



**RIZWANA**

FRANK WOOD'S  
**business accounting**  
FIFTH EDITION  
FRANK WOOD & HOOPER

A HISTORY OF THE  
NEW YORK  
BASKETBALL

A HISTORY OF THE  
NEW YORK  
BASKETBALL

A HISTORY OF THE  
NEW YORK  
BASKETBALL

Pet Shop

Academy

CHEMISTRY

BI  
OF STR

STUDY MEN

Draw a rabbit and label its parts.  
Write a paragraph about the rabbit.

Draw a cartoon character and label its parts.  
Write a paragraph about the character.

Draw a landscape and label its parts.  
Write a paragraph about the landscape.

Draw a city and label its parts.  
Write a paragraph about the city.

Draw a person and label its parts.  
Write a paragraph about the person.

Draw a flower and label its parts.  
Write a paragraph about the flower.

Draw a tree and label its parts.  
Write a paragraph about the tree.

Draw a mountain and label its parts.  
Write a paragraph about the mountain.

Draw a river and label its parts.  
Write a paragraph about the river.

Draw a lake and label its parts.  
Write a paragraph about the lake.

Draw a forest and label its parts.  
Write a paragraph about the forest.

Draw a field and label its parts.  
Write a paragraph about the field.

Draw a beach and label its parts.  
Write a paragraph about the beach.

Draw a park and label its parts.  
Write a paragraph about the park.

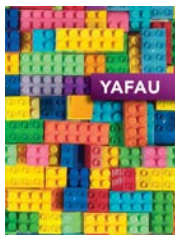
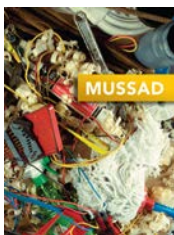
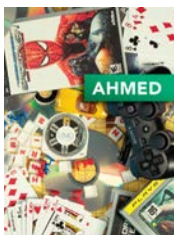
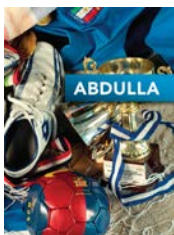
Draw a school and label its parts.  
Write a paragraph about the school.

Draw a town and label its parts.  
Write a paragraph about the town.

Draw a city and label its parts.  
Write a paragraph about the city.

Draw a country and label its parts.  
Write a paragraph about the country.

Books in this series.....



**RIZWANA**

Written by Ifham Niyaz for Handicap International  
Concept, Design, Photography & Layout  
by mooinc. [[www.mooinc.com](http://www.mooinc.com)]

THIS BOOK IS NOT FOR SALE

# Introduction

Welcome to this series of inspiring stories of Maldivian children and adults. With each story you can see part of a new world, and meet a person with a different experience of life. Through the stories you are privileged to gain an insight into what each person values, and what they aspire to. You will realise that each character has another aspect to his or her life as well - either a hearing, visual, intellectual, mental or physical impairment. But as you read, you will understand that all people, whether with or without an impairment, have skills, talents and dreams, as well as challenges in life.

These are true stories, using real names, and were written during 2008 / 2009. Each person is trying to help you understand more about his or her life, so that you can realise that we are all equal, and deserve equality. Through your understanding you can help to make a more welcoming environment for all on your island.

Handicap International would like to say a big 'Thank you' to the stars of the stories, for taking the time to share them with us.

*Rizwana sat for her O'Level exams in 2007.*

*She has completed 10th grade at Aminiya School in Malé.*

*Her favourite subject at school was Accounting.*

*She likes to read Dhivehi stories – like Fathishandbuvaru – stories with a bit of thrill and excitement.*

*Like most girls her age, she eagerly follows the Hindi drama episodes on cable TV in her free time.*

*She would like to spend a holiday in Malaysia some day.*

*She has a cute smile that she uses a lot, especially when she feels shy.*

Anyone will think she is just another ordinary girl growing up in the busy city of Malé. Except, that she is wholly extraordinary. She is simply remarkable, with a beautiful spirit and strong determination.

Rizwana is a girl with a hearing impairment. She was born in 1986 to a close knit simple family of Innamaadhoo in Raa atoll. Rizwana is the 7th child of her parents. The 8th child and youngest sibling in her family is her twin sister Faru who is her soul mate in her life experiences.

When she was very young she moved to Male' with her family. As a small child, her parents started noticing that she became easily irritable when she was exposed to light and noise. They noticed that she was not saying the small number of words that most toddlers say around the age of two. Speech and hearing impairments were later diagnosed by doctors.

