LEARN ENGLISH

BOOK 4

Detailed contents

Lesson name	Reading		Structures	Listening & Speaking		Writing	Self study	Values
	Understanding	Vocabulary		Phonics	Communicative skills			
8. THE COMPILER OF THE QURAN	Questions True or False	Participle Homophones	Preposition Conjunction	Silent p/u	Short conversation	Composition	Name of sahabas who were Katib-e-wahi Huqooq of Quran	Give charity Help the people in need Be modest in your food and clothing Read the Quran regularly, memorize and understand Serve people with water when they need it
9. THE GOAT ATE TWO VILLAGES	Tick the correct answer Who said to whom	Simile Palindrome	Present continuous Past continuous Present perfect	bl/br	Short conversation	Composition	Medicinal value of goat's milk	Always be humble Ask Allah for the needs Always help the travellers
The Fly	**Reciting and understanding**					**Activity**		
10. THE LOYAL CITIZEN OF INDIA	Questions Make sentences Referential answers	Synonym Antonym	Relative pronoun Countable and uncountable noun	ʤ / ʒ	Short conversation	Biography	Presidents of India till date	Be loyal to your country Do not discriminate people Show sympathy Respect fellow citizens irrespective of religion
The Year of the Elephant	**Reciting and understanding**					**Activity**		
11. THE ONE WHO WAS ASKED TO PRAY	Questions Story map	Classifying Homonym	Idioms Direct and indirect object	r and f	Short conversation	Informal letter	Find out the name of the first majid	Service towards the parents Be obedient towards the parents
Limericks								
12. THE VICTORY OF AKHLAAQ	Questions Who said to whom	Gender Adjectives to nouns	'To' infinitive Direct and indirect speech	ch/ch **ch** as in **ch**amber **ch** as in e**ch**o	Short conversation	Story writing	Find out who was Ibn Batuta and write about him	Islam spreads with the best morals and ethics
The Real Bouquet	**Reciting and understanding**					**Activity**		
13. THE CALL OF THE HOLY LAND *(Part-1)*	Questions Complete the sentences	Number Degrees of comparison	Subject verb agreement Active and passive voice	Silent b/k	Short conversation	Diary entry	Equivalent of each prayers in sacred Masjids	Be kind to your enemies Be compassionate Be simple in your food and clothing Never be cruel
Riddles								

Introduction

Millat Foundation for Educational Research and Development (MFERD) is an organization conceived with the vision of providing a common platform for the networking, co-ordination, collaboration and co-operation among Muslim educational institutions, thereby complementing the efforts of individuals and organizations in achieving excellence in education within the boundaries of Islamic Shariah. MFERD aims to address the various challenges faced by these institutions and find solutions through research and development.

One of its major program is to design a value based curriculum for school to nurture and culture our future generations with excellence.

Curriculum is the sum total of all learning experience a child undergoes including academics, activities, learning environment, assessment and interaction with teachers, students, parents all together from the moment a child walks in the school until he/she steps out.

After years of research in child psychology, education from Islamic perspective, and review of various curricula, a value based curriculum has been designed in accordance with National Curriculum Framework and International standards to focus on all round development of the children so that they identify their identity, realize the need and become leaders of tomorrow.

This curriculum is comprised of:

- **Objectives** - as per Islam psychology, education and stakeholders
- **Syllabus** - as per age group and government standards
- **Methodology** - child centric and appropriate to the subject and objectives
- **Resources** - including teacher training, teaching aids manuals and more
- **Assessment** - formative, summative, self, co-scholastic, behavioral and long term
- **Activities** - curricular, co-curricular and extra curricular with guidelines for events
- **Scheduling** - calendar, day-year plans, workload, period split and competitions
- **Observation** - feedback and research

Central Academic Development department has been setup to plan, train and monitor the implementation of this curriculum in various schools at all the levels.

Preface

Praise be to Allah Who has bestowed on us Islam faith so exalted, and Who in His mercy, has granted us our Prophet Muhammed (ﷺ) to intercede for us.

