ZAHID NOTES • PUNJAB

10th Class English Notes Punjab Board (PCTB / PECTAA) Full Book Notes

Based on the Punjab Curriculum & Textbook Board / PECTAA English 10 textbook (Revised National Curriculum 2023)

Unit-wise study notes for all 10 units, plus Review I and Review II and a Grammar & Composition section, with original practice questions and an answer key.

About this book. These notes follow the PCTB / PECTAA book units in order: Hazrat Muhammad (SAW) — Social Reforms; My Beloved Pakistan (Poem); Digital Globalisation; The Earth: Act Now for Tomorrow; The Happy Prince; Drug Abuse; Time (Poem); Pollution-Free Pakistan with Greenery All Around; The Road Not Taken (Poem); and The Three Questions.

For study use only. All notes and questions are original writing for revision; no textbook text and no poem lines are reproduced. Paper-pattern figures in this book are third-party reproductions, not officially confirmed — check the current model paper on your board's official website before the examination.

How to Use These Notes

Each unit has the same pattern, so you can revise quickly: theme, a summary in your own words, difficult vocabulary with meanings, key points to remember, a grammar focus, and then original practice questions — 10 multiple-choice questions, 5 short questions and 2 long questions. Review I, after Unit 5, and Review II, after Unit 10, pull the units together. The Grammar & Composition section covers the grammar and writing skills the paper tests. The answer key for all 100 MCQs is at the end of the book.

The Punjab Paper — What to Expect

Third-party reproductions of the Punjab pairing scheme agree that the 10th class English paper carries 75 marks in 2 hours 30 minutes: 19 marks of MCQs (correct forms of verbs 5, correct spellings 4, meanings of underlined words 5, grammar options 5); 10 marks of short questions (attempt any 5 out of 8); and 46 marks of subjective work — translation into Urdu 8, summary or stanza explanation 5, essay or paragraph 15, direct and indirect narration 5, pair of words 5, and translation into English 8. These figures are third-party reproduced and are not officially confirmed; one published source wrongly totals the subjective part at 60, which does not add up to 75. Always check the current model paper on your board's official website.

Study Plan

- Read one unit's summary, then close the book and retell it in your own words.
- Learn the vocabulary by using each word in a sentence of your own.
- Answer the unit questions without looking, then check the answer key.
- Write one summary and one paragraph every week from the Grammar & Composition section.
- In the last week, revise only the key points and the two review sections.

A Note on the Poems

The three poems in this book — 'My Beloved Pakistan', 'Time' and 'The Road Not Taken' by Robert Frost — are discussed by theme, central idea, message and difficult vocabulary only. No lines from any poem are reproduced in these notes. Learn to explain each poem's idea in your own words; that is what the examination asks for.

Unit 1 — Hazrat Muhammad (SAW) — Social Reforms for the Rights of Women, Orphans and Slaves

Prose • Theme: The Holy Prophet Muhammad (peace be upon him) as a reformer who raised the status of women, orphans and slaves and gave them rights, dignity and protection in a society that had denied them.

Summary

Before Islam, women in Arabia had few rights, orphans were often cheated out of their inheritance, and slaves were treated as property with no voice. The Holy Prophet Muhammad (peace be upon him) changed this with clear teaching and personal example. He taught that women are to be honoured as mothers, wives, sisters and daughters, and that their consent, education and fair treatment are duties, not favours. He protected orphans, warning that their property must be guarded and their rights respected, and he showed by his own care for orphan children that they deserve love and a fair share in society. He taught that slaves are human beings and brothers, to be fed from the same food and clothed from the same cloth as their masters, and he encouraged their freedom. His reforms were not words only: he practised them in his home, in his community and in the laws of the new society of Madinah. The unit presents these reforms as a complete social change — from cruelty and neglect to justice, kindness and equal human dignity — and asks students to carry the same values into their own lives.

Difficult Vocabulary

Reform	a change made to improve something that is wrong or unfair
Orphan	a child whose parents have died
Inheritance	money or property received from a person who has died
Dignity	the state of being worthy of honour and respect
Consent	permission or agreement to something
Emancipation	the act of setting someone free from slavery or control
Justice	fairness in the way people are treated
Compassion	sympathy and concern for the suffering of others

Key Points to Remember

- Before Islam, women, orphans and slaves had few or no recognised rights in Arabia.
- The Holy Prophet honoured women as mothers, wives, sisters and daughters.
- Orphans must be protected and their property guarded, not taken.
- Slaves are human beings and brothers, to be fed and clothed like their masters.
- The reforms were practised in daily life, not only preached.

Grammar Focus

Correct forms of verbs in the past simple — narrating historical reforms; use of the passive voice (were honoured, were protected) for describing rights.

Practice Questions

A. Multiple-Choice Questions (choose the correct answer)

1. The unit mainly describes the Holy Prophet as
   a) a social reformer b) a trader only c) a poet d) a warrior only
2. Before Islam, orphans were often
   a) given great honour b) cheated out of their inheritance c) made rulers d) sent abroad
3. According to the unit, women should be
   a) given no rights b) ignored in decisions c) honoured and treated fairly d) kept from education
4. The word ‘dignity’ means
   a) power b) beauty c) wealth d) being worthy of honour and respect
5. Slaves, in the Prophet’s teaching, are
   a) human beings and brothers b) enemies of society c) workers without pay d) property with no rights
6. Emancipation means
   a) punishing a slave b) setting someone free from slavery c) buying a slave d) hiding a slave
7. An orphan is a child who
   a) studies abroad b) has lost both parents c) lives in a palace d) is very rich
8. Inheritance is
   a) a monthly salary b) a school prize c) a gift from a friend d) money or property received after a death
9. The reforms of the Holy Prophet were
   a) practised in daily life b) meant for rulers only c) forgotten at once d) words only
10. The main lesson of the unit is
    a) might is right b) justice, kindness and equal human dignity c) wealth brings respect d) silence is best

B. Short Questions

1. What rights did women lack in Arabia before Islam?
2. How did the Holy Prophet protect the rights of orphans?
3. What did the Prophet teach about the treatment of slaves?
4. What is meant by the word ‘reform’ in this unit?
5. How can students practise the Prophet’s teaching about orphans today?

