(iv) What quality is highlighted about the Rasool (خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) in the Quran (33:45-46)?

- a) Witness and warner
- b) Political leader
- c) Poet
- d) Philosopher

(v) Identify the tense: "The Rasool (خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) responded with these memorable words."

- a) Past Simple
c) Future Continuous
- (vi) Identify the tense: "He spends days and weeks in remembrance of Allah."
a) Present Continuous
c) Past Continuous
- (vii) Identify the tense: "The revelation of the divine message had begun."
a) Past Continuous
c) Past Perfect Continuous
- (viii) The word "solitude" is a:
a) Noun
c) Adjective
- (ix) The word "elevated" in "He elevated man" is a:
a) Verb
c) Adverb
- (x) The word "remarkable" is a:
a) Adjective
c) Noun
- (xi) Identify the sentence type: "His morals and character are an embodiment of the Holy Quran."
a) Declarative
c) Imperative
- (xii) Identify the sentence type: "If they put the sun in my right hand and the moon in my left, I shall not abandon the proclamation."
a) Complex
c) Compound
- (xiii) Identify the sentence type: "Read in the name of thy Lord Who created."
a) Declarative
c) Exclamatory
- (xiv) The phrase "the dazzling rays of the tropical sun" is an example of:
a) Imagery
c) Metaphor
- (xv) What is the main theme of the text?
a) Poetry of Arabs
b) Life and mission of the Rasool (خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ)
c) History of Arab conquests
d) Pre-Islamic Arabia
- b) Present Simple
d) Past Perfect
b) Present Simple
d) Future Perfect
b) Past Perfect
d) Present Perfect
b) Verb
d) Pronoun
b) Noun
d) Adjective
b) Adverb
d) Pronoun
b) Interrogative
d) Exclamatory
b) Simple
d) Interrogative
b) Imperative
d) Interrogative
b) Simile
d) Personification

Word sentences:

Unparalleled

The sunset's beauty was unparalleled, leaving everyone in awe.

Eloquent

Her eloquent words moved the audience to tears.

Solitude

He often seeks solitude in the mountains to find peace.

Eradicate

Efforts are being made to eradicate illiteracy from the country.

Dispensation

The new dispensation introduced reforms to improve governance.