

INTRODUCTION

Mehran New Standard English-8 (guide) is text Cum-Work book solved guide for eight class students. This guide of English Book will provide a great help to the teacher to teach English in a systematic way. Exercises are interesting and fulfil the demand of Modern time (era).

PREFACE

In the name of Allah the most merciful and beneficent who abled me to learn and teach and became me an intellectual personality, also gave me a golden opportunity to do this task.

Today's students, confronted by more subject matter than force their predecessor, ask not only "what" but "why". Dedicated teachers welcome this expended curiosity, but realize that it has two implications. The first is the desire to understand the reasons behind the facts. The second is the student concern that since they can't possibly learn everything, why should they learn this subject.

In spite of my best efforts, I still feel that some sort coming and discrepancies might have crept in at places for which healthy criticism and creative suggestions are always solicited from alert and knowledgeable readers. Their contributions will duely be acknowledged.

Zuhaib Ahmed Khan

NEW MEHRAN ENGLISH FOR CLASS-8

S.#	LESSON's NAME	P.#
01	The King and the Doctor (Part-I)	
02	The King and the Doctor (Part-II)	
03	The Tiger (Poem)	
04	Hood (A.S) and the Aad	
05	If Winter comes can spring be far behind?	
06	Prayer (Poem)	
07	The Bending of the Bow	
08	The Treasure Island (Part-I)	
09	The Treasure Island (Part-II)	
10	For the Martyrs (Poem)	
11	As you Like It (Part-I)	
12	As you Like It (Part-II)	
13	Rustam and Zohrab (Part-I)	
14	Rustam and Zohrab (Part-II)	
15	The Just Emperor	
16	Model Papers	

LESSON PLAN

FIRST MONTH

Working Days	Distribution of Topics
3 Days	The King and the Doctor (Part-I) Reading, Words' meanings, Comprehension.
3 Days	Exercise: A, B,C,D
1 Day	EX: E,F,G
1 Day	Tense (Present Tense) Indefinite, Continuous, Perfect
2 Days	Ex: H

3 Days	The King and the Doctor (Part-II) Reading, Words' meanings, Comprehension.
2 Days	Ex: A, B.
1 Day	Ex: C (Should be solved in the class using dictionary.)
1 Day	Ex: D, E
1 Day	Ex: H, I
1 Day	Test (Feed Back)
1 Day	Tenses (Present Tense) Perfect Continuous.

SECOND MONTH

W. Days	Distribution of Topics
2 Days	The Tiger, Reading, Words', meanings, Comprehension.
1 Day	The Tiger Explanation
1 Day	Ex: A
1 Day	Ex: B
1 Day	Ex: C, D
1 Day	Ex: E, F
2 Days	Ex: G.H
1 Day	Test (Feed Back)
2 Days	Hood (A.S) and Aad, Reading, Words', meanings, Comprehension.
1 Day	Ex: A
1 Day	Ex: B, C
2 Days	Ex: D, E
1 Day	Ex: F, G
2 Days	Tense (Past) Indefinite, Continuous
1 Day	Test (Feed Back)

THIRD MONTH

W. Days	Distribution of Topics
3 Days	If Winter... Behind Reading, Words' meanings, Comprehension.
2 Days	Ex: A, B
2 Days	Ex: C,D,E
1 Day	Ex: F
2 Days	Ex: G.H
1 Day	Ex: I, J
1 Day	Tenses (Past) Perfect, Perfect Continuous
3 Days	Prayer, Reading, Words', meanings, Comprehension.
2 Days	Ex: A, B, C
1 Day	Ex: D
2 Days	Ex: E, F, G
2 Days	Ex: H, I, J
1 Day	Ex: K
1 Day	Ex: L
1 Day	Tenses (Future) Indefinite, Continuous.

1st TERM (EXAMINATION)**FOURTH MONTH**

W. Days	Distribution of Topics
2 Days	The Bending of the Bow, Reading, Words' meanings, Comprehension.
1 Day	Ex: A
2 Days	Ex: B, C
2 Days	Ex: D, E, F
2 Days	Ex: G, H
1 Day	Ex: I, J
1 Day	Ex: K, Tense (Future Perfect)
1 Day	Test (Feed Back)

3 Days	Treasure Island (Part-I) Reading, Words' meanings, Comprehension.
2 Days	Ex: A, B
1 Day	Ex: C, D
2 Days	Ex: E, F
1 Day	Ex: G
1 Day	Ex: H
1 Day	Ex: I, J
1 Day	Ex: K, L
1 Day	Test (Feed back)

TEACHER NOTES

LESSON 01	THE KING AND THE DOCTOR (PART-I)
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Read this lesson once or twice teacher himself. Tell the meanings of difficult words to students. Tell them the moral lesson of lesson. Discuss this lesson in a story style. Arrange the reading, speech and presentation among students.

LESSON 02	THE KING AND THE DOCTOR (PART-II)
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Read this lesson once or twice teacher himself. Tell the meanings of difficult words to students. Tell them the moral lesson of lesson. Discuss this lesson in a story style. Arrange the reading, speech and presentation among students.

LESSON-03	THE TIGER (POEM)
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Read this lesson once or twice teacher himself. Tell the students to read this poem in rhythm. Tell the meanings of difficult words to students. Tell them summary of this poem.

LESSON 04	HAZRAT HOOD (A.S) AND THE AAD
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Read this lesson once or twice teacher himself. Tell the

students to read the lesson. Tell them meanings of difficult words. Tell them moral lesson of this lesson. Also tell them life style and teachings of honourable prophets of Allah.

LESSON 05	IF WINTER COMES CAN SPRING BE FAR BEHIND
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Read this lesson once or twice teacher himself. Tell the students to read this lesson. Tell them meanings of difficult words. Tell them moral lesson of this lesson. Also tell them about seasons of the year.

LESSON-06	PRAYER (POEM)
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Read this lesson once or twice teacher himself. Tell the students to read this lesson. Tell them meanings of difficult words to students. Tell them moral lesson of this poem. Tell them the procedure of offering prayer and importance of prayer.

LESSON-07	THE BENDING OF THE BOW
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Read this lesson once or twice teacher himself. Tell the students to read this lesson. Tell them meanings of difficult words. Tell them moral lesson of this lesson.

LESSON 08	THE TREASURE ISLAND (PART-I)
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Read this lesson once or twice teacher himself. Tell the students to read this lesson. Tell them meanings of difficult words. Tell them moral lesson of this lesson.

LESSON 09	THE TREASURE ISLAND (PART-II)
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Read this lesson once or twice teacher himself. Tell the students to read this lesson. Tell them meanings of difficult words. Tell them moral lesson of this lesson.

LESSON-10 FOR THE MARTYRS (POEM)

Read this lesson once or twice teacher himself. Tell the students to read this poem in Dhytm Tell them meanings of difficult words. Tell them summary of this poem.

LESSON 11 AS YOU LIKE IT (PART-I)

Read this lesson once or twice teacher himself. Tell the students to read this lesson. Tell them meanings of difficult words. Tell them moral lesson of this lesson.

LESSON 12 AS YOU LIKE IT (PART-II)

Read this lesson once or twice teacher himself. Tell the students to read this lesson. Tell them meanings of difficult words. Tell them moral lesson of this lesson.

LESSON 13 RUSTAM AND ZOHRAB (PART-I)

Read this lesson once or twice teacher himself. Tell the students to read this lesson. Tell them meanings of difficult words. Encourage them to learn this story.

LESSON 14 RUSTAM AND ZOHRAB (PART-II)

Read this lesson once or twice time teacher himself. Tell the students to read this lesson. Tell them meanings of difficult words. Tell them moral lesson of this lesson.

LESSON-15 THE JUST EMPEROR

Read this lesson once or twice teacher himself. Tell the students to read this lesson. Tell them meanings of difficult words. Tell them moral lesson of this lesson.

LESSON 01 THE KING AND THE DOCTOR (PART-I) بادشاہ اور ڈاکٹر (حصہ اول)

ایران میں ایک بادشاہ رہتا تھا جو یونان کہلاتا تھا۔ اس کی بہت بڑی فوج، بے شمار پیروکار اور درباری تھے۔ لیکن یہ جذام (جلد کی بیماری) مین مبتلا ہو گیا تھا جس نے طبیوں (حکیموں) کو بھی مات کر دیا (شکست دیدی) اور علاج کرنے میں ناکام ہو گئے۔

ایک دن ایک بوڑھا ڈاکٹر (ابوحسن) بادشاہ کے دربار میں آیا۔ اس کو ادویات کے بارے میں بہت علم تھا اور اس نے یونان، فارسی، لاطینی اور عربی میں لکھی ہوئی کتابوں کا مطالعہ کیا تھا۔ یہ سائنس کا بانی (قائد) تھا، پودوں اور جڑی بوٹیوں کی خصوصیات کو جانتا تھا۔ یہ نیچے جھکا اور کہا، عظیم بادشاہ، میں نے آپ کی بیماری کا سنا ہے اور میں آپ کو سکون دینے یا ہوں۔ میں آپ کو نہ کوئی شربت پینے کے لیے اور نہ ہی کوئی ٹیوب جسم پر لگانے کے لیے دوں گا۔

بادشاہ ڈاکٹر کے الفاظ سن کر حیران ہو گیا اور کہا، یہ تم کیسے کرو گے؟ (اللہ کی طرف سے)، اگر تم میرا علاج کرو میں تم پر اور تمہارے بچوں اور بعد میں آنے والوں کے لیے دولت کا ڈھیر لگا دوں گا۔ جو چیز تم چاہو گے تمہاری ہوگی، تم میرے ساتھی اور دوست ہو۔

پھر بادشاہ نے آگے کہا، کیا یہ واقعی سچ ہے کہ تم بغیر دوائی اور ٹیوب کے مجھے سکون دو گے؟

ہاں، میرے آقا، اگر آپ چاہیں تو آپ کا کل سے علاج شروع کروں، ڈاکٹر نے جواب دیا۔

یہ بادشاہ کے لیے پتے لایا اور بادشاہ کے گھر پہنچا۔ یہ پہلے ہی مختلف چیزیں مارکیٹ سے لایا تھا۔ پھر اس نے مختلف ادویات کا عرق (غلاظت کو ختم کرنے والا عرق) تیار کیا اور پھر اس کو پولوکی چھڑی پر لگا دیا۔

اکلی صبح وہ عالیشان محل میں گیا اور بادشاہ سے میدان تک سواری کرنے اور اس کے دوستوں کے ساتھ پولو کھیلنے کی گزارش کی۔ بادشاہ اپنے وزراء اور انتظامیہ کے ساتھ سوار ہو گیا اور جب وہ کھیل کے میدان میں پہنچے تو ڈاکٹر نے چھڑی اس کے ہاتھ میں دی اور کہا، اس کو لو اور مضبوطی سے پکڑو۔ اپنی طاقت سے گیند کو ٹکراتا (ضرب لگاتا) جب تک تمہارا ہاتھ تمہارے جسم کے ساتھ سکون میں نہ آ جائے اور تھک نہ جائے۔ جب یہ کرو، محل واپس جاؤ، نہاؤ اور سو جاؤ۔

بادشاہ نے پولو کی چھڑی کو پکڑا اور اس کو مضبوط کیا، گیند کو ضرب لگائی۔ دوسرے کھلاڑیوں کی باری کے بعد۔ مشکل سے اس نے گیند کو ضرب لگائی۔ میدان کی لکیر کے اوپر اور نیچے جب تک اس کی ہتھیلی اور جسم تھک نہیں گئے۔ جب ڈاکٹر نے دیکھا کہ علاج کام کر رہا ہے، اس نے بادشاہ کو محل میں جانے کا حکم دیا۔ غلاموں نے جلدی سے ہاتھ روم کو تیار کیا۔ بادشاہ نہایا، اپنا رات کا لباس پہنا اور سونے چلا گیا۔

اگلی صبح ڈاکٹر محل میں گیا۔ جب وہ بادشاہ کے کمرے میں داخل ہوا۔ وہ بادشاہ کے آگے جھکا اور اس کی خیریت معلوم کی۔ بادشاہ نے فوراً ایک پھول اس کو پیش کیا۔ اس نے اپنا بازو ڈاکٹر کی گردن میں ڈالا اور اس کو اپنے برابر میں بٹھایا۔

اگلی شام کو بادشاہ نہا کر نکلا، اس نے اپنے جسم کو دیکھا اور دیکھ کر خوش ہو گیا کہ کوئی جذام کا نشان نہیں تھا۔

روزانہ بادشاہ ڈاکٹر سے خوش ہوتا۔ اس نے اس کو اپنے اعزازی انعامات اور تحفے عطا کیے اور جب شام آئی، اس کو دو ہزار سونے کے ٹکڑے اور اپنا پسندیدہ گھوڑا عطا کیا۔

اگلی صبح جیسے ہی بادشاہ اپنے تخت پر بیٹھا۔ اپنے افسروں کے ساتھ جو اس کے سامنے تھے اور وزراء اس کے دائیں اور بائیں جانب تھے، اس نے ڈاکٹر کو بلوایا، وہ بادشاہ کے پاس گیا اور اس کے سامنے جھکا۔ بادشاہ اٹھ کر ڈاکٹر کے ساتھ بیٹھ گیا۔

وزیروں میں سے ایک شخص حاسد طبیعت کا تھا (حسد کرنے والا تھا)، بہت مکار اور چالاک۔ جب اس وزیر نے دیکھا کہ بادشاہ ڈاکٹر کو اپنا دوست بنا رہا ہے، اس کو بہت حسد ہوا اور ڈاکٹر کو نیچے گرانے کا منصوبہ بنانے لگا۔

MEANING OF DIFFICULT WORDS

WORDS	U. MEANINGS	S. MEANINGS
afflicted	متلا ہونا	مبتلا ٹیو
leprosy	جذام (جلد کی بیماری)	جسما بیماری
baffled	دھوکہ دینا، شکست دینا	دوکو ڈین
medicine	دوائی	دوا
herbs	جڑی بوٹیاں	جڑی بوٹیوں
potion	شربت	شربت
ointment	ٹیوب	ٹیوب
cure	علاج	علاج
companion	ساتھی	سا ، دوست
distilled	کسی چیز کا عرق بنانا	کنھن جو عرق ناھن
stick	چھڑی	چڑی، لٹ
bowed	جھکنا	جھکن
viziers	وزراء	وزیر
palace	محل	محل
rejoiced	خوش ہونا	خوش تین
envious	حاسد، حسد کرنا	حاسد، ساڑ کرٹ
jealous	حاسد	حاسد
grip	مضبوطی سے پکڑنا	مضبوط پکڑٹ
surprised	حیران ہونا	حیران تین

EXERCISE

A: ANSWER THE FOLLOWING QUESTIONS.

Q1: Who was Yunan and what had happened to him?

Ans: Yunan was persian king. He was afflicted with Leprosy.

Q2: Who cured the king?

Ans: An old doctor named Abu Hassan cured the king.

Q3: Why did the doctor ask the king to play polo?

Ans: The doctor asked the king to play polo because by this method he wanted to cure the king.

Q4: What reward did the king give the doctor?

Ans: The king bestowed on him robes of honour and other gifts and when evening came, gave him two thousand pieces of gold and maintained him on his favourite horse.

Q5: Why did a vizier become jealous of the doctor?

Ans: A vizier became jealous of the doctor because the king had made the doctor his friend.

B: Tick (✓) the correct option.

1. The king was afflicted with _____.
(a) rheumatism (b) cholera (c) Leprosy

Ans: Leprosy.

2. The doctor distilled several medicines and elixirs and poured into a hollow _____.
(a) bottle (b) club (c) Polo-stick

Ans: Polo-stick

3. The doctor suggested the king to play _____.
(a) golf (b) polo (c) Chess

Ans: Polo

4. The doctor said, "I will give you no _____ to drink."
(a) wine (b) potion (c) antidote

Ans: Potion

5. The king made the doctor his _____ and seated by his side.

- (a) friend (b) vizier (c) chamberlain

Ans: Friend

C: Use the following words into your own sentences.

numerous, baffled, ointment, elixir,
perspire, penetrate, gallop.

WORDS	SENTENCES
numerous	I have numerous science books.

baffled	This disease baffled the physicians to cure.
ointment	The Eye-specialist prescribed him ointment.
elixir	The chemist prepared elixir.
Perspire	The king perspire after playing polo.
Penetrate	You are penetrate.
Gallop	He struck the ball and galloped.

TEACHER'S HELPLINE

SENTENCE: The meaningful group of words is called sentence. In other words the group of words which gives complete sense or meaning is called sentence.

For Example:

- (1) He is an honest man.
- (2) The sun shines bright.
- (3) The sun rises in the east.
- (4) He is playing cricket.

PARTS OF SENTENCE:

All sentences are made up of two parts.

- (1) Subject (2) Predicate

SUBJECT:

The doer of a work in the sentence is called subject. In other words we can say that the part which denotes the person or thing spoken about is called the subject.

PREDICATE:

The other part that tells the subject did, or what was done to it, is called predicated. In other words we can say that the work done by the subject is called predicate of sentence.

SUBJECT	PREDICATE
The Sun	Shines bright.
He	is singing delightfully.
She	makes tea.
He	plays cricket.
I	drink water.

NOTE:

The imperative sentences the subject, is left out; as, open the door. (Here subject "you" is understood) Thank you. (Here subject "I" is understood).

D: Bracket the subject and underline the predicate in the following sentences.

- (1) Babar was great king.
- (2) I ran fast but missed the train.
- (3) A girl is singing.
- (4) The thief hid behind the door.
- (5) The book is in the bag.
- (6) The guests walked into the hall.
- (7) Slowly the man turned round.

Answers:

S.#	SUBJECT	PREDICATE
01	Babar	great king
02	I	the train
03	A girl	singing
04	The thief	behind the doctor
05	The book	is in the bag
06	The guests	into the hall
07	slowly	turned round

MODEL VERBS

Models verbs are (can, could, may, might, will would, shall, should, ought to, must, need and dare.)

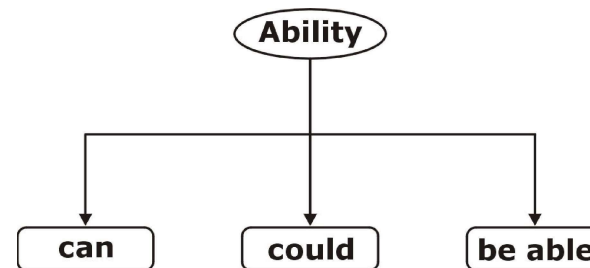
USES:

We use model verbs to talk about, for example possibility, willingness, ability, obligation, certainly and permission.

- ☆ It might rain. (possibility)
- ☆ May I borrow your bike? (Permission)
- ☆ Will you help me? (Willingness)

- ☆ You must be home by 9'o clock. (obligation)
- ☆ I can swim. (ability).
- ☆ You haven't eaten all day. You must be hungry. (Certainly).

Usually we put model verb between subject and the verb.



- ☆ We use can to talk about ability.

- (1) I can swim.
- (2) Can you play the guitar?
- (3) I can't open this bottle.

☆ **Could shows the ability to do something in the past.**

- (1) I could swim when I was 7 years old.
 - (2) My sister could talk when she was 15 months old.
- ☆ When we want to say that someone had the ability to do something in a particular situation, we must use was / were able to.
- (1) Even though I was wounded, I was able to swim back to the boat.

E: Complete the sentences using can, could and be able to.

- (1) When zain was younger he could run quite fast.
- (2) Look! you can see the moon from this window.
- (3) Abdullah could recite the Holy Quran when he was five years old.
- (4) How long have you can to drive a car?

- (5) Look! I can lift this chair with one hand.
 (6) I am sorry, but I won't could come to party on Friday.

F: Learn the meanings of the following idioms and use them in sentences.

01	An open secret	Something which everybody knows.
02	A wild goose chase	a useless effort.
03	A nine days wonder	temporary thing.
04	A maiden speech	first speech in public.

Answers:

- (1) The dispute of kashmir is an open secret in the Muslim world.
 (2) He used a wild goose chase in his exams.
 (3) The world is a nine days wonder.
 (4) He delivered a maiden speech.

G: Before, this, try to get good grip on tenses.

STORY WRITING:

A tiger who had too old and feeble to go hunting was lying at the mouth of a cave in which it lived, when a fox passed by "come in and talk to me, "said the tiger, "I am very lonely, and should be so glad of a pleasant chat with a person of your wisdom and education." "I fear the visit may not be good for my health." replied the fox. "Oh, I am far too old and weak to hurt you," said the tiger, and added, " You can see by the large number of foot prints how many visitors I have had." "Yes" replied the clever fox, "I see many foot marks pointing towards your den, but I see none pointing the other way.

NOTE TO THE TEACHER

- (1) Read out the above story two times aloud.
 (2) Let one of the boys read the same story aloud.

- (3) The teacher should put the following questions on the story and require the boys to give answers in simple complete sentences. (Book should be closed).

H: QUESTIONS

- (1) Where did a fox once see a tiger?
 (2) Was the tiger able to hunt?
 (3) Then what was he doing?
 (4) What did he say to the fox?
 (5) Why?
 (6) Did the fox go in?
 (7) Why not?
 (8) What did the fox do then?
 (9) What did the tiger say to quiet the fears of the fox?
 (10) What else did he say?
 (11) Did the fox believe him?
 (12) What remarks did he make?

NOTE:

Do this exercise orally with students.

LESSON 02	THE KING AND THE DOCTOR (PART-II) بادشاہ اور ڈاکٹر (حصہ دوم)
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اس دن جب بادشاہ اپنے کاؤسل کی چیمبر میں داخل ہوا اور ڈاکٹر کو بلوانے کا کہا، وزیر نے کہا، "میرے آقا" یہ ایک مشہور محاورہ ہے جو اپنے کام کا انجام نہیں جانتا وہ کبھی خوشحال نہیں ہوتا۔ ابھی میں نے دیکھا کہ بادشاہ نے اپنے دشمن کو حمایت دی اور اعزازات عطا کیے، ایک موقع پر وہ چالاکی سے دھوکا دے گیا۔

وہ کونسا شخص ہے جس کو تم میرا دشمن سمجھ رہے ہو؟ بادشاہ نے پوچھا۔

"میرے آقا میں ابو حسن کی بات کر رہا ہوں"۔ وہ ڈاکٹر وہ میرا دوست ہے، بادشاہ نے

غصے سے کہا، وہ مجھے میرے تمام درباریوں میں پیارا ہے، جس نے میری جذام کا علاج کیا۔

وزیر نے کہا، "میں آپ کی شان میں یقین سے کہوں گا کہ میری نسلی (فکر) پر دھیان دیں، کوئی اور میرے جذبات کو سمجھے گا آپ کی حفاظت کے لیے۔ میں آپ کو آگاہ کرنے کی اجازت چاہوں گا اگر آپ ڈاکٹر پر اپنا بھروسہ رکھیں گے، وہ ضرور آپ کو تباہ کرے گا۔ اس نے آپ کا علاج نہیں کیا، صرف ایک آلے سے جو اس کے ہاتھ میں ہے؟ اس آلے کے علاوہ کوئی اور چیز آپ کی موت کی وجہ نہیں بن سکتی؟"

میرے وفادار وزیر آپ عقلمندی سے بول چکے، بادشاہ نے جواب دیا۔ اگر ایسا ہے کہ ڈاکٹر واقعی میرے دربار میں غدار بن کر مجھے تباہ کرنے یا ہے۔ اور اس نے جب میری بیماری کا علاج کیا جو اس نے چالاکی سے ایک پرفیوم کی خوشبو میرے لگائی جو اس کے ہاتھ میں تھی۔ میرے وزیر مجھے کیا کرنا چاہیے؟

اس کو ایک مرتبہ جانے دو، دوسرے نے کہا، اور جب وہ آئے تو اس کا سراڈو۔ صرف یہ کرنے سے ہی اس کی غدار سے بچا جاسکتا ہے۔

پھر بادشاہ نے ڈاکٹر کو بلوایا، جو خوشی سے محل تک آنے کے لیے تیار ہو گیا، اس کو نہیں معلوم تھا کہ اس کے ساتھ کیا ہوگا!