C. Long Questions

1. Describe the social reforms of Hazrat Muhammad (SAW) for women, orphans and slaves, and explain how they changed Arabian society.
2. Discuss how the Holy Prophet’s teaching on the rights of women, orphans and slaves can guide our society today, with examples.

Remember: answer in your own words, in complete sentences. For long questions, write a short introduction, two or three main points with examples, and a one-line conclusion.

Unit 2 — My Beloved Pakistan

Poem • Theme: Love of the homeland: pride in Pakistan's land, people, history and hopes, and the duty of every citizen to serve and protect the country. No lines of the poem are quoted in these notes.

Summary

The poem is a song of love for Pakistan. The poet looks at the homeland with pride — its mountains and rivers, its green fields, its brave people and its history of sacrifice — and feels that this land is dearer than any other place on earth. The central idea is patriotism: love of country is not only a feeling but a duty. The poet speaks of the beauty of the land and the courage of its people, and of the hope that Pakistan will grow stronger, fairer and more prosperous. The tone is warm, proud and hopeful, with images of nature standing for the strength and beauty of the nation. For study, focus on the theme of patriotism, the poet's love for the land, the images of nature and national pride, and the message that citizens must serve their country with honesty and hard work. The poem asks every reader to love Pakistan, to protect its honour and to work for its progress.

Difficult Vocabulary

Patriotism	love for one's country
Homeland	the country where a person was born or belongs
Sacrifice	giving up something valuable for a greater cause
Prosperous	rich and successful; doing well
Honour	great respect and pride
Brave	ready to face danger without fear
Heritage	history, culture and traditions passed down
Devotion	strong love and loyalty

Key Points to Remember

- The poem is a song of love and pride for Pakistan.
- Its images of nature stand for the strength and beauty of the nation.
- Patriotism is presented as both a feeling and a duty.
- The tone is warm, proud and hopeful about the country's future.
- Citizens are called to serve Pakistan with honesty and hard work.

Grammar Focus

Adjectives of praise and pride; word families (nation, national, nationality) and the use of imagery in poetry.

Practice Questions

A. Multiple-Choice Questions (choose the correct answer)

1. The poem 'My Beloved Pakistan' expresses
   a) hatred of the homeland b) love and pride for Pakistan c) fear of travel d) love of money
2. Patriotism means
   a) hatred of change b) love for one's country c) love of wealth d) fear of neighbours
3. The poet's tone in the poem is
   a) sad and hopeless b) cold and distant c) angry and bitter d) warm, proud and hopeful
4. In the poem, nature is used to show
   a) the strength and beauty of the nation b) the danger of travel c) the love of cities d) the weakness of the country
5. Sacrifice means
   a) taking everything for oneself b) giving up something valuable for a greater cause c) avoiding hard work d) seeking praise
6. According to the poem, love of country is
   a) meant for soldiers only b) only a feeling c) both a feeling and a duty d) a waste of time
7. A prosperous country is one that is
   a) divided and fearful b) silent and still c) poor and weak d) rich and successful
8. Heritage means
   a) history, culture and traditions passed down b) foreign goods c) school books d) new buildings only
9. Devotion means
   a) strong love and loyalty b) carelessness c) anger d) greed
10. The poem calls citizens to serve Pakistan with
    a) wealth only b) dishonesty and laziness c) honesty and hard work d) fear and silence

B. Short Questions

1. What is the central idea of the poem ‘My Beloved Pakistan’?
2. How does the poet use images of nature in the poem?
3. What does patriotism mean in the context of this poem?
4. What is the tone of the poem?
5. What duty does the poem place on every citizen?

C. Long Questions

1. Discuss the theme of patriotism in ‘My Beloved Pakistan’, referring to the poet’s love for the land and the message for citizens.
2. How does the poet express pride in Pakistan and hope for its future? Explain in your own words.

Remember: answer in your own words, in complete sentences. For long questions, write a short introduction, two or three main points with examples, and a one-line conclusion.

Unit 3 — Digital Globalisation: Transforming the English Language

Prose • **Theme:** How the internet and digital communication are changing English — new words, shorter forms, global use — and why clear, correct English still matters.

Summary

English is now the language of the digital world: it is used in emails, social media, online classes, video calls, apps and games by people of every country. Digital globalisation — the connection of the world through the internet — is changing the language itself. New words appear for new technology, words from many languages enter English, and short forms and abbreviations spread in messages and chats. People who never meet in person now speak and write to each other in English every day. The unit explains both sides of this change. On one hand, digital English makes communication fast, easy and worldwide; it helps students learn, sellers reach customers and friends stay in touch across borders. On the other hand, careless short forms, wrong spellings and slang can weaken writing, and false information spreads quickly online. The lesson is balance: enjoy the speed and reach of digital English, but keep learning correct grammar, spelling and clear expression, because good English opens the doors of education and work.

Difficult Vocabulary

Globalisation	the growing connection of countries through trade, ideas and technology
Abbreviation	a shortened form of a word or phrase
Slang	informal words used in everyday speech, not in formal writing
Abbreviate	to shorten a word or phrase
Barrier	something that blocks or prevents communication
Verify	to check that something is true or correct
Innovation	a new idea, method or invention
Communication	sharing information by speaking, writing or other means

Key Points to Remember

- Digital globalisation connects the world through the internet and spreads English worldwide.
- New words, short forms and abbreviations are changing everyday English.
- Digital English helps learning, business and friendship across borders.
- Careless short forms and wrong spellings can weaken formal writing.
- Good grammar and clear expression still matter for education and work.