Children are the best of the creations of Almighty Allah. We all know that children are the best learners, memorisers and assimilators. They are born with immense potential. How we nurture them and groom them in the right direction is a topic more debated than implemented. Furthermore, the importance of value based moral or spiritual education is missing from our mainstream education system. Therefore, we have taken this humble initiative of preparing a curriculum that addresses these needs.

The lessons, poems and activities are prepared based on a clear set of objectives from educationists, subject experts, psychologists, religious experts and latest scientific findings. The concepts in the lessons are so presented that the child can relate in day to day life thus learning beyond language.

The English class plays a very important part in the life of a child. The child comes across stories, facts, poems, rhyme, rhythm and much more that shapes his learning and communicating abilities.

The lessons have been carefully written in a simple language as per the age of the child. The language of the lessons gradually improves helping the learner catch up at his own pace.

All the exercises are graded and based on the learning objectives. The grammar covered is in accordance with the established standards so that the learner of this curriculum is not left behind by any means.

Communicative skills, Value gauge and Self study sections have been incorporated wherein the learner would apply his learning of

- Communicative skills to communicate effectively in any given situation
- Value gauge to apply his learning of knowledge and values in the real life situations
- Self study is basically a take home activity for the student to cultivate the habit of doing things on his own

A separate teaching manual has also been given to help the teacher fulfil the intent with which the book has been written. An assessment system comprising of formative as well as summative assessments along with day to day observation is introduced to ensure that the learning of the child is complete.

We strive to keep our standards high and continually improve the Alif Laam Meem Series based on your feedback and our research. Therefore, we request you to kindly send your valuable suggestions to us and help this mission be successful.

We wish and pray for the widespread use of this syllabus and inspire other experienced hands to come forward and do such work or better.

Excerpts from National Curriculum Framework 2005

An overall summary of the National Curriculum Framework 2005

The fact that learning has become a source of burden and stress on children and their parents is an evidence of a deep distortion in educational aims and quality. To correct this distortion, the present NCF proposes five guiding principles for curriculum development

(i) connecting knowledge to life outside the school;
(ii) ensuring that learning shifts away from rote methods;
(iii) enriching the curriculum so that it goes beyond textbooks;
(iv) making examinations more flexible and integrating them with classroom life; and
(v) nurturing an over-riding identity informed by caring concerns within the democratic polity of the country

National Curriculum Framework 2005 on the perspective of education

Education must be able to promote values that foster peace, humaneness and tolerance in a multicultural society.

The National Curriculum Frame document seeks to provide a framework within which teachers and schools can choose and plan experiences that they think children should have. In order to realize educational objectives, the curriculum should be conceptualized as a structure that articulates required experiences. For this, it should address some basic questions:

(i) What educational purposes should the schools seek to achieve?
(ii) What educational experiences can be provided that are likely to achieve these purposes?
(iii) How can these educational experiences be meaningfully organized?
(iv) How do we ensure that these educational purposes are indeed being accomplished?

National Curriculum Framework 2005 on the Guiding Principles of education

Children acquire varied skills naturally while growing up in their environment. They also observe life and the world around them. When imported into classrooms, their questions and queries can enrich the curriculum and make it more creative. Such reforms will also facilitate the practice of the widely acknowledged curricular principles of moving from 'known to unknown', from 'concrete to abstract', and from 'local to global'.

The MFERD books are designed to adhere to the guiding principles laid down in the National Curriculum Framework 2005. We want the followers/students to abide and fulfill the educational objectives framed by the NCF so that they not only become honest and faithful citizens but also to be a part of the ever growing global world and economy. We sincerely believe that by following this curriculum the students will develop their personality which will be a beacon of light for others to reflect and ponder and be like one.

For MFERD's approach to address these perspectives please refer to the back cover page.

Our language learning methodology

Learn English series takes the learner through seven stages of learning cycle which enables him/her to develop and to evolve through life skills, values, multiple intelligence and all round development.

Involve

makes the student recollect an experience and get emotionally involved with the content of the lesson.