"کیا تم جانتے ہو کہ میں نے تمہیں کیوں بلوایا؟" بادشاہ نے پوچھا۔ ڈاکٹر نے جواب دیا، "میرے آقا میں نہیں جانتا۔" میں نے تمہیں یہاں قتل کرنے کے لیے بلوایا ہے، بادشاہ نے کہا۔ ڈاکٹر کو ان الفاظ سے جھکا لگا اور چیخا، لیکن کیوں؟ میں نے کیا جرم کیا ہے؟

یہ میرے علم میں گیا ہے، بادشاہ نے جواب دیا، تم مجھے مارنے کے لیے یہاں غدار بن

کر آئے ہو، اور اس لیے تمہیں مرنا ہوگا۔

پھر بادشاہ نے سر قلم (پھانسی دینے والے) کو بلوایا۔ اور اس کو غدار کا سر قلم کرنے کے لیے کہا۔ مجھ پر رحم کرو، اللہ آپ پر رحم کرے گا! بد قسمت ڈاکٹر چلا یا، قتل کر دو مجھے اور اللہ آپ کو قتل کرے گا۔ لیکن بادشاہ نے اس کی باتوں پر دھیان نہیں دیا۔ جب اس نے دیکھا کہ بادشاہ اس کو قتل کر دے گا، اس نے کہا، اگر آپ کی شان میں ہے تو آپ ضرور مجھے قتل کر دیں، میں آپ سے ایک دن کا وقت چاہتا ہوں کہ میں اپنے اور اپنے گھر والوں کے تمام معاملات ختم کر کے آ جاؤں، میں اپنے گھر والوں اور پڑوسیوں کو الوداع کہنا چاہتا ہوں، اس کے بعد میں آپ کو ایک کتاب پیش کروں گا جو میں نے آپ کے لیے سنبھال کر رکھی ہے، یہ آپ کی بادشاہت کے خزانے کے متعلق ہے۔" اس کتاب میں کیا ہے؟" بادشاہ نے پوچھا۔ اس میں بغیر نمبروں کے راز اور تجاویز ہیں، یہ ان میں کم ہیں، اس کے بعد آپ میرے سر پر مارنا، آپ اس کتاب کے تین ورک اور بائیں ہاتھ کی شروع کی تین سطریں (لائن) پڑھنا، مجھ سے جو سوال پوچھو گے میرا سر بولے گا اور جواب دے گا۔ یہ سن کر بادشاہ حیران ہو گیا، اور فوراً گارڈ کو حکم دیا کہ ڈاکٹر کو اس کے گھر تک چھوڑ آؤ۔ اس دن ڈاکٹر نے اپنے معاملات ختم کیے اور دوسرے دن صبح وہ بادشاہ کے محل میں واپس گیا۔ تمام وزراء اور اعلیٰ افسران وہاں پہلے سے جمع تھے۔

ڈاکٹر بادشاہ کے سامنے تھوڑا جھکا، ایک ہاتھ میں ایک پرانی کتاب تھی اور دوسرے ہاتھ میں چھوٹا پیالہ تھا جو عجیب پاؤڈر سے بھرا ہوا تھا۔ "میرے لیے تھالی لاؤ! فوراً تھالی آگئی اور ڈاکٹر نے اس پر پاؤڈر چھڑکا، اپنی انگلی سے اس کو ہموار کیا۔ اس کے بعد اس نے بادشاہ کے ہاتھ میں کتاب دی اور کہا، "یہ کتاب لو اور اس کو سامنے نیچے رکھو۔ جب میرا سر کاٹ دیا جائے اس کو پاؤڈر کے اوپر رکھنا خون روکنے کے لیے پھر کتاب کھولنا۔

بادشاہ نے پھانسی دینے والے کو ڈاکٹر کا سر کاٹنے کا حکم دیا۔ اس نے ایسا کر دیا۔ پھر بادشاہ نے کتاب کھولی اور ایک ساتھ جڑے ہوئے صفحوں کو دیکھا، اپنی انگلی اپنے منہ پر رکھی اور پہلا صفحہ پلٹا۔ بڑی مشکل سے اس نے دوسرا اور تیسرا صفحہ لٹا، ہر ایک صفحے پر اسی کی انگلی پر پسینہ گیا، اور پڑھنے کی کوشش کی۔ لیکن اس کو لکھا ہوا کچھ نہیں ملا۔

"اس کتاب میں کچھ نہیں لکھا ہوا ہے"، بادشاہ چیخا۔ "پلٹتے جاؤ"، سر نے جواب دیا۔ بادشاہ چھ صفحے بھی نہیں پلٹ پایا جب زہر اس کے جسم میں کام کرنے لگا۔ یہ درد کی اذیت سے پیچھے گرنے لگا، چیختے ہوئے، زہر، زہر اور کچھ لحوں میں اپنی خری سانس لی۔

WORDS	U. MEANING	S. MEANING
Consequences	نتائج	نتیجہ
Prosper	خوشحال	خوشحال
Bestow	عطا کرنا	عطا کرنا
Enemy	دشمن	دشمن
Cunningly	چالاکی سے	چالا ۛ سان
Agrily	غصے سے	کاؤڑ مان
Courtier	درباری	درباری
Majsty	شان و شوکت	شان و شوکت
Safety	حفاظت	حفاظت
Devotion	فرض، جذبہ	فرض
Poison	زہر	زہر
Crime	جرم	ڈوہم
Executioner	پھانسی دینے والا	قا ڈینڈر
Traitor	غدار	غدار
Unfortunate	بدقسمت	بدقسمت
Affairs	حالات، معاملات	معاملا
Astonish	حیران ہونا	حیران تین
Platter	تھالی	تا
Strange	عجیب	عجیب
Sprinkle	چھڑکنا	چندبا ہٹن
Agony	درد، اذیت	اذیت، درد
Breathed	سانس لی	ساکھ کنیو
Backward	پچھے	پہنسی

EXERCISE:**A: ANSWER THE FOLLOWING QUESTIONS:**

Q1: How did vizier instigate the king against the doctor?

Ans: The vizier said, "My Lord, there is an old proverb which says: "He who does not weigh the consequences of his acts shall never prosper."

Q2: What did the vizier suggest?

Ans: The vizier suggested that, strike off his head.

Q3: What charge did the king impose against the doctor?

Ans: The king ordered to the executioner, "Strike off the head of this traitor."

Q4: What was the request made by the doctor?

Ans: The doctor requested to the king to grant a day's delay.

Q5: How did the doctor take his revenge?

Ans: The doctor took his revenge by his trick. He gave the king, a book that leaves had been treated with poison for reading.

B: Tick (✓) the correct option.

- Who uttered, "He who does not weight the consequences of his act shall never prosper?"
(a) The King (b) The doctor (c) The vizier✓
- He may poisoned me with the sent of perfume.
(a) a glass of milk. (b) the sent of a perfume.✓
(c) a cup of tea.
- "Spare me and Allah will spare you", said the doctor.
(a) The vizier (b) The doctor✓
(c) The chamberlain
- The severed head said, "Go on turning".
(a) repeating (b) beating (c) turning✓
- The leaves of the book had been treated with Poison.
(a) powder (b) Poison✓ (c) Perfume.

- C. Use a dictionary to find out the meaning of the following words and use them in sentences different from those in the text.

Consequence, assassin, counsel, device, commit, Spy, severed, platter, staunch, agony

ANSWER:

WORDS	SENTENCES
Consequence	May Allah give you good consequence.
Assian	The king assassinated by the doctor.
Council	The kingdom of Akbar had great council of viziers.
Device	The computer is an electronic device.
Perfidy	Only thus shall you be secure from his perfidy.
Commit	The doctor said, "What crime have I committed?"
Spy	You are spy.
Severed	Go on turning" replied the severed head.
Platter	Bring me a platter.
Staunch	Place the head upon the powder to staunch the bleeding.
Agony	He fell backward in an agony of Pains.

TEACHER HELPLINE:☆ **NOUN:**

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

- ☆ A noun can be defined as a word used as the name of a person, place or thing.

NOTE:

- ☆ The word thing is used to mean anything that we can think of.

EXAMPLES:

PERSONS	PLACES	THINGS
Nadeem	Karachi	Cup
Shabbir	Makkah	Pen
Zuhaib	Tokyo	Pencil
Munir	Sydney	Table
Sheeraz	Cape Town	Train

KINDS OF NOUN

A noun can be classified into following classes/ types/ kinds.

- ☆ Common Noun ☆ Proper Noun
- ☆ Collective Noun ☆ Concrete Noun
- ☆ Abstract Noun

☆ **COMMON NOUN:**

It is a common name to a person, a place, a thing or an idea.

- ☆ A common noun is name given in common to every person or thing.

FOR EXAMPLE:

House, Tree, Fruit, Student etc.

PROPER NOUN:

- ☆ It is the name of some particular person, place or thing.
- ☆ A proper noun can be defined as the name of some particular person place or thing.
- ☆ Look at the following sentence.
The noun Akbar refers to a particular king, but the noun king might be applied to any other as well as to Babar. We call Babar a proper Noun, and king a common noun.

COLLECTIVE NOUN:

- ☆ It is the name of a collection of persons or things taken together and spoken as whole; as, crowd, team, army, family, cattle etc.
- ☆ A collective noun is the name of a number (or

collection) of persons or things taken together and spoken of as whole; as crowd, mob, team, flock, herd, army, fleet, jury, family, nation, parliament, committee.

A fleet = a collection of ships or vessels.

An Army = a collection of soldiers.

A crowd = a collection of people.

A herd = a collection of cattle.

CONCRETE NOUN:

It is the name of an object that occupies space or can be recognized by any of the senses. eg. salt, thunder, sand, scent etc.

ABSTRACT NOUN:

☆ It is the name of a quality, action or state. eg.

Quality: honesty, wisdom, bravery, goodness.

Action: laughter, confusion, patience, hatred.

State: childhood, youth, slavery, sleep.

D: Name the underline nouns, whether they are common, proper, collective, concrete or abstract.

- (1) We saw the fleet of ships in the harbour.
- (2) We all love bravery.
- (3) There was a big crowd in front of bank.
- (4) Our class consists of thirty students.
- (5) Never tell a lie.
- (6) There is sand in water.
- (7) A committee of seven persons was appointed.
- (8) I believe in his innocence.

ANS:

- (1) Fleet is collective noun while ship is proper noun.
- (2) Bravery is abstract noun.
- (3) Crowd and bank are collective nouns.
- (4) Class is collective noun while students are common nouns.
- (5) Lie is abstract noun.
- (6) Sand is concrete noun.

- (7) Committee is collective noun while persons are common noun.
- (8) Innocence is abstract noun.

☆ **Make Abstract Nouns from the following adjectives.**

Long, wide, high, young, wise, free, poor, cruel, dark, true, ignorant, deep.

ADJECTIVE	ABSTRACT NOUN
Long	Longness / Longly
Wide	Widely
High	Highly
Young	Youth
Wise	Wisdom
Free	Freely
Poor	Poverty
Cruel	Cruelty
Dark	Darkness
True	Truly
Ignorant	Ignorance
Deep	Deeply

F: Learn the meanings of following idioms and use the sentences.

- (1) All and Sundry: everyone without distinction.
- (2) A dead Letter: A law which is no longer observed.
- (3) At sixes and sevens: In disorder.
- (4) Heart and soul: with full energy.

Ans: (1) Holy prophet (SAWW) said that the Muslims are all and sundry.

- (2) Martial law is a dead letter for Pakistan.
- (3) I arranged my books at sixes and sevens.
- (4) Pakistan got world cup cricket in 1992 by heart and soul.

G: Fill in the blanks with correct form of the noun from the brackets.

- (1) Zakir plays Biliards regularly with his brother.
(Billiard / Billiards)
- (2) The beggar asked for alms from passers by.
(aims/ alms)
- (3) I bought three dozen bananas.
(dozen / dozens)
- (4) We should listen to the advices of elders.
(advice / advices)
- (5) The goods were delivered to the cricket.
(good, goods)
- (6) Having no mean of transport, Basit decided to say at home.
(mean / means)
- (7) The cricket team won the match by an inning.
(inning / innings)
- (8) I like to eat fish.
(fish / fishes)
- (9) Her hair is brown.
(hair / hairs)
- (10) Gymnastic is not popular in Pakistan.
(Gymnastic / Gymnastics)

LESSON-3 **TIGER (جیتو) ٹائیگر**

Meanings of Difficult Words:

- 1) Its eyes and colour look bright 2) Undying 3) Well-proportioned 4) see 5) hope 6) plan 7) strength of the maker 8) skill 9) form of hammering 10) muscles 11) the fearful claws 12) Iron block (for hammering)

(اردو ترجمہ)

اے ٹائیگر تو روشن ہے شہابی
گھنے جنگلوں رات کے وقت
کس لافانی ہاتھ یا آنکھ نے
تیرے متناسب اور، شہناک بدن کو ڈھالا

کن گھاٹیوں یا بلند پوئوں سے
تیری آنکھوں کے شعلے لائے گئے
کس امید پر یا منصوبے پر
کس ہاتھ میں اتنی ہمت تھی تیری آتش کو گرفت میں لاسکے

یہ کس کی ہمت اور کس کافن تھا
جس نے تیرے دل کو سخت بنایا
اور کیسے تیرے خوفناک ہاتھ اور پیر بنائے

وہ کیسا ہتھوڑا تھا! کیسی زنجیر تھی
وہ کیسی بھٹی تھی جس میں تیرا دماغ بنایا
وہ کیسی اہرن تھی اور کیسی طاقتور پکڑ تھی
جس نے اس کی دہشت کو گرفت میں لیا

جب ستاروں نے اپنی کرنیں ڈالیں
اور اپنے آنسوؤں سے کائنات کو تر کر دیا
کیا وہ اپنا کام دیکھ کر مسکرایا ہوگا

کیا یہ وہی ہے جس نے ایک نرم مزاج بھیڑ کو بنایا
اس نے تجھ جیسا غضبناک جانور تخلیق کیا

اے ٹائگر تو روشن ہے شہابی
گھنے جنگلوں میں رات کے وقت
کس لافانی ہاتھ یا آنکھ نے
تیرے مناسب اور دہشت ناک بدن کو ڈھالا۔

EXERCISE

A. Answer the following questions;

Q1: Why does the tiger look bright?

Ans: The tiger looks bright because of its remarkable colour. It is the quality of the colour that shines in the darkness.

Q2: From where does the fire of tiger's eyes seem to bring?

Ans: The colour of tiger's eyes which is like fire in very extraordinary, seems to bring from unknown places.

Q3: Who has framed the fearful symmetry of tiger?

Ans: He is God who is the creator of such fearful and symmetrical body of the tiger.

Q4: What idea has been described in the second last stanza?

Ans: In the second last stanza the picture of the day of creation has been brought before us. On that day the stars began to shine and then their shining rays on the earth. There came dew from the stars and the earth was wet. In this way when the universe was completed, according to the poet God would have been pleased to see His creation of the tiger. But God's creation is complex. He produces on the one hand the most terrible thing like tiger and on the other the most innocent things like lamb.

Q5: Describe the greatness of God with reference to the poem.

Ans: God is the greatest creator who has created the whole universe as well as the terrible thing which is symbolised by the tiger. The colour, fearful composition of the tiger and the idea, hands, control, strength, skill to frame the heart of the tiger suggest his majesty. All the paraphernalia show the greatness of the Maker. In the end the contrast between the terrible tiger and the innocent lamb shows the mystery of the Maker.

FILL IN THE BLANKS USING THE WORDS FROM THE POEM:

Lines 1-4

O Tiger whose fierce eyes shine and show their brilliance in the darkness of the forest at night, tell me whose

imperishable hand or eye it was that had the power to shape your fearful but proportionate body?

Lines 5-8

In what remote depths or on what great heights or burnt the fire from which the fire of your eyes was derived ? On what wings of courage did you): ambitious Creator try to reach heights to obtain fire? Whose was handthat was brave enough to snatch the fire for your eyes?

Lines 9-12

Whose was the powerful shoulder and whose was the great skill which bound the muscles and nerves of your mighty heart? What fearful hands and feet were given to you when your strong heart began to beat with life?

Lines 13-16

In what fierce fire of rage was your brain? What hammers, what chairs and what anvils could have been used to make it? Whose dreadful hands could have been used to make it? Whose dreadful hands could have the strength to control the terrors of your brain?

Lines 17-20

When the stars threw down their rays and scattered their sparkling tears in the skies, did God smile with joy to see His work? And did the same God who created the meek lamb creature like your?

Use of Indefinite Articles (A, An)

Uses of "A"

- (1) Before nouns or adjectives beginning with consonants:-a bird; a mosque; a brave soldier; a bright star.
- (2) Before words beginning with vowels but sounding like consonants: A European; a Union; a university; a ten rupee note
- (3) Before words beginning with "h" when "h" is not silent. A historian; a human story; a humorous play

Use of "An":

Before the words beginning with vowels or vowel sound:-an

apple; an umbrella; an hour; an honest person; an MPA.

C. Add 'a' or 'an' where necessary:

- 1) He gave me a cup full of milk.
- 2) A page has been torn from this book.
- 3) Khayyam was an astronomer as well as a poet.
- 4) Give me a one hundred-rupee note.
- 5) He is as blind as a bat.
- 6) Will you bring an egg for me?
- 7) Being a honest man he was impartial.
- 8) I have an urgent piece of work.
- 9) An umpire must go in the field.
- 10) He worked for an hour.

D. Learn the meanings of followings Idioms and use them in your sentences:

1. Crocodile tears : false show of grief
2. By leaps and bounds : rapidly
3. Cold war : strained relations
4. From hand to mouth : very poor and miserable condition

ANSWERS:

- (1) Don't show me your crocodile tears.
- (2) The population of Pakistan is growing by leaps and bounds.
- (3) I have cold war with your friends.
- (4) He can not afford because his position is from hand to mouth.

E. Change the following sentences into passive:

- 1) The policeman fires a bullet.
- ☆ A bullet is fired by the policeman.
- 2) Students do their homework.
- 3) The spider kills the flies.
- 4) She finishes her work.
- 5) The driver does not start the car.
- 6) He gives me an apple.
- 7) Does he fly a kite?

ANSWERS:

- 1)
- 2) Their homework has done by the students.
- 3) The flies are killed by the spider.
- 4) Her homework has finished by her.
- 5) The car has not started by the driver.
- 6) An apple has given by him.
- 7) Has a kite flown by him?

F. Colour the correct option

1. He _____ to school by bus.
A go B going
C goes D gone
2. _____ a jug broken by them?
A are B is
C am D were
3. A knife is to him by me.
A gives B given
C gave D giving
4. A kite is not _____ by him.
A flown B Flying
C flew D fly
5. The Eiffel Tower _____ a good view of Paris.
A afford B affords
C affording D affords
6. The sun _____ above the horizon.
A rises B rising
C rise D risen
7. Each of the children at the party _____ given a present.
A were B are
C was D am

G. Indicate the mistakes colouring the circles.

1. For me a hardest subject is geography.
(a) (b) (c)

2. Which of these mountain roads remains open in winter.
(a) (b) (c)
3. Look! A pair of scissors are lying on the table.
(a) (b) (c)
4. Every one of the sentences you write are wrong.
(a) (b) (c)
5. The majority of students are in favour of a holiday.
(a) (b) (c)
6. The committee meet today at 4 p.m.
(a) (b) (c)
7. A sun went below the horizon.
(a) (b) (c)
8. There is not dresses in this shop below three thousand rupees.
(a) (b) (c)
9. You won't find an house like this any where in the city.
(a) (b) (c)
10. Neither he nor I are German.
(a) (b) (c)

ANSWERS:

1. For me the hardest subject is geography.
2. Which of these mountain roads remain open in winter.
3. Look! A pair of scissors is lying on the table.
4. Every one of the sentences you write is wrong.
5. The majority of students is in favour of a holiday.
6. The committee meets today at 4 pm.
7. The sun went down below the horizon.
8. There are no dresses in this shop below three thousand rupees.
9. You won't find a house like this any where in the city.
10. Neither he nor I am German.

Story Writing

- ☆ **Read aloud and adopt the same method as given in the previous exercise.**

(Page #15)

One day a wandering Afghan saw a horse standing by a

house. As no one was watching it, he crept up to it, mounted it and rode away. Hearing the noise its owner came out of the house and gave chase, shouting, "stop thief"! At last a policeman stopped the Afghan. He and the owner of the horse were taken before a magistrate. The Afghan said, "My lord, the horse is mine. I have it since it was a colt". But the real owner quickly threw a cloth over the horse's head and said, "Then say at once, in which eye this horse is blind." Without waiting the Afghan said, "The left eye", in the hope that he might guess rightly." Then this cannot be your horse," replied the owner, "for it is not blind at all," The horse was given to the owner and the Afghan was sent to the prison.

G. Answer the following questions (orally):

- 1) What once happened to a horse that was standing by a house?
- 2) What did the owner of the horse do when he saw his horse taken away?
- 3) Who stopped the Afghan?
- 4) What happened thereafter?
- 5) What was the Afghan plea when brought before the magistrate?
- 6) What did the owner do to prove that the Afghan lied?
- 7) What was the Afghan's reply?
- 8) Did the Afghan guess correctly?
- 9) What was the result?

H. Underline the verbs in the story and write their three forms. (Present, past, past participle)

**LESSON
04**

**HAZRAT HOOD (A.S) AND THE AAD
حضرت ہود علیہ السلام**

حضرت ہود علیہ السلام اور قوم عاد:

حضرت نوح علیہ السلام کے ماننے والے جو طوفان میں بچ گئے تھے اور اللہ کے سچے مومن تھے۔ لیکن سالوں بعد ان کے بچے اور ان کے مکمل طور پر اپنی تعلیم اور طریقوں سے غافل ہو گئے اور بتوں کی پوجا (عبادت) کرنے والے بن گئے یہ لوگ صاف، لمبے اور بہت خوشحال تھے اور عاد کہلاتے تھے۔ پھر اللہ نے ایک اور پیغمبر حضرت ہود علیہ السلام کو بھیجا ان کو سیدھے راستے پر لانے کے لیے۔

انہوں نے لوگوں سے کہا، میں اللہ کا قاصد (پیغمبر) ہوں، مجھے اللہ نے تمہیں یہ بتانے کے لیے بھیجا ہے کہ تم غلط راستے پر ہو۔ صرف ایک اللہ کی عبادت کرو، جو پوری کائنات کا خالق ہے۔ بتوں کی پوجا (عبادت) نہیں کرو۔ اس کے بارے میں خرت میں تمہیں حساب دینا ہے۔ تم قیامت کے دن دوبارہ پیدا ہو گے اور اپنے برے کاموں کے ذمہ دار ہو گے۔ میں تمہیں حضرت نوح علیہ السلام کے لوگوں کا واقعہ یاد دلاتا ہوں جو اللہ پر ایمان نہیں لائے اور اللہ نے انہیں کسی سزا دی۔

لیکن عاد نے اللہ کا حکم ماننے سے انکار کر دیا، انہوں نے کہا کیا تم ہمیں پتھروں کے بنے ہوئے بتوں کو پھینکنے کے لیے کہتے ہو، جن کی ہمارے والدین اور باؤواجداد پوجا کرتے آئے؟ ہم ان بتوں کو نہیں پھینکیں گے۔ عذاب نے منگواؤ جس سے تم ہمیں ڈراتے ہو۔ حضرت ہود علیہ السلام نے کہا، عذاب کوئی دور نہیں۔ تم اس کا انتظار کرو، میں تمہارے ساتھ انتظار کرتا ہوں۔

فوراً ان کی زمین خشک ہو گئی۔ ان کے لیے بارش نہیں ہوئی اور وہ مایوسی میں مبتلا ہو گئے۔ حضرت ہود علیہ السلام نے ان سے کہا، میرے لوگو! اللہ سے معافی مانگو! وہ تمہیں بارش، باغات اور اناج دے گا۔ اللہ سے معافی طلب کرو اور وہ تمہیں بہت سارا اناج دے گا۔

عاد نے کہا، جو تم چاہتے ہو وہ ہم کیوں کریں، لیکن ہم وہ کریں گے جو ہمارے بڑے کرتے تھے۔ حضرت ہود علیہ السلام نے ان کو اللہ کی عبادت کرنے کے لیے کہا، جس نے ہمیں صرف بچے ہی نہیں دیے بلکہ چوپائے (جانور) بھی دیے ہیں۔ جانوروں سے وہ دودھ اور گوشت

حاصل کرتے ہیں اور بہت ساری مفید چیزیں بناتے ہیں۔

"لیکن انہوں نے غرور سے کہا، ہم سے زیادہ طاقتور کون ہے؟"

خر میں اللہ ان کی نافرمانی سے ناراض ہو گیا۔ اللہ نے ایک طاقتور طوفان بھیجا جو آٹھ

دنوں اور سات راتوں تک چلا۔ طوفان اتنا طاقتور تھا کہ ہر چیز کو اڑا کر لے گیا۔ جو اس کے راستے

میں آئی جیسے مٹی۔ عاد کو صرف کھجوروں کے خشک پتھر دیے۔ اونچے میناروں کے ساتھ ان کے بڑے

اور خوبصورت گھر زمین سے ہمیشہ کے لیے غائب ہو گئے۔

EXERCISE

A: Answer the following questions.

(1) Who were Aads?

Ans: Aads were the offsprings of Nooh's followers.

(2) Who was sent to them and what did he Propagate?

Ans: Hazrat Hood (A.S) was sent to them. He propagated them to pray only to Allah.

(3) What was the belief of Aads?

Ans: Aads were idol Worshipers.

(4) How were they killed?

Ans: They were killed by strong wind.

(5) What lesson do we get from the destruction of Aads?

Ans: We get lesson that we should pray only to Allah and obey his teachings.

B: Tick (✓) the correct option.

1. The delug means Storm. (storm, thundering, the great flood).
2. Aads were the offsprings of Nooh's followers.
a. Son b. followers c. daughters
3. Allah sent the torment of the wind to them.
a. rain, b. the wind c. earthquake
4. Hood (A.S) asked the Aads to worship Allah who had shower His blessing upon them.
a. Nooh (A.S) b. Hood (A.S) c. Ibrahim (AS)
5. After the torment Aads laid their like leaves date palm.
a. leaves b. stem c. roots.

C: Learn the meanings of following idioms and use them in sentences.

1. To die in harness : die while on duty
2. Day after day : gradually
3. To break the ice : to make beginning in speech.
4. To look down upon: to hate.

Answers.

- (1) Major Aziz Bhatti died in harness in 1965 war.
- (2) Pakistan is developing day after day.
- (3) President came to stage to break the ice.
- (4) Don't look down upon the poor.