While growing up, Rizwana gradually learned to lip read, hence

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she was able to follow others' conversation as long as their faces were visible. She started her formal school education at 10 years of age at the only school where special classes were run, then named Jamaludheen Primary School. There she enjoyed her school and learned to socialise with other children through the dedicated efforts of her teachers. She learned basic subjects including English, Mathematics, Dhivehi, Islam, through creative teaching methods employed by the school. As special education for children with disabilities are only provided up to 7th grade in the Maldives, Rizwana and her family decided to repeat grades 6 and 7, because she simply loved the education and support received from school.

And then, in her second year in 7th grade, the school management and teachers suggested the unthinkable. They wanted to help her through secondary education by enrolling in routine classes at Aminiya School. Rizwana and her parents did not think it was possible. How could a girl with no hearing ability go through classes in the competitive, challenging environment of Aminiya School? What will teachers do when they know that one of their students cannot hear? For Rizwana, it was mixed emotions. She was really excited at the prospect of going to the all-girls Aminiya School like any other girl her age. At the same time she was very reluctant to take that step into the unknown, outside the comfortable walls of her classes in Jamaludheen and away from the familiar faces of the teachers with whom she had shared such a special bond.

If not for the advice and strong backing of her favourite teachers and management of the school, she would not have taken that huge step. They promised that she would be safe and well looked after in

Aminiya. And so, Rizwana started her secondary schooling with much will and courage. Aminiya was a different place, but it became an equally interesting and exciting environment for Rizwana. The new management made sure that she was given the support she required at all times, through teachers and fellow students. Teachers tried to make sure that they faced the class when explaining the lessons so that Rizwana could also follow by reading their lips. Her closest friends in school, Shiuna and Roohi, both helped whenever she found it difficult to understand. Teachers gave her extra classes in lessons she found difficult and her friends took part in group study sessions with her after school. The support she got from everyone at school was remarkable. The care and financial support she got from sponsors such as Azee – Banyan Tree Maldives - was uplifting. And the strength she got from her family was impeccable.

Rizwana has defied all odds and restrictions to become the first hearing impaired person to complete secondary school and sit the O'level exams in the Maldives. On the day after the last exam, Rizwana and her close friends went to Villingili Island to celebrate. She is now waiting eagerly to travel to see her mother who now lives in Innamaadhoo, to celebrate what they have achieved together, and to find some free time to wander around the island where she grew up. She feels as if she has completed a long, exciting, eventful journey. She has not decided what she will do after this. It could be more studies, work, or helping mum a bit. Whatever she dreams of, she will surely try her best to achieve it, with her innate courage, continuous love from her family, and encouragement from her friends and community.





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## Glossary of terms used in this series;

**Brain Injury** – this could be due to a mechanical or infectious cause, and could result in one or more of the following; Attention impairment, cognition (understanding) impairment, language impairment, memory impairment, conduct disorder (different behaviour), motor (physical movement) disorder, any other neurological dysfunction.

**Cerebral Palsy (CP)** – Caused in the womb or at birth by lack of oxygen, meningitis encephalitis, German measles (rubella) or other unknown causes. The child's muscles may be weak, with tremors and uncoordinated speech, hearing and sight. The child's body may not grow the same as other children. Some children with CP have an intellectual impairment, while others may be extremely intelligent. Spasms may cause particular problems, and speech and facial expression are often affected.

**Early intervention** – applies to children of school age or younger who are discovered to have or be at risk of developing a disabling condition or other special need that may affect their development. Early intervention consists of the provision of services such children and their families need, for the purpose of lessening the effects of the condition.

**Impairments** – all the impairments defined can range from mild to severe;

*Hearing impairment* – Four categories are generally used to

describe hearing loss: mild, moderate, severe and profound. Some people with a significant loss, communicate through sign instead of, or as well as, speech. People with a hearing impairment may require hearing aids, adaptations to their environment and/or particular strategies in order to access concepts and language. Hearing loss may be because of conductive or sensori-neural problems and can be measured on a decibel scale.

*Visual impairment* – this refers to a range of difficulties from partial sight through to blindness. People with a visual impairment may be able to use spectacles or low vision aids (such as magnifiers) as well as training in mobility skills to be able to move independently. Adaptations to the environment may be necessary depending on the individual. Some people who cannot see to read large print may learn Braille, a tactile language read with the fingers.

*Intellectual impairment* – this means an impairment in paying attention, in thinking, understanding, or in memory. People may require support, both for their learning needs and also for personal care. They could need tasks broken down into very small steps. Some people with an intellectual impairment which makes speech difficult may communicate by gesture, eye pointing or symbols.

*Mental impairment* – this can include people with depression, schizophrenia, paranoia and can result in behavioural, emotional or social difficulties, from mild to severe. A person may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, lack social skills or present challenging behaviours.

*Physical impairment* – This could mean a different shaped arm or leg, hand or foot. It could impact on mobility. Or, people with a

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physical impairment may be mobile but may have significant fine motor difficulties, like holding a pen and writing, which require support.