Read

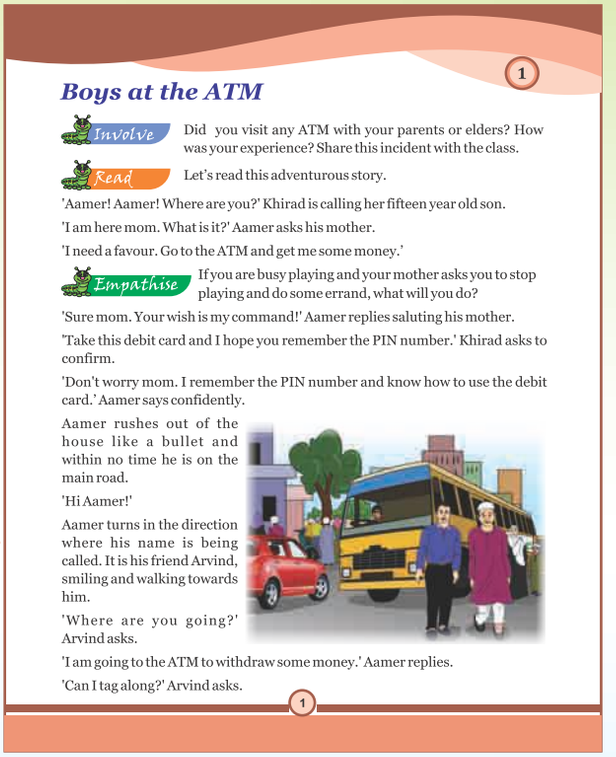
has a variety in prose like adventures, inspirational stories, biographies, fables, comic strip, conversation, etc that creates an interest in students' learning.

Empathise

at every stage the student puts himself/herself in that situation and become one with the character or situation and justifies. This helps in imparting values and life skills practically.

Contemplate

helps the student to develop comprehension skills through facts, inference and evaluative questions in order to check the understanding of the given text and also learn the language.



1

Boys at the ATM

Involve Did you visit any ATM with your parents or elders? How was your experience? Share this incident with the class.

Read Let's read this adventurous story.

'Aamer! Aamer! Where are you?' Khirad is calling her fifteen year old son.

'I am here mom. What is it?' Aamer asks his mother.

'I need a favour. Go to the ATM and get me some money.'

Empathise If you are busy playing and your mother asks you to stop playing and do some errand, what will you do?

'Sure mom. Your wish is my command!' Aamer replies saluting his mother.

'Take this debit card and I hope you remember the PIN number.' Khirad asks to confirm.

'Don't worry mom. I remember the PIN number and know how to use the debit card.' Aamer says confidently.

Aamer rushes out of the house like a bullet and within no time he is on the main road.

'Hi Aamer!'

Aamer turns in the direction where his name is being called. It is his friend Arvind, smiling and walking towards him.

'Where are you going?' Arvind asks.

'I am going to the ATM to withdraw some money.' Aamer replies.

'Can I tag along?' Arvind asks.

1

Contemplate

Understanding

Wise sayings

Whoever leaves something for Allah, Allah will substitute for him something much better.

1. Tick the correct answer.

a. Aamer was _____ years old.
   i. sixteen ii. fifteen

b. To withdraw money from ATM we use _____ number.
   i. PIN ii. PAN

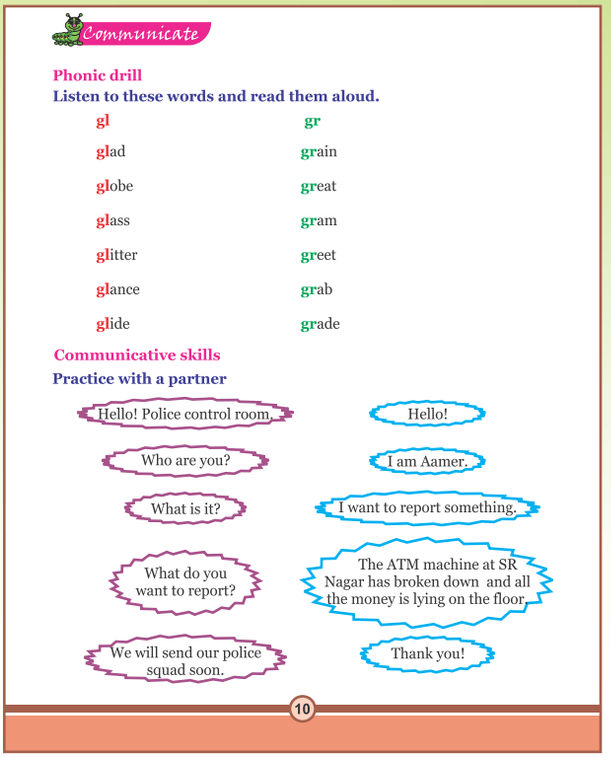
c. The colour of the tiger mentioned in the lesson is.
   i. yellow ii. white