Teacher Helpline:**(Use of Definite Article "the")**

"The" is used before the names of rivers, seas, gulfs, oceans, canals, mountains, mountain ranges, groups of islands, books, newspapers, ships, aeroplanes, names of community or nations, a singular noun when it represents its whole class, heavenly bodies, superlative degrees of adjectives, adjectives, used as plural nouns, the comparative adverbs, a proper noun used as common noun, dates of months to make proper noun and directions.

Examples:

The Indus river, The Arabian Sea, The Persian Gulf, The Pacific Ocean, The Suez Canal, The K2, The Himalaya Ranges, The West Indies (Island), The U.S.A, The Quran, The Dawn, The Titanic, The Hawk, The Muslims, The English, The Lion, The Sun, The richest, The noble, The more, The Shakespeare of Pakistan, The first of April, the Bicycle, the North.

Encyclopedia of Articles**(1) Indefinite Article: (A, An)**

We use "an" before a word beginning with a Vowel Sound, and with initial consonant "h" (begin Silent) e.g. An Umbrella, an hour, an honest person. We use "a" before a word beginning with a consonant sound. e.g. a boy, a girl, a man, a university, a European.

Using only simple Present tense put the verbs in Brackets into the correct form.

- (1) Everyone (have) a hobby, mine and my brother (be) stamp collecting.
- (2) My trousers (to) too short.
- (3) None of my friends (be) very rich.
- (4) He (do) all his homework in the evening.

- (5) Both France and Spain (be) in Europe.
- (6) She always (take) her pet dog for a walk before breakfast.
- (7) Gulliver's Travels (be) a satire.
- (8) Water (boil) at 100° C.
- (9) The river Indus (flow) into the Arabian Sea.
- (10) Raheel (wake) up to 7 a.m.

Answers:

- (1) Everyone has a hobby. mine and my brother are collecting stamp.
- (2) My trousers are too short.
- (3) None of my friends is very rich.
- (4) He does all his homework in the evening.
- (5) Both France and Spain are in Europe.
- (6) She always takes her pet dog for a walk before breakfast.
- (7) Gulliver's Travels are a satire.
- (8) Water boils at 100° C.
- (9) The river Indus Flows into the Arabian sea.
- (10) Raheel wakes up to 7 a.m.

☆ **Answer the following questions in simple present form with the help of the clues.**

(1) When does your class start? (9 a.m)

Ans. My Class starts at 9 a.m

(2) What time does the train leave? (12 noon)

Ans. The train leaves at 12 noon.

(3) What is the date next Monday? (2nd October)

Ans. Second October will be on next Monday.'

(4) When is the English test? (tomorrow)

Ans. The English test will be on tomorrow.

(5) What time does the principal arrive? (8 a.m)

Ans. The principal arrives at 8 a.m.

(6) What time does he meet the students? (at 9 a.m)

Ans. He meets the students at 9 a.m.

(G) Indicate the mistakes colouring the circle.

- (1) For me a hardest subject is geography.
(A) (B) (C)
- (2) Which of these mountain roads remains open in winter.
(A) (B) (C)
- (3) Look! A pair of scissors are lying on the table.
(A) (B) (C)
- (4) Every one of the sentences you write are wrong.
(A) (B) (C)
- (5) The majority of students are in favour of a holiday.
(A) (B) (C)
- (6) The committee meet today at 4 pm.
(A) (B) (C)
- (7) A sun went down below the horizon.
(A) (B) (C)
- (8) There is no dresses in this shop below three thousand rupees.
(A) (B) (C)
- (9) You won't find an house like this any where in the city.
(A) (B) (C)
- (10) Neither he nor I are German.
(A) (B) (C)

**LESSON
FIVE**

**IF WINTER COMES CAN
SPRING BE FAR BEHIND**
جب سردی آتی ہے، بہار پیچھے رہ جاتی ہے

گھنٹی بجتی ہے، سر (استاد) قدیر خان کمرہ جماعت میں داخل ہوتے ہیں۔ ان کا چہرہ دیکھ کر شاگردوں کے چہرے پر جذبات کی لہر آ جاتی ہے، کیونکہ یہ ان کے پسندیدہ استاد ہیں۔ یہ ان کو صرف انگریزی ہی نہیں پڑھاتے بلکہ ان کو ان کے زندگی کے معاملات اور زندگی کے روز کے مسائل کے بارے میں شعور اور علم دیتے ہیں۔ انہوں نے اپنا ایک دن مقرر کیا ہوا ہے، ہر چوتھے روز، یہ ایک لیکچر دیتے ہیں۔

پوری جماعت بالکل خاموش تھی۔ معمول کی طرح عام سلام دعا کے بعد، انہوں نے بات کرنا شروع کی۔

پیارے طلبہ آج میں آپ کو بتاؤں گا کہ زندگی کے مسائل، مشکلات اور غموں سے کیسے نمٹا جائے۔ یہ سوچیں کہ ہمیں اپنی پوری زندگی میں ہمیشہ مددگار ہونا ہے۔

سب سے پہلے یہ بات اپنے ذہن میں رکھیں کہ کوئی بھی دکھوں کا سامنا کیے بغیر اپنی زندگی تک نہیں جاسکتا۔

پیارے طلبہ، دکھ (غم) ہماری زندگی کا بنیادی حصہ ہیں۔

پریشانی (مشکلات) کے بعد خوشحالی آتی ہے۔ جس طرح رات کے بعد دن تازہ ہے، اسی طرح تکلیفیں اور مشکلات خوشیوں اور خوشحالی کا راستہ دیتے ہیں۔ یہ ایک محارہ ہے کہ "ہر ایک کی چاندنی زندگی ہوتی ہے"۔

زندگی میں غم نعمت کے بدلے میں آتے ہیں۔ اللہ ہمیں پاک (صحیح) کرنے کے لیے تکلیفیں بھیجتا ہے۔ وہ ہمارے جسم اور ذہنوں سے خود نوشت اور خود غرض کو ختم کرنے سے ہمیں آزما رہا ہے۔ ہمیں مشکل پر شکایت نہیں کرنی چاہیے لیکن اس کی اہمیت اور فوقیت کو تسلیم کرنا چاہیے، کیونکہ یہ ہماری آزمائش کے لیے بھیجی گئی ہے، اور یہ کبھی نہ کبھی ختم ہو جائے گی، اور ہم پھر سے خوش ہو جائیں گے اپنی جگہ پر۔

بیکون ایک مشہور عالم کہتا ہے کہ خوشحالی پر میانہ روی اختیار کرو اور مشکلات (آزمائش)

پرسبر کرو۔

کچھ شکایت کرتے ہیں اور کڑوے (سخت) ہو جاتے اور مایوس ہو جاتے ہیں جب بار بار جدوجہد کرنے پر کامیابی کے بجائے صرف ناکامی ملتی ہے۔ یہ مایوس ہو جاتے ہیں اور اپنی زندگی سے بے زار ہو جاتے ہیں۔ زندگی ان کے لیے بوجھ بن کر آتی ہے اور ان کی جدوجہد بے معنی اور خالی ہوتی ہے۔

وہ اپنی امیدیں اور ایمان ختم کر دیتے ہیں۔ ان کا اللہ پر ایمان ختم ہو جاتا ہے اور انسان اپنی ہمت ہار جاتا ہے۔ کوشش کرنے اور صحیح انجام تک پہنچنے کے بجائے وہ لڑتے جھگڑتے ہیں اور پھر ان کو ایسا لگتا ہے کہ یہ لڑائی بے معنی ہے۔ ایسے لوگ زندگی سے بے زار ہوتے ہیں۔ ہمیں شکایت نہیں کرنی چاہیے کہ کانٹوں کے بجائے پھول ہوں، لیکن اس کے باوجود یہ سوچ کر خوش رہنا چاہیے کہ کانٹوں پر ہی پھول نکلتے ہیں۔

زندگی ان کے لیے مذاق ہے جو سوچتے ہیں اور حادثہ جو محسوس کرتے ہیں۔ اگر ہم لال چشمہ لگا کر دیکھیں، زندگی لال دکھتی ہے، اگر ہم نیلا چشمہ لگا کر دیکھیں زندگی نیلی دکھائی دے گی اگر ہم دھندلے چشمہ سے زندگی کو دیکھیں زندگی دھواں دار اور اندھیری دکھائی دے گی۔

یہ زندگی کو دیکھنے کا مسئلہ ہے کہ ہم کون سے زاویہ منتخب کرتے ہیں۔ لیکن ہمیں یہ ضرور نہیں بھولنا چاہیے کہ کیا ہوتا ہے۔ اللہ ہمیشہ وہاں ہے ہمیں دیکھنے کے لیے اور وہ ہمیں مشکلات اور دکھوں کو برداشت کرنے کا انعام دے گا۔

"اگر سردی آتی ہے تو بہار پیچھے آتی ہے" ایک امید کا پیغام ہے، یہ زندگی کے لیے مثبت انداز پہنچاتا ہے۔ زندگی کی معنی تبدیلی ہے۔ خوشیاں اور غم تبدیل ہوتے رہتے ہیں۔ کوئی ایک جیسا اور ہمیشہ کے لیے نہیں رہتا۔ یہ چکر سال کے موسموں کے چکر کی طرح ہے، ہر موسم دوسرے کے آنے کے بعد چلا جاتا ہے۔ ہر موسم صرف دوبارہ آنے کے لیے چلا جاتا ہے۔ اس لیے ہمیشہ دوبارہ بہار کے آنے کی امید ہوتی ہے۔

EXERCISE

(A) Answer the following questions:

(1) What is the integral part of life?

Ans. Sorrow is the integral part of life.

(2) Coming of Night and Day, what does it symbolises?

Ans. Coming of Night and Day Symbolises that condition of life is interchange able. Every condition does not exist forever.

(3) Explain the meaning of "Adversity a blessing in disguise".

Ans. Adversity is always followed by prosperity. Sorrows in life are indeed a blessing in disguise.

(4) Who are Pessimists?

Ans. Instead of going on trying and preserving till the end, they give up fighting and begin to feel that further fighting is futile.

(5) Explain in brief "if winter comes can spring be far behind"?

Ans: "If winter comes can spring be far Behind"? is a message of hope. It reveals an optimistic attitude to life.

(B) Say statements are "True" or "False".

- (1) Life is come to those who fell. (T)
- (2) If winter comes can spring be far behind?" is the message of hope. (T)
- (3) Sorrows are blessing in disguise. (T)
- (4) Every cloud has no silver lining. (F)
- (5) We should have pessimistic approach towards life. (F)
- (6) the virtue of prosperity is temperance. (T)
- (7) Optimistic approach makes the life worth living. (T)

C Learn the Meanings of the following idioms and use them in your sentences:

1. Bad blood : active enmity

2. Dead letter : law which no longer observed
3. to nip in the bud : to crush evil in the beginning
4. To throw cold water on: to discourage

Answers:

- (1) India is bad blood for Pakistan.
- (2) The rules in Pakistan are dead letter.
- (3) In 1965 Pakistan nipped in the bud India.
- (4) Don't throw cold water on the performance of student.

D Fill in the blanks with a, an or the.

- (1) Shehla saw a elephant in the Zoo.
- (2) I heard a rumour about the blast at Mall Road.
- (3) Parveen Shakir died in a accident.
- (4) The Philipines is the group of a island.
- (5) The Queen lives in the Bucking ham palace.
- (6) The lions in the zoo eat many kilograms of meat every day.
- (7) Alexander pope said the a honest man is the noblest work of God.
- (8) Lahore is a historical city.
- (9) A man who is sitting there is my uncle.
- (10) The tiger is man's eating animal.

E: Join these sentences using relative pronouns.(who, which, whom, that, whose)**(1) I have seen your brother. He lives in Karachi.**

Ans. I have seen your brother who lives in karachi

(2) That is the boy. He won the race.

Ans. He is the boy who won the race.

(3) This is the book. It contains interseting stories.

Ans. This the book that contains interesting stories.

(4) This is my friend. His bicycle has been stolen.

Ans. This is my friend whose bicycle has been stolen.

(5) That is the man. We heard about yesterday.

Ans. That is the man whom we heard about yesterday.

(6) Ubaid helped Jameel. Jameel was injured in an accident.

Ans. Ubaid helped Jameel who was injured in an accident

(7) I have a parrot. It talks all day.

Ans. I have a parrot that talks all day.

(8) The villagers are here. You wish to speak to them.

Ans. The Villagers are here who wish to speak to them.

(9) That boy is industrious. you see him there.

Ans. That boy is industrious, whom you see there.

(10)I am going to write a letter to my friend, His father is dead,

Ans. I am going to write a letter to my friend whose father is dead.

STORY WRITING

☆ **Read aloud the story and adopt the same mehod as given in the prevoious exercises.**

STORY:

There was once a beggar, who thought he would get more money if he pretended to be dumb. So, he got "Dumb" painted on a board, and hung it round his neck. Another beggar, who was his enemy, made up his mind to punish the chet. So, he sat near him and when gentleman offered a rupee to the pretender, he said, "sir, He is a rogue and is not dumb at all." The first beggar, in a rage, shouted, "Lier I have always been dumb, and I am so now." The gentleman remarked that most dumb men cannot talk.

(G) ORAL:

Ask the following question answers. The best answer should be written on the black board.

- (1) What did the beggar pretend?
- (2) Why?
- (3) What did he do therefore?
- (4) What did another beggar think of doing to him?

- (5) Why?
 (6) How did he expose him?
 (7) How did the first beggar betray himself?
 (8) What remark did the gentleman make?

NOTE:

Do this exercise orally with students.

**FORMING THE PASSIVE
 (NOTE THE CHANGES)**

	INDEFINITE	CONTINUOUS	PERFECT
PRESENT	I write a letter.	I am writing a letter.	I have written a letter.
	A letter is written by me.	A letter is being written by me.	A letter has been written by me.
	INDEFINITE	CONTINUOUS	PERFECT
PAST	I wrote a letter.	I was writing a letter.	I had written a letter.
	A letter was written by me.	A letter was being written by me.	A letter had been written by me.
	INDEFINITE	CONTINUOUS	PERFECT
FUTURE	I shall write a letter.	I shall be writing a letter.	I shall have written a letter.
	A letter will be written by me.	Passive is not made.	A letter will have been written by me.

H: Change the active to the passive.

- (1) Zain helps the child.
 (2) Zain is helping the child.
 (3) Zain has helped the child.
 (4) Zain helped the child.
 (5) Zain was helping the child.
 (6) Zain had helped the child.
 (7) Zain will help the child.
 (8) Zain will have helped the child.

Answers:

- (1) The child is helped by Zain.
 (2) The child is being helped by Zain.
 (3) The child has been helped by Zain.
 (4) The child was helped by Zain.
 (5) The child as being helped by Zain.
 (6) The child had been helped by Zain.
 (7) The child will be helped by Zain.
 (8) The child will have been helped **by Zain.**

I: Change the active to the passive

- (1) Ashfaq Ahmed wrote that play.
 (2) Umar will invite Hassan to the party.
 (3) Ashir is preparing the report.
 (4) Waitresses and waiters serve costumers.
 (5) Nazia has suggested a new idea.
 (6) He was punishing the boy.
 (7) He will have eaten meal.

- Answer:** (1) That play is wirtten by Ashfaq Ahmed.
 (2) Hassan will be invited by Umar to the party.
 (3) The report is being prepard by Ashir.
 (4) Customers are Served by waitresses and waiters.
 (5) A new idea has been suggested by Nazia.
 (6) The boy was punished by him.
 (7) Meal will have eaten by him.

J: Learn the meanings of the following words from dictionary, repeat the spelling and search them into the box.

Friends:

Affectionate	Close	Helpful
Agreeable	Cordial	Kindly
Amiable	Devoted	Loving
Attached	Familiar	Neighbour
Attentive	Fond	Sociable
Chummy	Friendly	Staunch
Civil	Genial	Thick
		Visiting

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

Note: Do your self students.

☆ **Write the Paragraph about a good friend using above vocabulary.**

A GOOD CITIZEN

Nasir is a good friend. He lives next door to us. He is son of an Engineer. He is very intelligent, industrious and jolly. He is very fond of riding and swimming. He is the captain of our school cricket team. He is a good organizer. In his studies, he is quite good. He is on friendly terms with all. He takes me with him in his evening and morning walks. I am weak in Mathematics, so he helps me in this subject. He enjoys a sound health, because he hates smoking and everything which is harmful to health. He dislikes show and is very simple in his dress. He writes a good speech is an eloquent speaker. He has won many trophies in debates. In short, he is a very decent boy. He was given a special prize at last prize distribution.

LESSON-6

PRAYER دعا

ہم تمیز کر سکتے ہیں زہریلے پھول اور گلاب کے درمیاں
صاف اور داغدار، اعلیٰ اور گھٹیہ کے درمیاں
وہ پرسکون مقدس روشنی سچ کی جو چمکتی ہے
رحم دل انسان کے چہرے پر۔

ہم جانتے ہیں گزرنے والے راستوں کو جہاں سے ہمارے قدم گزرے
لکھا ہے ہمارے دلوں میں تیرے احکام
لیکن پھر بھی اے رب ہم پر رحم فرما اور ہمیں مزید سمجھ عطا فرما۔

عطا کر ہمیں وہ طاقت، جو ہم محسوس کرتے ہیں کر سکیں،
عطا کر ہمیں طاقت مشقت کرنے کی جسے ہم جانتے ہیں
عطا کر ہمیں مضبوط اور ہنی مقصد تاکہ مقابلہ کر سکیں۔

ہمیں بن مانگے تو نے علم دیا،
لیکن اے رب ہمیں طاقت عطا کر مصیبت میں کھڑا رہنے کی
ہمیں وہ تمام کام کرنے کی جو تو نے ہمارے دل
میں رکھے۔ وہ تمام کام، وہ تمام کام۔

EXERCISE**A. Answer the following questions:****Q1: What power has God given us?**

Ans: God has given us the power to distinguish between things which are harmful and those that are harmless, between clean and soiled and between noble and the debase.

Q2: Do we have the capability of feeling the sufferings of others?

Ans: We have the capability of feeling the sufferings of others to same extent.

Q3: What is the poet's greatest need?

Ans: The poet's greatest need is to get firm resolution to act courageously when the signal for decide action arrives.

Q4: What does the poet not ask for?

Ans: The poet doesn't ask for knowledge because God has already given us.

Q5: What is the central idea of the poem?

Ans: He should bow our head before God and to seek help. He is God who can give us courage and power to do anything that is good.

B. Fill in the blanks using following words:

decisive action, determination, act, knowledge, noble ideas,soiled, harmful,tread laws, beautiful and harmless.

We posses the ability to distinguish between things which are harmful and those that are harmless.We can differentiate between clean and soiled aspects of life. We have the insight to differentiate all that is generous from everything beautiful. We can see how a person feels for the sufferings of others, has the light of truth shining on his face.

We posses the vision to know the ways we should tread Your noble ideas are inscribed on our souls. But we now pray to you to be gracious enough to bestow upon us more than these gifts.

We beseech you to give us resolution to act as we feel.

Grant us the power to follow the right path in actual practice. Grant us the determine to act courageously when the signal for decisive action arrives.

We don't crave for knowledge because you have granted it to us. Our greatest need is the power to achieve all those laws that you have implanted in our souls.

G. Learn the meanings of The following idioms and use them in your sentences:

- | | | |
|-----------------------|---|-----------------|
| 1. To find fault | : | to criticise |
| 2. To be taken a back | : | to be surprised |
| 3. To get rid of | : | to be free from |
| 4. To bring to light | : | to reveal |

Grammar**Interrogative Sentences:**

Usually helping verbs and model verbs are placed in the beginning of the sentences to make interrogative sentences. In absence of auxiliary verbs use do, did or does.

When a sentence is made Interrogative with the help of Interrogative pronoun (what, why, where, when which now, who and whom) helping verb or Model verb is placed just after "Interrogative pronoun."

D. Change the following sentences into interrogative mood.

- Our school is organizing a festival to raise funds for flood victims.
- ☆ Is our school organizing a festival to raise funds for flood victims?
- Our cricket team won the match by four wickets.
Ans: Has aur cricket team own the match by four wickets?
- The road to swat was blocked due to snowfall.
Ans: Was the road blocked to swat due to snow fall?
- The result of monthly test will be announced tomorrow.
Ans: Will the result be annonnced tomorrow?
- They have decided to open a shop in Karachi.

Ans: Have they decided to open a shop in Karachi?

6) A teacher's job requires knowledge and patience.

Ans: What does teacher's job require?

7) A rainbow is seen when rain and sunshine occurs at the same time.

Ans: When is rainbow seen?

8) The optician will take three days to get my new spectacles ready.

Ans: How many days will optician take to get my new spectacles ready?

E. Fill in the blanks with correct interrogative pronouns.

- 1) How can you find the Indus river?
- 2) What are flesh eating animals called?
- 3) Which is the source of almost all energy on earth?
- 4) Who is the writer of "Gulliver's travels"?
- 5) What is the highest mountains in the world?
- 6) What does W.H.O stands for?
- 7) Which scientist formulated the laws of motions?
- 8) How do plants manufacture their food?
- 9) Where can you find kangaroos?
- 10) Why are you laughing so loudly?

F: Write questions for these answers.

1) Do you like to go to Northern areas during your vacation?

Ans: Yes, I like to go to Northern areas during my vacation.

2) Have you cooked food?

Ans: Yes, I have already cooked food.

3) Have you heard the news before?

Ans: Yes, I have heard the news before.

4) Has your father played golf?

Ans: No, my father has never played golf.

5) Is there any need to take an umbrella?

Ans. No, there is no need to take an umbrella.

6) Did the little girl break your spectacles?

Ans: Yes, the little girl broke my spectacles.

Question Tags

In Spoken English it is common practice for people to make a statement and add a short question at the end of it, to get the listener's confirmation for the statement. This short question is called a question tag.

it's very hot today, is not it, isn't.

The tag added to a statement will have the same tense as the verb in the statement. It will use the same auxiliary verb as the verb in the statement. If the statement has no auxiliary verb, it uses do, does, or did. If the verb in statement is positive, the tag will usually be negative and speaker Mr. Khan teaches well, doesn't he? -----> Yes, he does "no" answer.

The dog isn't very well trained, is he?

No, nobody has taught him anything.

G. Underline the Correct question tag.

- 1) Butterflies, wasps and crickets are insects, weren't they/aren't they?
- 2) They have gone to the village, aren't they / haven't they?
- 3) Hamlet was written by William Shakespeare, isn't it / wasn't it?
- 4) The Venus is also called the morning star, isn't it / wasn't it?
- 5) You can tell which explorer discovered the sea route to India, can't they / can't you?
- 6) Pakistani team will not play in that tournament, will they shall they?
- 7) We shall go to Abbottabad in July, won't we / shan't we?
- 8) Thomas Edison invented the electric bulb, didn't he / hasn't he?
- 9) Lions do not live in the jungles, do they / did they?
- 10) The pine tree cannot grow in warm climates, does it can it?

Story writing

H. Read aloud the story and adopt the same methods given in the previous exercises.

STORY

A man once came to a famous general and said, "I have invented a bullet-proof coat. Will you test it and use it in the army if you find it stops bullets?" The general asked the man to put the coat on. He did so and the general then said, "Now wait while I fetch my rifle, and I will have a shot at you." He went out, and upon returning found that the man had fled. "Ah!" Said he, 'I suppose he thinks the coat is good enough for other people.'

I. Answer the following questions (Orally):

- 1) What did the man who visited the famous general claim?
- 2) What was his request?
- 3) What did the general ask him to do?
- 4) What did the general do then?
- 5) What happened after that?
- 6) Why did the man flee?
- 7) What was the joke made by the general?

Learn the contractions:

do not----- don't	could not----- couldn't
does not----- doesn't	must not----- mustn't
has not ----- hasn't	need not----- needn't
have not----- haven't	shall not----- shan't
had not----- hadn't	should not----- shouldn't
did not----- didn't	is not----- isn't
will not----- won't	are not----- aren't
would not----- wouldn't	
cannot----- can't	

J. Fill in the blanks with suitable contractions to make these sentences negative:

- 1) I can't sing today as I have a bad throat.
- 2) Shayaan doesn't like to hurt even the tiniest living creature.

- 3) If you don't work, you couldn't pass the examination.
- 4) Isn't it very cold today?
- 5) Why didn't you tell me all this last night?
- 6) The students shouldn't bring their bags into examination hall.
- 7) Bushra won't come to school today.
- 8) Tamjeed hasn't heard the bell, so she continued writing.
- 9) It could rain at anytime. You mustn't forget to take the umbrella.
- 10) Aren't you the boy who scored the winning goal yesterday.

Answers:**Vocab Add**

Look up the meanings of the following words in the dictionary and search term, in the box.

Amphibian	_____	Invertebrate
Arachnid	_____	Mammal__
Beast	_____	Marsupial__
Biped	_____	Mollusc__
Bird	_____	Monster _
Butterfly	_____	Moth_____
Carnivore	_____	Omnivore__
Creature	_____	Quadruped
Fauna	_____	Reptile _
Fish	_____	Rodent
Flora	_____	Seavenger
Herbivore	_____	Vertebrate.
Insect	_____	

L. Write a paragraph on "The Forest" using above vocabulary.

"The forest"

The Forest is place where we find different kinds of creature. we see the different animals in the forest, some are biped some of them are reptile. We can say that forest is a protective place for the beast and mammals.

