

## **CLASS 8**

**WORK FOR 16<sup>TH</sup> -20<sup>TH</sup> MARCH 2020**

## English

### Day 1

Read the story “The Beggar” by Anton Chekov from your literature anthology. Before you start reading, do some research on Chekov and his work, and life in Czarist Russia.

As you are reading, make notes on the following:

- Realistic portrayal of life in Czarist Russia.
- Third person narration. Chekov lets the character’s actions and conversations reveal their feelings and personalities.
- What do you learn about the characters of Skvortsov, Olga and Lushkov?
- What is the difference in the approaches of Skvortsov and Olga in how they help the beggar? Whose approach works better and why?
- Does the author take the side of either Olga or Skvortsov?
- Why do you think Lushkov continues to lie to Skvortsov about chopping the wood?

Work to be done in literature copies/file paper:

#### Q1. Writer’s Effect

Explain the effect of each of the following phrases in the context of the story. You must add which literary device (metaphor, simile, personification) or imagery each phrase is (5 senses):

1. Ragged figure
2. Like a bird in a snare
3. Corrupt to the marrow of your bones
4. Bitter smile
5. Noble way she behaved

(Write 4 to 5 lines for each)

### Day 2

Narrative Writing Practice in language copies:

Write a story set on a dark night as suggested by this picture.



Make a plan using the following questions:

1. Describe the setting to be in keeping with the end, including the weather.
2. Describe one child including a positive characteristic and a negative characteristic, such as innocent, vulnerable, bullied, weak, and intelligent.
3. Describe the second child; bully, cruel, physical, intelligent, neglected.
4. Describe the game going wrong, could include a twist.
5. Loop back to opening.

Based on the plan above, write a narrative:

- ✓ The story has to follow the story arcs discussed and practiced in earlier classes.
- ✓ The narrative checklist must be followed as closely as possible.
- ✓ Story must be structured properly.
- ✓ Word limit must be followed: 300 to 350 words.

### **Day 3**

Read the story titled 'A Ghost Story Part 1' on page 86 from Checkpoint book and attempt questions 1 – 8 in your language copies.

## Day 4

### Punctuation exercise

Q. Write this passage in your copies with the correct punctuation

#### the lost present

this must be where she lost my present and was looking for it sludge sniffed the snow i looked in the snow for a package or the snow print of a package but the snow next to the sled marks was unbroken i nate the great was puzzled how could something drop off the sled and not be in the snow or leave a mark in the snow there were no footprints either

so i nate the great knew that no one had come along and taken the birthday present but how did the present get off the sled and where was it i said that this is a tough ice-cold case sludge shivered we trudged on

we saw annie and her dog fang sludge shivered some more he was afraid of fang i nate the great was afraid of fang fang ran toward us sludge leaped over a big pile of snow i had never seen sludge leap that high annie said fang is so friendly she was making a snow dog it looked just like fang it had icicles for teeth

کام برائے جماعت ہفتم  
۱۶ مارچ تا ۲۰ مارچ ۲۰۲۰

☆ تذکیر و تائید ----- کاوش (صفحہ نمبر ۸۶، ۸۷، ۸۸، ۸۹)

☆ حروف کا استعمال ----- کاوش (صفحہ نمبر ۹۰)

☆ کوئی سی چھ کھانیاں یا کسی ایک ناول کے چھ اسباق پڑھیں۔ ان میں سے کسی دو کا انداز تحریر بیان کریں۔ انداز تحریر سے مراد محاورات کا استعمال، منظر نگاری، مکالمات وغیرہ ہے۔ یہ کام اردو ادب کی کاپی پر کیجئے اور اگر آپ کے پاس کاپی نہیں تو برائے مہربانی فائل بھیج پر کریں۔

☆ مندرجہ ذیل ادبی شخصیات میں سے کسی ایک پر پروجیکٹ بنائیں جن میں ادب کے حوالے سے ان کی خدمات کا ذکر ہو۔ سکول کھلنے پر آپ نے پریزنٹیشن دینی ہے جس کا دورانیہ دو سے تین منٹ ہو۔ پریزنٹیشن کے لئے دیئے گئے طریقہ کار میں سے اپنی پسند کا طریقہ اختیار کر سکتی ہیں۔

power point presentaion

3D

چارٹ بھیج

A3 size paper

شخصیات:

ابن انشاء

سعادت حسن منٹو

پروین شاکر

عصمت چغتائی

نوٹ: پریزنٹیشن کے لئے کام کا معیاری ہونا اہم ہے نہ کہ قیمتی ہونا، اس لئے برائے مہربانی وقت اور پیسے کا بے دریغ استعمال نہ کیا جائے۔

کسی سوال کی صورت میں رابطہ کے لئے:

shagufta.80@hotmail.com

Shagufta.Nasreen@lgs.edu.pk

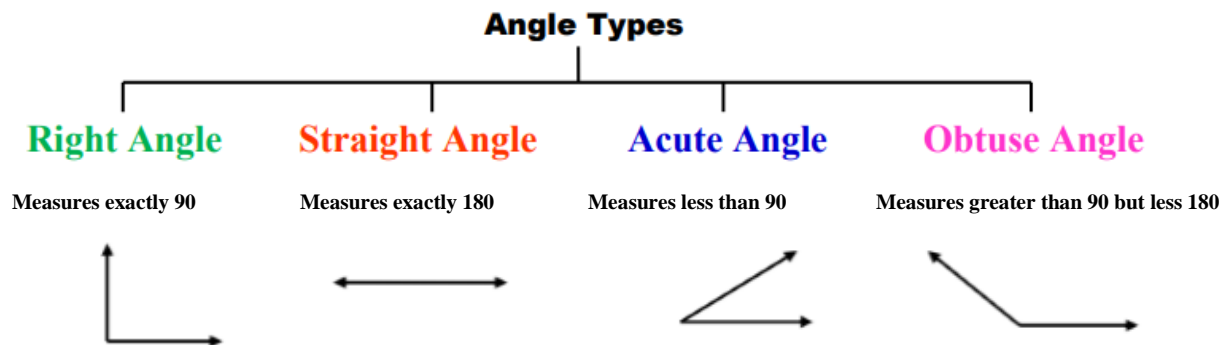
## Mathematics

Day 1: Angles

### Instructions:

- Please go through these important points to recall all the types of angles covered in Class 7
- Complete the worksheet, write the answers in the given box and email (the answer box) to your teacher by 17<sup>th</sup> March 3 p.m  
8 A, B & C Miss Khadija: khadija.shakeel@lgs.edu.pk  
8 D & E Miss Arshia: arshiasaqib111@gmail.com

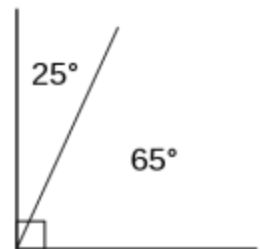
### Types of Angles:



### Pairs of Angles:

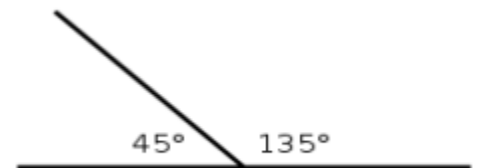
**Complementary Angles:** Two angles that add up to exactly  $90^\circ$

**Tip:** Complementary Angles make a corner.

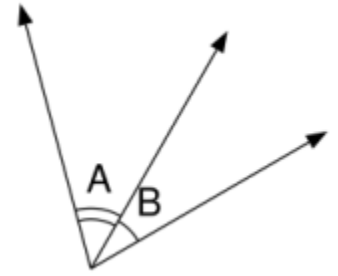


**Supplementary Angles:** Two angles that add up to equal exactly  $180^\circ$

**Tip:** Supplementary Angles make a straight line

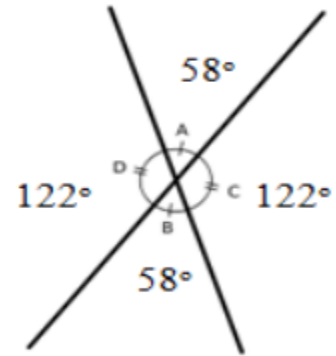


**Adjacent Angles:** Angles that are next to one another. They share a side. Angle A and angle B are adjacent angles.



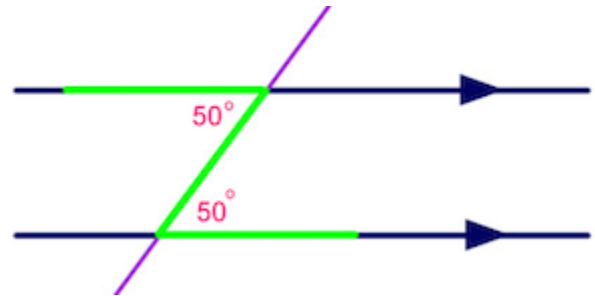
**Vertical Angles:** Angles that are across from one another (or opposite). Vertical angles have equal measurements.

A and B are vertical angles. D and C are vertical angles.