d. Aamer was _____ when he saw the money.
   i. dumbstruck ii. very happy

e. The emergency number of police is.
   i. 101 ii. 100

Communicate

develops phonics and communicative skills for building basic language skills i.e listening and speaking; so that the students develop life skills and are ready to interact and communicate effectively.



Communicate

Phonic drill

Listen to these words and read them aloud.

gl	gr
glad	grain
globe	great
glass	gram
glitter	greet
glance	grab
glide	grade

Communicative skills

Practice with a partner

Hello! Police control room.

Hello!

Who are you?

I am Aamer.

What is it?

I want to report something.

What do you want to report?

The ATM machine at SR Nagar has broken down and all the money is lying on the floor.

We will send our police squad soon.

Thank you!

10

Reflect

develops imaginative and creative writing skills through this section which enables the students to express more freely what he has learnt and how he will apply.

Reflect

Describe an adventurous incident that took place with you in your own words.

Evolve

contains value gauge to assess the value learnt in order to apply in the real life situations. Also contains self study of research based projects and writing skills which help the students learn and improve life skills for better presentation.

Evolve

Value gauge

Please rate yourself on a scale of 1 to 5.

- **How obedient are you?**
- **How responsible do you think you are?**
- **How do you react in a panicky situation?**

Self study

Find out the full form of ATM.

Find out who had invented the ATM machine.

Find out which bank installed it first.

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8 The Compiler of the Quran

Involve Have you ever seen anyone crying while reciting the Quran? What are your feelings while reciting the Quran?

Read Let's read this story which shows one's love for the Quran.

It was the time of war with the Romans. The conditions were very harsh. There was a severe drought and the weather was very hot. Preparations were being made but the Muslim army did not have proper arms or camels to ride. People were without food and water. Things were very **desperate** in the camp of the Muslim army but they were very hopeful of the outcome. At this time, Prophet Muhammed (ﷺ) encouraged the Muslims to donate money for the weapons and other equipment to prepare for war.

Empathise Do you give money in charity from your pocket money? How do you feel when you give charity?

'I take the responsibility of giving one hundred camels with back saddles,' one person got up and said.

Prophet Muhammed(ﷺ) started speaking again and encouraged the Muslims present in the gathering to give money for the cause.

'I take the responsibility of giving two hundred camels with back saddles,' the same person said.

Prophet Muhammed (ﷺ) continued to encourage the Muslims to donate for the cause.

'I take the responsibility of giving three hundred camels with back saddles,' the same person said again.

Prophet Muhammed (ﷺ) stepped down from the platform of the masjid, walked towards the person and said, 'Now, after this Usman's sins have been wiped clean. Whatever he does even in future, he will not have any sins.'

This was one of the incidents which shows the generosity of Hazrat Usman(رضی اللہ عنہ), the third Caliph. For his generosity people used to call him 'Ghani'. After accepting Islam, it became his habit to free one slave every Friday.

Empathise Do you do any special deed on Friday? Do you read durood and dua; and Surah Kahaf on Friday?

Another incident which shows his generosity is the incident of the well. Once there was scarcity of water in Madina. A **Jew** had a well, the water of which was very sweet. He used to take a lot of money from the people who wanted to take water from his well. Hazrat Usman (رضی اللہ عنہ) offered him a huge price to sell the well but the Jew sold only half the well for twelve thousand **dirhams**. Hazrat Usman (رضی اللہ عنہ) allowed the Muslims to draw water from it free of cost. As per the condition, the Jew used the well for one day and the next day the Muslims drew water from it. Later the Jew sold the rest of the well for eight thousand dirham which was also paid by Hazrat Usman (رضی اللہ عنہ).