Grammar Focus

Context clues and word families — guessing the meaning of new digital words from their context; exploring idioms and proverbs.

Practice Questions

A. Multiple-Choice Questions (choose the correct answer)

1. Digital globalisation means the world is connected mainly through
   a) television only b) roads only c) the internet and digital technology d) letters
2. An abbreviation is
   a) a new language b) a type of computer c) a long essay d) a shortened form of a word
3. Slang is
   a) informal words used in everyday speech b) a grammar rule c) a spelling test d) formal written English
4. One benefit of digital English is
   a) slower communication b) fast worldwide communication c) less learning d) no jobs
5. To verify information means to
   a) ignore it b) share it at once c) check that it is true d) delete it
6. A barrier to communication is something that
   a) speeds up writing b) teaches grammar c) helps understanding d) blocks or prevents communication
7. The unit warns that careless short forms can
   a) weaken formal writing b) teach spelling c) stop all messages d) improve formal writing
8. Innovation means
   a) an old habit b) a new idea, method or invention c) a mistake d) a holiday
9. The main message of the unit is to
   a) use slang in exams b) reject all technology c) use digital English but keep correct grammar d) stop writing English
10. English is widely used online because it is
    a) spoken by one country only b) difficult to learn c) a secret language d) a global language of communication

B. Short Questions

1. What is digital globalisation?
2. How is the internet changing the English language?
3. Give two benefits of digital English for students.
4. Why can slang and short forms be a problem in formal writing?
5. Why does correct grammar still matter in the digital age?

C. Long Questions

1. Describe how digital globalisation is transforming the English language, discussing both its benefits and its dangers.
2. Discuss the changes the internet has brought to English and explain how students can use digital English wisely.

Remember: answer in your own words, in complete sentences. For long questions, write a short introduction, two or three main points with examples, and a one-line conclusion.

Unit 4 — The Earth: Act Now for Tomorrow

Prose • Theme: The planet in danger: climate change, pollution and the loss of nature, and the urgent need for everyone to act now to protect the earth for tomorrow.

Summary

The earth is our only home, and it is in danger. The unit explains that human activity — burning fuels, cutting forests, wasting water, throwing plastic and polluting the air — is warming the planet, melting glaciers, raising sea levels and changing the weather. Floods, droughts and heatwaves are becoming more common, and many plants and animals are disappearing. The message of the unit is in its title: act now, for tomorrow. Waiting will make the damage harder to repair. The unit calls on students, families, schools and governments to act together: plant trees, save water and electricity, reduce plastic, keep surroundings clean, and protect forests and wildlife. Small actions matter when millions of people take them. The earth does not belong to one generation only; it is a trust passed to us by our parents and held for our children. Protecting it is a duty, not a choice, and the time to begin is today.

Difficult Vocabulary

Climate	the usual weather conditions of a place over a long time
Pollution	harmful substances that damage air, water or land
Glacier	a large mass of ice that moves slowly
Drought	a long period with little or no rain
Deforestation	the cutting down of forests on a large scale
Sustainable	able to continue over time without harming nature
Trust	something held in care for others; a responsibility
Emission	gas or smoke released into the air

Key Points to Remember

- Human activity is warming the planet and changing the weather.
- Floods, droughts and heatwaves are becoming more common.
- Forests, water and wildlife are being lost through carelessness.
- Small actions — planting trees, saving water, reducing plastic — matter.
- The earth is a trust held for future generations.

Grammar Focus

Compound prepositions and conjunctions — linking causes and effects (because of, due to, as a result of).

Practice Questions

A. Multiple-Choice Questions (choose the correct answer)

1. The main message of the unit is to
   a) leave the earth alone b) use more plastic c) wait and see what happens d) act now to protect the earth
2. Climate means
   a) the usual weather of a place over a long time b) a single storm c) the seasons of one year d) today's weather only
3. Deforestation is
   a) planting new trees b) cutting down forests on a large scale c) cleaning a river d) building a dam
4. A drought is
   a) a strong wind b) a flood c) a long period with little or no rain d) a snowstorm
5. Pollution means
   a) fresh flowers b) clear skies c) clean air and water d) harmful substances that damage air, water or land
6. A glacier is
   a) a large mass of ice that moves slowly b) a desert storm c) a hot wind d) a river in summer
7. Sustainable means
   a) using up everything quickly b) able to continue without harming nature c) very expensive d) only for rich people
8. Emissions are
   a) fresh air b) clean water c) gases or smoke released into the air d) planted trees
9. The unit calls the earth
   a) a thing to sell b) a place to waste c) a private property d) a trust held for future generations
10. Which action does the unit recommend?
    a) Planting trees and saving water b) Burning more fuel c) Throwing plastic in rivers d) Wasting water

B. Short Questions

1. What human activities are harming the earth?
2. How is climate change affecting weather and nature?
3. What is meant by ‘act now for tomorrow’?
4. Name three small actions students can take to protect the earth.
5. Why is the earth called a trust?

C. Long Questions

1. Explain the dangers facing the earth and the actions the unit suggests to protect it, giving examples.
2. Discuss why protecting the environment is a duty for every generation, with reference to the unit.

Remember: answer in your own words, in complete sentences. For long questions, write a short introduction, two or three main points with examples, and a one-line conclusion.