We see many floral plants in the forest, most of animals are herbivore.

There are many vertebrates.

Some animals are omnivore.

People believe that there are monsters in the forest.

We also find quadruped and rodent in the forest.

LESSON SEVEN

THE BENDING OF THE BOW

تیر کمان کو موڑنا

بہت سال پہلے ایک مخصوص غار میں ایک جوڑا رہتا تھا۔ شوہر گروم کہلاتا تھا اور اس کی بیوی یا کہلاتی تھی۔ ان کے دو بچے تھے ایک تقریباً پانچ سال کا تھا اور دوسرا چودہ یا پندرہ مہینے کا بچہ تھا۔

ایک دن جب گروم باہر تھا، بڑے لڑکے نے اپنے کھلونے سے کھیلنا شروع کیا۔ اس نے ایک لمبے جانور کی چمڑی (کھال) کے ٹکڑے کو ایک چھڑی سے باندھا۔ پھر لڑکے نے اس کھلونے کو اپنی ماں سے ٹکرا کر شروع کیا۔ یہ کھلونا اچانک شدید تکلیف کی وجہ بنا۔ اس لیے ماں اس سے کھلونا لے لیا تاکہ وہ اس کھلونے سے کھیلنا شروع کرے۔ یہ پہلا چابک تھا جو لڑکے نے لاعلمی (بے وقوفی) میں کیا۔

یا چھڑی سے کھیل رہی تھی اس نے اس کو موڑا اور پھر اس کا ایک کنارہ چھوڑ کے دوسرے کنارے سے باندھا، اب اس نے چمڑے کی پٹی کو کھینچنا اس کو آگے پھینکنے کے لیے اس سے ایک عجیب آواز پیدا ہوئی جس کو اس نے بہت پسند کیا۔ خوشی سے اس نے اس مشق کو بار بار دہرایا۔ اب یہ اس کے ساتھ کھیل رہی تھی اس کا شوہر گیا۔ اس نے کھلونے کے آرٹ (فن) کو پسند کیا اور اپنی بیوی سے کھلونے کا مطالبہ کیا۔ جب اس نے منع کیا اس کے شوہر نے یہ چھین لیا۔ اس نے دونوں کنارے آپس میں باندھے اور یہ دیکھ کر حیران ہو گیا کہ کمان کے دائرے میں ایک بڑی قوت ہے۔

پھر اس نے دوڑی پر چھوٹا سا پتھر رکھا۔ کمان کو موڑا پتھر کو پھینکنے کے لیے۔ پتھر اس سے نکلا اور اس کی ناک سے ٹکرایا۔ اس کو درد ہوا، لیکن اس نے اپنا نشانہ کمزور نہیں کیا۔ اس نے دوبارہ کمان پر کوشش کی۔ اس وقت پتھر سیدھا گیا لیکن اس کے انگوٹھے سے ٹکرایا۔ اس کی بیوی اس پر ہسنے لگی۔ اس نے اس کو مارنا چاہا، لیکن اس نے برداشت کیا اور خود کو اس کام میں مصروف رکھا۔

اب یانے اس کو طعنہ مارا، وہ اس کے مزاق طعنہ سے بچنے کے لیے غار کو چھوڑ کر چلا گیا۔ وہ گھاس کی فصل میں یا۔ اس کو خود پر گھاس سے ٹکرانے کا خیال ذہن میں یا۔ جیسے ہی اس نے کمان کی ڈوری کے کنارے پر قوت لگائی، تیر بلندی پر اچھلا، واپس مڑا اور میدان میں آ کر گرے۔

اس خیال نے اس کی اچھی حوصلہ افزائی کی۔

گروم کو اپنے اس مرحلے میں کامیابی ہوئی، لیکن ابھی تک اس کو تیر کی صحیح طرف کا علم نہیں تھا۔ اس نے ایک منصوبہ بنایا۔ اس کے مطابق اس نے اپنی تھوڑی سے انگلی ٹیڑھی رکھی اور اس کو دوڑی پر رکھا۔ اپنا کمان سر سے اوپر رکھا، اس نے ہوا میں تیر چھوڑا۔ یہ تیر ایک بوڑھی عورت کو لگا جو کچرے کے ڈھیر سے کچھ چھڑیاں جمع کر رہی تھی۔ کچھ وقت کے لیے اس نے اپنے تجربات معطل کر دیے۔

کچھ عرصے کے بعد گروم نے دوبارہ تجربات شروع کیے ایک نئے کھلونے سے پہلے اس نے ایک ناشپاتی کے درخت کو اپنا ہدف بنایا اور دریافت کیا کہ اس کے پتے اس کے تیر سے گرینگے۔ اس نئی دریافت میں اب تیر میں ایک نقص تھا۔ ان میں سے ایک تیر بہت کمزور تھا۔ دوبارہ یہ خالی گیا۔ ایک غلط نتیجے کی حیثیت سے اس نے ایک فیصلہ کیا کہ وہ آگ میں ان کو مضبوط کرے گا، لیکن اس نے اس کی مدد نہیں کی۔

ایک طویل علاقہ گھومنے کے بعد، یہ پھلی کی درخت کے پاس پہنچا جو روشنی کی وجہ سے چمک رہا تھا۔ اس کی ساختیں سخت ہو چکی تھیں۔ اس نے درخت کی کچھ شاخوں کو جمع کیا اور ان کے کناروں کو آگ میں جلایا اور جلے ہوئے حصے کو دو پتھروں کی مدد سے رگڑا۔

اب اس کو نوکیلے تیر مل گئے۔ یہ تیر دور تک اور سیدھے گئے۔ اس نے اس قسم کے مزید تیر بنائے کیونکہ اس نے سوچا کہ یہ بہت کارآمد اور نیزے کی طرح ہیں اور شکاری کے بغیر دیکھے ایک فاصلے سے اپنے ہدف تک بھی نکلے جاسکتے ہیں۔ اس طرح اس نے جنگل میں شکار کے لیے یہ طریقہ دریافت کیا۔

EXERCISE

A: Answer the following questions:

(1) How did A-ya play with the bow?

Ans. As A-ya was playing with stick. She bent it and then tied the end of the hide to the other end of the stick. Now She pulled the strip of the leather and let it go.

(2) What happened when Grom shot Stones from the bow?

Ans. When Grom shot stones, the stone rose and hit him on the nose.

(3) Why should a bow and arrow be more efficient than spear?

Ans. Bow and arrow are more efficient than a spear because with the help of bow and arrow we shot at great distance to the target.

(4) How did Grom at last make arrows which satisfied him?

Ans. At last Grom made the arrow by a few branches of nut tree which satisfied him.

(5) By what stages did Grom improve and perfect the bow?

Ans. When he got pointed arrows. These arrows flew farther and straighter. This stage improved the Grom and perfected the bow.

GRAMMAR

Subject and Predicate

Subject: The part which names the person or thing we are speaking about it called subject.

Predicat: The part which tells something about the subject is called predicate.

She tied a colourful scarf around her waist.

Subject

predicate

We attended the Shakespearean Drama Festival.

subject

predicate

The singing of the birds delight us.

subject

predicate

B: In the following sentences separate the subject and predicate:

- (1) The earth revolves around the sun.
- (2) Bad habits grow unconsciously.
- (3) He has a good memory.
- (4) He should profit by the experience.
- (5) The boy stood on the burning deck.
- (6) Borrowed garment never fit well.
- (7) A barking sound the shepherd hears.
- (8) Grom was successful in his attempt.

Answer:

Subject	Predicate
The earth	revolves around the sun.
Bad habits	grow unconsciously.
He	has a good memory.
We	Should profit by the experience.
The boy	Stood on the burning deck.
Borrowed	garment never fit well.
A barking sound	the shepherd hears.
Grom	was successful in his attempt.

C: Learn the following idioms and use them in sentences:

- (1) To go to the dogs : to be ruined
- (2) To fall in with : to agree
- (3) To split hair : to go into minute
- (4) A man in the street : a common man

Answers:

- (1) Moen-jo-Daro went to the dogs by the natural disaster.
- (2) He is fall in with the business deal.
- (3) He is split hair from class.
- (4) My friend Aslam is a man in the street.

GRAMMAR

Clause

Clause: It is a group of words which contains a subject and a predicate e.g

The moon/was bright and we could see our way
clause

Subject predicate subject predicate

(1) Main clause: Such clauses can stand alone as sentence.

e.g Hamid spoke the truth.

The moon was bright and we could see our way.

main clause main clause

(2) Subordinate clause: Such clauses are not complete sentences.

Akbar is absent because he is ill.

main clause subordinate clause

D State the under lined part is main (MC) clause or Subordinate clause (SC)

- They always talk who never think. SC
- (1) He did not tell me where he lived? MC
- (2) We must eat or we cannot live. MC
- (3) Confess your fault or you will be punished. MC
- (4) Besides being dull the boy is careless. SC
- (5) I saw a bird that was wounded. SC
- (6) Can you tell me the name of the person, who wrote that book?
- (7) He is so on know that he cannot learn anything. SC
- (8) I wish to know what you earn per month. SC
- (9) Very few people know when he was born. SC
- (10) You must take exercise, other wise you will spoil your health. MC
- (11) He worked day and night and became successful. MC

(E) Change the following into passive voice:

- (1) The principal gave him a prize.
- (2) She has not written this article
- (3) The farmer killed the mad dog.
- (4) I will give you nothing.
- (5) He accepted my demand.

- (6) Jack built that house.
 (7) His behaviour has shocked me.
 (8) He has lost his wrist-watch
 (9) Has she broken this jug?
 (10) He did not sell this car.

Answers: (1) A Prize was given him by the principal.

- (2) This article has not been written by her.
 (3) The mad dog was killed by the farmer.
 (4) You will be given nothing by me.
 (5) My demand was accepted by him.
 (6) That house was built by Jack.
 (7) I have been shocked by his behaviour.
 (8) His wrist watch has been lost by him.
 (9) Has been this jug broken by her?
 (10) This car was not sold by him.

(F) Make abstract nouns from these verbs:

- | | | |
|------|-----------|--------------------|
| (1) | Succeed | Success |
| (2) | Revise | Revision |
| (3) | Die | Death |
| (4) | Produce | Production |
| (5) | Discuss | Discussion |
| (6) | Laugh | Laughing |
| (7) | Obey | Obedience/obedient |
| (8) | Know | Knowing |
| (9) | Please | Please |
| (10) | Create | Creation |
| (11) | Enjoy | Enjoyment |
| (12) | Advertise | Advertisement. |

(G) Match these abstract nouns with their opposites:

- | | | |
|-----|-----------|------------|
| (1) | Bravery | friendship |
| (2) | Obedience | weakness |
| (3) | Pride | sorrow |
| (4) | Wealth | falsehood |
| (5) | Enmity | pleasure |
| (6) | Stupidity | confidence |
| (7) | Scarcity | sadness |

- | | | |
|------|------------|--------------|
| (8) | Failure | cowardice |
| (9) | Creation | poverty |
| (10) | Joy | humility |
| (11) | Truth | destruction |
| (12) | Pain | disobedience |
| (13) | Diffidence | reward |
| (14) | Guilt | insincerity |
| (15) | Strength | arrival |
| (16) | Punishment | intelligence |
| (17) | Sincerity | innocence |
| (18) | Departure | success |
| (19) | Happiness | abundance |

Answers:

Nouns	Opposites
Bravery	cowardice
Obedience	disobedience
Pride	Humility
Wealth	Poverty
Enmity	friendship
Stupidity	Intelligence
Scarcity	Abundance
Failure	Success
Creation	Destruction
Joy	Sorrow
Truth	Falsehood
pain	Pleasure
Diffidence	Confidence
Guilt	Innocence
Strength	Weakness
Punishment	Reward
Sincerity	Insincerity
Departure	Arrival
Happiness	Sadness

H Write true or false before statement:

- (1) Aya pulled the string many time and was pleased with the noise which it prouced. (F)
- (2) When Grom shot stones from the bow, the first stone stuck the woman. (F)
- (3) The point of cane-arrow was very weak. (T)
- (4) A sharpened cane can fly falsely because it is not balanced. (F)
- (5) A bow and arrow are not more efficient than a spear. (T)
- (6) Grom was a primitive cave man. (F)
- (7) Grom discovered that a great force was hidden in the bow. (T)
- (8) Grom was disappointed when the stone hit him on the nose. (F)
- (9) To escape his wife's mockery, he left home and tried cane instead of stone. (F)
- (10) Grom used the tough branch of nut-tree to make an arrow. (T)

STORY WRITING**I Read aloud the story and adopt the same method as given in the previous exercises.****Story:**

A sailor was once telling a friend that his father, brother, uncle and granfather had all died at sea. His friend said, "Then if I were you, I would never go to sea myself". The sailor remarked, "Why, where have most of your realtion died?" To this the friend replied, "they have all died in their beds." "Well" said the sailor, "if all your relations have died in their beds, I should strongly advise you never to go bed, It must be a very dangerous place."

J. Answer the following questions (Orally):

- (1) What did the sailor say to his friend?
- (2) Why was the friend frightened, and what did he say?
- (3) What did the sailor then inquire of his friend?
- (4) What was the reply?

- (5) What was the sailor's last remark?

Note: Do yourself students in group orally.

K. Learn the words related to cricket and search them in the box.

Bails	Extras	Long Off	Silly points
Ball	Fielders	Long On	Slips
Bat	Follow on	Mid Off	Square Leg
Batsman	Gloves	Mid On	Stumps
Boots	Gully	Mid Wicket	Teams
Boundry	Hat	No Ball	Third man
Bowled	Innings	Over	Umpire
Bowler	LBW	Pitch	Wicket Keeper
Caught	Leg Bye	Run out	Wide
Cover	Leg Pads	Runs	
Crease	Long Leg	Scorer	

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

Note: Do yourself Student in the group session.

LESSON 08	THE TREASURE ISLAND (PART-I) خزانے کا جزیرہ (حصہ اول)
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لایوسی، اسکوائر سے کہتا ہے، ہم اس خزانے کو ضرور تلاش کریں گے۔ کل میں برسٹول کے پاس جاؤں گا ایک اچھے جہاز اور ملاحوں کے لیے۔ اسکوائر ڈاکٹر سے کہتا ہے، میں تمہارے ساتھ جاؤں گا۔ اسکوائر کو کوئی اعتراض نہیں ہے۔

میں نے بہت ہفتے انتظار کیا اور پھر ایک دن مجھے جان ٹریلانی سے ایک خط ملا جس میں انہوں نے لکھا تھا، "میں نے ایک جہاز خریدا ہے۔ وہ بندرگاہ پر ہے۔ اس کا نام ہسپانیولا ہے۔ میں ایک شخص سے ملا، لانگ جان سلور وہ صرف ایک اچھا ٹانگہ لگانے والا ہے۔ (جہاز چلانے والا ہے) اور ایک بڑے ہوٹل میں کام کرتا ہے۔ اس نے جہاز کے لیے بیس (20) ملاح منگوائے سمندر ڈاکوؤں سے لڑائی میں مدد کی ہے۔ اس نے مجھ سے کہا کہ میں جہاز میں باورچی کا کام کر سکتا ہوں، تو میں نے اس کو نوکری دے دی۔

تم برسٹل کے ساتھ جلدی آؤ۔ خط پڑھنے کے بعد میں بہت خوش ہوا۔ دوسرے دن میں نے اپنے والدین کو خدا حافظ کیا اور برسٹول کے ساتھ سوار ہو گیا۔

صبح میں وہاں پہنچ گیا اور اسکوائر ٹریلانی سے ملاقات کی۔ ناشتے کے بعد اسکوائر نے مجھے ایک (پرچہ) نوٹ دیا۔ لانگ جان سلور کے ہوٹل کے لیے یہ مجھے آسانی مل گیا۔

یہ ایک خوشی والی چھوٹی جگہ تھی، اندر کے لوگ سب ملاح تھے۔ یہ بڑے زور سے بول رہے تھے۔ میں نے کمرے کی جانب آتے ہوئے ایک شخص کو دیکھا۔ میں جان گیا کہ "سلور" تھا کیونکہ اس کو صرف ٹانگہ تھی۔ میں اس کی جانب بڑھا اور پوچھا، "کیا آپ مسٹر سلور ہو؟" ہاں! لڑکے، اس نے کہا، میں نے تمہیں ایک نوٹ دیا۔ اچھا! اس نے کہا، نوٹ کو پڑھنے کے بعد اس نے کہا تم ایک نئے کیمین کے لڑکے ہو۔ سلور اور میں ایک ساتھ بندرگاہ تک واپس گئے۔ اس نے مجھے گزرے ہوئے مختلف جہازوں کے بارے میں بتایا۔ وہ جہازوں اور سمندر کے بارے میں بہت ساری دلچسپ باتیں جانتا تھا۔ جب ہم ہوٹل میں پہنچے، ڈاکٹر لایوسی اور اسکوائر ایک ساتھ بیٹھ کر شراب پی رہے تھے۔ تھوڑی دیر بعد اسکوائر نے کہا۔ آؤ جہاز تک چلیں۔

ہسپانیولا بندرگاہ کے بیچ میں تھا۔ اس تک پہنچنے کے لیے ہم نے چھوٹی کشتی لی۔ جب ہم وہاں پہنچے، میں نے دیکھا کہ کیمین بہت غصے میں ہے۔ ڈاکٹر لایوسی نے کہا کیمین ناراض نہیں ہو،

"تم اس سفر کو پسند کیوں نہیں کرتے ہو؟" میں اس کے خزانے کے سفر پر جانا پسند نہیں کرتا، اس نے کہا بہت بہت خطرناک ہو سکتا ہے اور ہم مر بھی سکتے ہیں۔ کیمین ملاحوں کو بھی پسند نہیں کرتا۔

جلد ہی آدمیوں نے (انچیر) لغام کو اوپر کھینچا۔ جہاز نے حرکت شروع کر دی۔ ہسپانیولا اپنے خزانے کے جزیرے کے سفر کی طرف روانہ ہو گیا۔ تقریباً ہر کوئی خوش تھا۔ ہم ملاحوں پر مہربان تھے۔ ہم نے ان کو کھانے کے لیے کھانا اور پینے کے لیے شراب دی۔ ڈاکٹر نے سلور سے سیبوں کا ذخیرہ اکٹھا (سنجھانے) کے لیے کہا تاکہ لوگوں کو بیمار ہونے سے بچایا جائے ملاح جب بھوکے ہوتے تو وہ ایک سیب کھا جاتے۔

یہ ہمارے سفر کا چھٹا ہفتہ تھا خزانے کے جزیرے پر تقریباً اندھیرا ہو رہا تھا۔ میں نے اپنا کام ختم کیا اور مجھے بھوک لگی۔ میں نے سیب کھانا چاہا۔ لیکن وہ تھوڑے سے تھے۔ میں بیرل پر چڑھ گیا ایک سیب پر پہنچنے کے لیے اچانک کسی نے کہا، یہ سلور کے آواز تھی۔ پھر مجھے معلوم ہوا کہ سلور ایک سمندری ڈاکو ہے اور جہاز پر سمندری ڈاکوؤں کا ایک گروپ بنا رہا ہے۔ ان کے ساتھ ایک اور آدمی بیٹھا ہوا ہے۔ ڈیک ہمارے ساتھ کام کرتا ہے، سلور نے کہا۔ ٹھیک ہے۔ جب بھی کھو، ہم تیار ہیں۔ یہ ایک ملاح تھا جو اسرائیل پیٹرز کہلاتا تھا۔

جب ہم گھر کے بہت قریب پہنچے لگے، سلور نے کہا۔ کیمین اپنے کام میں ماہر ہے۔ اس نے ہمارے لیے جہاز کا سفر کیا، اسکوائر اور ڈاکٹر کے پاس نقشہ ہے۔ یہ ہمارے لیے خزانہ تلاش کریں گے۔ یہ ہماری مدد کریں گے اس کو جہاز میں رکھ کر۔ یہ کہہ کر وہ بیٹھنے لگے۔ اسرائیل نے کہا، "میرے خیال میں ہمیں ان کو مار دینا چاہیے۔" پھر میں نے سنا کہ کوئی چیخ رہا ہے، زمین! زمین!

لوگوں نے جہاز کے کنارے پر بھاگنا شروع کر دیا۔ میں نے فوراً بیرل سے چھلانگ لگائی۔ میں جزیرے کو دیکھ کر خوش ہوا لیکن میں سمندری ڈاکوؤں سے خوفزدہ تھا۔

سلور نے کیمین سے کہا جو اس نے جزیرہ دیکھا ہے اس کو نقشے میں دکھاؤ۔ اس کے بعد وہ دور بھاگے۔ میں نے کیمین اور ڈاکٹر سے کہا کہ سلور نے لوگوں کو بتا دیا ہے۔

کیمین نے کہا، کیا تمہارے سب نوکر ایماندار ہیں، مسٹر ٹریلانی۔ ہاں، اسکوائر نے کہا، اور جم ہماری مدد کر سکتا ہے۔ میں نے نہیں جانتا کہ میں کیسے مدد کروں گا۔ میں صرف ایک لڑکا ہوں، آدمی نہیں، جہاز پر چھبیس لوگ ہیں۔ صرف سات لوگ ایماندار ہیں۔ میں ان ساتوں میں سے ہوں۔ تو چھ آدمی اور ایک لڑکا انیس برے آدمیوں کے خلاف ہیں۔

WORDS	U. MEANING	S. MEANING
Treasure	خزانہ	خزانو
Island	جزیرہ	جزیرو، پت
Sailor	ملاح	ملاح
Harbour	بندرگاہ	بندرگاہ
Pirate	سمندری ڈاکو	سامونڈی قورو
Quickly	تیزی سے	تکڑم
Excited	خوش ہونا	خوش تین
Together	ایک ساتھ	گڈ
Journey	سفر	سفر
Hungry	بھوکا	بکایل
Dark	رات / اندھیرا	اوندم، رات
Climb	اوپر چڑھنا	چڑھن
Reach	پہنچنا	پہنچن
Organised	تیار کرنا / ترتیب دینا	تیار کرن
Frightened	خوفزدہ ہونا	خوفزدہ تین
Servant	ملازم / نوکر	نوکر
Honest	ایماندار	ایماندار

EXERCISE

A: answer the following questions.

1. For what purpose Hispaniola was bought?

Ans: Hispaniola was bought for journey to the treasure island.

2. Who was Jim Hawkin and where did he live?

Ans: Jim Hawkin was a boy and lived at an inn.

3. Why was the captian angry?

Ans: The captian was angry because the treasure journey's was dangerous.

4. How did Jim came to know that silver was a pirate?

Ans: when Jim listened that suddently someone began to speak. It was silver's voice. Then Jim came to know that silver was a pirate.

5. What was the planning of long John Silver?

Ans. Long John silver organised a group of pirates on the ship. He wanted to rob the ship and to get treasure.

(B) Write 'True' or 'False' before the statements:

1. Jim hawkin was appointed as a cabin boy.
2. John Trelawney could not buy a ship.
3. Long John Silver was one of the pirates.
4. The Captain of the ship liked the sailors.
5. There were Twenty six men on the ship.
6. Seven persons were not loyal to the captain.
7. John Trelawney went Bristol to buy a ship.

(C) Put the verb in brackets into the correct form of Future Perfect:

1. I (go) to Karachi next month.
- ☆ I shall have gone to karachi Next month.
2. By the end of janvary I (finish) my job.
3. If you are going to be so late, the children (take) there tea before you get back.
4. The class (study) future perfect tense by next week.
5. By next September he (teach) in the same school for six years.
6. We (play) circket for four hours if we don't stop before dark.
7. He (complete) the arrangements by the time you arrive.
8. They (spend) all their money by the end of the tour.

Answers:

1. I shall have finished my job by the end of January.
2. If you will have gone so late, the children will have taken tea before you get back.
3. The class will have studied future perfect tense by next week.
4. By next september he will have taught in the same school for six years.
5. We shall hav played circket for four hours if we don't stop before dark.
6. He will have complete the arrangements by the time you arrive.
7. They will have spent all their money by the end of the tour.

(D) Learn the meanings of the following idioms and use them in your sentences:

1. Wear and tear : damage and lose
2. The gift of the gab : fluency of speech
3. To look down : contempt
4. Read between the lines : understand the real meaning

Answer:

1. India got wear and tear in the war of 1965.
2. He has the gift of the gab in his talent.
3. You have looked down at your destination.
4. Read between the lines in this lesson.

Interchange of "As soon as" and "No sooner...than"

A sentence having the expression "As soon as" can be written with the negative expression "NO sooner...Than" without affecting the sense.

As soon as he gets money, he spends it away.

No sooner + H.V (according to the clause related to i)...+Than....

No sooner does he get money than he spends it away.

(E) Change the followings into "NO sooner...than" expression.

1. As soon as he saw me, he ran off.
- ☆ No sooner did he see me than he ran off.
2. As soon as the soldiers crossed the river, the battle began.
3. As soon as I received the letter, I started for Karachi.
4. As soon as I reach there, I shall write you a letter.
5. As soon as we saw the lion, we shot at it.
6. As soon as the bell rings, our teacher will enter the class.
7. The mist cleared as soon as the rose.
8. The men jumped out as soon as the ship touched the shore.
9. I saw a lovely dream as soon as I fell a sleep.
10. The soldiers marched out as soon as the rain stopped.

