

## Unit 1

# The Saviour of Mankind

### Learning Objectives:

**By the end of this unit students will:**

- learn the reading skills: skimming, scanning and summarizing
- know and learn about the mission of the Rasool (ﷺ)
- learn how his teachings has changed the world
- recognize and use adjectives in sentences
- use of thesaurus
- utilize informational sources like encyclopedias and internet

### Pre-reading:

- Mention the condition of Arabia before Islam.
- How did Islam change the lives of the people?
- Who is the last Rasool of Allah Almighty?



### For the Teacher:

- Conduct pre-reading activity to arouse the students' curiosity about the life of the Rasool (ﷺ).
- Make them predict about the text by looking at the title and the illustration.

1. Arabia is the land of unparalleled charm and beauty, with its trackless deserts of sand dunes in the dazzling rays of the tropical sun. Its starry sky has excited the imagination of poets and travellers. It was in this land that the Rasool (ﷺ) was born, in the city of Makkah, which is about fifty miles from the Red Sea. Where is Makkah situated?
2. The Arabs possessed a remarkable memory and were an eloquent people. Their eloquence and memory found expression in their poetry. Every year a fair was held for poetical competitions at Ukaz. It is narrated that Hammad said to Caliph Walid bin Yazid: "I can recite to you, for each letter of the alphabet, one hundred long poems, without taking into account short pieces, and all of that was composed exclusively by poets before the promulgation of Islam." It is no small wonder that Allah Almighty chose the Arabic language for His final dispensation and the preservation of His Word. What type of competition was held at Ukaz?
3. In the fifth and sixth centuries, mankind stood on the verge of chaos. It seemed that the civilization which had taken four thousand years to grow had started crumbling. At this point in time, Allah Almighty raised a Rasool among themselves to lift the humanity from ignorance into the light of faith.
4. When Hazrat Muhammad (ﷺ) was thirty-eight years of age, he spent most of his time in solitude and meditation. In the cave of Hira, he used to retire with food and water and spend days and weeks in remembrance of Allah Almighty.
5. The period of waiting had come to a close. His heart was overflowing with profound compassion for humanity. He had a pressing urge to eradicate wrong beliefs, social evils, cruelty and injustice. The moment had arrived when he was to be bestowed with Nabuwat. One day, when he was in the cave of Hira, Hazrat Jibril (Gabriel) (ﷺ) came and conveyed to him the following message of Allah Almighty:



#### For the Teacher:

- While-reading appropriate questions may be conducted.
- Guide the students to consult an atlas to locate the Muslim world.

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝  
الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

*Read in the name of thy Lord Who created; created man from a clot (of congealed blood): Read and thy Lord is most Bountiful, Who taught (the use of) the pen, taught man that which he knew not. (Quran, 96:1-5)*

6. The revelation of the divine message which continued for the next twenty-three years had begun, and the Rasool (ﷺ) had arisen to proclaim the oneness of Allah (*Tauheed*) and the unity of mankind. His mission was to destroy the nexus of superstition, ignorance, and disbelief, and set up a noble conception of life and lead mankind to the light of faith and divine bliss.
- What was the mission of the Rasool (ﷺ)?
7. Since this belief was threatening their dominance in the society, the pagan Arabs started to mount pressure on the Rasool (ﷺ) and his followers. They wanted them to renounce their cause and take to idol-worshipping. On one occasion, they sent a delegation to the Rasool's (ﷺ) kind and caring uncle, Abu Talib. They told him to restrain the Rasool (ﷺ) from preaching Allah Almighty's message, or face their enmity. Finding himself in a dilemma, he sent for his nephew, and explained to him the situation. The Rasool (ﷺ) responded with these memorable words:
- Why did the pagan Arabs send a delegation to the Rasool's (ﷺ) uncle?
- "My dear uncle, if they put the sun in my right hand and the moon in my left, even then I shall not abandon the proclamation of the Oneness of Allah (*Tauheed*). I shall set up the true faith upon the earth or perish in the attempt."
8. The Rasool's (ﷺ) uncle was so impressed with his nephew's firm determination that he replied:
- "Son of my brother, go thy way; none will dare touch thee. I shall never forsake thee."
9. And the Rasool (ﷺ) did go the way Allah Almighty had chosen for him. Imbued with divine guidance and firm resolve, the Rasool (ﷺ) encountered all the challenges with grace and dignity. In no time he elevated man to the highest possible level in both spiritual and worldly domains. He was also a driving force behind the Arab conquests, which have created an everlasting

impression on human history. No wonder, he is universally acknowledged as the most influential figure in history. In the words of Michael Hart, a great historian:

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

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

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

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

يَا أَيُّهَا النَّبِيُّ إِنَّا أَرْسَلْنَاكَ شَاهِدًا وَمُبَشِّرًا وَنَذِيرًا ﴿٤٥﴾ وَدَاعِيًا إِلَى اللَّهِ بِإِذْنِهِ وَسِرَاجًا مُنِيرًا ﴿٤٦﴾

*O Nabi! Surely, We have sent you as a witness, and as a bearer of good news and as a warner. And as the one inviting to Allah by His permission, and as a light-giving torch. (Quran, 33:45-46)*

#### Theme:

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

**Glossary:**

unparalleled	-----	unmatched
dunes	-----	sandy hills
dazzling	-----	extremely bright
tropical	-----	very hot
eloquence	-----	fluent
promulgation	-----	advent
dispensation	-----	spreading of message
verge	-----	edge
chaos	-----	confusion
crumble	-----	break into pieces
solitude	-----	the state of being alone
meditation	-----	thinking deeply in silence, especially for religious reasons
compassion	-----	strong feelings of sympathy for people who are suffering and a desire to help them
eradicate	-----	remove
bestowed with	-----	to confer as a gift
proclaim	-----	declare
nexus	-----	a complicated series of connections between different things
pagan	-----	disbeliever
renounce	-----	to state publically that you no longer have a particular belief
demolish	-----	destroy
dilemma	-----	a difficult situation, forced to choose one of two alternatives
theology	-----	religious beliefs
everlasting	-----	never-ending
proselytizing	-----	preaching
transformation	-----	complete change in somebody
embodiment	-----	living example

**Oral Activity:**

- Form groups and discuss the aspects of the life of the Rasool (ﷺ) related to justice and compassion.

**Comprehension****A. Reread paragraph 5 of the unit and identify the sentences showing:**

General statement  
-----



Specific statement  
-----

Sometimes a topic sentence shows a general statement and supporting details are given as specific statement.

**B. Answer the following questions.**

- What type of the land is Arabia?
- Why was the Holy Quran sent in Arabic?
- For which ability were the Arabs famous?
- What was the condition of mankind before the Rasool (ﷺ)?
- Why did the Rasool (ﷺ) stay in the cave of Hira?
- What was the first revelation?
- Why did the pagan Arabs threaten the Rasool's (ﷺ) uncle?
- What did Hazrat Ayesha (رضي الله عنها) say about the life of the Rasool (ﷺ)?

**For the Teacher:**

- Students should be asked to discuss how the teachings of the Rasool (ﷺ) can reform the present day society.
- Help students summarize the main points of the unit.
- Help students understand paragraph and its main components.

## Vocabulary

To predict the meanings of the words from the text, we have to read the context carefully.

**A. Write the contextual meanings of the following words. Then consult thesaurus to find out their synonyms.**

dazzling, imagination, remarkable, composed, preservation, bestowed, message, superstition, abandon

**B. Match column A with B to find the meanings of the words.**

Column A	Column B
charm	eliminate
compose	belief
civilization	write
faith	culture
eradicate	attraction
eloquent	to confer as a gift
bestowed with	fluent
demolish	preaching
proselytizing	destroy
everlasting	living example
embodiment	never-ending
chaos	edge
verge	confusion
wonder	pride
dignity	surprise



### For the Teacher:

- Help students use a thesaurus to locate the synonyms closest to the meanings of the given words in the context.