Unit 5 — The Happy Prince

Prose • **Theme:** Oscar Wilde's story of a golden statue and a little swallow: true happiness lies in kindness, sacrifice and helping the poor, not in wealth and luxury.

Summary

The Happy Prince is a statue covered in gold, with sapphires for eyes and a ruby on his sword. He stands high above the city and looks happy, but from his height he can see the suffering of the poor — hungry children, a sick boy, a poor seamstress and a starving writer — and his lead heart weeps. A little swallow, on his way to a warm country, stops to rest at the statue's feet. The Prince asks the swallow to carry his treasures to the poor: first the ruby, then the sapphires, then the gold leaf, piece by piece. The swallow obeys, staying through the cold until the Prince is grey and dull and the swallow himself dies of cold at the statue's feet. When the statue is pulled down and melted, the lead heart will not melt, and it is thrown away with the dead bird — yet both are called the two most precious things in the city. The story teaches that true happiness is not in gold and luxury but in kindness and sacrifice for others, and that love is more precious than wealth.

Difficult Vocabulary

Statue	a figure of a person or animal made of stone or metal
Sapphire	a precious blue stone
Ruby	a precious red stone
Seamstress	a woman who sews clothes for a living
Sacrifice	giving up something valuable for others
Swallow	a small bird that flies long distances
Precious	very valuable and dear
Luxury	great comfort and expensive things

Key Points to Remember

- The Happy Prince looks happy but weeps at the suffering of the poor.
- The swallow carries the ruby, the sapphires and the gold leaf to the poor.
- The Prince gives away all his beauty and the swallow gives his life.
- The lead heart will not melt in the furnace.
- True happiness lies in kindness and sacrifice, not in wealth.

Grammar Focus

Adjectival and prepositional phrases — describing the statue and the city; figures of speech, especially personification.

Practice Questions

A. Multiple-Choice Questions (choose the correct answer)

1. The Happy Prince is
   a) a golden statue above the city b) a poor writer c) a little bird d) a living king
2. The Prince weeps because he
   a) is cold b) sees the suffering of the poor c) has lost his sword d) hates the city
3. The swallow was on his way to
   a) a forest b) a cold country c) a warm country d) the sea
4. The Prince first gives away
   a) his sapphires b) his lead heart c) his gold leaf d) the ruby on his sword
5. A sapphire is
   a) a precious blue stone b) a type of bird c) a coin d) a red stone
6. A seamstress is a woman who
   a) paints pictures b) sews clothes for a living c) sells fruit d) teaches children
7. The swallow dies because
   a) he is hungry only b) he is attacked c) he stays through the cold to help d) he flies away
8. The lead heart will not melt in the
   a) rain b) snow c) river d) furnace
9. The two most precious things in the city are
   a) the lead heart and the dead swallow b) the sword and the statue c) the sapphires and the gold d) the gold and the ruby
10. The main lesson of the story is that true happiness lies in
    a) wealth and luxury b) kindness and sacrifice for others c) living in a palace d) owning gold

B. Short Questions

1. Why does the Happy Prince weep although he looks happy?
2. What does the Prince ask the swallow to do?
3. Why does the swallow stay instead of flying to a warm country?
4. What happens to the statue in the end?
5. What is the moral of the story?

C. Long Questions

1. Tell the story of ‘The Happy Prince’ and explain what it teaches about kindness, sacrifice and true happiness.
2. Discuss the character of the swallow and the Prince, and show how their sacrifices make them the two most precious things in the city.

Remember: answer in your own words, in complete sentences. For long questions, write a short introduction, two or three main points with examples, and a one-line conclusion.

Review I — After Unit 5

Covering: Units 1–5

Reforms and rights (Unit 1), love of country (Unit 2), digital English (Unit 3), the earth in danger (Unit 4) and the Happy Prince (Unit 5) share one thread: values put into action. Rights are given, not only promised; patriotism is shown in service; digital tools help when used wisely; the earth is protected by action, not words; and true happiness is found in kindness and sacrifice. Revise: the Prophet's reforms, the theme of each poem, digital vocabulary, the causes of climate change, and the story of the Prince and the swallow. Practise verb forms, spellings and meanings of underlined words — the first 19 marks of the paper.

Revision task. Write a 150-word summary of any one unit covered in this review, in your own words, without copying the notes. Then answer that unit's 10 MCQs again from memory.

Unit 6 — Drug Abuse

Prose • **Theme:** The dangers of drugs: how addiction begins, the harm it does to health, family and study, and the courage needed to refuse drugs and to help those who are addicted.

Summary

Drugs promise pleasure or escape, but they bring addiction, illness and ruin. The unit explains how addiction often begins — curiosity, pressure from friends, stress, or the false belief that drugs make a person strong or fashionable. Once addiction takes hold, it harms the body and the mind, destroys concentration and study, drains family money and breaks trust at home. The user may lose friends, health and future. The unit is direct: the safest choice is never to start. It teaches students how to say no firmly and politely, how to choose good friends, how to handle stress through sport, study and prayer, and how to help someone who is already addicted — with kindness, not mockery — by guiding them to family, teachers and medical help. Saying no is not weakness; it is courage, self-respect and care for one's future. A drug-free life is a healthy life, and a healthy young generation is the strength of the nation.

Difficult Vocabulary

Addiction	a strong, harmful need to keep using a drug
Curiosity	a strong desire to know or try something
Peer pressure	influence from friends to do what they do
Rehabilitation	treatment to help a person recover from addiction
Temptation	a strong desire to do something wrong or unwise
Concentration	the ability to focus the mind
Mockery	making fun of someone unkindly
Self-respect	pride and confidence in oneself

Key Points to Remember

- Addiction often begins with curiosity, peer pressure or stress.
- Drugs harm health, mind, study, family money and trust.
- The safest choice is never to start.
- Students should say no firmly, choose good friends and handle stress healthily.
- An addicted person needs kindness and professional help, not mockery.