Hazrat Usman (رضی اللہ عنہ) was six years younger than Prophet Muhammed (ﷺ). Born in Makkah, he was one of the few who could read and write. By profession he was a businessman. At the age of thirty four he accepted Islam.

He used to say, 'I am the fourth person to have accepted Islam.'

Prophet Muhammed (ﷺ) gave his daughter Ruqayya in marriage to Hazrat Usman (رضی اللہ عنہ). After her death due to illness, Prophet Muhammed (ﷺ) got his daughter Umm Kulthum married to Hazrat Usman (رضی اللہ عنہ). For this reason he is called 'Zun Noorain' which means 'possessor of two lights'.

Prophet Muhammed (ﷺ) loved Hazrat Usman a lot and he loved Prophet Muhammed (ﷺ) more than anything in the world. Prophet Muhammed (ﷺ) said, 'Every messenger will have a close friend in Jannah and my close friend in Jannah would be Usman.'

Hazrat Usman (رضی اللہ عنہ) was known for his modesty and Prophet Muhammed (ﷺ) once said, 'Why shouldn't I feel modest (**Haya**) in the presence of the man with whom even angels feel modest (**Haya**) .'

Another title given to Hazrat Usman (رضی اللہ عنہ) was katib-e-wahi which meant the writer of the revelations. Whenever the Quran was revealed, Prophet Muhammed (ﷺ) dictated it to Hazrat Usman (رضی اللہ عنہ) and he used to write it down.

Hazrat Usman (رضی اللہ عنہ) is also called as Jaami-ul-Quran. During the caliphate of Hazrat Usman(رضی اللہ عنہ), Islam spread in far off places even upto Rome and Persia. With the spread of Islam in the non-Arab world, the people in their ignorance started fighting among themselves over the issue of reading the Quran.

When the news reached Hazrat Usman (رضی اللہ عنہ) regarding this issue, he asked all the copies to be brought to Madina. Then he made copies from the Quran he had saved and sent them to these places saying the Quran ought to be read in the manner of Quraish because it was revealed in their dialect, so that people read the Quran in a similar correct manner. This was one of his major achievements to bring all the Muslims together to read the Quran uniformly. For this reason he is called as 'Jaami-ul-Quran' which means 'the compiler of the Quran'.

Hazrat Usman(رضی اللہ عنہ) was Hafiz-e-Quran and used to read it a lot. His nights and days were spent in reciting the Quran. At times he completed one Quran in one rakat. He enjoyed reading the Quran and while reciting it he used to cry to the extent that his beard used to get **drenched** in tears. The recitation of the Quran and nafl prayers were an integral part of his life.

One night he was **martyred** by rioters in Madina. This day was Friday, the month of Zul-Hajja in the year 65 Hijri. At this time he was reading Surah Baqhra, verse 137. It was destined that at the time of his death he was reciting the Quran and the blood stains of his personal copy of the Quran is still preserved today in a museum in Istanbul, the capital of Turkey.

Values learnt

Give charity
Help the people in need
Be modest in your food and clothing
Read the Quran regularly, memorize and understand
Serve people with water when they need it

Area of intelligence Spiritual intelligence

Word bag

desperate completely without hope

Jew a member of the Hebrew people whose religion is Judaism

dirhams unit of currency in several Arab states

Haya a word in Arabic which means modesty, shyness, self respect, honour, humility. It can also be described as highly intelligent, responsible, hard working, honest, perfectionist

drenched completely wet

martyred a person who is killed because of his political or religious belief

Contemplate

Understanding

1. Answer the following questions.

a. How was the condition of the Muslim army?

b. Who encouraged the Muslims to give money for the preparation of war?

c. Write about the nature of Hazrat Usman (رضی اللہ عنہ).

d. What were the titles given to Hazrat Usman (رضی اللہ عنہ) and why?

e. What was Hazrat Usman (رضی اللہ عنہ) doing when he was martyred?

2. Write True or False for the given statements.

a. Hazrat Usman (رضی اللہ عنہ) was called Ghani. ( )

b. Prophet Muhammed (ﷺ) was six years older than Hazrat Usman(رضی اللہ عنہ). ( )

c. Hazrat Usman (رضی اللہ عنہ) accepted Islam at the age of thirty four. ( )