

Reading	Comprehension	Creative Writing	Grammar
<p>Read the following extracts from English: An International Approach Book 3:</p> <ul style="list-style-type: none"> <li>The Storm – pg. 143 - 147</li> </ul> <p>Choose 5 new words that you read and look up their meanings in a dictionary. In your Comprehension notebooks, use these words in meaningful sentences of your own.</p>	<p>Attempt the attached unseen comprehension worksheet.</p>	<p>Do the following tasks in your composition notebook.</p> <ul style="list-style-type: none"> <li>Write a formal letter to the organisers of a Summer Camp where you seek a temporary job. The Camp runs sports and outdoor activities for young people. In your letter, mention reasons for you seeking the job and say how your skillset and personal qualities make you a suitable candidate.</li> <li>Think of a favourite/special object that you own. In a descriptive essay, use sensory details—words that tell how something looks, feels, tastes, smells, and sounds—to clearly describe this object so that a reader can clearly picture it.</li> </ul>	<p>Watch videos about similes and metaphors at the following link</p> <p><a href="https://www.youtube.com/watch?v=yuf3lyZ7Td4&amp;feature=youtu.be">https://www.youtube.com/watch?v=yuf3lyZ7Td4&amp;feature=youtu.be</a></p> <p>Now do pg. 51 of the English: An International Approach Workbook 3.</p>

**Subject: English**  
**Topic: Unseen Comprehension**

Name: \_\_\_\_\_ Grade: VIII Sec: \_\_\_\_\_ Date: \_\_\_\_\_

**Read the following passage and answer the questions given at the end.**

1. Jason knelt and examined the winter grass on the baseball field. Yes, there it was, a small strand of green mixed with the yellow and brown blades. He reached out and lightly touched it. Finally, the first signs that spring had arrived. He **gazed** out at the field, his eyes **gravitating** to the spot where his team's season had ended last year. It was his spot, second base.
2. Jason could almost hear the slap of leather from baseballs popping into gloves as he remembered warming up with his teammates for the big playoff game. The stands behind him had been a sea of parents, teachers, and fellow students. They were there to watch the Northglenn Knights take on the West Hills Hornets. The winner would play for the city's Junior League Championship. The buzz of the crowd and the chatter of the players filled the air, putting a bounce in everyone's step. Jason felt wonderful, joking with his teammates, waving at people in the crowd. He was even **bantering** lightheartedly with the other team, keeping up small talk. As usual, he was generally **clowning** around, going through the warm-up drills at half-speed, showing off by making catches behind his back and flipping balls to his teammates.
3. "Knock it off, Jason," Coach Fowler warned. As usual, Jason paid little attention. He was the Knights' best player and knew Coach wouldn't put him on the bench in a playoff game. Besides, it had been that way all season. Jason didn't really do anything wrong; he just didn't try as hard as the other players. He didn't need to try because he had what the coach called "natural talent."
4. He was shocked when Coach Fowler announced the starting lineup and left Jason sitting on the bench. Never fear, he told himself, Coach is just trying to teach me a lesson. Jason was confident he would get into the game soon. As the game progressed, though, Jason began to worry. Maybe Coach Fowler had finally had enough.
5. As the Knights came to bat for the last time, Coach Fowler called Jason. "Grab a bat," he instructed. "You go in for Reuben," he added, **nodding** toward Jason's teammate. "He's not feeling well right now." 6 "Don't worry, Coach," Jason said. "I'll get a hit."

**Subject: English**

**Topic: Unseen Comprehension**

6. “Jason,” Coach Fowler warned, “ keep your focus. The team is counting on you.” When it came his turn to bat, Jason forgot Coach’s words. He **strutted** up to the plate, grinned, and gave a thumbs-up sign to the cheering crowd. Despite his antics, Jason hit a ball that allowed two of his teammates to score, putting the Knights in the lead.
7. I don’t even need to play the whole game to help us win, Jason thought as the team took the field. Three more outs and the Knights would go to the championship. The first two outs came easily. The Knights’ pitcher struck out the first batter. The second batter hit a high pitch, and the catcher caught it for the second out. The third batter hit one to left field and made it to first base. Then came the play that had seared Jason’s memory like a red-hot coal. He had been looking into the crowd for his friends, when . . . Thwack! The fourth batter connected. As Jason looked back, he saw the ball coming at him fast. “No problem,” he whispered. He put out his glove, already dreaming about the championship. Then to his surprise, the ball sailed over his glove into the outfield, rolling all the way to the fence. The outfielder chased it down and threw it to the catcher, but it was too late. Both Hornet players had scored, and the Knights’ season was over.
8. Jason had felt terrible. He knew he had not concentrated, and he had let his team down. He had promised himself that the next season would be different. Besides **apologizing** to his coach and teammates, he had worked hard to improve his skills. In addition to helping Coach Fowler clean and check the equipment, he had volunteered to work in the park, **tending** the field and cleaning and painting the bleachers. Never before had he considered all the people who worked hard and gave their time so that he and his friends could play on a first-rate field.
9. Jason finally began to understand what it meant to be part of a team. He helped raise money for uniforms and equipment by working at car washes and bake sales, activities he had always avoided in the past. All the while he counted the days on the calendar, staring out at the winter grass on the field.
10. Now, at last, a few blades were pushing their way through the hard, cold ground. Jason felt his spirits soar. He couldn’t wait for the new season to begin. He was so focused on the grass that he hadn’t noticed Coach Fowler walk up behind him. “Won’t be long now,” Coach Fowler said. Jason looked up. “It sure was a long winter,” he said, looking back at the field.
11. “Yes, it was,” Coach Fowler said, “but I’m seeing signs of change.” When Jason looked up again, though, Coach Fowler wasn’t looking at the new spring grass. He was looking at Jason.