### Alternate Angles –

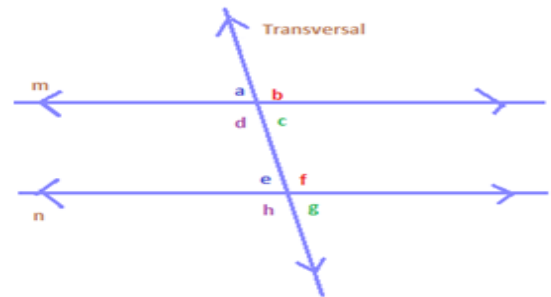
The word 'alternate' is usually used with pairs of angles, to indicate that each is on opposite sides of a line. A “Z” is formed.



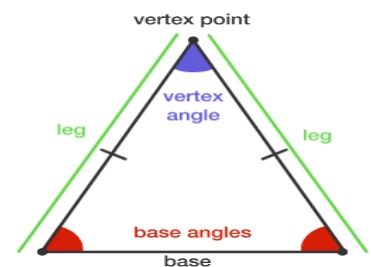
### Corresponding Angles:

When two lines are crossed by another line (which is called the transversal), the angles in matching corners are called corresponding angles.

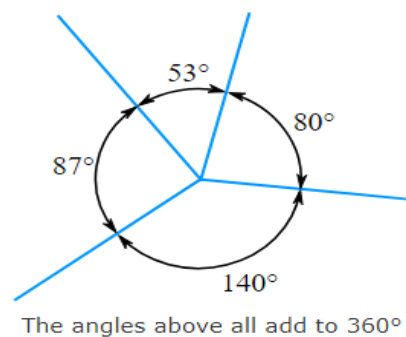
- Angle a = Angle e
- Angle d = Angle h
- Angle b = Angle f
- Angle c = Angle g



- Sum of angles in a triangle = 180 degrees
- Sum of angles in a quadrilateral = 360 degrees
- In an isosceles triangle, the two equal sides are called **legs**, and the remaining side is called the **base**. The angle opposite the base is called the **vertex angle**, and the point associated with that angle is called the **apex**. The two equal angles are called the **isosceles angles**.



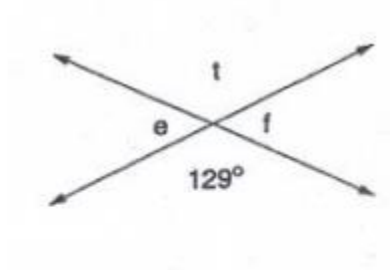
- Angles around a point will always add up to 360 degrees



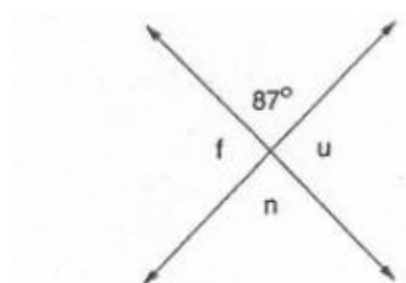
## WORKSHEET

Find the unknown variables.

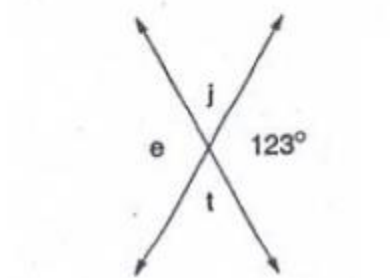
1



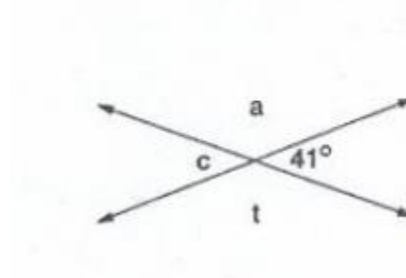
2



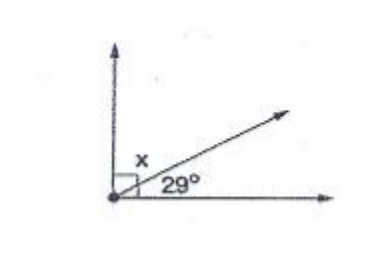
3



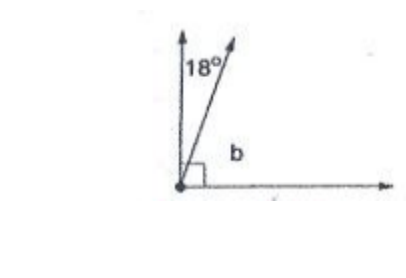
4



5

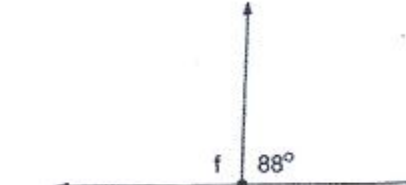
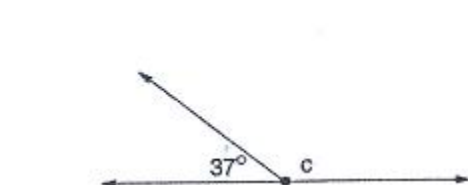


6

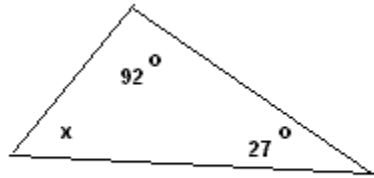


7

8

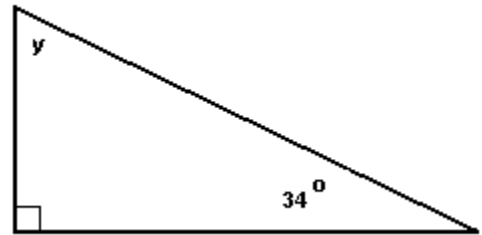




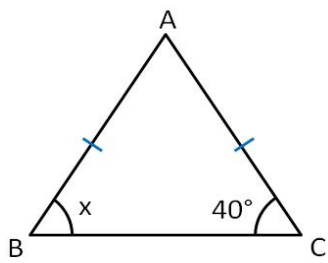


9

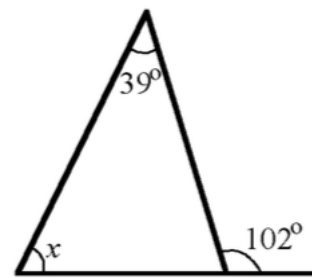
10



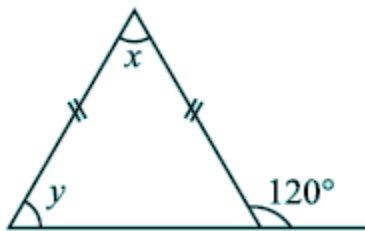
11



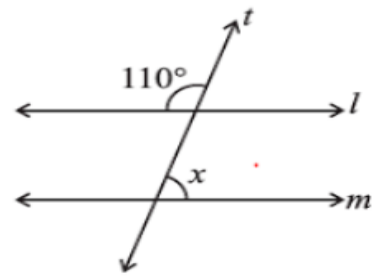
12



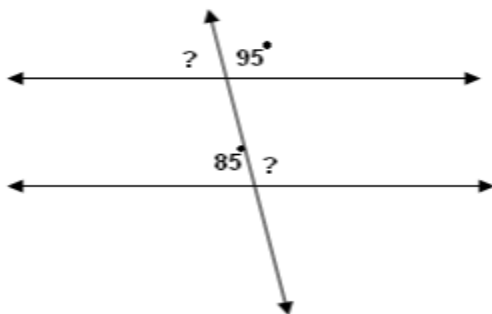
13



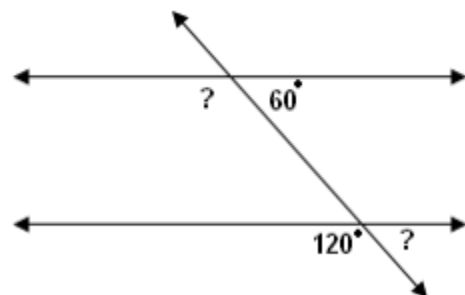
14



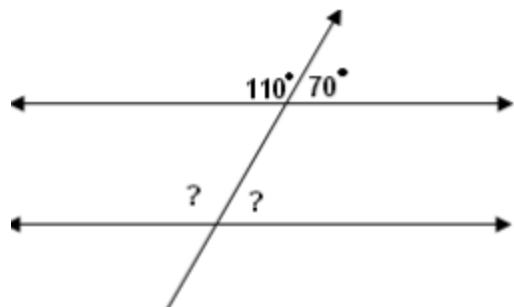
15



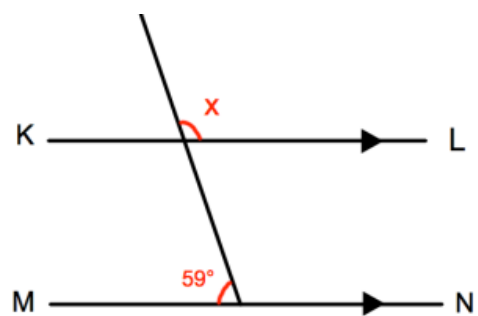
16



17



18



<b>Question number</b>	<b>Answers</b>
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	
<b>8</b>	
<b>9</b>	
<b>10</b>	
<b>11</b>	
<b>12</b>	
<b>13</b>	
<b>14</b>	
<b>15</b>	
<b>16</b>	
<b>17</b>	
<b>18</b>	

## Planning and Collecting Data

## Processing and Presenting Data

### Day 2: Averages

#### Instructions:

- *Please go through these important points*
- *Complete the worksheet, write the answers in the given box and email (the answer box) to your teacher by 19<sup>th</sup> March 3 p.m*

8 A, B & C      Miss Khadija: [khadija.shakeel@lgs.edu.pk](mailto:khadija.shakeel@lgs.edu.pk)

8 D & E      Miss Arshia: [arshiasagib111@gmail.com](mailto:arshiasagib111@gmail.com)

Measure of central tendency is a single value that attempts to describe a set of data by identifying the central position within that set of data. The mean (often called the average) is most likely the measure of central tendency that you are most familiar with, but there are others, such as the median and the mode.