Answer:

2. No sooner did the soldier cross the river than the battle began.
3. No sooner did I receive the latter than I started for Karachi.
4. No sooner does I reach these than I shall write you a letter.
5. No sooner did we see the lion than we shot at it.
6. No sooner does the bell ring than our class teacher will enter the class.
7. No sooner does the rose than the mist cleared.
8. No sooner the did the ship touch the shore than the men jamped out.
9. No sooner did I fell a sleep than I saw a lovely dream.
10. No sooner did the rain stop than the soldiers Marched out.

(F) Change the following sentences into Passive.

1. I have obtained five days leave from School.
2. I ordered him to leave the room.
3. I will not allow you to leave the class.
4. He accepted my offer.
5. They elected him president.
6. The principal was giving him a prize.
7. Is he throwing a ball?

Answers:

1. Five days leave have been obtained by me from school.
2. He is ordered by me to leave the room.
3. You will be not allowed by me to leave the class.
4. My offer was accepted by him.
5. He is elected president by them.
6. He was given a prize by the principal.
7. Is a ball being thrown by him?

(G) Change the following sentences into active voice.

1. The painting was drawn by Picasso.
2. He will be saved by his friends.
3. The car will be driven by him.
4. She had been praised by her teacher.
5. Had he not bought tickets for the journey?
6. A Pigeon was being caught by them.
7. A fish was cooked by me.
8. They were not forgiven by us.
9. My seat has been changed by her.
10. Are kites begin to fly by them?

Answers:

1. Picasso drew the painting.
2. His friend will save him.
3. He will drive the car.
4. Her teacher had praised her.

5. Had he not bought tickets for the journey?
6. They caught a pigeon.
7. I cooked a fish.
8. We did not forgive them.
9. She changed my seat.
10. They flew kites.

(H) Identify the mistake colouring the circle.

1. Marco Polo, which was born in Venice, belonged to a noble family. A B C
2. The migration of birds are an interesting study and there are different theorise about it. A B C
3. Saudi Arabia are the largest peninsula of the world. A B C
4. The Congress Library of USA is a largest library in the world. A B C
5. Neil Armstrong, a US astronaut was the first man to walk on a moon on 21st July 1969. A B C
6. The peregrine falcon with a speed of 200 km/h is considered a fastest living bird on earth. A B C
7. There is no animals most cunning than fox. A B C
8. Akbar is the greater of the Mughal emperors. A B C
9. The girl which talked to you at the station is my sister. A B C
10. The blue and green bird who is diving into the water is a kingfisher. A B C

ANSWERS:

These are correct answers.

1. Marco Polo, who was born in Venice, belonged to a

noble family.

- The migration of birds is an interesting study and there are different theories about it.
- Saudi Arabia is the largest peninsula of the world.
- The congress library of USA is the largest library in the world.
- Neil Armstrong, a US astronaut was the first man to walk on the moon on 21st July 1969.
- The peregrine falcon with a speed of 200 km/h is considered the fastest living bird on earth.
- There is no animal more cunning than fox.
- Akbar is the greatest of the Mughal emperors.
- The girl who talked to you at the station is my sister.
- The blue and green bird which is diving in to the water is a kingfisher.

STORY WRITING

Read aloud the story and adopt the same method as given in the previous exercises.

STORY

A fox once saw a bunch of fine large grapes having form a vine. He jumped at them, but failed to seize them. time after time tried, but all in vain, for they were quite out of reach. At last he gave up the attempt, and going away, said, " I am very glad I could not reach those grapes. They are quite sour, and would have made me every ill if I had been so foolish as to eat them."

(J) Answer the following questions (Orally):

- What did the fox once see?
- What did he do?
- Did he succeed in his object?
- How did he console himself?

Note:

Do yourself students:

(K) Looked up the meanings of the following words

in dictionary and search them in the box.

Arid _____	Drip _____	Shower _____
Bake _____	Dusty _____	Soggy _____
Barren _____	Flood _____	Splash _____
Bath _____	Humid _____	Spray _____
Brunt _____	Leak _____	Steam _____
Damp _____	Melt _____	Thirst _____
Desert _____	Mist _____	Water _____
Dewy _____	Moisture _____	
Drench _____	Pour _____	

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

(L)

Use the above words in sentences.

Answers:

- There is large Arid area in Pakistan.
- Bakers bake the biscuits.
- Yesterday we saw barren area of Thar.
- Get the bath daily.
- You have burnt the log.
- This is damp field.
- Thar is desert area of our country.

8. This is dewy branch.
9. I want to drench this cloth.
10. His room drips.
11. Clean the dusty table.
12. We saw dangerous flood in 2010.
13. There is humid climate in Karachi.
14. This pipe line is leak.
15. Ice melts.
16. There is mist in climate.
17. There is a lot of moisture in the field.
18. Pour the glass of water into the milk.
19. Shower of our bathroom is demaged.
20. Take this soggy piece of cloth.
21. Untrained boys splash in the river.
22. Spray for the mosquitoes to save yourself.
23. Look at this cold water stream.
24. Everyone should have the thirst of knowledge.
25. Give me the glass of water please.

LESSON 09	THE TREASURE ISLAND (PART-II) خزانے کا جزیرہ (حصہ دوم)
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دوسرے دن ہم جزیرے کے درمیان میں ایک چھوٹے بندرگاہ پر رکے۔ ڈھانچے کا جزیرہ ایک طرف اور خزانے کا جزیرہ دوسری طرف۔ ہم نے وہاں جانے کا فیصلہ کیا۔ کیپٹن نے ہم میں سے ہر ایک کو بندوق دی۔ ہم نے ریڈر تھ، جوائی اور ہنٹر کو سمندری ڈاکوؤں کے بارے میں بتایا اور ان کو بھی بندوقیں دیں۔

کچھ لوگ جہاز پر رہ گئے اور دوسرے کشتیوں میں سوار ہو گئے۔ میں بھی خزانے والے جزیرے پر جانے والی ایک کشتی میں چھپ گیا۔ سلور مجھے تلاش کر رہا تھا اور غصے میں تھا۔ جیسے ہی کشتی جزیرے پر رکی، میں فوراً باہر گیا۔ جنگلات میں بھاگا اور وہاں چھپ گیا۔

تھوڑی دیر بعد میں نے آوازیں سنیں۔ یہ سلور اور دوسرا آدمی تھا۔ یہ زور سے بول رہے تھے۔ سلور ڈاکوؤں سے ملنے کے لیے آدمی چاہتا ہے۔ اچانک سلور نے اپنی تلوار نکالی اور آدمی پر حملہ کیا۔ آدمی نیچے گرا اور مر گیا۔ میں ڈر گیا اور جنگل میں بھاگنے لگا۔ وہاں میں ایک پاگل آدمی "بین گن" سے ملا جو تین سال سے رہ رہا تھا۔ اس نے مجھے بتایا کہ وہ کیپٹن فلیٹ کے ساتھ تھا جب خزانہ ڈن کیا گیا تھا۔ اس نے مجھ سے مدد کرنے کا وعدہ کیا۔ جب مجھے یقین ہو گیا کہ ڈاکٹر لائیو سی اور اسکوائر نے منصوبہ بنایا ہی۔ انہوں نے کشتی میں اپنے ساتھ ایماندار آدمی لیے ہیں۔ سمندری ملاح جہاز پر دراصل سمندری ڈاکو تھے، جنہوں نے جہاز کے توپ خانے سے آگ لگانا شروع کر دی، لیکن اس سے کم نقصان ہوا۔

بین گن کو چھوڑنے کے بعد میں نے باڑے کا راستہ اختیار کیا۔ ہسپو نیلا سمندری ڈاکوؤں کے کنٹرول میں تھا۔ صلح نامے کا جھنڈا لہراتے ہوئے سلور باڑے کی طرف بڑھا اور مشورہ کرنے کا مطالبہ کیا۔ جب وہ وہاں داخل ہوا، اس نے اسکوائر کے گروپ (پارٹی) کو باحفاظت انگلیٹ جانے کے بدلے خزانے کے نقشے کا مطالبہ کیا۔ لیکن اس کے مطالبے کو رد کر دیا گیا۔

ہم آنے والی جنگ کے لیے تیار تھے۔ سمندری ڈاکوؤں کے گروہ نے دونوں اطراف سے حملہ کیا، جنگلے پر بھیڑ (ڈھیر) تھا اور ہمیں ہاتھوں ہاتھ مقابلے میں مصروف رکھا۔ اس سمندری ڈاکوؤں کی لڑائی ایک آدمی سے کم ہوتی جا رہی تھی۔ اس نے ان کے گروپ کو جنگل کی طرف چھپ دھکیل دیا، ہم لوگ بھی کم ہو گئے تھے۔ اسکوائر، ڈاکٹر لائیو سی اور میں۔

میں بین گن کے پاس اس کی کشتی لینے گیا۔ میں اندھیرے میں ڈوز کو کاٹ کر اس میں سوار ہو گیا۔ میں جہاز میں چڑھ گیا۔ میں نے دیکھا کہ اسرائیل ہینڈز اور او برین خوفناک طریقے سے لڑ رہے ہیں۔ اچانک ہینڈز نے او برین کو مار دیا۔ ہینڈز بہت کمزور دکھ رہا تھا۔ میں اس کے پاس گیا لیکن محسوس کیا کہ یہ مجھے مار دے گا۔ اس نے مجھ پر چاقو سے حملہ کیا۔ میں نے خود کو بچالیا اور اپنی بندوقیں چلائیں اور ان کے گھوڑے کھینچے، لیکن سب بیکار گیا، کیونکہ دونوں بندوقیں جام ہو گئی تھیں اور کام نہیں کر سکتی تھیں۔ اس نے میرے اوپر چاقو سے حملہ کیا جو میرے بازو میں لگا۔ مجھے شدید درد محسوس ہوا اور مجھ سے میں بندوقیں چل گئیں اور ہینڈز مر گیا۔

میں نے جہاز کو ملاحوں سے صاف کیا اور اس رات اس کو باڑے کی طرف موڑا۔ لیکن میرے علاوہ وہاں سمندری ڈاکو تھے، میں وہاں چھپ گیا۔ لیکن سلور کے طوطے نے اس کی توجہ میری طرف دلائی اور میں پکڑا گیا۔

انہوں نے مجھے مارنا چاہا لیکن ان کو یہ کرنے سے روکا، اس نے کہا لڑ کے کو چھوڑ دو کیونکہ یہ بہت بہادر ہے۔ سمندری ڈاکوؤں نے اس کو اپنا سر براہ تسلیم کر لیا۔ اس نے رہنما نے سمندری ڈاکوؤں کو خزانے کا نقشہ دکھایا۔ جو اس کو ڈاکٹر لائیوسی نے صلح کے وقت دیا تھا۔ نقشے کی ہدایات کے مطابق سمندری ڈاکو خزانے کی جگہ پر پہنچے، لیکن جب انہوں نے خزانے کا ڈبہ کھولا تو ان کو اس میں سونا نہیں ملا۔ وہ مجھے اور سلور کو گھورنے لگے۔ اس موقع پر میرے دوست بین گن کے ساتھ ہمیں بچانے پہنچ گئے اور سمندری ڈاکوؤں کو مار دیا۔

دراصل بین گن نے ٹھہرتے وقت سارے خزانہ دریافت کر لیا تھا اور اس کو اپنے غار میں لے آیا۔ گن سے یہ سننے کے بعد، انہوں نے دیکھا کہ، باڑا کثرت سے بھرا ہوا ہے اور سمندری ڈاکوؤں کو بے کار نقشہ دیا گیا تھا۔ خزانے کو جہاز میں رکھا گیا۔

ہم ہسپانیولا سے جزیرے کو چھوڑا۔ جزیرے کے ساحل آہستہ آہستہ ہماری طرف بڑھ رہے۔ ہم اب صرف سات لوگ تھے۔ کیپٹن اپنے کام میں بہت سست تھا۔ بندرگاہ پر سلور نے جہاز میں ایک بوراسکوں سے بھرا۔ خرابکار ہم برسٹول پہنچے۔ وہاں ہم نے خزانے کو آپس میں برابر تقسیم کیا۔

میں نہیں جانتا کہ اب سلور کہاں ہے۔ کبھی کبھار میں سلور کے طوطے اور خزانے کے جزیرے کا خواب دیکھتا ہوں جہاں میں کبھی دوبارہ نہیں جاؤں گا۔

WORDS	U. MEANINGS	S. MEANINGS
Harbour	بندرگاہ	بندرگاہ
Skeleton	ڈھانچہ	ڈھانچہ
Woods	جنگلات	پہلا کاٹ
Quickly	تیزی سے	تیزی سے
Loudly	زور سے	زور سے
Sword	تلوار	تلوار
Feel down	نیچے گرنا	ہیٹ کرنا
Crazy	مستانہ، پاگل	چریو
Buried	چھپانا، دفن کرنا	لکائڈ، دفن کرنا
Ashore	یقین ہونا	پک ٹین
Stockade	باڑا	واڑو
Canon	توپ خانہ	توب خانو
Reject	منع کرنا	منع کرنا
Truce	صلح نامہ	صلح نامو
Swarmed	چھتا، بھیڑ	پیڑ
Palling	جہاز کا جنگلہ	جہاز جو جنگلو
Cambat	مقابلہ	مقابلو
Intention	نیت، توجہ	نیت، دیان
Miraculously	معجزے سے	معجزی طور
Severe	شدید	شدید
Pain	درد	درد
Capture	پکڑنا	پکڑنا
Rescue	بچانا	بچائنا

EXERCISE**A: Answer the following Questions.****(1) What was silver's proposal?**

Ans. Carrying a flag of truce, silver approached the stockade and offered to parley. When entered, he demanded the treasure map in exchange for the safe return of squire's party to England.

(2) Who was Ben Gun?

Ans. He was a Carz man, who had been on the Island for there years.

(3) How did Jim survive from the Hand's attack?

Ans. He survived from the Hands's attack by killing him.

(4) Why did silver not allow the pirates to kill him?

Ans. Silver did not allow the pirates to kill him because he was very brave boy.

(5) How did Jim's party get the treasure?

Ans. Jim's party got treasure by the wisdom of Ben Gun who helped Jim's party.

(B) Write "True" or "False" before the statemets:

- We didn't tell Redruth, Joyee and Hunter about the pirates. (F)
- Silver wanted the man to join the pirates. (T)
- Captain Flint left Ben Gunn on Treasure Island. (T)
- Silver wanted to help Jim to get treasure (F)
- Hands was killed by O'Brien. (F)
- Silver stopped the pirates to kill Jim. (T)
- Pirates were succeeded in getting the treasure. (F)
- Jim wanted to got to the treasure Island again. (F)
- John Silver was sent to Jail. (F)
- Ben Gunn had find out the treasure and shifted it to his cave. (T)

(C) Change the following into "As soon as" expressive.

- No Sooner did I enter the hall than the music began?
- No sooner did I reach the school than the bell rang?

- No sooner do I get my resut than I shall come to see you?
- No sooner did the train arrive at the station than I rushed towards you?
- No sooner did the train arrive at the station than all the passengers rushed for it?
- No sooner do I hear his name than angry feelings rise within me?
- No sooner do I see my brother than I shall appologise to him?

ANSWERS:

- As soon as I entered the hall, the music began.
- As soon as I reached the school, the bell rang.
- As soon as I get my result, I shall come to see you.
- As soon as the train arrived at the station I rushed towards you.
- As soon as the train arrived at the station, all the passengers rushed for it.
- As soon as I hear his name, angry feelings rise with me.
- As soon as I see my brother, I shall appologize to him.

(D) Learn the meanings of the following idioms and use them in your sentences:

- | | |
|------------------------|----------------------|
| 1. White elephant | : costly but useless |
| 2. Keep at arms length | : keep away |
| 3. With open arms | : warm welcome |
| 4. Black and white | : in writing |

Answers:

- Some dreams are white elephants in the life of people.
- He keeps at arms length his toys.
- Pakistan pays with open arms at difficult time for any country.
- Schools' regulations are black and white.

(E) Fill in the blanks with a word that can replace the underlined words. Choose from the box.

1. Anila's voice was so low that it could not be heard Inquidible.
2. Everyone felt sorry for the child whose parents were dead Orphan.
3. He was accused of talking impiously about sacred thing Blasphemy.
4. The building where weapons are stored had a narrow escape. Arsenal.
5. He holds an Honorary post of which he receives no salary.
6. The crowd cheered the players on teh cricket ground with great interest and enjoyment Enthusiasm.
7. In our country cases are usually delayed due to much official formality Red-tapism.
8. This man is filled with exercise and mistaken enthusiasm in matters of religion Fanatic.
9. The substance is liable to catch fire easily Inflammable.
10. The soldiers living quarters were hit by several bombs. Barracks.

STORY WRITING

SECOND STAGE:

- (1) The teacher should read a story twice of which the outline is given below. (For teacher's guidance stories are available in teachers' guide).
- (2) Ask the students to write the story using the outline.
- (3) Correct the grammatical mistakes.
- (4) Ten stories outlines are given which will be solved in not less than twenty days."

FATHER'S HORSE:

OUTLINE:

A landlord _____ visits his stables _____ meets the daughter of his syce _____ inquires where her father

is _____ also if she knows who he is _____ here reply.
"You are the man who rides on my father's horse.

MODEL:

[There was a landlord who once visited his stable. He met the daughter of his syce. He inquired where her father was. The landlord also asked her whether she knew who he was. "Yes," She replied, " you are the man who rides on my father's horse.]"

NOTE: Do yourself students.

☆ Utilise the following outlines as directed above.

(i) Saving Trouble (No: 1)

A poor man and a sweet-seller _____ the latter a cheat _____ gives short measure _____ the poor man grumbles _____ says the sweet-seller: "No matter, you will have the less to carry" _____ is paid then rupees less for the sweets _____ asks for it _____ "You will have the less to count." Replies the poor man.

(ii) The Two Seats (No. 2)

A fat man _____ wishes to go to the theater _____ instructs his servant to get two seats reserved for him _____ no two adjoining seats available _____ buys two tickets _____ one in the front row and the other in the third.

G: Look up the meanings of the following words in dictionary and search them in the box.

Apart _____	Mess _____	Stack _____
Cluttered _____	Muddy _____	Stained _____
Covered _____	Open _____	Sticky _____
Crooked _____	Pile _____	Trash _____
Dirty _____	Puddle _____	Under _____
Dribbles _____	Sloppy _____	Untidy _____
Dusty _____	Spilled _____	Wrinkles _____
Junk _____	Spots _____	Dripping _____

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

H: USE THE ABOVE WORDS IN SENTENCES.

- (1) Girls school is apart from the boys school.
- (2) This is cattered boy.
- (3) It is covered tin.
- (4) This is crooked man.
- (5) Don't wear dirty clothes.
- (6) Your room dribbles.
- (7) Clean the dusty things.
- (8) See, there is a junk.
- (9) This problem cerates mass for me.
- (10) This is muddy woy.
- (11) Open your book.
- (12) That is pile of clay.
- (13) Bring the puddle for me.
- (14) Don't be sloppy.
- (15) I spilled you.
- (16) What kind of spot are on your clothes.
- (17) How much stack of books have you?
- (18) You stained on your friend.
- (19) What is this sticky thing?

- (20) Don't throw the trash in the street.
- (21) The cat is under the table.
- (22) This is untidy child.
- (23) There are many wrinkles on your face.
- (24) Dripping room may be caused danger.

LESSON
10

FOR THE MARTYRE
شہیدوں کے نام

ہر فخر شکر یہ ایک ماں کا اپنے بچوں کیلئے
مادر وطن روتی ہے ان پر جو سرحد پر مارے گئے
جو اس کا حصہ تھے اور اس کی روح رواں تھے
جو مارے گئے اسکے دفاع کی خاطر
مقدس قبل سنسی پیدا کرتے ہیں موت عالی شان اور شاہانہ ہے
دکھی گیت لافانی بن جائیں گے
موسیقی ہے اس اداسی کے درمیان
اور ایک شان ہے جو چمکتی ہے ہمارے آنسوؤں میں۔

وہ بہادروں کی طرح جنگ میں گئے وہ نوجوان تھے
بہادر تھے، سچی آنکھوں والے، مستقل مزاج چمک لیے ہیں
وہ پر جوش رہے خرتک ناگفتہ حالات کے خلاف
انہوں نے دشمنوں کا سامنا کیا پیٹھ نہ دکھائی

وہ کبھی بوڑھے نہ ہوئے جبکہ ہم مرجائیں گے
عمر اور سال انکا کچھ نہ بگاڑ سکیں گے
ہم صبح و شام انہیں یاد رکھیں گے

وہ اپنے ہنس مکھ ساتھیوں سے پھر نہ ملیں گے
اور نہ بیٹھیں گے اپنے گھر کے دسترخوان پر،
اب دن کی مشقت میں انکا کوئی حصہ نہیں
وہ تو سوئے ہیں اپنی سرحدوں پر

جب ہماری خواہشات اور ہماری گہری امیدیں متحرک ہوتی ہیں،
جودل میں ایک چھپے ہوئے فوارہ کی مانند ہیں
انکی یادیں دل کی گہرائیوں میں پھوٹی ہیں،
ہم ان سے اسی طرح مانوس ہیں جیسے رات ستاروں سے

جیسے ستارے ہمیشہ جگمگاتے رہیں گے اور ہم مٹی ہو جائیں گے
اور آسمان میں تیرتے رہیں گے،
وہ چمکتے رہیں گے ستاروں کی مانند مشکل وقت میں
وہ ہمیشہ ہمیشہ ہمارے رہیں گے۔

EXERCISE**A. Answer the following questions.**

Q1: Who mourns at the death of soldiers and why?

Ans: The motherland (Pakistan) mourns the death of her soldiers who shed their blood for her defence.

Q2: When did they go to the battle field?

Ans: They went to the battlefield when they were young and their heart was full of ambitions.

Q3: How did they face the enemy?

Ans: They face the enemy boldly and didn't turn their back. They didn't care for their life and shed their blood for the motherland.

Q4: Why did they never grow old?

Ans: As they got martyrdom in the battlefield so a martyr dies physically but spiritually he remains alive for ever. They got martyrdom when they were young so they will never grow old.

Q5: Name the martyrs Pakistan Army who got the noblest gallantry award (Nishan-e-Haider)?

Ans: NAMES OF WHO GOT NISHAN-E-HAIDER:

- (1) Captian Muhammad Sarwar Shaheed, 1948.
- (2) Major Tufail Muhammad Shaheed, 1958.
- (3) Major Aziz Bhatti Shaheed, 10 Sep 1965.
- (4) Pilot Officer Rashid Minhas Shaheed, 20 Aug 1971.
- (5) Major Shabbir Shareef Shaheed, 6 Dec: 1971.
- (6) Sawar Muhammad Hussain Shaheed, 10 Dec: 1971.
- (7) Major Muhammad Akram Shaheed, 15 Dec: 1971.
- (8) Lans Naik M. Mahfooz Shaheed, 17 Dec: 1971.
- (9) Captain Colonel Sher Khan Shaheed, 7 July 1999.
- (10) Hawaldar Lalak Jan, 7 July 1999.

Words and their explanations:

1. Profound thanks giving : deepest thanks
2. Mourns : expresses sorrow
3. Fallen in ... defence : laid down their lives in the cause of defence
4. Solemn the drums thrill : the drums are beating as a

mark of respect

5. Death August and royal : a respected, dignified and kingly death
6. Desolation : ruin and waste
7. Steady : steadfast
8. Aglow : filled with great enthusiasm
9. Mingle : mix

B. Fill in the blanks using the words from the poem:

Stanza 1: Pakistan names the loss of those soldiers who laid down their lives on the borders. She mourns as a proud mother mourns for the loss of her children in a mood of thankfulness. These were a part of her flesh and flesh had suffered death in the cause of defence.

Stanza 2

The drums are beating gravely and the majestic and royal kind of death sings songs of sorrow which rise up to the everlasting heavenly spheres. In an atmosphere of ruin and waste their in a sad kind of music and the memory of these soldiers is glorified with our tears.

Stanza 3: They went to the battle field singing songs in the prime of their youth. They were stout and sturdy, honest and sincere and they stood firm against the fearful odds of the enemy. They faced the enemy boldly and never turned their backs upon them.

Stanza 4: They will never grow old as we living people grow old with the passage of time. Age will have no effect with them, nor the passage of time will weaken them i.e. since they died at the time of youth and their memory as young men will ever remain fresh, they will enjoy a period of perpetual youth. We shall continue to weary them remember and evening throughout the ages.

Stanza 5: Physically they are dead now. They will not mix up with their laughing companions any more and they will no longer sit at the familiar dining tables. They will not join us in the day's labour. They are enjoying a perpetual sleep beyond

the borders of Pakistan.,

Stanza 6: But they are alive in our hearts. When our desires and hopes are stirred which are like a hidden fountain in the heart, then the memory of these young men is enthroned in the innermost hearts. They are well-spring to our minds as familiarly as the stars are known to the night.

Stanza 7: They will continue to shine like the _ _ even when we are dead and continue to March on the plains of heaven. They will remain shining for the times to come like the stars that shine in the time of our darkness i.e., in the periods of our national crises.