Paragraph 1

- i) What were the first sign of spring?

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Paragraph 2

- ii) Who were the spectators in the stands?

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- iii) What was the incentive for the winner?

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- iv) What do the last three lines of second paragraph tell you about Jason's attitude?

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Paragraph 3

- v) What was the difference between Jason and the other players?

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Paragraph 7

- vi) Describe Jason's feelings before hitting the ball.

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**Paragraph 8**

vii) Why did Jason feel terrible?

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viii) Did losing the championship affect Jason? Explain how.

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**Paragraph 9**

ix) How did Jason become part of the team?

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**Paragraph 10**

x) What did Jason mean when he said, "It sure was a long winter."

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**Subject: English**  
**Topic: Unseen Comprehension**

## Paragraph 11

- xi) Which signs of change was Coach Fowler talking about? Explain.

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- xii) Summarize the passage in 100 words.

This image shows a blank sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

**Subject: English**

**Topic: Unseen Comprehension**

xiii) Choose any five of the following words. For each one of them give a word or a short phrase (of not more than seven words) that has the same meaning as they have in the passage.

1. gazed (para 1) \_\_\_\_\_
2. gravitating ( para 1) \_\_\_\_\_
3. bantering ( para 2) \_\_\_\_\_
4. clowning ( para 2) \_\_\_\_\_
5. nodding ( para 5) \_\_\_\_\_
6. strutted ( para 6) \_\_\_\_\_
7. apologizing ( para 8) \_\_\_\_\_
8. tending (para 8) \_\_\_\_\_

## **Solutions**

### **Acids, Bases and Salts**

Refer to the text of Chapter 8, 'Solutions' (Book 2) and answer the following questions:

#### **Question 1**

State differences between acids and bases.

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#### **Question 2.**

Ammonia is found in many household products, such as window cleaners. It turns red litmus blue. What is its nature?

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#### **Question 3**

Name the source from which litmus solution is obtained. What is the use of this solution?

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**Question 4**

Is distilled water acidic/basic/neutral? How would you verify it?

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**Question 5**

Describe the process of neutralization with the help of an example.

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**Question 6**

Mark 'T' if the statement is true and 'F' if it is false:

- (i) Nitric acid turn red litmus blue. (T/F)
- (ii) Sodium hydroxide turns blue litmus red. (T/F)
- (iii) Sodium hydroxide and hydrochloric acid neutralize each other and form salt and water. (T/F)
- (iv) Indicator is a substance which shows different colours in acidic and basic solutions. (T/F)
- (v) Tooth decay is caused by the presence of a base. (T/F)

**Question 8**

Nasir has a few bottles of soft drink in his restaurant. But, unfortunately, these are not labelled. He has to serve the drinks on the demand of customers. One customer wants acidic drink, another wants basic and third one wants neutral drink. How will Nasir decide which drink is to be served to whom?

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**Question 9**

Explain why:

(a) An antacid tablet is taken when you suffer from acidity.

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(b) Calamine solution is applied on the skin when an ant bites.

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**Question 10.**

Choose the right option.

1. What is the pH value of sodium chloride?

- a. 7 (seven)
- b. More than 7 (seven)
- c. Less than 7 (seven)
- d. Zero

2. If the pH value of a solution is 0 (zero), then solution will be of what type?

- a. Strong acid
- b. Strong base
- c. Mild acid
- d. Mild base

3. Which of the following acid is produced in our stomach?

- a. Sulphuric acid
- b. Acetic acid
- c. Hydrochloric acid
- d. Dilute nitric acid

4. What happens when carbon dioxide gas reacts with sodium hydroxide?

- a. Carbon monoxide is formed
- b. Carbon dioxide is formed
- c. Sodium carbonate is formed
- d. Carbon dioxide does not react with sodium hydroxide

5. Which of the following is common in all acids?

- a. Hydrogen ions
- b. Hydroxide ions
- c. Chloride ions
- d. Sodium ions

# GRADE 8 SOCIAL STUDIES

Collect 50 points from the below mentioned projects-Each Task carries a certain amount of points. You have to collect a total of 50 points from a combination of the tasks of your choice.