#### Mean:

The mean (or average) is the most popular and well known measure of central tendency. It is equal to the sum of all the values in the data set divided by the number of values in the data set.

#### Example:

Find the mean of the ages of members in your house. E.g 6, 12, 25, 32

$$\text{Mean} = \frac{6+12+25+36}{4} = 18.75$$

#### Median

The median is the middle value. It is the value that splits the dataset in half. To find the median, order your data from smallest to largest, and then find the data point that has an equal amount of values above it and below it.

##### ➤ If the data consists of odd numbers:

**Example:** Find the median of 32, 35, 33, 25, 31, 33, 36, 22, 34

Step 1: arrange in ascending order 22, 25, 31, 32, 33, 33, 34, 35, 36

Step 2: Divide the data in 2 equal parts 22, 25, 31, 32,      **33,**      33, 34, 35, 36

The middle value is median

##### ➤ If the data consists of even numbers:

**Example:** Find the median of 32, 35, 33, 25, 31, 33, 22, 34

Step 1: arrange in ascending order 22, 25, 31, 32, 33, 33, 34, 35, 36

Step 2: Divide the data in 2 equal parts 22, 25, 31,      **32, 33,**      33, 34, 35

Average of the middle values is taken ( $\frac{32+33}{2}$ ) = 32.5

### Mode:

The mode is the *most commonly occurring value* in a distribution.

Consider this dataset showing the retirement age of 11 people, in whole years:

54, 54, 54, 55, 56, 57, 57, 58, 58, 60, 60

This table shows a simple frequency distribution of the retirement age data.

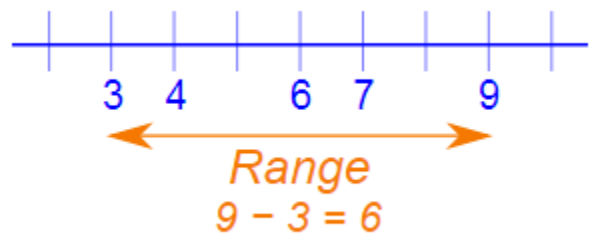
Age	Frequency
54	3
55	1
56	1
57	2
58	2
60	2

The most commonly occurring value is 54, therefore the mode of this distribution is 54 years

### Range:

The difference between the lowest and highest values.

In {4, 6, 9, 3, 7} the lowest value is 3, and the highest is 9, so the range is  $9 - 3 = 6$ .



Q1.

- i. What is the mean, median, mode and range of the following numbers?

82, 23, 59, 94, 70, 26, 32, 83, 87, 94, 32

Mean \_\_\_\_ Median \_\_\_\_ Mode \_\_\_\_ Range \_\_\_\_

- ii. Determine the mean of the following set of numbers:

a. 40, 61, 95, 79, 9, 50, 80, 63, 109, 42

- iii. The number of service upgrades sold by each of 30 employees is as follows:

32, 6, 21, 10, 8, 11, 12, 36, 17, 16, 15, 18, 40, 24, 21, 23, 24, 24, 29, 16, 32, 31, 10, 30, 35, 32, 18, 39, 12, 20

What is the median number of service upgrades sold by the 30 employees?

- iv. What is the mode of the following numbers?

12, 11, 14, 10, 8, 13, 11, 9

Q2. The temperature in ° F on 20 days during the month of June was as follows: 70 ° F, 76° F, 76 ° F, 74° F, 70° F, 70 ° F, 72° F, 74 ° F, 78° F, 80° F, 74 ° F, 74° F, 78 ° F, 76° F, 78° F, 76 ° F, 74° F, 78 ° F, 80° F, 76° F What is the mean, median and mode of the temperatures for the month of June?

Q3. The following data represent the number of pop-up advertisements received by 10 families during the past month. Calculate the mean number of advertisements received by each family during the month. 43 37 35 30 41 23 33 31 16 21.

Q4. The mean weight of five complete computer stations is 167.2 pounds. The weights of four of the computer stations are 158.4 pounds, 162.8 pounds, 165 pounds, and 178.2 pounds respectively. What is the weight of the fifth computer station?

Q5. The front row in a movie theatre has 23 seats. If you were asked to sit in the seat that occupied the median position, in which seat would you have to sit?

a. 1      b. 11   c. 23   d. 12

Q6. What is the median score achieved by a student who recorded the following scores on 10 math quizzes?

68, 55, 70, 62, 71, 58, 81, 82, 63, 79

Q7. A set of four numbers that begins with the number 32 is arranged from smallest to largest. If the median is 35, which of the following could possibly be the set of numbers?

a. 32, 32, 36, 38      b. 32, 35, 38, 41      c. 32, 34, 36, 35      d. 32, 36, 40, 44

Question number	Answers
1	
2	
3	
4	
5	
6	
7	

### Day 3: Averages

#### Instructions:

- *Please go through these important points.*
- *Complete the worksheet, write the answers in the given box and email (the answer box) to your teacher by 21<sup>st</sup> March 3 p.m*

8 A, B & C      Miss Khadija: [khadija.shakeel@lgs.edu.pk](mailto:khadija.shakeel@lgs.edu.pk)

8 D & E      Miss Arshia: [arshiasaqib111@gmail.com](mailto:arshiasaqib111@gmail.com)

- The mean can be used to get an overall idea or picture of the data set. Mean is best used for a data set with numbers that are close together. Mean is often used for comparisons.
- The median is a good measure of the average value when the data include exceptionally high or low values because these have little influence on the outcome. The median is the most suitable measure of average for data classified on an ordinal scale.
- You use the mode with categorical, ordinal, and discrete data. In fact, the mode is the only measure of central tendency that you can use with categorical data—such as the most preferred flavor of ice cream. However, with categorical data, there isn't a central value because you can't order the groups.
- Range depicts the consistency of the data. The higher the range, the lower the consistency.

Eg marks of 8A 7, 6, 4, 3, 0, 10    Range =  $10 - 0 = 10$

Marks of 8B 5, 6, 5, 7, 8, 6      Range =  $8 - 5 = 3$

#### Remember:

- If two thirds of the data has the same number/value, use mode.
- Mean is affected by extreme values e.g 2, 3, 2.5, 2.7 , 50  
Avoid using mean in this case as average will be deviated by a higher value (50).

#### Questions:

Q1. The masses (in grams) of 15 similar packets of biscuits are given below.

199    200    200    200    200    200    200    200

200    200    200    201    202    203    203

a) What is the average mass of each packets of these biscuit? (Hint: Do you see the same number being repeated 2/3<sup>rd</sup> times?)

b) Justify your answer in part a).

Q2. Two cucumber farmers each pick 12 cucumbers at random from their crop and measure their lengths to the nearest centimeter. The results are shown

**Farmer A** 25   28   26   31   27   27   30   31   32   32   31   29  
**Farmer B** 25   28   16   26   15   34   27   26   28   17   42   18

They can sell their cucumber in the local market if they are longer than 25 cm on average and are reasonably consistent in their length.

- a) Which farmer is more likely to be able to sell his cucumber to the supermarket? (Hint: which average is often used for comparisons?)
- b) Justify your answer to part a) (Hint: If the average is same, use range)

Q3. A pole vaulter recorded his highest jump (in meters) in each of his last nine competitions. The results are shown below.

3.23   4.24   4.24   5.33   5.34   5.35   5.36   5.37   5.38

- a) How high can the pole vaulter jump on average?
- b) Justify your answer in part a)

Q4. The time taken (in seconds) for ten runners to complete a 400m race area given below.

55   58   51   82   61   63   62   59   54   60

- a) What time best describes the average time of the ten athletes?
- b) Justify your answer in part a).

Question number	Answers
1	
2	
3	
4	



## Science

Topic: Methods of Heat Energy Transfer

### Unit.11.

#### LP1-11.4. Conduction of Heat

Your kitchen and living /dining area is the best place to explore this concept.

Take a regular teacup with any hot beverage of your choice and put a metal spoon inside for stirring.

- How does the teacup feel? Where is it easy to pick the cup from?



- How is the spoon to touch? Is it uniformly hot?
- Why is there a difference of temperature?
- Does it have a connection to kinetic particle theory and states of matter?

Stand bare foot on the floor with one foot on the carpet and other directly on the floor.

- What do you feel?

This video is helpful for further explanation

<https://study.com/academy/lesson/heat-transfer-through-conduction-equation-examples.html>

Have you found all answers to the questions listed above?

Consult unit 11.4 if unsure.

Do activity 11.4B to consolidate your concepts.

**Pg. 167 text book, solve Q 2, 3**

#### LP2-11.5 Convection

The kitchen counter is still the best place to explore this concept especially the sink.

- Open the hot water faucet. What's rising? Why is it rising?
- Why does the steam or smoke always rise?
- Does it have a connection to density?