C. Learn the meanings of the following idioms and use them in your sentences:

- | | | |
|--------------------------|---|----------------|
| 1)Body and soul together | : | manage to line |
| 2)In the good books | : | Favourite |
| 3)Bury the hatch | : | end enmity |
| 4)Fish out of water | : | bad position |

Grammar: Removal of "Too"

Adverb "Too" in a sentence can be replaced by "So...." That' keeping the meaning same.

e.g. I am too tired to walk.

I am so tired that I cannot walk.

When adverb "Too" is removed, in the second clause of the sentence "negative sense" will create. (note in the above sentence) The tense of second clause will follow the tense of first clause,

e.g. He was too ill to work.

He was so ill that he could not work.

D. Re-write the following sentences so as to remove "too" without changing the meaning.

- 1) He was too late to catch the train.
- 2) He is too fat to walk.
- 3) The exercise is too difficult for you to do.
- 4) It is too hot to work for us.
- 5) The tree is too high to climb for me.

- 6) He is too old to do this work.
- 7) He is too timid to be a successful businessman.
- 8) Iqbal's poetry is too great to be forgotten.
- 9) The house is too small for us to live.
- 10) The hat is too small for me to wear.

Answers: 1. He was so late that could not catch the train.

2. He is so fat that he can not walk.
3. The exercise is so difficult that you can not do.
4. It is so hot that it can not work for us.
5. The tree is so high that I can not climb.
6. He is so old that he can not do this work.
7. He is so timid that he can not be a successful businessman.
8. Iqbal's poetry is so great that could not forget.
9. The house is so small that we can not live.
10. The hat is so small that I can not wear.

E. Fill in the blanks with the correct degree of comparison of the adjective given in brackets.

- 1) This newly painted house looks most beautiful than ever, (beautiful)
- 2) This chest is heavier than I expected it to be. (heavier)
- 3) Who is the richest person in the world. (richest)
- 4) My mother is the kindest person in the whole world.(richest)
- 5) I plan to get my hair cut shorter than before. (shorter)
- 6) Diamond is the most precious of stones. (precious)
- 7) Australia is the biggest island in the world. (big)
- 8) Lahore is oldst than other cities of Pakistan. (old)
- 9) Lark is the early rising bird. (early)
- 10) It is better to eat one's simple bread than to beg from other. (Good)

F.Indicate the mistakes colouring the circle:

1. Ali has bought a new car for his the parents.
(A) (B) (C) (D)
2. Apple are usually sweetest than plums.
(A) (b) (C) (D)
3. The boatman was afraid of crossing the lake in such
(A) (B) (C)

stormful weather.

(D)

4. When Nasir reached the airport he found that he had

(A) (B)

missed the flight to the Lahore.

(c) (D)

5. Last week my younger brother break a dozen plates.

(A) (B) (c) (D)

6. Suddenly, her sister's family arriving to spend the day with her.

(A) (B) (C) (D)

7. When the train comes he will has been waiting on the

(A) (B) (C)

platform for four hours.

(D)

G: Write stories with the following outlines.

(iii) Feed the Hungry [No.3]

An absent-minded _____ his habit throwing bread to ducks, geese and swans that lived on a pond _____ forgets one day to bring bread

_____ throws a twenty rupees note instead.

(iv) The Cheerful Engine-driver [No.4]

An engine-driver _____ his habit of looking at the bright side of everything _____ comforted those in trouble by saying that there was sure to be some good in it _____ meets with an accident _____ one of his legs cut off _____ visited by his friends _____ their talk about his mishap _____ his remark. "I shall only have one boot to buy, and clean, in future."

(v) The Villager and the Watch [No.5]

A poor villager and a wealthy goldsmith _____ the latter saved the farmer when attacked by a robber _____ the goldsmith rewards his rescuer with a watch _____ the poor man greatly pleased with the prize _____ spends hours in listening to the ticking of the watch _____ at last it stops _____ thinks it is dead _____ disposes it of to a dealer in second hand stuff for

fifty rupees _____ then thinks he has cheated the deals _____ says, "It is dead" _____ offers back the amount _____ is told to keep it.

(1) Saving Trouble (NO.1)

A poor man and a sweet - seller _____ the latter a cheat _____ gives short measure _____ the poor man grumbles _____ says the sweet seller: " No matter, you will have the less to carry" _____ is paid then rupees less for the sweets _____ asks for it _____ "you will have the less to count. "Replies the poor man.

(2) The two Seats (No.2)

A fat man _____ wishes to go to the theater _____ instructs his servant to get two seats reserved for him _____ no two adjoining seats available _____ buys two tickets _____ one in the front row and the other in the third.

H. Write stories with the following outlines.

(vi) The Tree and the Tiger [No.6]

A tiger lying under a tree _____ noticed by a monkey sitting on its top _____ finding himself safe the monkey insults the tiger who pays no heed to him _____ monkey enraged _____ the tiger gets up to go _____ 'O Tiger, have I insulted you?' the tiger's reply: "No, the height of the tree has insulted me, not the poor little monkey."

(vii) The Prisoner and the Birds [No.7]

A poor man once, wrongly imprisoned _____ at last set free by a King and given a sum of money _____ straightway went to the market and expressed his wish to buy all the caged wild-birds _____ The shopkeeper's surprise _____ the man's explanation; "The birds have been unjustly imprisoned, and I am going to set them free.

Write stories with the following outlines.

(viii) For one Rupee [No.8]

A poor man attacked by five decoits _____ the latter thought he had money _____ the former defended himself desperately _____ was at last overpowered _____ had only one rupee and that person _____ the leader of the decoits surprised his remark: "If he fought like this for one rupee, he would have killed the five of us for a five-rupee note."

(ix) The Fox and the Wolf [No.9]

A small fox meets a large wolf _____ the latter asks the former to go for a walk _____ the wolf begins to boast _____ "I am stronger and cleverer". _____ "You can run fast _____ "I am your master" _____ fox said you are not my master. _____ the wolf becomes angry _____ I will eat you _____ the fox runs away and crosses the thin ice of frozen canal. _____ The wolf follows _____ the ice creaks _____ he is drowned. Do not despise those who seem to be weaker than yourself.

A stormy night the door locked

(x) The Silver Key [No.10]

A traveller reaches a dharamshala knocks at it find the keeper says he has no key asks if the traveller has a silver one admits him when he pushed a rupee under the door bring in his box _____ goes out for it _____ knocked for admission _____ key and asks if he has a silver one he pushed a rupee under the door. is requested by the traveller to _____ the door is shut upon him the traveller replies he has lost the _____ the keeper not admitted until

Write stories with the following outlines.

EXERCISE

A: Answer the following Questions.

(1) Why did Rosalind and Celia go to the forest of Arden?

Ans. Rosalind and Celia went to the forest of Arden because they like each other and to find out Banished.

(2) How did Rosalind begin to like Orlando?

Ans: When Orlando defeated experienced wrestler and when she learned that he was the faithful friend of her banished father, then Rosalind began to like Orlando.

Q3: What method did Rosalind and Celia adopt to find out the banished duke?

Ans: They both dressed themselves in their country clothes and went to the forest to find the banished duke. Rosalind disguised in male attire called herself Ganymede and Celia disguised as a country girl took name of Aliena.

Q4: What did Adam advise to Orlando?

Ans: Adam advised him that you must not stay here. Your brother, Oliver has planned to set fire to your room tonight. You must keep away from this house.

Q5: Why did Frederick not allow Rosalind to leave the palace with his father?

Ans: Frederick did not allow Rosalind to leave the palace with his father because Rosalind was best friend and cousin of Frederick's daughter.

B: Write "True" or "False" before the statements.

- (1) Frederick wanted to usurp his brother's dukedom. (T)
- (2) The lawful duke banished Frederick to the forest of Arden. (F)
- (3) Celia was the daughter of banished Duke. (F)
- (4) A wrestling match was held between Charles and Orlando. (T)
- (5) Frederick thought that Orlando could be able to defeat the experienced wrestler. (T)
- (6) Orlando defeated the experienced wrestler. (T)
- (7) Celia couldn't go to the forest due to her father's anger. (F)
- (8) Rosalind disguised himself in male attire. (T)

(9) Adam was faithful to Orlando. ((T)

(10) Adam fell ill in the forest. (T)

C: Learn the meanings of the following idioms and use them in sentences.

1. To kill two birds with one stone.	to achieve two tasks with one effort.
2. Birds of a feather flock together.	persons of like tastes seek one another's society.
3. A birds eye-view.	a general view.
4. Hand in glove.	to be intimately connected with each other.

ANSWERS:

- (1) I want to kill two birds with one stone.
- (2) We should be birds of a feather flock together.
- (3) Look to the map a birds eye-view.
- (4) We are hand in glove.

GRAMMAR:

Simple, compound and complex sentences.

(1) SIMPLE SENTENCES:

It is a sentence with single clause.

e.g: Humpty Dumpty sat on a wall.

(2) COMPOUND SENTENCES:

It is a sentence with two or more main clauses and no subordinate clause. The main clauses in a compound sentence are called coordinate clause.

Eg: You must run fast or you will not win the race.

Coordinate clause.

Coordinate clause.

(3) COMPLEX SENTENCES:

It has one main clause and one or more subordinate clauses.

Eg: If you do not be quiet, You will be punished

Subordinate clause.

main clause.

I was sleeping

main clause

when you phoned.

sub ordinate clause

I don't know

main clause

where he was born.

sub ordinate clause

D: Write if the sentence is simple, compound or complex.

- (1) All the students worked cheerfully. Simple sentence.
- (2) Stratford-upon-Avon is the town where Shakespeare was born. Complex sentence.
- (3) For all his hardwork he couldn't succeed. Simple sentence.
- (4) She finished her work and went out. Compound sentence.
- (5) Hydel power, wind power and solar power are renewable sources of energy. Simple sentence.
- (6) We must eat to live. Simple sentence.
- (7) He worked hard still he couldn't succeed. Compound sentence.
- (8) We must eat or we cannot live. Compound Sentence.
- (9) Allama Iqbal was born at Sialkot. Simple sentence.
- (10) He did not give me his home address. Simple Sentence.
- (11) He didn't tell me where he lived. Complex Sentence.
- (12) Barking dogs seldom bite. Simple Sentence.
- (13) I saw a bird that was wounded. Compound Sentence.
- (14) Dogs which bark seldom bite. Simple Sentence.
- (15) I saw a bird that was wounded. Compound sentence.

E: Look up the meanings of the following words in dictionary and search them in the box.

Adhesive _____	Clamp _____	Link _____	Snap _____
Anchor _____	Clip _____	Lock _____	Spike _____
Band _____	Cord _____	Loop _____	Strap _____
Belt _____	Glue _____	Lug _____	Tape _____
Binder _____	Gum _____	Mortar _____	Tether _____
Bolt _____	Hawser _____	Nail _____	Thread _____
Bond _____	Hobble _____	Paste _____	Tie _____
Button _____	Hook _____	Peg _____	Twin _____
Catch _____	Lariat _____	Pin _____	Wax _____
Cement _____	Latch _____	Rivet _____	Weld _____
Chain _____	Line _____	Rope _____	Wrap _____

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

F: Use the above words in sentences.

Note: Solve this exercise teacher himself.

LESSON	AS YOU LIKE IT (PART-I)
11	جیسے آپ کی مرضی (حصہ اول)

کردار:

(۱) بنی شیڈ ڈیوک

(۲) فریڈرک بک: اس کا چھوٹا بھائی اور اس کے صوبے کا سودخور تھا۔

(۳) اور لینڈو: سر رولینڈ دی بوائز کا چھوٹا لڑکا۔

(۴) روزالینڈ: بنی شیڈ ڈیوک کی بیٹی۔

(۵) سیلیا: فریڈرک کی بیٹی۔

کافی عرصہ پہلے فرانس کے صوبے (ڈیوک ڈوم) میں ایک مکار فریڈرک رہتا تھا۔ اس نے اپنے بڑے بھائی کو دھوکہ دیا اور جلاوطن کر دیا۔ بنی شیڈ ڈیوک نے آرڈن کے جنگلات میں پناہ لی جہاں وہ اپنے مختلف درباریوں سے مل گیا جو اس سے پیار کرتے تھے۔ بنی شیڈ کو روزالینڈ نامی ایک خوبصورت بیٹی تھی، جس کو فریڈرک نے اپنی بیٹی سیلیا کی دوستی کی وجہ سے رکھا ہوا تھا۔ یہ دونوں آپس میں کزنس اور اچھی دوست تھیں۔ ایک دن فریڈرک نے دونوں لڑکیوں کو لڑائی کے کھیل میں شرکت کرنے کا حکم دیا جو ڈیوک میں چارلس اور نوجوان آدمی اور لینڈو کے درمیان مقابلہ تھا۔

فریڈرک نے سوچا کہ نوجوان آدمی تجربہ کار پہلوان سے لڑنے کے قابل ہے اور اس کو شکست دینے کی کوشش کرے گا۔ لیکن آدمی نے کہا کہ وہ یہ کرنا چاہتا ہے۔ اس نے نوجوان آدمی سے معذرت کی اور روزالینڈ اور سیلیا سے اس سے بات کرنے کو کہا۔ شاید وہ اسے لڑنے پر آمادہ کریں۔

روزالینڈ اور سیلیا نے نوجوان آدمی سے بات کی لیکن اس نے نرمی سے ان کی گزارش کو منع کر دیا۔ سب کو حیران کرنے کے لیے نوجوان آدمی نے اپنے مخالف کو شکست دی۔ روزالینڈ نے فوراً اس کو پسند کر لیا خاص طور پر جب اس نے سنا کہ وہ اس کے والد کا وفادار ساتھی ہے۔

نوجوان آدمی کے والدین یہ سن کر بہت غصہ ہوئے۔ اس غصے میں انہوں نے روزالینڈ کو جلاوطن کرنے کا فوراً حکم دیا۔ سیلیا اپنے کزن کو بہت پسند کرتی تھی۔ تو اس نے

اپنے والد کی اجازت کے بغیر اپنے کزن کے ساتھ جانے کا فیصلہ کیا۔ دونوں لڑکیاں جوان، خوبصورت اور امیر تھیں۔ یہ سفر کرنا ان کے لیے بہت خطرناک تھا۔ کیونکہ وہ بہت مہنگے کپڑے پہنے ہوئے تھیں۔

ان دونوں نے اپنے ملک کے کپڑے تبدیل کیے اور بنی شید ڈیوک کو تلاش کرنے کے لیے جنگل گئیں۔ روائلند نے اپنا بھیس ایک آدمی میں بدلا اور اپنا نام گینی میڈر رکھا اور سیلیا نے ایک غیر ملکی لڑکی کا بھیس بدلا اور اپنا نام الینہ رکھا۔

اور لینڈ و پہلے ہی اپنے ظالم بھائی کو نکالنے کا منصوبہ بنا چکا تھا، اولیور، ایک بوڑھا نوکر، آدم اس سے گھر کے دروازے پر ملے۔ اس نے کہا، "میرے پیارے آقا، تم اب ادھر نہیں ٹھہر سکتے۔ تمہارے بھائی اولیور نے آج رات تمہارے کمرے میں آگ لگانے کا منصوبہ بنایا ہے۔ تمہیں اس گھر سے بھاگ جانا چاہیے۔

"لیکن آدم" اور لینڈ نے کہا، میں کہاں جاسکتا ہوں؟ میرے پاس پیسے بھی نہیں ہیں۔ میں فقیر نہیں بن سکتا، یا کھانا حاصل کرنے کے لیے مجھے لوگوں سے چوری کرنی ہوگی۔

آدم نے جواب دیا کہ میرے پاس کچھ پیسے ہیں اور میں تمہارے ساتھ چلوں گا۔ پھر آدم اور لینڈ ساتھ دور چلے گئے۔ یہ آرڈین کے جنگلات کی طرف سے گئے، وہاں روزلنڈ کے والد اور ان کے دوست کے خیمے تھے۔ زیادہ دور تک جانے سے پہلے وہ دونوں بہت بھوکے اور تھکے ہوئے تھے۔

بوڑھا آدمی بیمار ہو گیا۔ اس نے اور لینڈ سے کہا کہ وہ اسے یہاں پر ہی چھوڑ دے۔ اس نے سوچا کہ یہ مرنے والا ہے۔ اور لینڈ اس کو ایک بڑے درخت کے سائے کے نیچے لے گیا اور آرام سے لٹا دیا۔ مرنے کی بات نہیں کرو آدم، اس نے کہا۔ یہاں آرام کرو جبکہ میں کچھ کھانے کے لیے لاتا ہوں۔ میں جلدی واپس آؤں گا۔

WORDS	U. MEANINGS	S. MEANINGS
Several	بے شمار	بیشمار
Palace	محل	محل
Beautiful	خوبصورت	خوبصورت
Companion	ساتھی	سا
Commanded	حکم دیا	حکم ڈنو
Wrestling	لڑائی، کشتی	لڑا، ویڑھ
Champion	کھلاڑی	ملاڑی، رانڈیگر
Able	قابل	قابل
Experienced	تجربہ کار	تجربہ کار
Dissuade	شکست دینا	شکست ڈیٹ
Surprise	حیران ہونا	حیران ٹیٹ
Politely	نرمی سے	نرمی سان
Instantly	فوراً	یکدم
Shelter	سایہ	سایو
Hungry	بھوکا	بکایل

LESSON 11	AS YOU LIKE IT (PART-II) جیسے آپ کی مرضی (حصہ دوم)
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اور لینڈ و جنگل کے حصے میں گھوم رہا تھا۔ جہاں بنی شیڈ ڈیوک تھا۔ یہ ان سے ملا جب وہ کھانا کھانے والے تھے۔ اور لینڈ کو نہیں معلوم تھا کہ یہ لوگ ڈیوک اور اس کے دوست ہیں کیونکہ یہ لوگ عام آدمی لگ رہے تھے۔ اس نے سوچا کہ شاید یہ لوگ چور ہیں۔ وہ بھوک سے نڈھال تھا، اور لینڈ و ڈیوک کے اوپر تلوار لے کر کھڑا ہو گیا اور کھانے کا مطالبہ کیا ڈیوک نے بڑی نرمی سے کھانا پیش کیا۔ اور لینڈ و اپنے غرور والے رویہ پر شرمندہ ہوا۔ اس کی گزارش پر آدم کو بلوایا گیا اور ان دونوں نے کھانا کھایا۔ باتیں کرنے کے دوران ڈیوک کو معلوم ہو گیا کہ اور لینڈ و اس کے دوست کا بیٹا ہے، رو لینڈ ڈیو بوائز نے ان دونوں کو اپنی حفاظت میں لے لیا اور ان کو جنگلات کے مہران بنالیا۔

بالکل اسی وقت، روز النڈ اور سیلیا آرڈن کے جنگل پہنچ گئیں، یہاں یہ بھیڑوں کا ریوڑ لے کر آئیں شیفرڈ سے اور شیفرڈ کی زندگی گزارنا شروع کر دی۔

روز النڈ اور لینڈ و کو نہیں بھولا، وہ جانتی تھی کہ وہ اس سے محبت کرتی تھی اور اس کو دوبارہ دیکھنا چاہتی تھی۔ اس کو معلوم نہیں تھا کہ وہ بھی جنگل میں ہے۔ روز النڈ اور سیلیا جس گھر میں رہ رہے تھے وہ ڈیوک کے خیمے سے دور نہیں تھا۔ ایک دن روز النڈ، نوجوان آدمی کے کپڑوں میں تھا، گینی میڈ، اس کو عجیب حیرانی ہوئی جب اس کو درخت پر ایک کاغذ کا ٹکڑا لٹکا ہوا نظر آیا۔ کاغذ پر روز النڈ کے بارے میں ایک نظم تھی۔ جب وہ سیلیا سے ملی، اس کو بھی روز النڈ کے بارے میں لکھی ہوئی نظم سے ایک کاغذ کا ٹکڑا ملا۔ روز النڈ یہ نہیں سوچ سکتی تھی کہ یہ کس نے کیا۔

جیسے یہ آپس میں اس کے بارے میں باتیں کر رہی تھیں، انہوں نے اپنے طرف دو آدمیوں کو آتے ہوئے دیکھا۔ لڑکیوں نے خود کو چھپا لیا۔ روز النڈ نے دیکھا کہ اس میں سے ایک اور لینڈ و ہے۔ اس کا دوست مزاق کر رہا ہے روز النڈ کے لیے نظمیں لکھ کر اور ان کو درختوں میں لٹکا کر۔

جوان لڑکیاں اپنی چھپی ہوئی جگہ سے باہر آ گئیں اور لینڈ و سے کہا۔ اس نے روز النڈ کو نہیں پہچانا کیونکہ وہ ایک آدمی کے روپ میں تھی، اور وہ پریشان ہو گیا، کیونکہ وہ روز النڈ کے پیار

میں پاگل تھا۔ وہ اس کا دوست بن گیا۔ کچھ دنوں کے بعد اور لینڈ و جب گینی میڈ کے کاٹیج کی طرف جا رہا تھا، اس نے ایک آدمی کو سوتے ہوئے دیکھا، اس کے جسم پر ایک سانپ تھا اور قریب میں شیرنی تھی۔ اس کے ارد گرد بھی سانپ تھے۔

اور لینڈ و نے دیکھا کہ یہ آدمی اس کا بھائی ہے، اولیور، ایک لمحہ کے لیے اور لینڈ و کو غصہ یا کہ اس کو اس کی قسمت پر چھوڑ دوں۔ لیکن اس نے اپنی تلوار نکالی اور شیرنی کو مار دیا لیکن اس کے بازو پر تھوڑا سا زخم لگا۔ کیونکہ اولیور کی جان بچ گئی، اولیور بہت خوش ہوا۔ اور دونوں بھائی دوبارہ خوشی سے ایک ہو گئے۔ اور لینڈ و اپنے زخم کی وجہ سے کمزور تھا اس لیے وہ گینی میڈ کے کاٹیج میں نہیں گھوم سکا۔ اس نے اپنی کاٹیج جانے کے لیے اور جو کچھ ہوتا ہے کے لیے کہا۔ سیلیا نے اس موقع سے فائدہ اٹھایا کیونکہ وہ اس سے پیار کرتی تھی اور اس سے شادی کرنے کا منصوبہ بنا چکی تھی۔ اور لینڈ و کو اس خبر سے صدمہ ہوا کیونکہ وہ جلتا تھا۔ لیکن جب گینی کی اور لینڈ و سے ملاقات ہوئی جو اپنے دوسرے بھیس میں تھی، اس نے روز النڈ کو تیار کرنے کا وعدہ کیا اگر اور لینڈ و اس سے شادی کرے، اور لینڈ و نے خوشی سے وعدہ کیا۔

اگلے دن روز النڈ اور سیلیا اپنے اصلی بھیس میں اس جگہ آ گئیں جہاں ڈیوک اور اس کے دوست تھے۔ سب حیران ہو گئے لیکن روز النڈ نے ہر چیز بتائی اور دو جوڑوں نے آپس میں شادی کر لی۔

ظالم فریڈرک کو اپنی بیٹی اور ان اعلیٰ آدمیوں کے اوپر غصہ یا، جو ڈیوک کے ساتھ مل گئے، یہ اپنے بھائی اور اس کے آدمیوں کو مارنے کے لیے ایک بڑی فوج کو لے کر گیا۔ جیسے ہی یہ جنگل میں داخل ہوا، اس کی ملاقات ہر مٹ سے ہوئی۔ اس نے فریڈرک سے کافی دیر تک بات کی اور خرمین فریڈرک کو احساس ہو گیا کہ یہ کتنا مکار (چالاک) تھا۔ اس نے اپنی ہر چیز دینے اور اپنی باقی زندگی ایک پادری بن کر گزارنے کا فیصلہ کیا۔ تو اس نے اپنے بھائی کو پیغام بھیجا، وعدہ کیا اس کی سلطنت واپس کرنے کا، اس نے ڈیوک کے دوستوں سے بھی وعدہ کیا ان کی زمین اور پیسے واپس کرنے کا۔

WORDS	U. MEANINGS	S. MEANINGS
Wander	گھومنا	گھمٹ
meal	کھانا (خوراک)	ادو (ما)
rough	عام	عام
robber	چور	چور، قورو
Desperate	کمزور یا نڈھال ہونا	کمزور تین
Hunger	بھوک	بک
Shame	شرم	شرم
Protection	حفاظت	حفاظت
Meantime	بالکل اسی وقت	بالکل ا وقت
Forget	بھول جانا	وین
Camp	خیمہ	خیمو
Strangs	عجیب	عجیب
Poem	نظم	نظم
Recognize	پہچاننا	سچاٹن
Nearby	قریب	ویجھو
Moment	لمحہ، وقت	لمحو، وقت
Wound	زخم	زخم
Confession	اعتراف کرنا	اعتراف، باس
Pitiable	قابل رحم	رحم جوگو
Marry	شادی کرنا	شادی کرن
Narrate	تذکرہ کرنا	بیان کرن
Usurer	بیاج لینے والا	ویاج خور
Repentant	پشیمان	پچتاء کندڑ

Desertion	ہجرت	ترک، ہجرت
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EXERCISE

A: ANSWER THE FOLLOWING QUESTIONS.

Q1: Why did Orlando behaved in a rude way to Duke?

Ans: Orlando behaved in a rude way to duke because he was hungry.

(2) What did Rosalind and Celia do for their livelihood?

Ans: Rosalind and Celia bought a flock of sheep from shepherd and began to live the life of shepherd.

(3) How did Rosalind come to know about Orlando's love for her?