<b>1. Create the front page of a newspaper, imagining yourself as the editor. Write down 10 of the most important announcements about the First World War-Only write the headlines, short and to the point.</b> (10 points)	<b>2. Choose 8 important events of World War One and create a storyboard on your notebooks. Turn your notebook sideways and divide the page into 8 panels-Dedicate each panel to one event. At the top or bottom of each column, write your caption. Draw an illustration (picture) about the caption. Sample storyboard and captions attached.</b> (20 points)	<b>3. 5 Finger Retell of World War One.</b> Draw an outline of your hand on a page. Label and answer the questions. (15 points) Thumbs; Characters. (Main characters who played a major role in World War 1) Forefinger; Setting. (Where and when did World War 1 take place) Middle finger; Sequence. (What happened in the beginning, middle and the end of World War 1) Ring finger; Effects. (Which countries were affected worst by the war) Pinky finger; Solution. (How did the war end) Palm; Opinion. (Do you think World War 1 was a solution to the problems for which it started)
<b>4. Create a timeline about the First World War, citing all major events in different countries of the world.</b> (5 points)	<b>5. Create a poster with illustrations about any social or political issues that emerged during the interwar years (1914-1918). Test your creativity!</b> (10 points)	<b>6. Imagine yourself as a citizen of Germany and write a letter to a friend explaining how the terms of the Treaty of Versailles have really upset you.</b> (10 points)

# **Attachment Sheet**

## **Captions for Storyboard for question 2**

- Alliance(draw flag).
- Assassination of Archduke Ferdinand.
- Trench Wars.
- Sea warfare.
- 6 million war casualties.
- Main Leaders in the war.
- German reaction to the Treaty of Versailles.
- Empires that collapsed after the war (draw flags).

## Practice worksheet no.1 (OL)

## Chapters covered:

Ch. No. 13 Expansion and Factorisation of Quadratic Expressions

Ch. No. 14 Further Expansion and Factorisation of Algebraic Expressions

Name: \_\_\_\_\_ Sec: \_\_\_\_ Week no. \_\_\_\_ Date: \_\_\_\_\_

1. **Factorise** completely

- a)  $4a^2 + 20a - 2ab - 10b$
- b)  $25x^2 - 81y^2$
- c)  $36a^2 - 12a + 1$
- d)  $10x^2 - 12ab - 15ax + 8bx$
- e)  $25y^4 + 100y^2z + 100z^2$
- f)  $2a^2 + 8a - ab - 4b$
- g)  $1 - 16a^4$
- h)  $(x - 4)(x + 1) + 4a - ax$
- i)  $2x^2 + xy - 14x - 7y$
- j)  $a^2 + 13a + 36$
- k)  $d^2 - 12d - 45$
- l)  $9f^2 + 18f - 16$
- m)  $18m^2 - 39m + 18$
- n)  $3x^2 - \frac{11}{2}x - 5$
- o)  $25x^2 - 100xy + 100y^2$
- p)  $2p^2 - 7pq + 6q^2$

2. **Simplify** the following:

- a)  $\frac{x^2 - 4x}{x^2 - 16}$
- b)  $\frac{x^2 - 2x - 15}{x^2 - 5x}$
- c)  $\frac{6 - 11a + 4a^2}{14 - a - 3a^2}$
- d)  $\frac{2ac + bc - 2ad - bd}{cx - 3cy - dx + 3dy}$
- e)  $\frac{(x + 3y)^2 - 4y^2}{x^2 - 25y^2}$
- f)  $\frac{14a^2 + 21ab - 35ac}{(2a + 3b)^2 - 25c^2}$
- g)  $\frac{3x^2y}{8xy^3} \div \frac{21xz^4}{49xyz^2}$
- h)  $\frac{2}{h^2} \times \frac{1}{k^3} \div \frac{2h}{3k}$
- i)  $\frac{3a}{4b} \div \left( \frac{7a^2}{15c} \div \frac{3b^2}{10c^2} \right)$