Grammar Focus

First conditional for consequences (if you take drugs, you will harm your health); imperatives and modals must, should and must not for advice and warnings.

Practice Questions

A. Multiple-Choice Questions (choose the correct answer)

1. Addiction is
   a) a healthy habit b) a strong, harmful need to keep using a drug c) a type of sport d) a school subject
2. Peer pressure means
   a) exam stress b) pressure from teachers c) influence from friends to do what they do d) family love
3. The unit says the safest choice about drugs is
   a) use them secretly b) use them at parties c) try once only d) never to start
4. Drugs harm a student's
   a) wealth only b) shoes c) uniform d) concentration and study
5. Rehabilitation is
   a) punishment in jail b) treatment to help recovery from addiction c) a new drug d) a school punishment
6. Saying no to drugs is presented as
   a) fear b) weakness c) courage and self-respect d) rudeness
7. A good way to handle stress is through
   a) isolation b) mockery c) drugs d) sport, study and prayer
8. An addicted person should be treated with
   a) kindness and guidance to help b) rejection c) silence d) mockery
9. Curiosity in this unit means
   a) fear of new things b) a strong desire to try something new c) hatred d) laziness
10. The main purpose of the unit is to
    a) praise peer pressure b) encourage drug use c) warn against drugs and teach refusal d) describe medicines

B. Short Questions

1. How does drug addiction often begin?
2. What harm do drugs do to a student’s studies?
3. How can a student say no to drugs firmly and politely?
4. What is peer pressure and how can it be resisted?
5. How should we treat a person who is addicted to drugs?

C. Long Questions

1. Explain the causes and harmful effects of drug addiction and the ways students can protect themselves.
2. Discuss the statement ‘Saying no is courage, not weakness’ with reference to the unit.

Remember: answer in your own words, in complete sentences. For long questions, write a short introduction, two or three main points with examples, and a one-line conclusion.

Unit 7 — Time

Poem • **Theme:** Time never waits: the value of every moment, the need to use time wisely, and the regret that follows wasted days. No lines of the poem are quoted in these notes.

Summary

The poem is a warning about time. Time moves forward without stopping, and no power can call back a moment that has passed. The poet shows how quickly days slip away — youth turns to age, opportunities come and go, and the hours we waste can never be recovered. The central idea is simple and serious: time is the most precious thing we own, because it cannot be bought, stored or returned. The tone is thoughtful and urgent at once; it asks the reader to feel the speed of passing time and to act before it is too late. For study, focus on the theme of the value of time, the imagery of passing days and seasons, and the message that a wise person plans the day, works on time and does not put off good work until tomorrow. The poem's lesson for students is direct: use the hours of youth for learning, because lost time never comes back.

Difficult Vocabulary

Precious	very valuable and dear
Opportunity	a good chance to do something
Regret	sadness about something lost or not done
Slip away	to pass quietly and be lost
Youth	the time of life when a person is young
Wise	showing good judgement
Delay	to put something off until later
Moment	a very short period of time

Key Points to Remember

- Time moves forward without stopping and cannot be called back.
- Wasted hours and lost opportunities never return.
- Time is the most precious thing we own, because it cannot be bought.
- The tone is thoughtful and urgent.
- The lesson: plan the day and use the hours of youth for learning.

Grammar Focus

Precis and summary writing — putting the poem's message into a few sentences of your own; capitalization, punctuation and spelling.

Practice Questions

A. Multiple-Choice Questions (choose the correct answer)

1. The poem 'Time' is mainly about
   a) the joy of holidays b) the seasons of the year c) the value of time and using it wisely d) the history of clocks
2. The central idea of the poem is that
   a) time moves slowly b) time belongs to old people only c) time can be bought d) time is precious and never returns
3. An opportunity is
   a) a good chance to do something b) a holiday c) a mistake d) a lost game
4. Regret means
   a) happiness about success b) sadness about something lost or not done c) anger at others d) fear of the dark
5. The tone of the poem is
   a) cold and distant b) funny and light c) thoughtful and urgent d) angry and loud
6. According to the poem, a wise person
   a) puts off all work b) never studies c) wastes the day d) plans the day and works on time
7. To delay means
   a) to put something off until later b) to hurry c) to remember d) to finish early
8. The poem warns students to use
   a) only their old age b) the hours of youth for learning c) their money only d) their holidays only
9. A moment is
   a) a century b) a long year c) a very short period of time d) a season
10. The poem's message is best summed up as
    a) youth lasts forever b) work can always wait c) time waits for everyone d) lost time never comes back

B. Short Questions

1. What is the central idea of the poem ‘Time’?
2. Why does the poet call time precious?
3. What happens to opportunities that are wasted?
4. What is the tone of the poem?
5. What lesson does the poem give to students?

C. Long Questions

1. Discuss the theme of the value of time in the poem, referring to passing days, lost opportunities and the poet’s warning.
2. How does the poet show that time never waits, and what should a student do about it? Explain in your own words.

Remember: answer in your own words, in complete sentences. For long questions, write a short introduction, two or three main points with examples, and a one-line conclusion.

Unit 8 — Pollution-Free Pakistan with Greenery All Around

Prose • **Theme:** A clean and green Pakistan: the causes and harms of pollution, and how trees, clean habits and care for nature can make the country healthy and beautiful.