**People with a disability** – includes those who have long-term impairments as described, and who experience discrimination or barriers in society, such as steps, language and laws, which prevent people with disabilities from being included equally.

**Polio (poliomyelitis)** – causes muscle paralysis. The virus may affect the nerves governing the muscles in the limbs and the muscles necessary for breathing, causing respiratory difficulty and paralysis of the arms and legs.

**Sign Language** – a language of communication through hand and arm movements and facial expressions which is completely visual. Sign languages commonly develop in deaf communities, which can include interpreters and friends and families of deaf people as well as people who are deaf or hard of hearing themselves.

**Special classes** – classes in schools for children with needs which are not met in the mainstream classes.

**گروه تخصصی معارف اسلامی:** در جلسه‌ی سخنرانی و بحث گروهی در خصوص سوره‌ی قدر، تلاوت و تفسیر آن، در روز پنجشنبه ۱۳۹۷/۰۸/۰۸ در محل اجتماعات برگزار شد. در این جلسه، سخنرانان محترم، آیات و روایات متعددی را در خصوص فضیلت این سوره و اهمیت تلاوت آن در شب قدر، بیان کردند. همچنین در خصوص سوره‌ی قدر، تلاوت و تفسیر آن، در روز پنجشنبه ۱۳۹۷/۰۸/۰۸ در محل اجتماعات برگزار شد. در این جلسه، سخنرانان محترم، آیات و روایات متعددی را در خصوص فضیلت این سوره و اهمیت تلاوت آن در شب قدر، بیان کردند.

**گروه تخصصی قرآن:** در روز پنجشنبه ۱۳۹۷/۰۸/۰۸ در محل اجتماعات، جلسه‌ی سخنرانی و بحث گروهی در خصوص سوره‌ی قدر، تلاوت و تفسیر آن، برگزار شد. در این جلسه، سخنرانان محترم، آیات و روایات متعددی را در خصوص فضیلت این سوره و اهمیت تلاوت آن در شب قدر، بیان کردند. همچنین در خصوص سوره‌ی قدر، تلاوت و تفسیر آن، در روز پنجشنبه ۱۳۹۷/۰۸/۰۸ در محل اجتماعات برگزار شد. در این جلسه، سخنرانان محترم، آیات و روایات متعددی را در خصوص فضیلت این سوره و اهمیت تلاوت آن در شب قدر، بیان کردند.

**گروه تخصصی حدیث:** در روز پنجشنبه ۱۳۹۷/۰۸/۰۸ در محل اجتماعات، جلسه‌ی سخنرانی و بحث گروهی در خصوص حدیثی از امام صادق (ع) در خصوص سوره‌ی قدر، تلاوت و تفسیر آن، برگزار شد. در این جلسه، سخنرانان محترم، حدیثی از امام صادق (ع) را در خصوص فضیلت این سوره و اهمیت تلاوت آن در شب قدر، بیان کردند. همچنین در خصوص سوره‌ی قدر، تلاوت و تفسیر آن، در روز پنجشنبه ۱۳۹۷/۰۸/۰۸ در محل اجتماعات برگزار شد. در این جلسه، سخنرانان محترم، آیات و روایات متعددی را در خصوص فضیلت این سوره و اهمیت تلاوت آن در شب قدر، بیان کردند.

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# הקדמה לתורת המשפט של פאנו

המשפט של פאנו: כל מרחב טופולוגי סגור וחסום הוא קומפקט. המשפט נקרא על שם המתמטיקאי הצרפתי אוגוסט פאנו. המשפט הוא אחד מהמשפטים החשובים ביותר בתורת המרחב הטופולוגי. המשפט נשען על שני תוצאות חשובות: תוצאת היינדלברג ותוצאת בורל-היינדלברג. תוצאת היינדלברג קובעת כי קולקציה סגורה של קטעים סגורים חסומים במרחב הממשי, בהם כל שניים חופפים, מכילה קטע סגור חסום המכיל את כל הקטעים האחרים. תוצאת בורל-היינדלברג קובעת כי קולקציה סגורה של קטעים סגורים חסומים במרחב הממשי, בהם כל שניים חופפים, מכילה קטע סגור חסום המכיל את כל הקטעים האחרים.

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دو دو  
خبر و سر  
،

سوسوئی قریب ...





1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Mathematics 1  
ENDORSED BY PEARSON  
LEVEL SUCCESS  
TOP PERFORMANCE  
LIFE SKILLS

Write an Opinion Composition

Directions: Write an opinion composition on one of the topics below. Use the first reason for your opinion. Write the second reason for your opinion.

Business Literacy

Energy Flow

Write an Opinion Composition