3. Find **LCM** of each of the following algebraic expressions:
- $4a, 6b$
  - $3a, 5ab$
  - $8ab, 12bc$
  - $4a^2b^3, 8a^3b^2, 10abc^2$
  - $(x + y), (x + y)^2$
  - $(a - b), (a + b), (a^2 - b^2)$
  - $(3a - 4b), (6a - 8b), (12a - 16b)$
  - $(7x - 9), (5x + 7)$
4. Express each of the following as a fraction with a **single denominator**
- $\frac{5}{2x-3} - \frac{4}{x+1}$
  - $\frac{2}{a-b} - \frac{3a-4b}{(a-b)^2}$
  - $\frac{\frac{2}{x} + \frac{5}{y}}{\frac{3}{x}}$
5. **Solve** the following equations
- $\frac{3}{x-2} = \frac{1}{2}$
  - $\frac{5}{7x-6} - \frac{5}{5x+7} = 0$
6. Make the letter in the brackets the **subject of the formulae**.
- $m - n - a = h$  (a)
  - $5ay^2 = x^3 - y$  (a)
  - $\frac{x}{a+y} = \frac{y^2}{a}$  (a)
  - $\frac{1}{a} + \frac{2}{b} = \frac{3}{c} + \frac{4}{d}$  (b)
  - $yx - 1 = 5(2x + 3)$  (x)
  - $y = \frac{ax+b}{cx+d}$  (x)
  - $u - 3vx = \frac{3vy}{4}$  (v)
  - $\frac{1}{v} = \frac{u}{f} - 1$  (f)
  - $\sqrt{u} - 1 = v$  (u)
  - $\sqrt[3]{(1 + t^3)}$  (t)
7. It is given that  $A = \pi r \sqrt{h^2 - r^2}$ .
- Find A when  $r = 3$  and  $h = 5$ .
  - Express h in terms of A, r and  $\pi$ .
8. The area of a rectangle is  $x^2 + 3xy - 10y^2$ .  
If the expression for its length is  $(x - 2y)$ ,  
find an expression in x and y for its breadth.
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## Practice worksheet no.2 (OL)

**Chapters covered:**

D1 Ch. No. 7 Number Patterns (nth term formula)

D2 Ch. No. 5 Quadratic Equations and Graphs

Name: \_\_\_\_\_ Sec: \_\_\_\_ Week no. \_\_\_\_ Date: \_\_\_\_\_

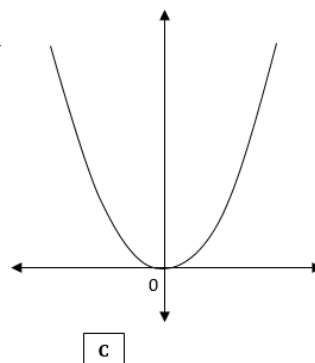
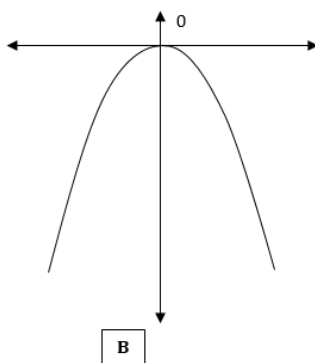
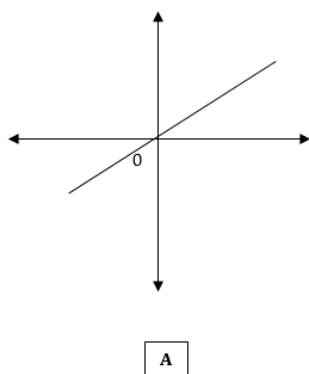
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1. Complete the following number sequences.
    - (a) 25, 36, \_\_\_\_\_, \_\_\_\_\_, 81, 100
    - (b) 87, \_\_\_\_\_, \_\_\_\_\_, 69, 63, 57
    - (c) 101, 88, \_\_\_\_\_, \_\_\_\_\_, 49, 36
  2. Complete the following number sequences and write the nth term of each sequence.
    - (a) 4, 11, 18, 25, \_\_\_\_\_, \_\_\_\_\_
    - (b) 7, 28, 35, 42, \_\_\_\_\_, \_\_\_\_\_
    - (c) 252, 239, 226, 213, \_\_\_\_\_, \_\_\_\_\_
  3. Write the next two terms of the given sequences.
    - (a) 15, 17, 21, 27, \_\_\_\_\_, \_\_\_\_\_
    - (b) 2, 3, 7, 8, 12, 13, \_\_\_\_\_, \_\_\_\_\_
    - (c) 2, 2, 4, 6, 10, 16, \_\_\_\_\_, \_\_\_\_\_
  4. Complete the following number sequences and write the expression for the nth term of each sequence.  
**(Hint: Quadratic expression)**
    - (a) 4, 9, 16, 25, \_\_\_\_\_, \_\_\_\_\_
    - (b) 1, 9, 25, 49, \_\_\_\_\_, \_\_\_\_\_
    - (c) 1, 7, 17, 31, 49, \_\_\_\_\_, \_\_\_\_\_
    - (d) 2, 5, 10, 17, 26, \_\_\_\_\_, \_\_\_\_\_
    - (e) 5, 8, 13, 20, 29, \_\_\_\_\_, \_\_\_\_\_
    - (f) 2, 9, 22, 41, 66, \_\_\_\_\_, \_\_\_\_\_
    - (g) 2, 8, 18, 32, 50, \_\_\_\_\_, \_\_\_\_\_
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5. Solve each of the following algebraic equations:
    - a)  $-6a(-5 - 2a) = 0$
    - b)  $(4b + 11)(3b - 7) = 0$
    - c)  $6k^2 + 11k - 10 = 0$
    - d)  $147 - 3h^2 = 0$
    - e)  $(5p + 1)(p + 4) = 2(7p + 5)$
    - f)  $(3n - 1)^2 = 12n + 8$
    - g)  $x^3 - 5x^2 - 4x + 20 = 0$
  6. If  $x = 3$  is a solution of the equation  $2x^2 - 5x + k = 0$ ,  
find the value of  $k$ .  
Hence find the other solution of the equation.