Summary

Pakistan faces serious pollution: smoke from vehicles and factories dirties the air, waste and chemicals poison rivers and land, and plastic litters streets, fields and beaches. The unit explains the harm clearly — polluted air causes breathing diseases, dirty water spreads illness, and a dirty environment makes life unpleasant and unhealthy for everyone. The answer it offers is greenery: trees clean the air, give shade, hold the soil, bring rain and make towns and villages beautiful. A pollution-free Pakistan needs both trees and clean habits. The unit calls on students to plant trees and look after them, to keep their homes, schools and streets clean, to throw rubbish in its place, to reduce plastic, and to save water and electricity. It also asks families and communities to protect forests and to stop burning waste. The vision is simple and hopeful: if every citizen plants and protects trees and keeps the country clean, Pakistan can become green, healthy and beautiful — a land of fresh air and greenery all around.

Difficult Vocabulary

Pollution	harmful substances that damage air, water or land
Greenery	green plants and trees in a place
Environment	the natural world around us: air, water, land and living things
Emission	gas or smoke released into the air
Litter	rubbish left lying in a public place
Sanitation	keeping places clean and healthy
Deforestation	the cutting down of forests on a large scale
Breathe	to take air into the lungs and send it out

Key Points to Remember

- Smoke, waste and plastic are polluting Pakistan's air, water and land.
- Pollution causes breathing diseases and spreads illness.
- Trees clean the air, give shade, hold the soil and bring beauty.
- A clean Pakistan needs trees and clean habits together.
- Every citizen can help by planting trees and keeping surroundings clean.

Grammar Focus

Transitional devices — first, next, moreover, as a result, finally — for linking ideas in a paragraph about the environment.

Practice Questions

A. Multiple-Choice Questions (choose the correct answer)

1. The unit's main goal is a Pakistan that is
   a) covered in plastic b) without any trees c) full of factories only d) pollution-free and green
2. Polluted air mainly causes
   a) breathing diseases b) broken bones c) tooth decay d) eye diseases only
3. Trees help the environment by
   a) dirtying the air b) cleaning the air and giving shade c) using up water only d) blocking the roads
4. Litter is
   a) new trees b) fresh flowers c) rubbish left lying in a public place d) clean water
5. Sanitation means
   a) burning waste b) cutting trees c) keeping places clean and healthy d) building tall houses
6. Deforestation means
   a) cutting down forests on a large scale b) cleaning a river c) watering plants d) planting new forests
7. Emissions are
   a) clean air b) gases or smoke released into the air c) planted seeds d) fresh rain
8. The unit asks students to
   a) use more plastic b) throw rubbish anywhere c) plant trees and keep surroundings clean d) burn all waste
9. Greenery means
   a) grey smoke b) dry land c) concrete buildings d) green plants and trees in a place
10. The vision of the unit is a Pakistan that is
    a) green, healthy and beautiful b) empty and silent c) full of smoke d) dirty and crowded

B. Short Questions

1. What are the main kinds of pollution described in the unit?
2. How does pollution harm people’s health?
3. How do trees help the environment?
4. What clean habits does the unit ask students to follow?
5. What is the unit’s vision of a green Pakistan?

C. Long Questions

1. Describe the causes and harmful effects of pollution in Pakistan and the remedies suggested in the unit.
2. Discuss how trees and clean habits together can make Pakistan pollution-free and green, with examples from the unit.

Remember: answer in your own words, in complete sentences. For long questions, write a short introduction, two or three main points with examples, and a one-line conclusion.

Unit 9 — The Road Not Taken

Poem • **Theme:** Robert Frost's poem about choice: a traveller in a wood must choose between two paths, and the choice shapes the whole journey of life. No lines of the poem are quoted in these notes.

Summary

The poem describes a traveller who comes to a fork in a wood, where two paths lead in different directions. Both paths look inviting, and the traveller cannot take both. After long thought, he chooses the path that seems less travelled by others, keeping the other for another day — though he knows he will probably never come back to it. The central idea is choice: life is full of decisions, small and great, and each choice closes some doors and opens others. The poem does not say that one path is right and the other wrong; it says that choices matter, and that we must live with the results of the choices we make. The tone is thoughtful and a little wistful, looking back at a decision and wondering what the other path might have held. For study, focus on the theme of choice, the symbol of the two roads, the idea that a choice cannot be undone, and the message that we should choose carefully, with courage and good judgement, because our choices shape our lives.

Difficult Vocabulary

Fork	a place where a road divides into two or more paths
Traveller	a person who is travelling
Choice	the act of choosing between two or more things
Wistful	sadly wishing for something that is past or not possible
Symbol	something that stands for a deeper idea
Decision	a choice made after thinking
Journey	a long trip; also the course of a life
Regret	sadness about a choice or something lost

Key Points to Remember

- A traveller at a fork in a wood must choose between two paths.
- Both paths look inviting, and he cannot take both.
- He chooses the less travelled path and keeps the other for another day.
- The roads symbolise the choices of life.
- Choices matter and cannot be undone; they shape our lives.

Grammar Focus

Figures of speech — symbol, metaphor and imagery; explaining a poem with reference to context.

Practice Questions

A. Multiple-Choice Questions (choose the correct answer)

1. The poem is by
   a) Robert Frost b) Alfred Tennyson c) John Keats d) William Wordsworth
2. The traveller in the poem reaches
   a) a city b) a fork where two paths divide c) a river d) a mountain top
3. The two roads in the poem symbolise
   a) two friends b) two cities c) the choices of life d) two seasons
4. The traveller chooses
   a) no path at all b) the wider path only c) both paths d) the path that seems less travelled
5. A fork in a road is a place where
   a) a road divides into two or more paths b) a bridge begins c) a river flows d) the road ends
6. Wistful means
   a) very happy b) sadly wishing for something past or not possible c) angry d) afraid
7. The central idea of the poem is
   a) forests are frightening b) travel is useless c) life is full of choices that shape us d) roads are dangerous
8. The tone of the poem is
   a) angry and bitter b) frightened c) cheerful and careless d) thoughtful and a little wistful
9. The poem suggests that a choice
   a) cannot be undone and must be lived with b) does not matter at all c) is made by others d) can always be undone
10. The lesson for students is to choose
    a) quickly without thinking b) carefully, with courage and good judgement c) whatever others choose d) nothing at all

B. Short Questions

1. What choice does the traveller face in the poem?
2. What do the two roads symbolise?
3. Why does the traveller choose the less travelled path?
4. What is the central idea of ‘The Road Not Taken’?
5. What does the poem teach about the choices we make in life?