Ans: When Rosalind found a paper from tree, then she came to know about Orlando's love for her.

(4) How did Orlando save his brother, Oliver?

Ans: Orlando saved his brother, Oliver by killing the lioness.

(5) Why did Frederick return the Dukedom to the lawful Duke?

Ans: When Hermit released him then Frederick returned the Dukedom to the lawful Duke.

B: Write "True" or "False" before the statements.

- (1) Orlando behaved in a good way then he met the banished Duke. (F)
- (2) Orlando was the son of the Rowland de Boys. (T)
- (3) Rosalind disguised herself as a man. (T)
- (4) Rosalind found a piece of paper fixed on a tree. (T)
- (5) Orlando couldn't marry Rosalind. (F)
- (6) A hermit compelled Frederic to give up all his bad deeds. (T)
- (7) Frederick didn't return dukedom to the lawful Duke. (T)

C: Learn the meanings of the following idioms and use them in sentences.

- (1) Once in a blue moon: rarely.
- (2) Like a red rag to a bull: a cause of irritation.

- (3) Blood is thicker than water: Kinship is stronger than friendship.
- (4) Over head and ears: thoroughly submerged in.

Answers:

- (1) Frederic was once in a blue moon bad person.
- (2) Kashmir problem is like a red rag to a bull in South Asia.
- (3) Pakistani nation proves at any difficult time that blood is thicker than water.
- (4) Rosalind was over head and ears in the love of Orlando.

GRAMMAR**ACTIVE AND PASSIVE VOICE****Imperative sentences:**

Imperative Sentences are changed into passive voice by following formula.

Let + object + (not) + be + verb (3rd form)
(in negative sentences)

Eg:

- (1) Open the door (Active Voice) let the door be opened (Passive Voice).
- (2) Do not open the door (Active Voice)
let the door not be opened (Passive Voice)

D: Change the following sentences into Passive Voice.

- (1) Beat him.
- (2) Do not catch that bird.
- (3) Punish him.
- (4) Do not punish him.
- (5) Eat an apple in the morning.
- (6) Pay the bill.
- (7) Do not ring the bell.
- (8) Do not steal his pen.
- (9) Post these letters.
- (10) Switch off the extra lights.

ANSWERS:

- (1) Let him be beaten.
- (2) Let the birds not be caught.
- (3) Let him be punished.
- (4) Let him not be punished.
- (5) Let an apple be eaten in the morning.
- (6) Let the bill be paid.
- (7) Let the bell not be rung.
- (8) Let his pen not be stole.
- (9) Let these letters be posted.
- (10) Let the extra lights be switched off.

E: Fill in the blanks with a word that can replace the underlined words, choose from the box.

(Postmortem, Aquarium, Optimist, Commentary)

- (1) Zain is the person who believes that all is right with the world.
- (2) I saw a tank for fish or water plants.
- (3) The fans avidly listened to the description of what was happening on the radio.
- (4) The relatives could only take away the body for cremation after the operation on the dead body to find out the cause of death.

CORRECT SENTENCES:

- (1) Zain is optimist.
- (2) I saw aquarium.
- (3) The fans avidly listened to commentary on the radio.
- (4) The relatives could only take away the body for cremation after postmortem to find out the cause of death.

F: Write stories with the following outlines.**(vi) The Tree and the Tiger (No: 6)**

A tiger lying under a tree _____ noticed by a monkey sitting on its top _____ finding himself safe the monkey insults the tiger who pays no heed to him

_____ monkey enraged _____ the tiger gets up to go
 _____ "O Tiger, have I insulted you?" _____ the
 tiger's reply: "No, the height of the tree has insulted me,
 not the poor little monkey."

(vii) The Prisoner and the Birds (No. 7)

A poor man once, wrongly imprisoned _____ at
 last set free by a King and given a sum of money _____
 straightway went to the market and expressed his wish to
 buy all the caged wild-birds _____ The shopkeeper's
 surprise _____ the man's explanation; "The birds have
 been unjustly imprisoned, and I am going to set them
 free."

NOTE:

LESSON

13

RUSTAM AND ZOHRAB (PART-I)

رستم اور زوہراب (حصہ اول)

رستم ایران کا ایک عظیم جنگجو (لڑاکا) تھا۔ لوگ اس کو بہادری اور رحم دلی کی وجہ کی پسند کرتے تھے اور اس کی تعریف کرتے تھے۔ وہ یقین رکھتے تھے کہ اس کے پاس ایک خاص انسانی طاقت ہے۔

اس کو خطروں سے کھیلنے کا بہت شوق تھا، وہ ہمیشہ اپنے وفادار گھوڑے "رکیش" کے ساتھ رہتا۔ رستم لڑائی جھگڑے کو برداشت نہیں کر سکتا تھا اور وہ ہمیشہ کمزوروں کی وکالت کرتا ان لوگوں کے خلاف جو غریبوں اور کمزوروں کے ساتھ غلط کرتے۔ ظالم لوگوں کو سزا دے کر وہ اپنے محل سے چلا گیا۔

ایران کے بادشاہ رستم کی بہت عزت کرتے تھے۔ اس کو کبھی کبھار رستم کی مدد کی ضرورت پڑتی تھی جب توران کے تاراج قبیلے کے بادشاہ افریاب نے حملہ کیا۔ افریاب کا ایران کے بادشاہ بننے کا مقصد تھا۔

ایران کے سپاہی تقریباً رستم کو پوجتے تھے اور جب اس کے حکم سے لڑنا پڑتا تو وہ آسانی سے دشمن کو شکست دیتے۔ اس کے علاوہ اگر رستم کہیں دور ہوتا اور دوسرا کوئی ایران کی آرمی سنبھالتا، سپاہی آپس میں لڑتے اور میدان جنگ چھوڑ کر بھاگ جاتے۔

رستم ایک مخلص خدمت گار تھا۔ وہ کبھی بھی انعام کے خاطر نہیں لڑتا تھا۔ جنگ جیتنے کے بعد وہ اکیلا دنیا کے سفر پر نکل جاتا تھا۔

ایک مرتبہ رستم اکیلا سفر پر جا رہا تھا، اس کا سامنا تاراج کے گھڑسوار کی آدمیوں کے ہینڈ سے ہوا۔ اس نے ان سے لڑنے کی تیاری کر لی، لیکن ان کا رہنما نرمی سے آگے بڑھا اور اپنے سے لڑنے کے لیے اس کو دعوت دی۔ ان کا رہنما کوئی عام آدمی نہیں تھا۔ وہ کردستان کا بادشاہ تھا۔ اس نے رستم کے ساتھ عمدہ سلوک کیا اور کہا ایک مشہور جنگجو کو خوش کرنا اس کے لیے ایک عظیم اعزاز ہے۔ رستم کردستان کے بادشاہ کے ساتھ کچھ دن ٹھہرا۔ بادشاہ نے اس کے اعزاز میں اچھے کھانے پیش کیے۔ اس کو ایک علیحدہ کمرہ دیا گیا۔ شام کو رستم کمرے میں گیا اور جلد ہی گہری نیند سو گیا۔ جلد ہی اس کی نیند خراب ہوئی اور حیران ہوا، اس کو کمرے میں ایک خوبصورت لڑکی ملی۔ جب سوال پوچھا گیا،

تو لڑکی نے جواب دیا کہ وہ کردستان کے بادشاہ کی بیٹی ہے۔ لڑکی نے اس سے کہا کہ یہ اس کی جستجو ہے جو وہ اس کو یہاں گھومنے کا تحفہ دے گی۔

رستم نے لڑکی سے فینسی لی جو اس کے لیے خوبصورت تھی دوسرے دن، رستم نے لڑکی سے شادی کے لیے کہا۔ اس کا رشتہ قبول ہو گیا۔ ان کی شادی بڑی شان و شوکت سے ہوئی۔ رستم کی طبیعت کام اور بھاگ دوڑ کرنے کی تھی۔ اس لیے وہ محل چھوڑ کر خطرات کی تلاش میں چلا گیا۔

اس کی غیر موجودگی میں اس کی بیوی کو بیٹا پیدا ہوا۔ بچے کا نام زوہراب رکھا گیا۔ شہزادی کو ڈرتھا کہ بچے کو اس کا شوہر اس سے دور لے جائے گا جنگ کی تربیت دینے کے لیے۔ اس لیے اس نے یہ فیصلہ کیا کہ یہ رستم سے حقیقت چھپائے گی اور اس نے رستم کو پیغام بھیجا کہ اس کی لڑکی ہوئی ہے۔

WORDS	U. MEANING	S. MEANING
Warior	لڑکا، جنگ جو	ویژہاک، جنگجو
admire	تقریف کرنا	واکاٹ کرنا
bravery	بہادری	بہادری
kind heart	نرم دل، رحم دل	رحمدل، نرم دل
adventures	خطرات	خطرا
faithful	وفادار	وفادار
accompanied	ساتھ ہونا	گڈھجن
aggression	لڑائی جھگڑا	جھیتڑو
tolerate	برداشت کرنا	سہن
palace	محل	محل
Advocated	وکالت کی	وکالت
Territory	قبیلہ	قبیلو
Cruel	ظالم	ظالم
Defeat	شکست دینا	شکست ڈین
Battle Field	میدان جنگ	جنگ جو میدان
Sincere	مخلص	سچو
Lonely	اکیلا	اکیلو
Reward	انعام	انعام
Humbly	نرمی سے	نرمی سان
Leader	رہنما	اگوان
Invite	دعوت دینا	دعوت ڈین
Famous	مشہور	مشہور

EXERCISE**A: ANSWER THE FOLLOWING QUESTIONS.****Q1: What sort of life did Rustam live?**

Ans: He was fond of adventures. He was always accompanied by his faithful horse, "Rukesh". Rustam couldn't tolerate aggression and always advocated the cause of weak people who were treated cruelly.

Q2: What used Rustam to do after winning a battle?

Ans: After the battle had been won, he would go away on his lonely travels in the world.

Q3: How did the king of Kurdistan treat Rustam?

Ans: He treated Rustam nicely and said it was a great honour for him to entertain a famous warrior. The king arranged a great feast in his honour.

Q4: Why did the princess visit Rustam?

Ans: The princess visited Rustam because she wanted to meet him.

Q5: Why did princess say her child was a girl?

Ans: The princess was afraid that her child would be taken away by her husband who might give him training of a warrior therefore she said her child was a girl.

B: Write "True" or "False" before the statements.

- (1) Rustam was admired by the people for his bravery. (T)
- (2) The persian king didn't like Rustam. (F)
- (3) Afrasiab was the king of persia. (F)
- (4) Rustam's presence encouraged the persian soldiers. (T)
- (5) Rustam never fought for the sake of reward or prize. (T)
- (6) Rustam fought with the king of Kurdistan. (F)
- (7) Rustam didn't marry the daughter of Kurdistan's king. (F)
- (8) The princess sent a message to Rustam that a daughter had been born to her. (T)

C: Learn the meanings of the following idioms and use them in sentences.

- (1) To see eye to eye with : to agree

- (2) In the twinkling of an eye : immediately
- (3) From mouth to mouth : from one person to another
- (4) To pay lip service to : to pretend to be loyal.

Answers:

- (1) Australia is to see eye to eye with Pakistan for T-20 Cricket.
- (2) The city had destroyed in the twinkling of an eye.
- (3) The sweet is distributed from mouth to mouth.
- (4) He paid lip service to the king.

GRAMMAR**☆ Use of who, whom, which, that, whose.**

☆ Who, whom; are used only for people or named animals.

e.g:

- (1) The boy with whom I talked is my brother.
- (2) The police caught the man who was involved in the robbery.

☆ Which; is used from non living things, ideas and unnamed animals.

e.g.: (1) This is the room in which I stay.

☆ That; is used for anything, animals, non-living thing and people. However who or whom is preferable when antecedent is a person.

e.g.: (1) The book that I am reading is a novel.

☆ Whose; is used for the possessive case.

e.g.: He is the man whose son got first position.

D: Tick the correct relative pronoun to complete the sentence:

- (1) The man (whom/which) you met in the Masjid is my father.
- (2) That is the book (who/that) Adnan told me about.
- (3) I have a friend (whom/whose) father won a bravery award.
- (4) The boy (which/who) talked to you at the railway station is my brother.

- (5) Yesterday I met shayaan (whose/that) house is on the top of the hill.
- (6) Badshahi Masjid (which/whom) was built by Shah Jahan, is a beautiful Masjid.
- (7) The book (that/whose) I borrowed from you last month is not interesting.
- (8) My horse Heera (who/which) is an Arabian horse, loves to eat vegetables.

Answers:

- (1) The man whom you met in the Masjid is my father.
- (2) That is the book that Adnan told me about.
- (3) I have a friend whose father won a bravery award.
- (4) The boy who talked to you at the railway station is my brother.
- (5) Yesterday I met shayaan whose house is on the top of the hill.
- (6) Badshahi Masjid which was built by Shah Jahan, is a beautiful Masjid.
- (7) The book that I borrowed from you last month is not interesting.
- (8) My horse Heera who is an Arabian horse, loves to eat vegetables.

E: Change the following sentences into passive:

- (1) Switch off the lights.
- (2) Send an e-mail to your boss.
- (3) read this book.
- (4) Respect the elders.
- (5) Read the instructions carefully.
- (6) Do your duty.
- (7) Advertise the post.
- (8) Help the poor.
- (9) He has stolen my wallet.
- (10) Was Ubaid writing the letter?

Answers:

- (1) Let the lights be switched off.

- (2) Let an e-mail be sent to your boss.
- (3) Let this book be read.
- (4) Let the elders be respected.
- (5) Let the instructions be read carefully.
- (6) Let your duty be done.
- (7) Let the post be advertised.
- (8) Let the poor be helped.
- (9) My wallet has been stolen by him.
- (10) Was the letter been written by the Ubaid.

F: Write stories with the following outlines:**(viii) For one Rupee [No. 8]**

A poor man attacked by five decoites _____ the latter thought he had money _____ the former defended himself desperately _____ was at last overpowered _____ had only one rupee and that person _____ the leader of the decoites surprised _____ his remark: "If he fought like this for one rupee, he would have killed the five of us for a five rupee note."

(ix) The Fox and the Wolf [No. 9]

A small fox meets a large wolf _____ the latter asks the former to go for a walk _____ the wolf begins to boast _____ "I am stronger and cleverer". _____ "You can run fast _____ "I am your master" _____ fox said you are not my master. _____ the wolf becomes angry _____ I will eat you _____ the fox runs away and crosses the thin ice of frozen canal. _____ the wolf follows _____ the ice creaks _____ he is drowned. Do not despise those who seem to be weaker than yourself.

(x) The Silver Key [No. 10]

A stormy night _____ a traveller reaches a dharamshala _____ find the door locked _____ knocks at it _____ the keeper says he has no key _____ asks if the traveller has a silver one _____ admits him when he

pushed a rupee under the door _____ is requested by the traveller to bring in his box _____ goes out for it _____ the door is shut upon him _____ knocked for admission _____ the traveller replies he has lost the key and asks if he has a silver one _____ the keeper not admitted until he pushed a rupee under the door.

LESSON
14

RUSTAM AND ZOHRAB (PART-II)
رستم اور زوہراب (حصہ دوم)

زوہراب بڑا بہادر ایک جوان آدمی بن گیا۔ وہ شکار کا اور خاص طور پر کھیلوں کا شوقین تھا۔ وہ اپنے ابو کی بہادری کی داستانیں (کہانیاں) سننے کا بھی شوقین تھا۔ ان کہانیوں نے اس کو اپنے بہادر باپ سے ملنے کے لیے بے چین کر دیا۔ زوہراب نے اپنا نام بنایا اپنے ابو کے بہادری کے کارناموں کی وجہ سے۔ پھر وہ افراسیاب کی فوج میں شامل ہو گیا، زوہراب اپنی دلیری، بہادری اور حوصلے کی وجہ سے افراسیاب کی فوج کا سپہ سالار بن گیا۔ افراسیاب رستم سے خوف زدہ تھے۔ وہ اسی لیے زوہراب کو اپنے باپ کی موجودگی سے دور رکھتے تھے کہ میدان جنگ میں وہ غلطی سے مارا نہ جائے۔ اس مسئلہ کو حل کرنے کے لیے اس نے یہ مسئلہ فوج کے افسروں کو بتایا کہ زوہراب کو نہیں بتانا چاہیے کہ رستم ایران کی فوج کا جنگجو ہے۔ اس لیے کہ زوہراب رستم پر چڑھائی کرنے میں کامیاب کرے گا۔

بہت ہی مجبوری میں افراسیاب نے ایک بار پھر ایران کے قبیلوں پر چڑھائی شروع کی۔ اس وقت، ان کی سپہ سالاری زوہراب کر رہا تھا۔ ایران کی فوج بہادری سے لڑی لیکن سب محنت ضائع ہوئی۔ خرمین ایران کے بادشاہ نے رستم سے مدد کی درخواست کی کہ وہ اس مشکل وقت سے نکالے۔ رستم اس وقت بوڑھا ہو چکا تھا اور اپنے اکیلے گھر سے پہاڑوں کی طرف نکل گیا تھا۔ لیکن ایران کے بادشاہ نے اس کو تلاش کر لیا اور اپنے ملک کی دفاع کے لیے کہا۔

دو مخالف فوجیں میدان جنگ میں آمنے سامنے آئیں، اس کی سپہ سالاری باپ (رستم) کر رہا تھا، دوسرے کی سپہ سالاری بیٹا زوہراب کر رہا تھا۔ یہ کبھی سوچا ہی نہیں تھا انہوں نے۔

اگلے دن زوہراب نے ایران کے سب سے بہادر سپاہی سے اکیلا لڑنے کے لیے چیلنج کر دیا۔ اب زوہراب کے چیلنج کو قبول کرنے کے لیے کوئی بھی آگے نہیں بڑھا۔ ایران کے ایک افسر نے رستم کو یہ خبر پہنچائی اور زوہراب کے چیلنج کو قبول کرنے کے لیے کہا۔ رستم نے یہ کہہ کر منع کر دیا کہ یہ اس کی شان کے خلاف ہے کہ ایک معرکہ میں ایک بہت نوجوان لڑکے سے لڑے۔

افسر نے اس کو کہلوا دیا کہ اگر رستم نہیں لڑے گا لوگ کہیں گے کہ وہ نوجوان کے خوف کے

خطرے سے ڈر گیا۔ رستم فخر سے لڑنے کے لیے تیار ہو گیا لیکن اس نے ایک شرط رکھی کہ اس کی شناخت کو ظاہر نہ کیا جائے۔

پھر رستم اپنے مخالف سے لڑنے کے لیے خیمے سے باہر آیا۔ وہاں اس کا سامنا ایک نوجوان آدمی سے ہوا جس نے اس کو چیلنج کیا تھا۔ نوجوان آدمی رستم کے مقابلے کو نہیں تھا۔ اس لیے رستم نے اس سے معذرت کر لی اور اس کو مشورہ دیا کہ وہ اس سے نہیں لڑے کیونکہ میں بہت تجربہ کار سپاہی ہوں۔

زوہراب سمجھا کہ جو آدمی اس کے سامنے ہے وہ کوئی اور نہیں رستم ہے۔ اس نے اپنے مخالف سے بھی یہ معلوم کیا۔ رستم نے سوچا کہ آدمی آسانی سے فتح حاصل کرنے کی کوشش کر رہا ہے کیونکہ پہلے اس نے ایک معرکے میں اکیلا لڑنے کے لیے جنگجو کو چیلنج کیا۔ ذہن میں یہ خیال لے کر رستم نے جواب دیا، "بے وقوف لڑکے کیا تم کسی سے لڑائی کرنے میں مطمئن نہیں سوائے رستم کے؟ اس طرح رستم اس پر مایوس ہو گیا۔ زوہراب نے کچھ سخت الفاظ رستم سے کہے۔ پھر رستم نے اس پر نیزہ اس پر پھینکا جس سے زوہراب چالاکی سے بچ گیا۔

زوہراب نے بدلے میں رستم پر نیزہ پھینکا جو اس نے شیلڈ سے پکڑ لیا۔ اب رستم نے ایک بڑے کلب کو پکڑا اور بھرپور طاقت سے اپنے مخالف پر نیزہ پھینکا۔ اس وقت بھی زوہراب بچ گیا۔ وہ تھوڑا سا ہٹ گیا جس کے نتیجے میں رستم اس پر توازن (دھیان) نہ رکھ سکا کلب کے وزن کی وجہ سے۔ رستم اس حالت میں مر سکتا تھا، لیکن زوہراب نے واپس کچھ پھینکا۔ وہ نہیں سمجھ سکا کہ وہ اپنے مخالف رستم سے ٹکرانے کے قابل کیوں نہیں ہے۔ کسی نے کچھ اس سے کہا کہ وہ اس کو اپنے مخالف سے نہیں لڑنا چاہیے۔ اس لیے اس نے رستم کو امن کا پیغام بھیجا۔

اس سے رستم کو غصہ گیا اور اس نے اپنے مخالف کو نظر انداز کیا۔ لڑائی دوبارہ شروع ہوئی اور دونوں مخالف بھوکے شیروں کی طرح لڑنے لگے۔

زوہراب اپنی تلوار سے رستم کے ہیلمیٹ سے ٹکرانے کے قابل تھا، لیکن تلوار کا بلیڈ دو ٹکڑوں میں ٹوٹ گیا نتیجے میں وہ اکیلا خالی واپس یا صرف تلوار کا آدھا پیڈل لے کر۔ اس پر رستم نے اپنا نیزہ باہر نکالا اور تیز آواز میں اپنا نام پکارا اور اپنے مخالف پر نیزہ پھینکا۔ ابھی زوہراب نے رستم کا نام ہی سنا تھا کہ اس کے ہاتھ سے شیلڈ گر گیا جو اس کے سینے کی حفاظت کر رہا تھا۔ رستم نے اس کو نشانہ بنایا اپنے نیزے سے اور بری طرح اس کو زخمی کر دیا۔

زوہراب زمین پر گر گیا۔ اس نے اپنے مخالف سے کہا کہ اس کی موت اس کے باپ رستم کا بدلہ تھا۔ رستم نے نوجوان سے کہا کہ وہ رستم کا بیٹا نہیں ہے کیونکہ رستم کی صرف ایک لڑکی ہے۔ زوہراب نے اس کو سمجھایا کہ وہ رستم کا بیٹا ہے، اپنے مخالف کو یقین دلانے کے لیے اس نے اپنے مخالف کو ایک راز بتایا۔ رستم کی انگوٹھی کا جو اس کی ماں نے بتایا تھا جب وہ بچہ تھا۔ رستم انگوٹھی دیکھنے کے لیے بے چین ہو گیا۔ اس کا غم شدید تھا کیونکہ اس نے اپنے بیٹے کو بری طرح زخمی کیا تھا۔ اس کا غم بڑھتا جا رہا تھا اور اپنے آپ کو مارنا چاہا لیکن زوہراب نے اس کو ایسا کرنے سے منع کیا۔

اب رستم نے اپنے مرتے ہوئے لڑکے کو اپنے ہاتھوں میں اٹھالیا۔ دونوں فوجوں کو اس سانحہ پر بہت شدید دکھ ہوا۔ یہاں تک کہ رستم کا گھوڑا ریش بھی رویا اور ان کی مدد نہ کر سکا۔

WORDS	U. MEANINGS	S. MEANINGS
Strong	مضبوط	طاقتور
fond of	شوقین	شوقین
hunting	شکار	شکار
anxious	پریشان، حیران	پریشان، حیران
Courageous	دلیر	دلیر
Bravery	بہادری	بہادری
Appearance	موجودگی	
Battlefield	میدان جنگ	جنگ جو میدان
Warrior	جنگ جو	جنگجو
Territory	قبیلہ	قبیلو
All in rain	محنت ضائع ہونا	محنت ضائع تین
invaded	چڑھائی کرنا	کاھ
difficulty	مشکل سے	مشکل سان
Defend	دفاع کرنا	بچاء کرڻ
Opposing	مخالف	مخالف
Provoke	ناراض ہونا	ناراض تین
Dignity	عظمت	عظمت
Reputation	عزت	عزت
Identity	شناخت	سچا پ
Opponent	مخالف	مخالف
Foolish	بے وقوف	بیوقوف
Satisfy	مطمئن ہونا	مطمئن تین
Avoid	بچنا	بچڻ

Cleverly	چالاکی	چالا
Snubbed	نظر انداز کر دیا	نظر انداز کیو
Hungry	بھوکا	بکایل
Wonder	حیران ہونا	حیران تین
Badly	بری طرح	خراب طرح
Fatally	بری طرح	خراب طرح

EXERCISE

A- ANSWER THE FOLLOWING QUESTIONS.

Q1: Why did Zohrab wish to leave home?

Ans: Zohrab wished to leave home because he wanted to meet his father, "Rustum".

Q2: Why did Afrasiab keep Zohrab?

Ans: He wanted that Zohrab should be kept in dark about the appearance of his father so that he might kill him unknowingly in battlefield.

Q3: How did persian lords persuade Rustum to accept Zohrab's challenge?

Ans: Persian lords persuaded Rustum, Saying that if Rustum did not fight, people would say that he feared to risk his reputation with a young man.

Q4: What weapons did Rustum and Zohrab use?

Ans: Rustum and Zohrab used weapons such as sword and spear.