7. The variables  $x$  and  $y$  are connected by the equation  $y = 3x - 2x^2$ .  
Some values of  $x$  and the corresponding values of  $y$  are given in the table.

$x$	-2	-1.5	-1	0	1	2	2.5	3
$y$	<b>p</b>	-9	-5	0	1	-2	<b>q</b>	-9

- Find the value of  $p$  and  $q$ .
  - On a sheet of graph paper, using a scale of 2 cm to represent 1 unit on the  $x$ -axis and 1 cm to represent 1 unit on the  $y$ -axis, **draw the graph** of  $y = 3x - 2x^2$  for  $-2 \leq x \leq 3$
  - Use your graph in (b) to find
    - the value of  $y$  when  $x = -0.5$
    - the values of  $x$  when  $y = 0.5$
    - the maximum value of  $y$
  - State the equation of the **line of symmetry** of the graph.
8. **Predict** the equation for each of the following graphs.



Equation of A: \_\_\_\_\_

Equation of B: \_\_\_\_\_

Equation of C: \_\_\_\_\_

What is the nature of the turning point of graph C? Also write its coordinates.

Answer: \_\_\_\_\_

9. The lengths of a right-angled triangle are  $(x+2)$  cm,  $(5x - 1)$  cm and  $5x$  cm.
- Form an equation in  $x$  and show that it reduces to  $x^2 - 6x + 5 = 0$
  - Solve the equation  $x^2 - 6x + 5 = 0$ .
10. Two consecutive positive even numbers are such that the sum of their squares is 164.  
Find the two numbers.

11. A golfer strikes a golf ball into the air from the ground.  
The height,  $h$  metres, of the ball can be modelled by  $h = 32t - 4t^2$ ,  
where  $t$  is the time in seconds after it leaves the ground.
- i) On a sheet of graph paper, using a scale of 2 cm to represent 1 unit on the  $t$ -axis  
and 1 cm to represent 5 units on the  $h$ -axis, **draw the graph** of  $h = 32t - 4t^2$ .
  - ii) Use your graph to find the maximum height of the ball above the ground and the time  
at which it occurs.
12. A cuboid is 9 cm long, 5 cm broad and 4 cm high.  
A cube has an edge of 5 cm.  
Which one has greater volume?
13. The capacity of a cubical tank is 125 cubic metres.  
It contains water to a depth of 2m.  
Find the volume of the water in the tank.  
Give your answer in cubic centimetres.
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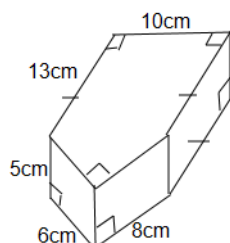
**Chapters covered:**

- D1 Ch. No. 9 Volume and Surface Area (Prisms, Cylinders, Cubes and Cuboids)  
D2 Ch. No. 17 Averages of Statistical Data

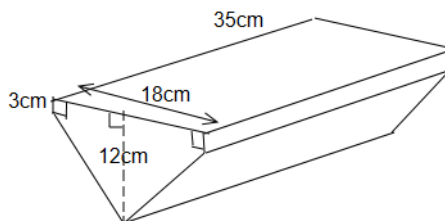
Name: \_\_\_\_\_ Sec: \_\_\_\_\_ Week no. \_\_\_\_\_ Date: \_\_\_\_\_

1. A large rectangular conference room has length 12 m, breadth 9 m and its volume is  $540 \text{ m}^3$ , find its height.
2. Find volume and surface area of the following solids