C. Long Questions

1. Discuss the theme of choice in ‘The Road Not Taken’, explaining the symbol of the two roads and the message for a student.
2. How does Robert Frost show that a single choice can shape a whole life? Explain with reference to the poem.

Remember: answer in your own words, in complete sentences. For long questions, write a short introduction, two or three main points with examples, and a one-line conclusion.

Unit 10 — The Three Questions

Prose • **Theme:** Leo Tolstoy's story: a king seeks the answers to three questions — the right time, the right people, and the right thing to do — and learns them through a day of humble service.

Summary

A king believes that if he knew the answers to three questions — when is the right time to begin, who are the right people to listen to, and what is the most important thing to do — he would never fail. Learned men give him many different answers, so he visits a wise hermit in the forest. The hermit is digging the ground and says nothing at first; the king takes the spade and digs for him. Then a wounded, bearded man runs from the forest — an enemy who had come to kill the king and was hurt by the king's guards. The king tends his wound, gives him water and stays with him through the night. In the morning the man begs forgiveness and promises friendship. The king then asks the hermit again, and the hermit answers: the most important time is now, the most important person is the one you are with, and the most important thing is to do good to that person. The king has already lived the answers — he dug for the hermit when he needed help, and he saved the wounded man at the right moment. The story teaches that the present moment is the only time we truly have, every person we meet matters, and doing good is the most important work of all.

Difficult Vocabulary

Hermit	a person who lives alone, away from people, for a simple and holy life
Wounded	hurt or injured
Forgiveness	the act of pardoning someone who has done wrong
Spade	a tool for digging the ground
Humble	modest and not proud; willing to serve
Enemy	a person who hates or opposes another
Present	happening now; the current moment
Service	helping others; work done for others

Key Points to Remember

- The king seeks answers to three questions: the right time, the right people, the right thing to do.
- Learned men give different answers, so the king visits a wise hermit.
- The king digs for the hermit and then tends a wounded enemy.
- The wounded man begs forgiveness and becomes a friend.
- The answers: now is the time, the person with you matters most, and doing good is the most important work.

Grammar Focus

Direct and indirect narration — reporting what the king, the hermit and the wounded man said; constructing complex sentences and paragraphs.

Practice Questions

A. Multiple-Choice Questions (choose the correct answer)

1. The story ‘The Three Questions’ is by
   a) Oscar Wilde b) Leo Tolstoy c) Robert Frost d) Charles Dickens
2. The king’s three questions are about
   a) food, clothes and houses b) wealth, power and fame c) the right time, the right people and the right thing to do d) war, peace and trade
3. The king visits
   a) a market b) a school c) a palace d) a wise hermit in the forest
4. The hermit is busy
   a) digging the ground b) cooking food c) building a house d) writing a book
5. The bearded man who runs from the forest is
   a) a friend of the king b) an enemy who came to kill the king c) a learned man d) a servant
6. The king helps the wounded man by
   a) punishing him b) leaving him alone c) tending his wound and staying with him d) sending him away
7. In the morning the wounded man
   a) runs away b) steals the king’s horse c) attacks the king d) begs forgiveness and promises friendship
8. The most important time, according to the hermit, is
   a) now b) yesterday c) next year d) tomorrow
9. The most important thing to do is
   a) to earn money b) to do good to the person you are with c) to win wars d) to rest

10. The main lesson of the story is that

a) enemies can never change b) power is everything c) the present moment and doing good matter most d) learned men know everything

B. Short Questions

1. What three questions does the king want answered?
2. Why does the king visit the hermit?
3. Who is the bearded man and what happens to him?
4. What are the hermit’s answers to the three questions?
5. How does the king live the answers before he hears them?

C. Long Questions

1. Tell the story of ‘The Three Questions’ and explain the answers the hermit gives.
2. Discuss the lesson of the story: why is the present moment the most important time, and why is doing good the most important work?

Remember: answer in your own words, in complete sentences. For long questions, write a short introduction, two or three main points with examples, and a one-line conclusion.

Review II — After Unit 10

Covering: Units 6–10

Refusal and self-respect (Unit 6), the value of time (Unit 7), a clean and green Pakistan (Unit 8), the choices of life (Unit 9) and doing good now (Unit 10) share one thread: the present moment is the only time we truly have. Say no to drugs today, use the hours of youth today, plant a tree today, choose carefully today, and do good to the person beside you today. Revise: refusal language, the themes of both poems (never quote their lines), pollution remedies, the symbol of the two roads, and the hermit's three answers. Practise direct and indirect narration, pair of words, and one essay and one paragraph from the next section.

Revision task. Write a 150-word summary of any one unit covered in this review, in your own words, without copying the notes. Then answer that unit's 10 MCQs again from memory.

Grammar & Composition

1. Correct Forms of Verbs

Use the tense the sentence needs. **Present simple** states facts and habits (She *plants* a tree every year). **Past simple** states finished actions (The Prince *gave* away his gold). **Present perfect** links the past to now (We *have planted* fifty trees). Learn the common irregular forms: go–went–gone, take–took–taken, write–wrote–written, give–gave–given, see–saw–seen. In the paper this is worth 5 MCQs, so practise one verb list every day.