These videos will also help you understand the concept

<https://study.com/academy/lesson/convection-in-science-definition-equation-examples.html>

<https://www.youtube.com/watch?v=kNZi12OV9Xc>

Here is another link of an activity that you can try.

[https://www.youtube.com/watch?v=N8mCn8f3za0&list=RDCMUCx\\_J\\_aSKyWaNcEjK-eS4Jxg&start\\_radio=1&t=0](https://www.youtube.com/watch?v=N8mCn8f3za0&list=RDCMUCx_J_aSKyWaNcEjK-eS4Jxg&start_radio=1&t=0)

**Pgs.168- 169 of your textbook, solve Q1, 2, 3, 4**

### **LP3-11.6 Radiation**

Go outdoor feel the sun. Why is it so hot? (Can only try this on a sunny day though.)

- Feel the temperature of various objects already placed outside. Do you feel all objects are the same temperature?
- Place black, white and silver paper in the sun for same amount of time and check if they feel equally hot?

These videos will help you understand the concept

<https://www.youtube.com/watch?v=5GoZZKcNZiQ>

<https://www.youtube.com/watch?v=HpCvWuvCUoA>

**Pg.170- 171 Q1, 2, 3.**

### **LP-11.7 Evaporation**

Recall the ideas of changes of state and review definition of evaporation.

Take three pieces of some wet cloth. Keep one of them crumpled in the sink, spread the second one in the shade and the third one in some hot / sunny place.

Feel their temperature from time to time and how fast they dry?

Put a swab of nail polish remover on the back of your hand. What does it feel like?

Read text book to explore the relation of evaporation and cooling.

- **Pgs 172-173, solve Q1,2,3,4,5**

### **To conclude the concept Solve**



worksheet\_11.4.pdf



worksheet\_11.6.pdf

Workbook Pgs. 114 - 117, units 11.5, 11.6

Email you work/queries to Mrs. Tehmina Saeed [mtehmina22@gmail.com](mailto:mtehmina22@gmail.com) (8-D,E)

Miss Farnaz [frnzymin1@gamil.com](mailto:frnzymin1@gamil.com) (8-ABC)

## History

Look up the following Google class room and join using the given code:

8 LGS 55 Main

A, B, C, D & E

*Class code:* riac4sl

### History Assignment – Languages

After reading ch:5 from the book, Nigel Kelly attempt the following questions:

1. Explain why Urdu was chosen as the regional language of Pakistan in 1947? (7)
2. How has the Pakistan government promoted the development of the following languages since 1947?
  - Balochi (4)
  - Sindhi (4)
  - Pushto (4)
  - Punjabi (4)
  - Urdu (4)
3. 'Punjabi has been promoted more than any other Pakistan regional language between 1947 and 1999.' Give reasons why you might agree or disagree with this statement. (14)

(Hint: compare all the regional languages making different paras for each. Give your opinion at the end deciding on the basis of evidence you have discussed earlier)

## Geography

Look up the following Google class room and join using the given code:

8 LGS 55 Main

A, B, C, D & E

*Class code:* riac4sl

### Geography Assignment – Forests

1. After reading chapter 4 from your text book and going through the following links, attempt all the questions at the end of the chapter.
2. Explain three ways in which afforestation plans can be implemented in Pakistan. (Hint: Keep the local resources, determinants and topography in mind.)
3. What is sustainable forestry?
4. Describe how sustainable forestry may be practised in Pakistan.

[https://www.slideshare.net/FaHadHassanNooR/pakistan-geography-forest-in-pakistan-pakistan-location?qid=ead0ab81-65e2-4274-b66b-c15f3a8bff65&v=&b=&from\\_search=3](https://www.slideshare.net/FaHadHassanNooR/pakistan-geography-forest-in-pakistan-pakistan-location?qid=ead0ab81-65e2-4274-b66b-c15f3a8bff65&v=&b=&from_search=3)

[https://www.slideshare.net/syedhasanbari/types-of-forests?qid=1b434573-a4ee-4c52-8117-6334625f2ebc&v=&b=&from\\_search=6](https://www.slideshare.net/syedhasanbari/types-of-forests?qid=1b434573-a4ee-4c52-8117-6334625f2ebc&v=&b=&from_search=6)

<https://dailytimes.com.pk/340741/sindh-loses-over-50-percent-of-total-forests-in-last-two-decades/>

<https://www.youtube.com/watch?v=Ic-J6hcSKa8>

<https://www.youtube.com/watch?v=Y8A8UuiPlrg>

[https://www.youtube.com/watch?v=W69kRsC\\_CgQ](https://www.youtube.com/watch?v=W69kRsC_CgQ)

## Islamiat

### Topics:

**8A:** Treaty of Hudaibya, Khyber Expedition, Review of the Muslims' relations with the Jews between the years 1-7 After Hijrah

**8B:** Khyber Expedition, Review of the Muslims' relations with the Jews between the years 1-7 After Hijrah, Messages to Kings and emperors

**8C:** Khyber Expedition, Review of the Muslims' relations with the Jews between the years 1-7 After Hijrah, Messages to Kings and emperors

**8D:** Khyber Expedition, Review of the Muslims' relations with the Jews between the years 1-7 After Hijrah, Messages to Kings and emperors

**8E:** Battle of Trench, Treaty of Hudaibya, Khyber Expedition

\*Depending on your section, see which of the topics were to be covered in the week of 16<sup>th</sup>-20<sup>th</sup> March (already announced in class) and;

a) Read the *objectives* given below before you start studying the given notes or reading from the book

b) Attempt the part b questions given at the end of the topic (for your section) and email your work with the date, name, class and section at [atekahamid.89@gmail.com](mailto:atekahamid.89@gmail.com). Part a can be attempted for practice only, not to be sent to me for checking.

### Objectives:

By the time you are done studying the topic, you should be able to

1. Understand the background, political context, and the main causes leading to the event.
2. Identify the names of the key personalities/parties involved and their motives
3. Explain the role of the Prophet<sup>pbuh</sup> in each of the events i.e. behavior and teachings regarding political, strategic, military issues for example the treatment of his followers and his enemies, his instructions to the army, his participation in the events and seeking the participation of his followers through consultation etc. also highlight the main goals that the Prophet<sup>pbuh</sup> set out to achieve in the various events and the methods he used to meet his goals.
4. Connect and relate the outcomes of the various events with the impact they made on the politics of the region and point out the social and economic developments resulting from the event you study.
5. Understand the growth and firm establishment of the Islamic religion, society, and state with each passing event, based strictly on revealed guidance.

## **Battle of Trench (Read pgs. 70-71 FNM and Quran Surah 33 verses 9-13)**

Encouraged by the outcomes of the battle of Uhud in the previous year, Quraish planned to rid Arabia of Islam and its followers by preparing an army of 10,000 men with the help of the other Arabs and the Jews from outside and within Madinah in the 5<sup>th</sup> year of hijrah. This battle was a test of faith, patience, and perseverance for the Muslims as they remained under siege for 27 days by an army more than three times their size. The battle was not fought through a full-on attack from either side nor did it result in many casualties for the Allies or the Muslims. It was however a 'battle of wits' in which Prophet<sup>pbuh</sup> and the Muslims demonstrated a robust and superior defense strategy and diplomacy by which they fought off the largest enemy threatening Muslims so far, resulting in the regaining of the prestige they lost after the battle of Uhud, establishment of Islam firmly in Madinah without political rivals in the city, and gaining a greater economic stability for the poor in Madina especially the emigrants from Makkah. Also, the enemy's aggressive power was greatly challenged rendering them ineffective and incapable of fighting against Muslims in the future.

### **Background**

- Muslims were attacked by an army of about 10,000 men from various idol worshipping Arab tribes and Jewish tribes living in Khyber in an attempt to weaken the Muslims and safeguard the trade route and create favorable political conditions for the parties involved in the attack.
- The economic and political insecurities and sharp religious differences coupled with Quraish's aggressive policy against the growing Muslim power that continued to grow along the trade route frustrated Quraish and the Jewish tribe of Banu Nadir in Khyber who was exiled by the Prophet<sup>pbuh</sup> from Madina led the two partners to make alliances with various other Arab tribes such as Bani Ghatafan, Bani Assad, Bani Murrah, Bani Sulaym, Bani Shuja to march towards Madinah and get rid of the Muslim threat once and for all.
- The battle started in January 627 C.E., Dhul Qa'adah 5 AH.

### **Events:**

- The Prophet<sup>pbuh</sup> took the advice of Hazrat Salman Farsi regarding the digging of the trench around the undefended side of Madina after seeking consultation from his companions on the best possible strategy to deal with the large enemy army.
- The trench was dug within six days after hard long work of the Prophet<sup>pbuh</sup> himself and his companions on the northern side of Madina as the other sides were surrounded by rocky hills and large trees that were impenetrable by the army cavalry.
- A famine coincided with the attack hence the Muslims faced difficult conditions due to lack of resources. They harvested their crops earlier that year to stop the Allies from benefitting out of Muslims' resources. Muslim families were moved deeper into the city for their safety and the men were posted along the trench to stop any penetration into the city. The Muslim army consisted of 3000 men.
- The Allies were not prepared for a long siege as digging a trench was a foreign and an unfamiliar style of defense in a war and thus soon became frustrated with their inability

to get their cavalry into the city for over 3 weeks, along with the fear of running out of resources to feed themselves and their horses and camels. The stalemate caused the Allies to lose their morale and trust in Abu Sufyan, the leader of the army as an effective leader.