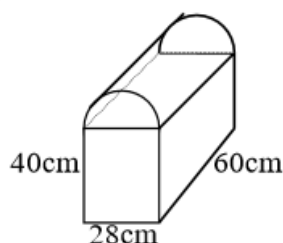
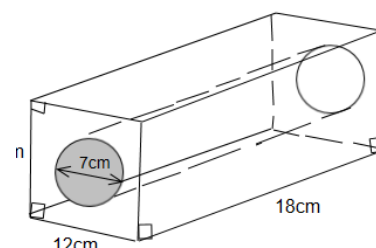
(a)



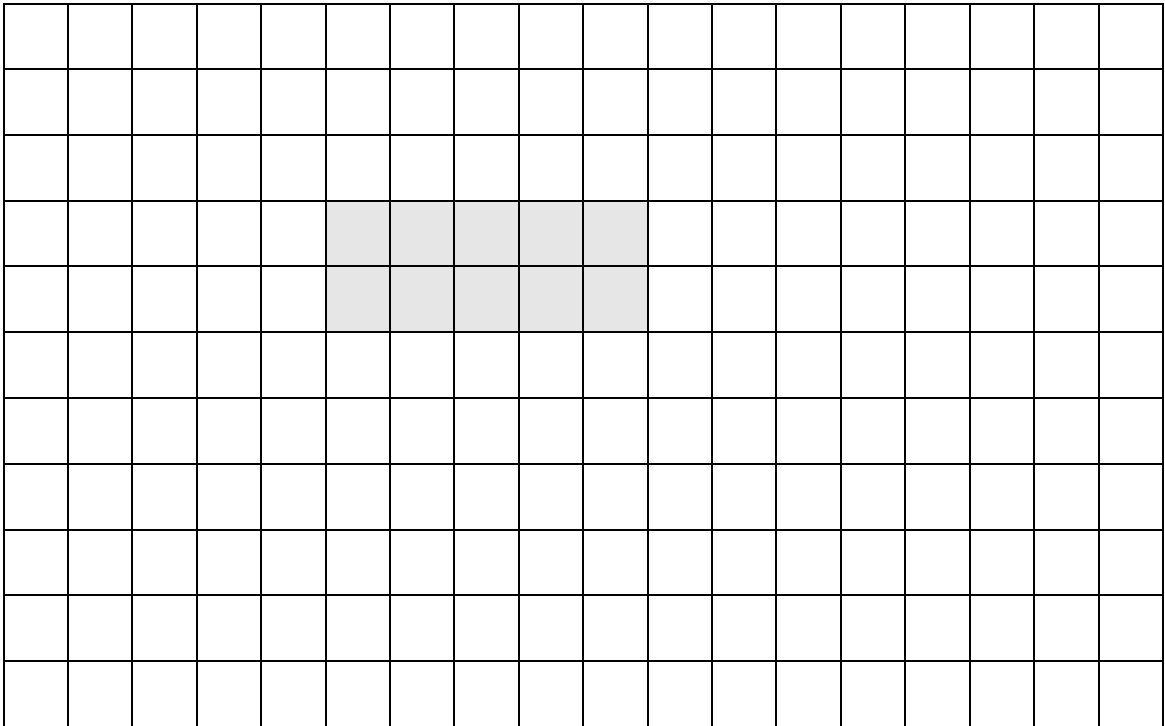
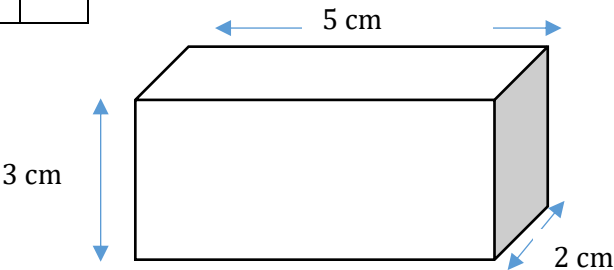
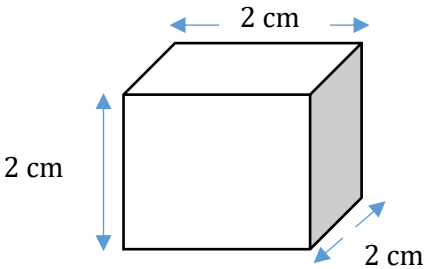
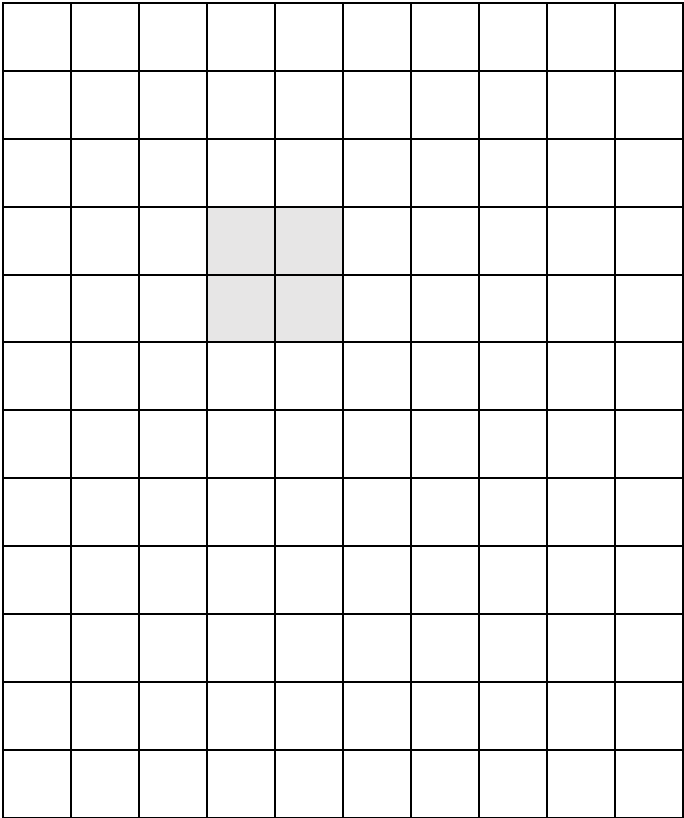
(b)