2. Spellings and Meanings of Words

Spellings are taken from the textbook, so learn the difficult words of every unit as you go — especially double letters (compassion, pollution, necessary) and words that sound alike (their/there, to/too, principal/principle). For meanings of underlined words, use context clues: read the whole sentence, guess the sense, and choose the nearest meaning. Keep a personal word list with one example sentence for each word.

3. Phrases, Figures of Speech and Word Meanings

An **adjectival phrase** describes a noun (the statue *covered in gold*); a **prepositional phrase** begins with a preposition (in the forest, above the city); an **adverbial phrase** tells how, when or where (with great courage). A **simile** compares with like or as; a **metaphor** compares directly; **personification** gives human qualities to a thing or to nature. Words can have a **denotative** meaning (the dictionary sense) and a **connotative** meaning (the feeling it carries). A compound preposition is a group such as because of, in front of, or in spite of.

4. Conjunctions and Transitional Devices

Join ideas smoothly: **and, but, or, so** for simple links; **because, although, while, when** for longer sentences; and transitional words such as **first, next, moreover, however, therefore, as a result, finally** to guide the reader through a paragraph. A complex sentence joins a main clause with a dependent clause: *Although the swallow was cold, he stayed to help the Prince.*

5. Tenses and Sentence Patterns

Build sentences in the four basic patterns: subject + verb (Birds fly); subject + verb + object (The king dug the ground); subject + verb + complement (Time is precious); subject + verb + object + object (The Prince gave the poor his gold). Keep the tense steady inside a paragraph: do not jump from past to present without a reason. Punctuation matters as much as words — capital letters for names, places and the start of sentences; commas to separate items and clauses; full stops to end sentences; question marks for questions.

6. Direct and Indirect Narration

Change direct speech into indirect speech by shifting the tense back one step and changing pronouns and time words. Direct: He said, “I am digging the ground.” Indirect: He said that he was digging the ground. Direct: She said, “I will plant a tree tomorrow.” Indirect: She said that she would plant a tree the next day. Questions become statements: Direct: He asked, “Where are you going?” Indirect: He asked where I was going. Practise five sentences a day; this question is worth 5 marks in the paper.

7. Pair of Words

Learn the pairs that are easily confused: accept/except, advice/advise, affect/effect, bare/bear, brake/break, fair/fare, principal/principle, stationary/stationery, their/there, to/too/two. For each pair, write one sentence of your own using each word correctly. In the paper, use each word of the pair in a separate sentence.

8. Essay and Paragraph Writing (15 marks)

Choose the topic you know best. Plan first: a short introduction, three main points with one example each, and a one-line conclusion. Keep the language simple and correct rather than grand and wrong. Useful essay topics from this book: A Pollution-Free Pakistan; The Value of Time; My Beloved Country; Drug Abuse — A Curse; The Importance of Trees; Digital Technology in Our Lives. A paragraph is one clear idea developed in 8 to 10 sentences; keep every sentence on the topic.

9. Summary and Stanza Explanation (5 marks)

A summary gives the main idea of a poem or passage in your own words, in about one third of the length, without copying sentences. Read the poem, find its central idea, note two or three supporting points, and write them in clear, simple sentences. To explain a stanza, give its meaning in plain prose, name its theme, and add one line on what it teaches. Never quote poem lines in your answer: explain the idea, do not reproduce the text.

10. Translation

Translation into Urdu (8 marks) and into English (8 marks) both test real understanding, not memorised answers. Read the whole paragraph first, translate idea by idea rather than word by word, keep the tense and the order of ideas, and use natural, simple language in the other language. Practise one textbook paragraph a week in each direction.

Quick Grammar Practice

1. Choose the correct verb: She (plant / plants / planting) a tree every spring.
2. Choose the correct spelling: (neccessary / necessary / necesary).
3. Change to indirect speech: He said, “I am going to school.”
4. Use both words in sentences: affect, effect.
5. Join with a conjunction: The earth is in danger. We must act now.
6. Punctuate: the happy prince gave his gold to the poor

Answers: 1. plants. 2. necessary. 3. He said that he was going to school. 4. The drug affects his health. / The effect of pollution is serious. 5. The earth is in danger, so we must act now. 6. The Happy Prince gave his gold to the poor.

Answer Key — All 100 MCQs

Unit 1: 1a, 2b, 3c, 4d, 5a, 6b, 7b, 8d, 9a, 10b

Unit 2: 1b, 2b, 3d, 4a, 5b, 6c, 7d, 8a, 9a, 10c

Unit 3: 1c, 2d, 3a, 4b, 5c, 6d, 7a, 8b, 9c, 10d

Unit 4: 1d, 2a, 3b, 4c, 5d, 6a, 7b, 8c, 9d, 10a

Unit 5: 1a, 2b, 3c, 4d, 5a, 6b, 7c, 8d, 9a, 10b

Unit 6: 1b, 2c, 3d, 4d, 5b, 6c, 7d, 8a, 9b, 10c

Unit 7: 1c, 2d, 3a, 4b, 5c, 6d, 7a, 8b, 9c, 10d

Unit 8: 1d, 2a, 3b, 4c, 5d, 6a, 7b, 8c, 9d, 10a

Unit 9: 1a, 2b, 3c, 4d, 5a, 6b, 7c, 8d, 9a, 10b

Unit 10: 1b, 2c, 3d, 4a, 5b, 6c, 7d, 8a, 9b, 10c

How to use the key. Answer a unit's questions first, then check. If you score below 7 out of 10, re-read that unit's summary and vocabulary before moving on. Short and long questions have no single correct answer — judge your own answer by the key points of the unit and by the Remember box at the end of each unit.