- The Jews of Banu Nadir who were on the other side of the Trench made several attempts to convince the Jews of Banu Quraiza who were in Madina to attack the Muslims from within and help the Allies. The Banu Quraiza finally decided to breach the treaty with the Muslims and planned to attack the camps of the Muslim families.
- The Prophet<sup>pbuh</sup> employed a diplomatic strategy to undo the alliance of Banu Quraiza with the Allies by asking Nuaim bin Masud to cause a discord between them. He convinced the Jews to demand 10 of the Allies' leaders as hostages and a guarantee for Allies' defense of the Jews against the Muslims and told the Allies that the Jews have defected to the Muslims. His strategy was successful as the Allies became suspicious of the Jews' motives behind demanding 10 leaders assuming they want to give them to the Muslims as a way of seeking forgiveness for breaching the treaty with the Muslims.
- The deadlock continued till the 27<sup>th</sup> day of the siege and the Allies' provisions were running out when Allah sent a storm that was fierce, extinguishing their fire and beating sand in their faces and blinding their eyes. Terrified by the storm, the Allies fled in all directions leaving no one to be seen on the other side of the trench the next morning.
- The Prophet<sup>pbuh</sup> marched towards Banu Quraiza and demanded they leave the city as they were not to be trusted in the future in similar circumstances. The Jewish tribe refused to leave and sought war with the Muslims. After 2 weeks of siege, they surrendered to the Muslims but refused to accept the Prophet<sup>pbuh</sup>'s decision over their fate and demanded that Sa'ad bin Muaz decides. Sa'ad bin Muaz decided their fate according to the law of the Old Testament according to which all men would be killed and all women be sold to slavery. Their wealth and properties and agricultural lands were distributed amongst the Muslims.

### **Outcomes and Impact**

- Political significance: The Quraish lost trade and prestige and its credibility amongst the Allies for performing so poorly after gaining support of the largest number of people. They were discouraged from planning any attack in the future and lost hope in causing a major blow to the Muslims. On the other hand, Islam became firmly established in Madina after punishing the Banu Quraiza and the city became a stronghold for the Muslims without fear of Jewish attacks that persisted since the first till the 5<sup>th</sup> years of hijrah. The Muslims gained a lot of popularity and were praised for surviving the grand Alliance's attack.
- Economic benefits: the Muslims were financially helped in the aftermath of the battle of Trench as the newly conquered Jewish lands and forts and their wealth was distributed amongst the Muslims.
- The Islamic religion gained validity and support as the many thoughtful individuals in the region were impressed by the Prophet<sup>pbuh</sup>'s handling of the Allies and their schemes against the Muslims and his steadfastness during difficult times, leading to increased conversions to Islam.

## Written Task and Practice Questions

Q. a) Give a detailed account of the Battle of Trench with references from the Quran highlighting the difficulties faced by the Muslims during the event. (10)

b) What lessons can the Muslims learn from the Prophet<sup>pbuh</sup>'s conduct in the Battle of Trench?

**HW: Part b must be submitted by Friday March 20<sup>th</sup>.**

---

## Treaty of Hudaibya (Read pgs. 70-71 in FNM and the Quran, first few verses of Surah 48)

### Background and Causes

- In the 6<sup>th</sup> year of hijrah, the Prophet<sup>pbuh</sup> had a dream in which he saw himself performing Tawaf around the Ka'abah. This meant that he was being commanded to set out to Makkah for Umrah as the prophets' dreams are a form of revelation from Allah.
- A group of 1400 Muslims prepared for Umrah, taking along their sacrificial animals set out to Makkah unarmed under the leadership of the Prophet<sup>pbuh</sup>.
- Upon hearing the news, the Makkans sent an armed group of men to disallow the Muslims from entering Makkah. The Prophet<sup>pbuh</sup> changed his route to avoid confrontation and set up Muslim camps in Hudaibya, a place 3 miles from Makkah, within the Holy Sanctuary of Haram in which fighting and killing is forbidden.
- The Prophet<sup>pbuh</sup> sent two messengers to Quraish ensuring them that the Muslims had only come to perform Umrah and meant no harm. The Quraish were informed that the Muslims had come unarmed and have brought along the animal for sacrifice as they intend to do umrah and go back to Madinah. Quraish detained both the messengers.
- The Prophet<sup>pbuh</sup> sent Hazrat Usman as a messenger to Quraish with the same message but he was detained as well and a rumor spread that he was killed.
- Upon hearing the news of the murder of Hazrat Usman, the Prophet<sup>pbuh</sup> took an oath from all the Muslims in Hudaibya to fight to avenge the killing of Hazrat Usman when Muslims had done everything possible to avoid war and sought every measure to ensure Quraish that they had come only to perform Umrah. This oath is known as Bait-e-Rizwan.
- The Quraish was forced to resolve the situation without going to war as it undermined the rule of no fighting in the Holy Sanctuary of the Haram. Violating the sanctity of the Haram could endanger the safety of Quraish against other enemy tribes as well as causing them a lot of embarrassment for killing a messenger and denying Muslims the right to perform Umrah whereas according to the tradition, no one should be denied the right of pilgrimage to Allah's House regardless of their background or unfriendly relations with the chiefs of Quraish.
- This led to the Quraish seeking a written agreement with the Muslims to resolve the conflict on Quraish's terms without resorting to war.



## Terms of the Treaty of Hudaibya

- No fighting for 10 years
- Muslims and Quraish are free to make alliances with any of the tribes in the region. During the treaty, Banu Khuzaa' joined the Muslims in alliance and Banu Bakr joined Quraish.
- Muslims will not perform Umrah that year. They can do so in the following year i.e. the 7<sup>th</sup> year of hijrah during which they can stay in Makkah for 3 days and return to Madina
- The final term had three clauses. A) any Muslim who migrates from Makkah to Madinah without the permission of his guardians must be returned to his guardians in Makkah. B) and non-Muslim from Makkah is free to visit Madina and go back to Makkah as he wished. C) a Muslim from Madina is not allowed to visit Makkah. If a Muslim does come even with the intention of umrah, will be detained.

## Outcomes

- The Muslims felt very disappointed and dissatisfied with the terms of the Treaty of Hudaibya as they were clearly in favour of Quraish. They were surprised that the Prophet<sup>pbuh</sup> conceded to Quraish's terms and couldn't understand why the Muslims should conclude such humiliating terms when they had taken an oath and were ready to fight till the last man alive. They felt angry because they would have to return without performing Umrah.
- Right when the treaty was concluded, a Muslim from Makkah joined the Prophet<sup>pbuh</sup> in Hudaibya without the permission of his guardian and was made to return to Madina which further upset the Muslims. This shows Muslims the importance of honoring and living by the verbal or written promises/treaties one makes.
- The Prophet<sup>pbuh</sup> commanded the Muslims to shorten or shave their hair and slaughter the animals and then proceed to Madinah after removing ihram. The companions were way too upset to respond and act upon the instructions in the first instance and were reluctant till they saw the Prophet<sup>pbuh</sup> performing the rites and then followed him.
- Allah revealed verses in the Quran regarding the treaty calling it a 'manifest victory'. This helped the Muslims understand that the Prophet<sup>pbuh</sup> was acting upon Allah's command when he approved the terms of the treaty. They soon saw how the treaty worked in the favor of the Muslims and against Quraish.
- The Muslims who escaped torture in Makkah and migrated camped on the side of the trade route threatening the Quraish caravans as they knew that they would be sent back to Makkah if they joined the Muslims in Madinah. The Prophet<sup>pbuh</sup> approved their actions and attempts to hurt Quraish's trade interests as a protest to the unfair term of the treaty of Hudaibya that denied the Makkan Muslims the right to join the Prophet pbuh in Madina. As a result, the Quraish requested the Prophet<sup>pbuh</sup> to cancel that term of the treaty and ask the Muslims to stop attacking Quraish caravans and to join him in Madinah so they would be bound by the treaty of Hudaibya.
- Many viewed the conclusion of a treaty between the Muslims and Quraish as a sign of political strength of the Muslims; as it became a power equal to Quraish. It was seen as a concession of Quraish to the power of the Muslims and an announcement of their recognition of the Muslims as a power to deal with responsibly and with fear of

consequences of misbehaving with them unlike the attitude they had earlier when they constantly threatened to extinguish the Muslims.

- The Muslims were able to perform Umrah in the 7<sup>th</sup> year of hijra and the Prophet<sup>pbuh</sup>'s dream was made to come true.
- Many Arab tribes entered into an alliance with the Prophet<sup>pbuh</sup> which allowed frequent and safe travel and visits, giving a greater number of people to understand Islam and experience its positive outcomes on the Muslim society, encouraging numerous conversions to Islam.
- The peaceful relations allowed the Prophet<sup>pbuh</sup> to focus on preaching Islam and sending messages to kings and emperors of Rome, Persia, Egypt, Abyssinia, Oman, Bahrain, Yemen etc. Islam spread outside Arabia and the Prophet<sup>pbuh</sup> advance his universal mission since he didn't have to prepare against Quraish attacks and constantly deal with their threats.
- Many Makkan chiefs such as Khalid bin Waleed and Amr bin Al-Aas accepted Islam as they got the chance to visit Madinah and understand the truth of Islam and see it for themselves away from all the stereotypes and false information preached during the slander campaign that was launched by idol worshippers in order to stop the spread of Islam.
- The Jews of Khyber took the treaty of Hudaibya as a sign of weakness of the Muslims and plotted an attack on Madinah. The war resulted in the Khyber expedition against the Jews and was decisively in favor of the Muslims, breaking the Jewish power in Arabia forever.