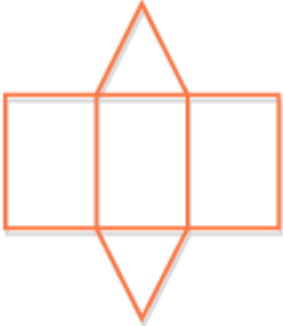

3. The diagram on the right shows a rectangular block of wood with a cylindrical block of diameter 7 cm cut out from it.
  - (a) Find the original volume of the wooden block.
  - (b) Find the volume of the cylindrical block cut out from it.
  - (c) What is the volume of the remaining block of wood?
4. The diagram shows a closed container made up of a cuboid joined by half of a cylindrical cover. The dimensions given are in cm. Calculate
  - (a) the volume of the container in litres,
  - (b) the total surface area in  $\text{m}^2$ .



5. **Draw** the net of the following 3D shapes on the grid below. One side is already drawn.



6. Complete the table.

3D shapes	Nets
	
	

7.

Sketch  
a

compound shape comprising of a triangular-based prism and a cuboid.

8. The numbers 3, 7, 13, 14, 16, 19, 20 and  $x$  are arranged in ascending order.  
If the mean of the numbers is equal to the median, find the value of  $x$ .
9. The median of a set of eight numbers is 4.5.  
Given that seven of the numbers are  
7, 2, 13, 4, 8, 2 and 1, find the eighth number and write down the mode of the eight numbers.
10. The heights, in metres, of a group of boys who have signed up for the trials of the school basketball team is recorded.

1.8, 1.9, 2.0, 1.7, 1.8, 1.9, 1.6, 2.0, 1.8, 1.9, 1.8

a) Find

- i) the modal height
- ii) the median height
- iii) the mean height

b) When a 12<sup>th</sup> boy joins the group, the mean height becomes 1.85 m.  
Find the height of the 12<sup>th</sup> boy.

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سوال نمبر ۱۔ مندرجہ ذیل عبارت کو پڑھیں اور دیے گئے سوالوں کے جواب جہاں تک ممکن ہو اپنے الفاظ میں لکھیں۔

دنیا بھر میں ہزاروں الگ الگ بولیاں ہیں۔ عربی، فارسی، انگریزی، جرمن، فرانسیسی اور روسی تو خیر بڑی بڑی بولیاں ہیں اپنے ملک ہی میں دیکھیں تو ہمیں بیسیوں چھوٹی چھوٹی بولیاں ملیں گی۔ پنجاب میں پنجابی، خیبر پختونخواہ میں پشتو، سندھ میں سندھی، بلوچستان میں بلوچی۔ غرض ہر صوبے کی اپنی اپنی الگ بولی ہے۔ لیکن اردو ایسی بولی ہے کہ پشاور سے لے کر کراچی تک چلے جائیں یہ ہر جگہ سمجھی جائے گی۔ یہی وجہ ہے کہ اردو پاکستان کی قومی زبان ہے۔