**C. Use the following words in sentences.**

century, conquest, influential, determination, delegation, quietly, urge, ignorance

**Affixation is a process of word formation by adding a prefix or suffix to a root word.**

- |             |              |
|-------------|--------------|
| • author    | co-author    |
| • necessary | unnecessary  |
| • fair      | unfair       |
| • moral     | immoral      |
| • tie       | untie        |
| • danger    | endanger     |
| • conscious | unconscious  |
| • fortune   | misfortune   |
| • kind      | kindness     |
| • care      | careless     |
| • postpone  | postponement |
| • adjust    | adjustment   |
| • treat     | treatment    |
| • meaning   | meaningful   |
| • hard      | hardship     |
| • friend    | friendship   |
| • fond      | fondness     |
| • happy     | happiness    |
| • comfort   | comfortable  |

**D. Add appropriate prefixes or suffixes to the following root words to make other words.**

one, belief, parallel, justice, flinching, knowledge, construction

**For the Teacher:**

- Help students understand the relationship of words and their meanings.



**Grammar****Adjectives**

An adjective is a word that modifies the noun or pronoun. It describes or point out a person, place or thing, or to tell the number or quantity.

**e.g.**, a **famous** poet

**•A. Choose the correct adjectives.**

1. Ashfaq Ahmad was a \_\_\_\_\_ writer.  
a. famed                      b. famous  
c. famously                 d. infamous
2. This is a very \_\_\_\_\_ seminar.  
a. information               b. informed  
c. informative               d. informing
3. My mother becomes \_\_\_\_\_ if I get home late.  
a. anxiety                     b. anxious  
c. anxieties                  d. anxiously
4. It is \_\_\_\_\_ to get the correct information from the university office.  
a. advisable                  b. advisable  
c. advising                   d. advised
5. Who is \_\_\_\_\_ for this chaos?  
a. responding                b. responsible  
c. responsive                 d. responded

**B. Find out ten adjectives from the unit and use them in sentences.****For the Teacher:**

- Help students find out the adjectives.

**Conditionals: Type I (Open condition)**

Conditionals of this type tell us that something will happen if a certain condition is fulfilled. The condition may or may not be fulfilled.

**Example**

If they arrive late, they will miss the bus.

**C. Complete the sentences using the given verbs.**

hurry, give, invite, sell, inform, go, win, help, allow, play

1. If I see Aslam, I'll \_\_\_\_\_ him to dinner tomorrow.
2. If I \_\_\_\_\_ out, I'll turn off the TV.
3. If you \_\_\_\_\_ tricks on people, they will not trust you again.
4. If the farmer \_\_\_\_\_ all his kiwi-fruit in the market, he will be very pleased.
5. I'll \_\_\_\_\_ you with your homework if I can.
6. I'll \_\_\_\_\_ you ride my bike if you like.
7. Will you \_\_\_\_\_ this basket to Auntie Sophie if you see her?
8. If we \_\_\_\_\_, we'll catch the bus.
9. Will you \_\_\_\_\_ me, if you're going to be late?
10. If he works hard, he will \_\_\_\_\_ the competition.

**D. Put the suitable verbs in the given blanks.**

1. I \_\_\_\_\_ living in this house since 1970.

(has been, have been, was, will be)

**For the Teacher:**

- Help students recognize the structure and use of conditional type I.

2. He \_\_\_\_\_ here yesterday.  
(has come, came, will come, come)
3. If you \_\_\_\_\_, I shall be available.  
(will come, come, have come, came)
4. He \_\_\_\_\_ take the examination next year.  
(will have, will, will be, shall)
5. He \_\_\_\_\_ to us tomorrow.  
(comes, will come, came, had come)

### Writing Skills

- A. Summarize paragraph 2 of the unit in three to four sentences.
- B. Write an essay on 'The Kindness of the Rasool (ﷺ)'. (170 – 200 words)

### Oral Communication Skills

- A. Ask the students to make groups and discuss the social evils present in the society along with their remedial measures.



#### For the Teacher:

- Illustrate the use of tenses learnt earlier.
- Guide the students to write the summary of the passage in their own words highlighting main points.
- Help students use appropriate expressions in the discussion.