### **Practice Questions:**

Q. a) Write about the main events surrounding the Treaty of Hudaibya and the main terms in it. (10)

b) Why is the Treaty of Hudaibya declared as a 'manifest victory' in the Quran? (4)

**HW: Part b must be submitted by Friday March 20<sup>th</sup>.**

---

### **Khyber Expedition (pgs. 72-73 in FNM)**

#### **Background**

- The Jews that were exiled to Khyber, specifically the Banu Nadir took the terms of the treaty of Hudaibya as a sign of weakness as the terms were apparently in favor of Quraish. They felt that it was an opportune moment to attack the Muslims in Madinah and regain Jewish prestige and power.
- The hypocrites in Madina who lost all hope in the dislodging of the Prophet<sup>pbuh</sup> from Madinah after the Quraish declared that they will not fight Muslims for ten years. They found some hope in intriguing with the Jews of Khyber and encouraging them to attack the Muslims as they were upset after the treaty of Hudaibya.
- Upon receiving encouragement from Abdullah bin Ubay and reassuring news regarding the low morale of the Muslims, the Jews planned to attack the Muslims in the 7<sup>th</sup> year of hijrah. The Prophet<sup>pbuh</sup>, a man of initiative, prepared to meet the Jewish threat by

preparing an army of 1600 Muslims and advancing towards Khyber to take them by surprise instead of allowing the Jews to threaten the Muslim population in Madinah.

- The Jews were 20,000 in number and had sought help of the Ghatafan tribe in their war against the Muslims. Although the armed men of Ghatafan set out to fight the Muslims they were made to go back when they received news of their own tribal region being under threat.

## Events

- The Jews sought refuge in their 7 strong fortresses in Khyber when they saw the Muslim army outside their forts. They attacked with arrows and stones to stop the Muslims from approaching and taking down their forts.
- Hazrat Usman caught a Jewish spy while patrolling Muslim camps and asked him information regarding the weak points of the Jewish forts in return for keeping him alive. Upon receiving information, the Muslims started by the weakest fort and one by one 6 out of the 7 forts fell to the Muslims easily and in no time.
- The last of the forts known as Qamus remained unconquered for 20 days and each day the Muslims came back unsuccessful. The 20<sup>th</sup> day the Prophet<sup>pbuh</sup> gave the responsibility of conquering the fort to Hazrat Ali who was able to conquer the fort with a swift, fierce, and sudden attack that surprised the Jews and left them in shock.
- Hazrat Ali single handedly took on the most famous warrior of the Jews named Marhab, weakening the Jewish morale and leading to their unconditional surrender to the Muslims.
- Upon fearing an exile, the Jews begged the Prophet<sup>pbuh</sup> to allow them to remain in Khyber on rent which would be half of the agricultural produce of Khyber each year. The Prophet<sup>pbuh</sup> allowed them to stay and work on the lands as long as they respected their terms with the Muslims. They were also granted freedom of worship and the Muslims were forbidden from eating from the fruit of their trees and entering their houses without their permission.

## Outcomes

- The Jews were disciplined by the Prophet<sup>pbuh</sup> for their constant attempts to undermine the security of the Muslims and seeking sneaky ways of hurting the Muslims and threatening their interests. 20 Muslims were martyred and 93 Jews were killed.
- After the Khyber expedition, the Jews had no stronghold left in Arabia and lost all power and influence in the region.
- The Muslims gained influence and great economic strength due to the agricultural produce they received each year. They were also able to put down all the forces that stood in the way of peaceful spread of Islam and establish themselves as a great power in Arabia.
- The emigrants from Abyssinia were settled in Khyber as it was now considered part of the Islamic state after the Jews agreed to the terms of the surrender. The spoils of war were distributed amongst the Muslim army and the emigrants who returned from Abyssinia.

- The Prophet<sup>pbuh</sup> sent Hazrat Abdullah bin Rawahah to distribute the agricultural produce evenly between the Muslims and the Jews and made sure that the Jews are not wronged in any way.

### Written Task and Practice Question

Q. a) Describe the events and outcomes of the Khyber expedition. (10)

b) What does the Prophet<sup>pbuh</sup>'s treatment of the Jews of Khyber teach Muslims regarding the treatment of the enemy during war and peace? (4)

**HW: Part b must be submitted by Friday March 20<sup>th</sup>.**

---

### Review of the Muslims' relations with the Jews between the years 1-7 After Hijrah (Read pgs. 74-75 in FNM)

#### Background

After migrating to Yasrib, the Prophet<sup>pbuh</sup> invited the Jews to Islam. Majority of the chiefs of the three Jewish tribes in Madina, Banu Qainuqa, Banu Nadir, and Banu Quraiza refused to accept the prophethood of Muhammad<sup>pbuh</sup> as he was not from their descent or from Bani Israel. Maintain the principle of 'no compulsion in religion' the Jews were given the right to reject Islam however, the Prophet<sup>pbuh</sup> made a treaty with the Jews seeking their alliance in case Madina was attacked and promising the right to worship, equal treatment, and the right to follow their laws of the Old Testament and set up their separate courts and appoint their own judges. They were also asked to comply with the rules of mutual respect and avoid any act of aggression or interference in the Muslims affairs that may potentially challenge the peace of the people of Madinah. After agreeing to the terms of the Charter of Madina, one by one each of the three tribes breached the treaty in the years following the battle of Badr in the 2<sup>nd</sup> year of hijrah.

Name of the tribe	Actions breaching the Charter of Madinah	Year of Punishment and reasons for opposition	Way of punishment
Banu Qainuqa	*insulted a muslim women in the shared market area and killing the Muslim who attacked the Jews enjoying the cries of a helpless Muslim woman. *made fun of the teachings of Islam such as banning of interest, payment of zakat, and changing of qiblah from the the masjid Aqsa in Jerusalem to the Ka'abah	3 A.H. After the battle of Badr the Jews became insecure of the growing Muslim power and were upset due to the banning of interest in Islam which caused the Jews a great deal of loss since they earned of money lending and charging of heavy interests. Conversion of rabbis	The Prophet <sup>pbuh</sup> laid siege to their forts for two weeks after which they surrendered. They were exiled to Syria in 624 CE.

	<p>in Makkah.</p> <p>*attempted to create disputes amongst the Aus and the Khazraj reminding of the long years of wars fought to avenge the deaths of their honoured grandfathers.</p> <p>* this led to unrest amongst the Muslims and hard feeling amongst the people of Madinah and igniting the differences of the days of Jahiliyya, undermining the brotherhood established by the Prophet<sup>pbuh</sup>.</p>	<p>also made the Jews insecure as their common people felt that if the rabbis convert then that is proof for the prophethood of Muhammad<sup>pbuh</sup>, causing them to doubt their political chiefs and their decision of rejecting the prophethood of Muhammad<sup>pbuh</sup>.</p>	
Banu Nadir	<p>*joined hands with Quraish after the battle of Badr and raised funds for their campaign during the battle of Uhud.</p> <p>* ridiculed the Prophet<sup>pbuh</sup> through poetry and made fun of Islamic teaching</p> <p>*attempted the murder of the Prophet<sup>pbuh</sup> after inviting him over to their forts to settle a dispute.</p>	<p>4<sup>th</sup> A.H.</p> <p>After the exile of Banu Qainuqa, the Jewish tribes felt more insecure and felt the need to take action to weaken the Muslims and inflict harm on them in order to regain their influence and establish their power.</p>	<p>The Muslims laid siege to their forts for two weeks after which they surrendered.</p> <p>They were exiled to Khyber in 625 CE</p>
Banu Quraiza	<p>Defected to the Allies that came to fight the Muslims during the battle of Trench and attacked the Muslims families while the men were posted at the Trench</p>	<p>5<sup>th</sup> A.H.</p> <p>In the battle of Trench, the Allies convinced the Banu Quraiza to breach the Charter of Madina and join hands with the Allies and attack the Muslims from within the city of Madinah to its south while the Allies attack from the northern side. Banu Quraiza hoped to reclaim their lost influence by joining the Allies to extinguish Islam and the Muslims with one blow. They were also upset at the</p>	<p>Forts were surrounded by Mulsim forces for two weeks after which they surrendered.</p> <p>They asked to have Sa'ad bin Muaz decide their fate and he decided that the Jewish law of the Old Testament be executed according to which all their men were killed and children and women enslaved.</p> <p>In 626 CE</p>

		exile of the earlier tribes and sought to settle their scores with the Muslims.	
--	--	---	--

### Written Task and Practice Question

Q. a) Describe the changing relations of the Muslims with the Jews between the years 1-7 A.H. (10)

b) Why were the Jews so resentful toward the Prophet<sup>pbuh</sup> and the Muslims? (4)

**HW: Part b must be submitted by Friday March 20<sup>th</sup>.**

---

### Messages to Kings and Emperors (Read pgs. 75-67 in FNM and the links given below)

#### Background

After dealing with the threats emanating from the Quraish and the Jews and creating peace through wars and peace talks, the Prophet<sup>pbuh</sup> invited the leaders of other nations and countries to Islam and informed them of his prophethood. His messages were sent to a number of rulers namely the emperors of Persia and Byzantine, Kings Egypt, Oman, Bahrain, Yemen, Abyssinia, Syria.