ہماری بولی کا قصہ یوں ہے کہ مسلمان ہندوستان میں آنے لگے۔ پہلے پٹھانوں اور ان کے بعد مغلوں نے یہاں بادشاہی شروع کر دی ان لوگوں کی زبان فارسی تھی اور فارسی میں بہت سے عربی اور ترکی لفظ بھی ملے ہوئے تھے۔ جس طرح آج کل بہت سے انگریزی لفظ ہماری زبان پر چڑھ کر ہماری بولی میں شامل ہو گئے ہیں جیسے اسٹیشن، ٹکٹ نمبر، لیمپ اسی طرح اردو میں عربی، فارسی اور ترکی کے بے شمار لفظ شامل ہونے لگے۔

مغلوں کے زمانے میں یورپ کی بعض قومیں بھی ہندوستان میں آئیں۔ اس لیے کچھ پرتگالی اور فرانسیسی لفظ بھی اردو میں آ گئے۔ غرض یوں ہی ہوتے ہوتے شاہ جہاں بادشاہ کے زمانے تک بڑے بڑے شہروں میں اردو کی صورت ایسی بدل گئی کہ اس کے جاننے والے بھی اسے مشکل سے پہچانتے تھے۔ چونکہ اس میں ہندی اور فارسی کے لفظ ملے جلے ہوئے ہوتے تھے۔ اس زبان کو ہندو اور مسلمان دونوں سمجھ لیتے تھے۔ چونکہ مغلوں کے لشکروں میں ہندو، مسلمان سبھی نوکر تھے اس لیے یہ زبان چھاؤنیوں میں خوب کام دیتی تھی۔ سب سپاہی ایک دوسرے کا مطلب اس بولی کی مدد سے سمجھ لیتے تھے۔ ترکی زبان میں اردو لشکر کو کہتے ہیں۔ یہی وجہ ہے کہ اس بولی کا نام ہی اردو یعنی لشکری بولی پڑ گیا۔

بس وہ دن اور یہ دن، اس بولی کو ہندوؤں اور مسلمانوں نے اپنا بنالیا اور کتابیں لکھ لکھ کر اور شعر کہہ کہہ کر اس کو وہ چار چاند لگائے کہ یہ کم عمر زبان بڑی بوڑھی زبانوں سے آنکھیں مل رہی تھی اور دنیا بھر میں اس کی دھوم مچ رہی ہے۔ ہندوؤں اور مسلمانوں نے مل جل کر اس کو سچ مچ ایک علمی زبان بنا دیا ہے۔ خدا کی شان ہے جو بولی اجڑا اور گنوار لشکریوں کی زبان پر تھی اور جسے سن کر پڑھ لکھے آدمی ہنسا کرتے تھے آج اس نے وہ عزت پائی ہے کہ جو اس کو نہ سیکھے وہ پڑھا لکھا ہی نہیں مانا جاتا۔

درج ذیل سوالات کے جوابات اپنے الفاظ میں لکھیے۔

(i) اردو پاکستان کی قومی زبان کیوں ہے؟

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(ii) اردو کیسے وجود میں آئی؟

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(iii) اردو کو لشکری بولی کیوں کہا جاتا ہے؟

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(iv) اردو ایک علمی زبان کیسے بنی؟

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(v) اردو زبان میں دنیا کی کونسی کونسی زبانوں کے الفاظ شامل ہیں؟

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(vi) اردو زبان کے بارے میں اپنی رائے دیتے ہوئے دو جملے تحریر کریں۔

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سوال نمبر ۲۔ خط کشیدہ الفاظ کے متضاد لکھیے۔

- (i) دیہاتی لوگ سخی ہوتے ہیں۔  
(ii) اسلم بزدل لڑکا ہے۔  
(iii) ٹوکری میں پھل تازہ ہیں۔  
(iv) اس کام کو کرنا بہت دشوار ہے۔

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سوال نمبر ۳۔ درج ذیل سابقوں اور لاحقوں کی مدد سے دو دو الفاظ بنائیے۔

- (i) لا  
(ii) گار  
(iii) باز  
(iv) دار  
(v) کم

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سوال نمبر ۴۔ مندرجہ ذیل جملوں میں مناسب علامت وقف لگا کر جملے دوبارہ تحریر کیجئے:-

(۱) خلیفہ نے اُن کو سلام کیا اور پھر پوچھا کہ یہ کیا کر رہے ہیں

(۲) کالج کی زندگی نے اُسے آزاد آرام طلب لاپرواہ اور بے حس بنادیا تھا

(۳) اُف شدید گرمی اور پیاس نے ہم سب کو بے حال کر دیا تھا

(۴) باتیں نہ بناؤ جو کام تمہارے سپرد کیا گیا ہے اُسے جلد مکمل کرو

سوال نمبر ۵۔ کتاب ”کام چور“ کی کہانی ”رتھ فاؤ“ پڑھیے اور پاکستان میں جزام کے مریضوں کے لیے اُن کی خدمات پر ایک پیرا گراف لکھیے۔