Q5: How did Rustum recognize his son?

Ans: Rustum recognized his son when his son disclosed the fact of ring of Rustum.

(B) Write "True" or "False" before the statements.

- (1) Zohrab had restless nature like his father. (T)
- (2) Zohrab didn't want to meet his father. (F)
- (3) Zohrab became the commander of Afrasiab's army. (T)
- (4) Afrasiab wanted to make Zohrab the king of persia. (F)

- (5) The persian king sought the help of Rustum who had retired to his lonely house. (T)
- (6) Zohrab challanged to single combat the bravest persian soldier. (T)
- (7) Rustum was not willing to fight against, a young and inexperienced fellow. (T)
- (8) Rustum was happy to kill his opponent Zobrab. (F)

(C) Learn the meanings of the following idioms and use them in sentences.

- (1) Blue blood : aristocratic origin
- (2) A turn-coat : a person who changes his opinion.
- (3) Hit below the belt : unfairly
- (4) A snake in the grass : a deceitful person.

Answers:

- (1) MPA are blue blood of the Govt.
- (2) Shahzaib is a turn coat because he never keeps his mind in one thing.
- (3) By hit below the belt Salman was killed by a robber.
- (4) Saqib is a snake in the grass.

(D) Add the suitable relative pronouns in the blanks.

- (1) The men who work in this office are all highly paid.
- (2) Come at anytime that is convenient.
- (3) This is the prize that she won yesterday.
- (4) The chair which legs are broken must be thrown away.
- (5) The house in which he lives is bigger than mine.
- (6) The man who lives next door is a professor.
- (7) The clothes which he is wearing are very ragged and torn.
- (8) Did you see the car which had overturned by the side of the road.
- (9) The girl who is wearing a cotton frock is my sister.
- (10) The book which is lying on my desk is a dictionary.

(E) Combine the following pairs of sentences using

relative pronouns making suitable changes.

- (1) This house was built by my father. I have always lived in it.
- Ans: This house, in which I have always lived, was build by my father.
- (2) This coat is worn out. I have been wearing it for six years.
- (3) The garage is just round the corner. I keep my car in it.
- (4) This flower vase is a thousand years old.
- (5) The English lived mainly on trade. Napoleon called them a nation of shopkeepers.
- (6) The Thames is the most important, but not the longest river in England. It flows from west to east.
- (7) The burst water-pipes have been mended. They were frozen in the last spell of cold weather.
- (8) The Duke of wellington defeated Napoleon at waterloo. He was more successful as a general than as a politician.
- (9) Queen victoria died in 1901. Everyone respected her.
- (10) My niece has just married again. Her first husband died.

ANSWERS:

- (2) This coat is worn out which I have been wearing it for six years.
- (3) The garage is just round the corner in which I keep my car in it.
- (4) This flower vase is a thousand years old which comes from Egypt.
- (5) The English lived mainly on trade whom Napoleon called them a nation of shopkeepers.
- (6) The thames is the most important, but not the longest river in England which flows from west to east.
- (7) The burst water-pipes have been mended which were frozen in the last spell of cold weather.
- (8) The Duke of wellington defeated Napoleon at waterloo who was more successful as a general than as a politician.
- (9) Queen victoria died in 1901 whom everyone respected her.
- (10) My niece has just married again whose first husband died.

STORY WRITING

THIRD STAGE:

The rewriting of a story read out to the class is essentially an exercise in composition to test a student's ability to write simple, correct English, and not, as is sometimes supposed, an exercise in memory. The students should therefore remember the facts of a story and not its language.

METHOD (B)

- (1) The teacher should read one of the stories twice, written in "Teachers' guides".
- (2) One of the students should then be asked to tell that story in vernacular (_____).
- (3) About ten minutes should be given to the students to discuss the main points of the story.
- (4) Ask the students to write that story in their own words in English.
- (5) What was the sailor's last remark?

METHOD (B):

- (1) The teacher should tell one of the stories written in "Teacher's guide" in vernacular (_____).
- (2) The boys should write the story in English.

NOTE:

Most marks should be given on original attempt (the language differs most from the words of the book.)

I: Some friends are discussing their plans for the next year. Use the hints to frame sentences in the future continuous for what they plan to do.

1. Study biochemistry in China.

Ans: I shall be studying biochemistry in China.

2. Prepare for the MBA examination.

Ans: I shall be preparing for the MBA examination.

3. Build a new house.

Ans: I shall be building a new house.

4. Write stories for children.

Ans: I shall be writing stories for children.

5. Work in a travel industry.

Ans: I shall be working in a travel industry.

6. Memorising the Holy Quran.

Ans: I shall be memorising the Holy Quran.

J: Ask every student to frame their future plans and write in their note books.

Note: Do this activity in groups of different students.

LESSON
15
THE JUST EMPEROR
انصاف والا شہنشاہ (بادشاہ)

مغلوں نے ہندوستان پر تقریباً دو سو سال حکومت کی۔ ان میں سے ہمایوں اپنے انصاف کی وجہ سے مشہور تھا۔ یہ ظہیر الدین بابر کا بڑا بیٹا تھا، جس نے 1482 میں ہندوستان پر حکومت کی۔ بابر کی موت کے بعد ہمایوں بادشاہ بنا۔ اس کا محل دہلی میں تھا۔

ہمایوں انصاف کرنے والا حکمران تھا۔ یہاں تک کہ غریب لوگ بھی اپنے پیارے شہنشاہ سے آسانی سے ملنے تھے۔ ایک بڑا ڈرم جسے طلب عدل کہتے ہیں وہ اس کے حکم سے محل کے باہر رکھا گیا۔ اگر کسی کو بادشاہ سے کچھ کہنے کی خواہش ہوتی تو وہ انصاف کے ڈرم کو ایک بار بجاتا۔ اگر کسی شخص کو اپنی رقم ہوتی اور وہ اس کو نہیں ملتی وہ ڈرم کو دو مرتبہ بجاتا۔ اگر کسی شخص کی کوئی چیز چوری ہو جاتی تو وہ ڈرم کو تین مرتبہ بجاتا۔ اگر کوئی شخص قتل ہو جاتا تو ڈرم کو چار مرتبہ بجا یا جاتا۔ ڈرم کی آواز سنتے ہی ہمایوں اپنے افسروں کو حکم دیتا کہ وہ آدمی کو اس کو سامنے لائیں۔ وہ مسئلے کو سنتا اور ملک کے قانون کے مطابق اس حل کر دیتا۔

ہمایوں کا ایجاد کرنے والا (دریافت کرنے والا) ذہن تھا۔ ایک دن اس نے اپنے وفادار مالیوں سے کہا اور اپنی خواہش ظاہر کی کہ وہ تیرتا ہوا باغ بنا کر دکھائیں۔

اس کے مالی حیران ہو گئے کیونکہ یہ ان کے لیے مشکل تھا۔ لیکن ہمایوں بہت ذہین شخص تھا۔ اس نے ان سے کہا، دو کھلی ہوئی کشتیاں آپس میں ایک لکیر میں جوڑ دیں اور ان کو مضبوط لکڑیوں کے ٹکڑوں سے ڈھانپ دیں اور لکڑی کے اوپر مٹی ڈالیں۔ مالیوں نے ایسا ہی کیا جیسا ہمایوں نے ان سے کہا تھا۔ انہوں نے چھوٹے درخت اور خوبصورت پھول اگائے۔ پھر یہ کشتیاں دریائے جمنا میں دھکیل دی گئیں۔ لوگ بہت ہی حیران ہوئے اور خوش بھی ہوئے تیرتے ہوئے باغ کو دیکھ کر۔

ان دنوں میں دریاؤں پر بہت کم پل تھے۔ فوج کو دریا پار کرنے میں بڑی مشکل ہوتی تھی۔ ہمایوں نے پل تعمیر کرنے کے لیے یہ ہی طریقہ اختیار کیا، کشتیوں کی مدد سے۔ کشتیاں ایک ساتھ باندھ دی گئیں جب تک وہ دریا کے ایک کنارے سے دوسرے کنارے تک نہیں پہنچیں کشتیوں کے اوپر لکڑیوں کے ٹکڑے رکھے گئے اور وہاں راستہ بن گیا۔ پھر فوج دریا کو پار کر سکتی تھی۔ یہ پل مختلف جگہوں پر بنائے گئے۔

ہمایوں کی بادشاہت چار محموں میں تقسیم تھی، جن کے نام سرکارِ آب (پانی کا محکمہ) جو بعد میں دریاء، نہریں اور پلوں میں تقسیم تھا۔ سرکارِ آتش (آگ کا محکمہ) جو پہاڑوں پر تھا جس کو فوج استعمال کرتی تھی۔ سرکارِ خاکی (زمین کا محکمہ) جو فارم، عمارتوں اور زمین کی خرید و فروخت کے لیے تھا۔ شہنشاہ کی دیکھ بھال سرکارِ ہوائی (ہوا کا محکمہ)۔

ہمایوں کے بہت سارے دشمن تھے جو اس نے تخت چھیننا چاہتے تھے، لیکن ہر مرتبہ ہمایوں ان کو شکست دیتا۔ ایک مرتبہ جنگ کے دوران ہمایوں زخمی ہو گیا اور دریاء میں گر گیا اور تقریباً ڈوبنے والا تھا کہ کسی نے اس کی جان بچائی۔

ہمایوں نے اس کا شکریہ ادا کیا اور محل میں پہنچ گیا، اس نے پانی سے بچانے والے کا نام نظام رکھا (آدھے دن کا شہنشاہ) تمام وزیر اور رہنما اس کے آگے جھکے۔ شہنشاہ کے آدھے دن کے ختم ہونے پر نظام کو ہمایوں سے بہت سارے تحفے ملے اور وہ خوشگوار یادوں سے اپنے گاؤں واپس گیا۔

ہمایوں کو ستاروں کا مطالعہ کرنے میں بہت دلچسپی تھی۔ ایک مرتبہ جنوری کی شام کو وہ اپنے محل کی چھت پر تھا اور آسمان پر ستاروں کا مطالعہ کر رہا تھا، جب اس کی عبادت کا وقت آیا، وہ جلدی سے چھت سے واپس یا لیکن سیڑھیوں سے پھسل کر گر گیا۔ وہ بری طرح زخمی ہو گیا اور کچھ دنوں بعد 1556 میں وفات کر گیا۔

WORDS	U. MEANINGS	S. MEANINGS
Famous	مشهور	مشهور
Justice	انصاف	انصاف
Elder	بڑا	وڈو
Ruler	حکمران	حکمران
Emperor	بادشاہ	بادشاہ
Wish	خواہش	خواہش
Intention	نیت	نیت
Boat	کشتی	پیڑی
Bridge	پل	پل
Kingdom	بادشاہت	بادشاہت
Department	محکمہ	محکمہ
Capture	قبضہ کرنا	قبضہ کرنا
Throne	تخت	تخت
Palace	محل	محل
Pleasant	خوشگوار	خوشگوار، وندت
Remembrances	یادیں	یادوں

EXERCISE

A- ANSWER THE FOLLOWING QUESTIONS.

Q1: How could the poor get justice in Humayun's days?

Ans: In Humayun's days the poorest people have easy access to their beloved Emperor. A large drum, called Talb-e-Adl was placed outside the palace at his command.

Q2: How were floating garden's made as well as bridges to cross rivers?

Ans: Open boats were joined in a row, then boats were covered

with strong pieces of wood and soil is laid over the wood. As well as they made bridges by this method. Boats were tied together until they reached from one side of the river to the other. Plants were laid over the boats and there made a passage. This bridge could be taken to different places.

Q3: Why was Nizam made emperor for half a day?

Ans: Nizam made emperor for half a day because he saved Humayun's life.

Q4: What were the departments of Humayun's kingdom?

Ans: The kingdom of Humayun was divided into four departments, which were named as:

- (1) Sarkar-i-Aab (the water department)
- (2) Sarkar-i-Atash (The fire department).
- (3) Sarkar-i-Khaki (The Earth Department)
- (4) Sarkar-i-Hawai (The Air Department).

Q5: When and how did Humayun die?

Ans: On one evening of January he was at the roof of his palace and was observing the stars in the sky when it was the time for prayers, he hurriedly left the roof, but slipped and fell down the stairs. He was fatally wounded and after a few days he died in 1556.

(B) Write "True" or "False" before the statements.

- (1) Humayun was an unjust ruler. (F)
- (2) Babur was the father of Humayun. (T)
- (3) Talb-e-Adl was placed to make direct contact with the king for justice. (T)
- (4) Four strokes on the drum meant to meet the king. (F)
- (5) Humayun gave the idea of floating garden. (T)
- (6) His kingdom was divided into six departments. (F)
- (7) He made the water carrier, Nizam the king for half a day because of his bravery in the war. (T)
- (8) Humayun was interested in the study of stars. (T)

(C) Fill in the blanks with suitable pronouns from the brackets.

- (1) Ulysses said, "_____ and _____ are old.
(You, me, I, myself)
- (2) Father has sent some books for you and _____.
(I, me, myself)
- (3) I don't consider _____ a very good tennis player.
(I, me, myself)
- (4) As for _____ and my family, _____ will always offer Namaz.
(we, me, myself)
- (5) _____ all have twenty four hours every day. It is up to _____ we do with _____.
(I, me, us, it, this, what, then)
- (6) _____ told you about Aslam's father death?
(what, who, whom)
- (7) If _____ are dull and heavy after meal _____ is a sign that _____ eaten too much. (You, one, I, it, them)

ANSWERS:

- (1) Ulysses said, "I and you are old.
- (2) Father has sent some books for you and me.
- (3) I don't consider myself a very good tennis player.
- (4) As for me and my family, we will always offer Namaz.
- (5) We all have twenty four hours every day. It is up to us we do with what.
- (6) Who told you about Aslam's father death.
- (7) If you are dull and heavy after meal it is a sign that you have eaten too much.

(D) Fill in the blanks with the simple present or present continuous form of the verb in brackets.

Arshad usually _____ (do) his homework while his mother _____ (cook) dinner. Just as the cartoon movie _____ (be) about to begin, he _____ (place) his

chair in a comfortable place before television. His mother _____ (wash) the dishes still and can not _____ (come) immediately. He _____ (call) out to her but she can not hear as the tap _____ (run). He _____ (go) into the kitchen. His mother _____ her hands and he _____ (take) her to the living room to watch the movie.

Ans: Arshad usually does his homework while his mother cooks dinner. Just as the cartoon movie is about to begin, he places his chair in a comfortable place before television. His mother washes the dishes still and cannot come immediately. He calls out to her but she can not hear as the tap runs. He goes into the kitchen. His mother puts her hands and he takes her to the living room to watch the movie.

STORIES FOR TEACHER'S GUIDE**(1) SAVING TROUBLE:**

A poorman who was once buying sweetmeats from a man who was a cheat, saw that he was giving him short measure, "You are not giving me full weight", said he. "No matter," replied the sweetmeat-seller, "You will have the less to carry." The man then paid for his sweets but trept back one rupee. "Here," said the cheat, "You have given me too little money. "No matter," replied the man, "You will have the less to count.

(2) THE TWO SEATS:

There was once a very fat man who wished to go to the theater, and, that he might sit in comfort, thought he would have two seats. So he said to his servant, "Go to the theater and buy me two tickets for the play to night. I shall then have room to breathe". Shortly after, The man returned and said, "I have carried out your orders, sir, but as the seats were nearly all taken before I arrived, I had to take one in the front row and one in third."

(3) FEED THE HUNGRY:

An absent minded man, who passed daily through a garden in which animals and birds were kept, was in the habit of throwing bread to some ducks, geese and swans that lived on a large pond. These birds became so accustomed to his doing this that they would gather together at the place where he passed and wait for him. One day he found that he had not brought the usual slice of bread, but so that the birds should not be disappointed he threw them ten rupees instead.

(4) THE CHEERFUL ENGINE DRIVER:

There was once an engine driver who was very cheerful man. He always looked at the bright side of the things, and was fond of telling people who were in trouble that there was sure to be some good in it whether they could see it or not. One day his train ran into another train and was terribly injured. When he was taken to the hospital, it was found necessary to cut off one of his legs which was badly crushed. Some days after wards a party of friends visited him, and one said to another, I am afraid the poor fellow will have some differently in seeing the bright side of this affair. "Hearing this, The engine driver smiled and said, "Not at all. I shall only have one boot to buy and clean in future. Cheerfulness is better than grumbling.

(5) THE VILLAGER AND THE WATCH:

A poor villager once saved the life of wealthy goldsmith by attacking a robber who was about to kill him. When the villager had knocked the thief down with his stick and bound his hands and feet. The goldsmith said to the villager, "I have no money with me so, I shall give you my watch." He did so and went on his way. The villager was greatly pleased with the watch and spend hours in listening to its ticking and watching the second hand go round. Next day the watch stopped as the man did not know how to wind it up. He was very sad and said, "Alas! It is dead". Thinking its dead body might be of value he took the watch to a dealer who gave him fifty rupees for it, as it was well worth two hundred. As he was leaving the shop the villager who was at heart and honestman, turned back and

said, "Here take your money. It is dead, and I have cheated you. "But the dealer only laughed and told him to keep the money and go.

(6) THE TREE AND THE TIGER:

A monkey was once sitting on the top of a high tree beneath which a tiger was lying. Knowing very well that the tiger could not climb the tree, he began to insult and abuse him. The tiger however took no notice of it, so that before long it was the monkey who was in a great rage and not the insulted tiger. At last the monkey could say no more, worn out as he was with rage and shouting. When the tiger got up to go, the monkey said sadly, "O, tiger, have I insulted you." So which the tiger replied, "No, the height of the tree has insulted me, not the poor little monkey."

(7) THE PRISONER AND THE BIRDS:

A poorman was once put in prison, although he had done no wrong. After a long time the king of the state visited the prison and the man told him that he was an innocent man against when a case had been made up by enemies. The king found out that this was true and gave the man a seem of money and set him free. He went straight to the market in which was a shop where sparrows and other wild birds were kept in cage for sale. He said to the shopkeeper, "I wish to buy all the caged wild birds that you have", to which the shopkeeper replied, "Are you going to start a zoo". But the man answered "No, The birds have been unjustly imprisoned, and I am going to set them free. And he did so. We can feel for others when we have suffered what they suffer.

(8) FOR ONE RUPEE:

A poorman was once attacked by five dacoits who thought he must have some money on him as he was returning from the market where he sold vegetables. After a long struggle in which he fought very firecely with his stick, the dacoits bound and searched him, but only

SECTION - C

Q.3: Do as directed: Marks (10)

1. ----- Philippine is a group of islands. (Use article)
2. Hamid helped the child. (Change the voice)
3. Aashir is preparing that report. (Change the voice)
4. Neither he nor I ____ present there. (Use H.V in past tense)
5. I didn't kill the bird. (Change into interrogative)
6. She plays hockey very well. (Change into negative)
7. It has been raining _____ morning. (Use since / for)
8. He had taken breakfast before she (Use correct form of 'arrive')
9. He knocked _____ the door. (Use preposition)
10. Everyone _____ a hobby. (Use has / have)

Q4: Use any five words in sentences. (10)

1. Familiar
2. Affectionate
3. Devoted
4. Fleet
5. Sorrow
6. Amiable
7. Assassin

Q5: Use any five idioms in sentences: (10)

1. Bad blood,
2. Dead letter,
3. To break ice
4. To die in harness
5. Crocodile tears
6. Cold war
7. A wild goose chance.

Q6: Write the summary of "The Tiger". (10)**Q7: Write a short story on any one of the following topics: (10)**

- a) A foolish beggar,
- b) The polite tiger
- c) Afghan and horse-owner

Q8: Write the paraphrase of the following lines: (10)

"Tiger! Tiger! Burning bright
In the forests of the nights,
What immortal hand or eye,
Could frame thy fearful symmetry?"

Q9. Make nouns from the following adjectives. (10)

1. Long,
2. Wide,
3. High,
4. Wise,
5. Free
6. Dark,
7. Cruel,
8. True,
9. Poor,
10. Brave

Model Paper

SECOND TERM

Time allowed : 3 hours Total Marks: 100

Section A: Multiple choice questions: (Marks 10)

Q.1. Choose the correct answer from the given options.

1. Long John Silver was one of the _____.
a. sailors b. pirates c. Players
2. There were _____ men on the ship.
a. twenty-six b. twenty c. twenty-eight
3. Jim Hawkin was appointed as a _____.
a. cabin boy b. shopkeeper c. leader
4. Hands was killed by _____,
a. O-brien b. Silver c. captain
5. Silver wanted the man to join the _____.
a. pirates b. doctors c. labours
6. Treasure was divided among the _____.
a. girls b. boys c. survivors
7. A group of pirates attacked from _____ sides
a. two b. three c. four
8. A-ya was playing with _____.
a. snake b. stick c. rope
9. Now he got pointed _____.
a. arrows b. guns c. knives
10. One day received a _____ from John Trelawney.
a. book b. letter c. map

SECTION - B

Q.2: Answer any five of the following questions: Marks (20)

1. How did A-ya play with the bow?
2. Why should a bow and arrow be more efficient than a spear?
3. For what purpose Hispaniola was bought?
4. Why was the captain angry?
5. When did they go to the battlefield?
6. Who was Ben Gunn?
7. Name the martyrs Pakistan Army who got the noblest gallantry award (Nishan-e-Haider)?

SECTION. C

Q.3: Do as directed: Marks (30)

1. The principal gave him a prize. (Change into passive)
2. I will give you nothing. (Change into passive)
3. He accepted my demand. (Change into passive)
4. Jack built this house. (Change into passive)
5. He did not sell this car. (Change into passive)
6. Are kites begin flow by them. (Change into active)
7. They were not forgiven by us. (Change into active)
8. A fish was cooked by me. (Change into active)
9. He will be saved by his friends. (Change into active)
10. The car will be driven by him. (Change into active)

Q4: Use any five words in sentences. (10)

Apart - Spilled - Under- Dirty- Pile - Trash - Cooked

Q5: Use any five idioms in sentences. (10)

White elephant, with open arms,
bury the hatch Fish out of water,
Wear and tear, To look down
The gift of the grab

Q6: Write the summary of "For the Martyrs". (10)**Q7: Write a short story on any one of the following topics: (10)**

- a) Father's Horse
- b) Saving Trouble
- c) Feed the hungry

Q8: Write the paraphrase of the following lines: (10)

Solemn the drums thrill; Death August and royal
Sings sorrow up into immortal spheres,
There is music in the midst of desolation,
And a glory that shines upon our tears.
As the stars that shall be bright when we are dust,
Moving in marches upon the heavenly plain;
As the stars that are starry in the time of our darkness,
To the end, to the end, they remain.

Q.9: Make nouns from the following adjectives: (10)

Powerful, Leader, Villager, Lower, Proudly, Careful, Cruel
Companion, Keeper, Enemy.

Model Paper for Final Term

Time allowed : 3 hours Total Marks: 100

Section A: Multiple choice questions: (Marks 10)**Q.1. Choose the correct answer from the given option.**

01. The old man became _____.
a. happy b. weak
02. Orlando wandered into that part of _____.
a. desert b. forest
03. She did not know that he was also in _____.
a. forest b. palace
04. Celia, too had a piece of paper with a _____.
a. instruction b. poem
05. He sent a message to his _____.
a. father b. mother c. ill
06. During his absence, her wife gave birth to _____.
a. daughter b. son c. son and daughter
07. Rustum was great _____.
a. scholar b. warrior c. professor
08. He was always accompanied by his faithful _____.
a. dog b. elephant c. horse
09. He was very fond of _____.
a. adventures b. visits
10. But Humayun was very _____.
a. dull b. intelligent

SECTION - B

Q2: Answer any five of the following questions: Marks (20)

1. What did Adam advise to Orlando?
2. How did Rosalind begin to like Orlando?
3. What did Rosalind and Celia do for their livelihood?
4. What sort of life did Rustum live?
5. Why did the princess visit Rustum?
6. How did the king of Kurdistan treat Rustum?
7. When and how did Humayun die?

SECTION - C

Q.3: Do as directed:**Marks (20)**

1. Beat him. (change into passive)

2. Do not catch that bird. (change into passive)
3. Pay the bill. (change into passive)
4. Do not ring the bell. (change into passive)
5. Post these letters. (change into passive)
6. He is too weak to run. (remove too)
7. I am too short to reach. (remove too)
8. We shall give you a change. (change into negative)
9. They saw a snake. (change into interrogative)
10. You were crying yesterday. (change into Negative)

Q4: Use any five words in sentences. (05)

Clip, Latch, Mortar, Skip, Plod,
Saunter, Trek, Moisture.

Q5: Use any five idioms in sentences: (10)

To pay lip-serve to, From mouth to mouth,
To see eye to eye with, Once in a blue moon,
Over head and ears, Blue blood, A turn-coat.

Q6: Write the summary of "The Just Emperor". (10)

Q7: Write a short story on any one of the following topics: (10)

- a) The silver key b) The fox and the wolf
- c) For One rupee

Q8: Write the paraphrase of the following lines: (10)

During war a Humayun was injured and fell into a river
and was about to drown but a water-carrier saved him.
One this, Rustum tookup his spear and calling aloud his
own name hurled the spear at his opponent.
She knew that she loved him and wanted to him again

Q9: Make nouns from the following adjectives. (05)

Beautiful, Difficult, Brave, Young, Honest, Kind
Sad, Healthy, Weak, Wise