<https://aboutislam.net/shariah/prophet-muhammad/muhammad-in-their-eyes/kings-said-about-prophet-muhammad/>

<http://www.cssforum.com.pk/off-topic-section/islam/14781-holy-prophets-letters-monarch.html>

#### Outcomes:

- The Kings of Abyssinia and Yemen accepted Islam and the Roman emperor and the Egyptian king responded with kind words and gifts to the Prophet<sup>pbuh</sup>. This led to the spread of Islam outside Arabia and increase of the influence of the Prophet<sup>pbuh</sup>.
- The Persian emperor tore the letter of the Prophet<sup>pbuh</sup> after which the Prophet<sup>pbuh</sup> prophesized the demise of his rule and destruction of his empire.
- One of the messengers of the Prophet<sup>pbuh</sup> was intercepted and killed in Syria. This led to battle of Muthah against the Arab Christian tribes who killed the messenger along with the Roman forces that came to support the Christian tribes in Syria.
- Sending messages to various rulers of his time, The Prophet<sup>pbuh</sup>'s proved the universality of his prophethood and taught the method of preaching others through a peaceful and kind invitation to Islam.

### Written Task and Practice Question

Q. a) Give an account of the Prophet<sup>pbuh</sup>'s messages to kings and emperors in the 7<sup>th</sup> and 8<sup>th</sup> years of Hijrah and explain their significance in the history of Islam. (10)

b) To what extent was the Prophet<sup>pbuh</sup>'s introduction of Islam through written messages to influential people of his time successful in terms of advancing his mission as the final prophet of Allah? (4)

**HW: Part b must be submitted by Friday March 20<sup>th</sup>.**

---

You can also study from 'Muhammad' by Martin Ling as it provides great detail of the events.

## ICT

### **Complete steps 1-24 using presentation software.**

You work for a company called Hothouse Design. You are going to perform some clerical tasks for this company.

Your manager has asked you to set up a presentation for the board of directors.

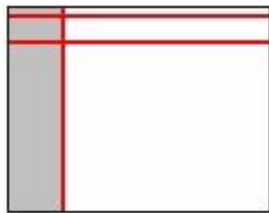
The medium for delivery will be a multimedia projector. Presenter notes need to be produced with the slides.

- 1 Set up a new presentation consisting of 4 slides.**

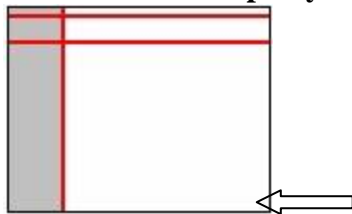
➔ **On the master slide:**

- 2 The master slide must have a light grey background on the left hand side**  
(about

1/5 of the width) with one vertical red stripe as a border for the grey background and two horizontal red stripes. Each stripe should be about 6 points wide. It should look like this:



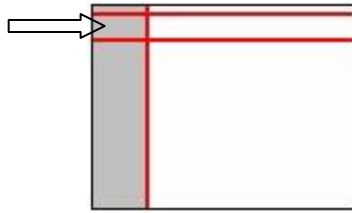
- 3 Include an automated slide number in the bottom right of each slide. Make sure that it does not overlap any of the lines added at Step 2.**



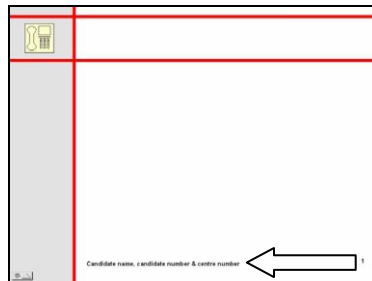
- 4 Place a clipart image of a telephone as a logo in the top left corner.**

The logo must be resized so that it is within and does not overlap the three red lines added at Step 2.



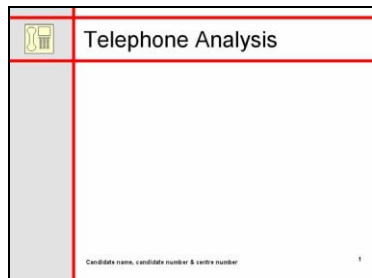


- 5 Enter your name, Centre number and candidate number, left aligned in the white area, at the bottom of the master slide. Use a black, 12 point, sans-serif font. It should



look like this:

- 6 Add the text Telephone Analysis as a header, left aligned in a black, 44 point



sans-serif font at the top of the master slide. This should be between the red lines and not overlap any of the other objects on the slide. It should look like this:

On each slide you are going to add text and images to the main white area of the slide. No text or objects should overlap any items on the master slide.

- 7 Set the following styles of text throughout the entire presentation:

➔ First Slide

Heading Style	Heading	Subheading	Bulleted List
Hothouse Design	Red, left aligned, 60 point (large font)	Red, center aligned, 36 point (medium font)	Black, left aligned, 24 point (small font). Use a bullet of your choice.

8 **Below the heading, enter the subheading:**

Snapshot analysis of telephone use within the company

9 **Add the following presenter notes to this slide:**

This brief presentation will identify some of the results of our recent telephone use analysis.

➔ **On the second slide:**

10 Enter the subheading:

Departments analyzed in the same style as the first slide.

11 **Enter the following bulleted list on the left side of the slide:**

- Accounts
- Cleaning
- Human Resources
- Information Systems
- Maintenance
- Transport

12 **Enter the following bulleted list on the right side of the slide:**

- Production
- Purchasing
- Sales
- Security
- Site Management

13 **Both bulleted lists should have each bullet set to appear one at a time using the same animation effect. No other elements of the slide should be animated.**

14 **Add the following presenter notes to this slide:**

Telephones were used by other departments but some have been removed from the sample.

➔ **On the third slide:**

- 15 **Create a pie chart from the following data:**

Call type	Minutes
International	1640
Peak Rate	7842
Cheap Rate	1543
Internal	16805

- 16 **Place the chart in the center of the slide. Enlarge the chart so that it is clearly visible. Each segment must show the call type and percentage value. Do not display a legend.**

- 17 **Add the following presenter notes to this slide:**

As you can see the vast majority of our calls are internal. These figures are the average values per day for all departments, using a monitoring period of 2 weeks.

➔ **On the fourth slide:**

- 18 **Enter the text:**

Replace some calls with: as a subheading.

- 19 **Enter the following bulleted list on the left side of the slide:**

- Video conference
- E-mail
- SMS messages

- 20 **Place a different clipart image showing a telephone to the right of the bulleted list.**

- 21 **Add the following presenter notes to this slide:**

We must look at cheaper media in order to reduce our operating costs.

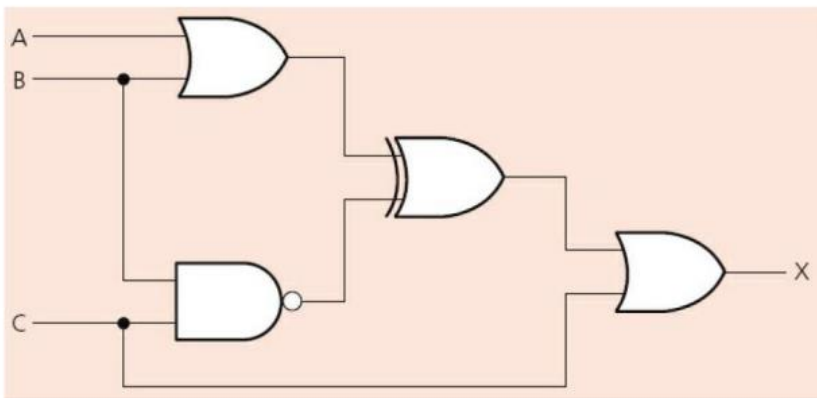
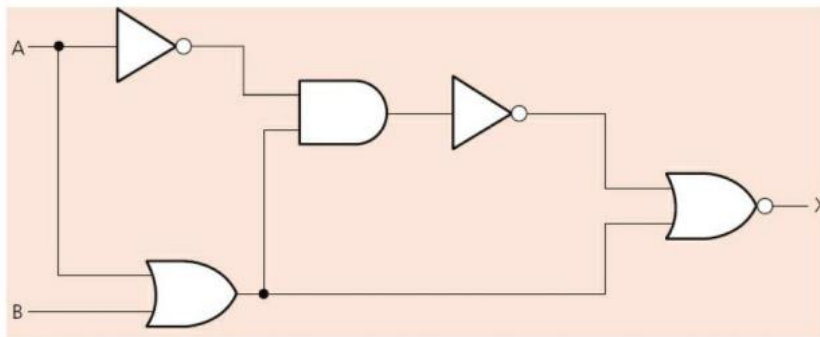
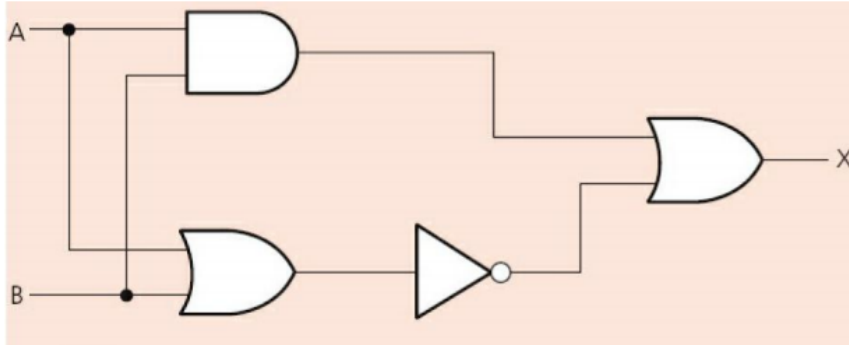
**For the whole presentation:**

- 22 Use the same transitional effect between each slide.

- 23 **Save the presentation.**

## ICT Theory

Produce truth tables for each of the following logic circuits. You are advised to split them up into intermediate parts to help eliminate errors.



1. **Generate the truth table on Word Document (Using tables) for each logic circuit above and Email the work to [irem khan188@gmail.com](mailto:irem khan188@gmail.com) before Friday, March 20<sup>th</sup>, 2020**
2. **[Mention your Name and section clearly in the email subject]**

## ICT Practical

3. Practice the question paper on PowerPoint uploaded on the website.
4. File named: **CLASS 8 Practical**
5. Complete steps (1-24)
6. Email the final presentation to: [irem khan188@gmail.com](mailto:irem khan188@gmail.com) before Sunday March 22<sup>nd</sup>, 2020  
[Mention your name and section clearly in the email subject]

### Punjabi

## دیوا مندری

(تارو الدین دی ماں، رات داویلہ)

تارو: ایٹا چر۔ کتھے گیا سیں۔

الدین: رَمو آئیے تے آیاں۔ رکشے و رکشا پاں والے کم بنا کے لیندے نیں، میں تے ایویں چا پھڑا کر دا رہیاں کولوں۔ رَمو دا اُستاد اے نا ڈُبھری۔ مینوں آہندائے کم سکھ اوئے الدینیا اصلی الدین ہو جا سیں۔ پڑھائیاں وچ کیه پیائے۔ کہانی آوندی آ الدین دی؟ مکھے نہیں۔ اماں تینوں تے آوندی ہونی اے نا۔

تارو: آہو۔ پر توں سنانا کیویں سُنائی اے استاد ڈُبھری۔

الدین: لُوجی الدین سی نا جیہڑا اصلی۔ غریب آہا ٹوٹل۔ پر اوہ درزیاں دا مُنڈا سی صفائی والیاں دا نہیں سی۔ پیو اوہدا وی مر گیا ہو یا سی۔ گھر کھان نہ ہا۔ اوہ سکولوں اٹھ کھلوتا۔ سارا سارا دن بوتلاں کٹھیاں کرنیاں کُوڑے چوں تے ٹُھئے والیاں نوں دینیاں۔ لُوجی اک دن کیه ہوندائے کُوڑا پھولے پیا تے وچ مندری۔ فٹاٹ پاؤن دی کتیس۔ اک اُنگل نوں گھلی آہی۔ دوہاں وچ پھسا لئی۔ پاکے پھیر کُوڑا پھولن لگ پیائے۔ مندری نوں لگا رگڑا تے جن حاضر (جن بن کے) "کیا حکم ہے حضور"

(الدین بن کے) "روٹی۔ میرے لئی وی ماں لئی وی۔ تن ٹیم۔ سویرے ناشتہ۔ دوپہر کا کھانا۔ رات کا کھانا۔" لٹو جی کھانا آون لگ  
 پیا۔ جتاں دے حساب دا۔ کوک سیون اپ ڈرماں دے ڈرم، پیٹیاں چاکولیتاں دیاں۔ ٹرک برگراں دے۔ ماں نے آکھیا  
 جن بھا ساڈے کول تے تھاں ای نہیں۔ گھر دا کر، گجھ۔ ایہہ تے کرائے دائے۔ اگوں اوہ کیہ آہندائے۔ میرے وس  
 نہیں جے۔ اوہ ہور محکمائے۔ دیوے دا جن ہووے تے کرسکدائے۔ لٹو جی الدین پھیر کوڑے تے۔ دیوا کتھوں آوے  
 کوڑے وچ۔ بوتلاں، ڈھکنے، فیوز انرجی سیور، دیوے تے انگلیٹھیاں تے ہوندے نیں۔ پر جی، اوہ وی لگا ای رہیا پیو دا  
 پتر۔ اخیر اک دن نکل نہ آیا دیوا۔ چوچب تے جنگل نرا۔ بھوا کے ماریوس تھلے۔ لوجی رگڑا لگائے دیوے ساب نوں تے جن  
 حاضر۔ سینیر۔

"کیا حکم ہے حضور؟"

"گھر چاہیے ہمیں"

"کہاں سرکار؟"

"جو نوں کوئی سوسائٹی بنی ہے وہاں"

جن نے آکھاں بند کرائیاں نیں۔ کھولیاں تے نوں سوسائٹی۔ گھر لٹش لٹش پش پش۔ ڈبل سٹوری۔ بیڈروم تے بیڈروم  
 شیڈروم تے شیڈروم، ڈیڈروم تے ڈیڈروم، روم ای روم، کچن ای کچن۔ جیدھر ویکھو، کندھاں ہے ای نہیں۔ تچھے پورا  
 محلہ بیوٹی پارلر۔ سٹھ سٹوری سوسٹوری۔ ماں الدین دی ایدھروں چڑھے تے اودھرتھے، اودھروں چڑھے تے ایدھر۔ دن وی اوتھے  
 رات وی اوتھے۔ الدین نیں میچ کراوتے نیں۔ ہر شرٹ تے ہر پتلون تے الدین کھلوتا دند کڈھدائے۔ اُستاد ڈھری آہندائے الہ  
 دینیا ایہہ ساڈا کوڑ کباڑ باڈی ورکشاپاں دا۔ ویکھیا ای نہ۔ ایہو ای او۔ ایہدے وچوں ای تینوں مُندریاں دیوے مل پینے نی۔ رگڑے  
 لائی جائیں تے جوچا ہیں کروائی جائیں۔

تارو: جیہڑی میں سنی آہی۔ جیہنے مینوں سُنائی اوہ تایا سی برکت دا۔ مِشن چ کم کریندا ہا۔ ایہو صفائی۔ اوہنے دسیا ہئی۔  
 مُندری ویاہ تے دیو اعلم۔ علم نال عقل آوندی اے۔ ہُنر آوندے نیں کمائیاں ہوندیاں نیں گھروں بندے نیں۔ پھیر ویا وی  
 ہوندے نیں۔ مڑ بچے اگوں پڑھدے نیں۔ پھیر اوہ کماوندے نیں۔

الہ دین: چٹھی سنا گئے اوہ تینوں اُبے دا تایا۔

تارو: کیوں؟

الہ دین: مُندری والا جن پہلوں آوندائے دیوے والا مگروں۔ پر ٹھیک ای اے پہلوں ویاہ کراوے بندہ پھیر سکو لے جاوے۔

تارو: جج لے کے۔ چل سوں شطانا۔ ماما جتاں دا۔ ویکھیں سویرے میں وی جن بلاونی آں نہ بغیر مُندری دیوے دے۔ کپڑے وی دھو دین تیرے تے کاپی وی نویں لیا دین۔

معنے	اکھر
وقت	1- چر
میں کیا	2- مکھے
ٹھیلا	3- ٹھیے
انگوٹی	4- مُندری
بان دی کیتی	5- باون دی کیتیس
گھسنا	6- رگڑا
جگہ	7- تھاں
کہندائے	8- آہندائے
ادارہ	9- محکمائے
شلیف	10- انگلیٹھیاں
چب، ڈینٹ	11- چوچب
زنگال	12- جنگل
گُما کے	13- بھوا کے
ماریا	14- ماریوس
چمکدار	15- لش، لش، پش پش

- 16- لُتھُ اُتردا  
 17- کڈھدائے نکالدا  
 18- مِشن مشنیز توں۔۔۔ کرپٹنزدے ادارے  
 19- مُڑ دوبارہ  
 20- پُٹھی اُلٹ  
 21- مگروں بعدوں  
 22- جَنج برات  
 23- بُلاونی آں بلاندی آں

تھلے دیتے گئے سوالاں دے جواب دسو۔

- 1- دیوا مندیری دامطلب دسوجو تہانوں ایس پیراگراف چوں سمجھ آوے۔
- 2- تارو، کون سی تے ایہدے کردار تے گجھ روشنی پاؤ۔
- 3- اُستاد ڈُہبری کون سی؟
- 4- الہ دین دے کردار بارے گجھ دسو۔
- 5- ایس پیراگراف بارے اپنی رائے دیو۔



## Art

Theme: Acrylic still life.

Medium Required:

- Pencil.
- Painting brushes.
- Acrylic Paints.
- A3 size painting sheet.

Instructions:

- You are required to arrange still life of your favorite objects.
- Observe the placed objects and draw them using lead pencil on A3 size sketchbook paper.
- Compose the still life according to a3 size paper.
- Once done with drawing use acrylic paints to color the drawing.
- While painting you may use thick paint strokes or watercolor painting technique.

