BALOCHISTAN TEXTBOOK BOARD • BISE QUETTA

9th Class English Notes

Complete Book Notes — Balochistan

Lessons, Poems, Grammar & Writing Skills with Questions, Answers and MCQs

Book: Textbook of English, Grade 9 — Pilot Edition, Balochistan Textbook Board, Quetta (National Curriculum 2022-23)

Board: Board of Intermediate and Secondary Education, Quetta (BISE Quetta)

Paper: English, SSC-I (Class 9) — Total 75 marks, 2 hours 40 minutes

Contents: 12 lessons, 2 poems, grammar and writing skills, with original short and long questions and MCQs with answer keys.

Source: zahidenotes.com — free study material for students.

Contents and Paper Pattern

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Poem 1 — From a Railway Carriage (R. L. Stevenson)

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Grammar and Writing Skills

Paper Pattern — English, SSC-I (Class 9), BBISE Quetta

As given in the official BBISE Model Paper for SSC-I Examination 2026 onwards (bbise.edu.pk). Total marks 75; time allowed 2 hours 40 minutes.

Part	What it contains	Marks
Part I	Q.1 — 15 multiple choice questions (1 mark each)	15
Part II	Q.2 — Short answers: answer any 12 of 15 (3 marks each)	36
Part III	Q.3 — Summary of a poem or stanza; Q.4 — Letter or dialogue; Q.5 — Comprehension passage; Q.6 — Translation English to Urdu or Urdu to English (6 marks each)	24
Total		**75**

Under the BBISE revised Scheme of Studies for SSC-I from academic session 2026 onwards, English carries 75 marks out of a total of 600 for Class 9.

> **Important note on the book:** Balochistan's Grade 9 English book was revised to a new Pilot Edition based on the National Curriculum 2022-23, and the BBISE 2026 model paper is set on this new book. The older (2017) textbook had a different set of 13 reading passages. The lesson list here follows the new book as examined in the official BBISE 2026 model paper.

> **How to use these notes:** Read the study notes first, then cover the answers and test yourself on the short questions. Practise the long questions in writing, and use the MCQs for quick revision. All questions and answers here are original study material, not copied from the textbook or any past paper.

Lesson 1: Hazrat Bilal (RA) — The First Muezzin of Islam

Theme: Faith, patience, dignity and the reward of steadfast belief. The lesson tells how an enslaved man rose by his faith to one of the highest honours in Islam.

Study Notes

- Bilal (RA) was born in Makkah and lived as a slave before he accepted Islam.
- He was cruelly punished by his master for saying that Allah is One, yet he refused to give up his faith.
- The Holy Prophet Muhammad (peace be upon him) valued Bilal (RA) for his sincerity, and his companion Abu Bakr (RA) bought his freedom.
- Bilal (RA) had a loud, clear and beautiful voice, so he was chosen to call the Adhan — the first Muezzin of Islam.
- His life teaches that true honour comes from faith and character, not from wealth, family or social status.
- Islam ended the pride of race and tribe: a man who had been a slave stood beside the Prophet (peace be upon him) as an honoured companion.
- Bilal (RA) took part in the great events of early Islam and remained loyal to the Prophet (peace be upon him) all his life.
- After the Prophet's passing, Bilal (RA) found it hard to call the Adhan in Madinah because it reminded him of the Prophet (peace be upon him).

Key Words and Meanings

- **Muezzin** — the person who calls Muslims to prayer
- **steadfast** — firm and unchanging in belief
- **torment** — severe pain or suffering
- **emancipation** — freedom from slavery
- **honour** — great respect

Lesson 1: Hazrat Bilal (RA) — The First Muezzin of Islam (continued)

Short Questions with Answers

Q1. Who was Hazrat Bilal (RA)?

Answer: Hazrat Bilal (RA) was a companion of the Holy Prophet Muhammad (peace be upon him) who became the first Muezzin of Islam.

Q2. How did Bilal (RA) become a Muslim?

Answer: He heard the message of Islam in Makkah, believed that Allah is One, and accepted Islam even though he was a slave.

Q3. Why was Bilal (RA) punished by his master?

Answer: His master punished him cruelly because he refused to give up Islam and kept declaring the Oneness of Allah.

Q4. Who bought the freedom of Bilal (RA)?

Answer: Hazrat Abu Bakr (RA) bought his freedom from his cruel master.

Q5. Why was Bilal (RA) chosen as the first Muezzin?

Answer: He was chosen because he had a loud, clear and melodious voice and because of his sincere faith.

Long Question with Answer

Q1. Explain how Bilal (RA) became the first Muezzin of Islam.

Answer: Bilal (RA) was a slave in Makkah who accepted Islam and suffered severe punishment for his faith, yet he never gave it up. Hazrat Abu Bakr (RA) bought his freedom. When the Muslims needed someone to call the Adhan, the Holy Prophet Muhammad (peace be upon him) chose Bilal (RA) for his strong, beautiful voice and his trusted character. In this way a man who had been a slave received one of the greatest honours in Islam.

Lesson 1: Hazrat Bilal (RA) — The First Muezzin of Islam (continued)

Long Question with Answer

Q2. What lessons do we learn from the life of Hazrat Bilal (RA)?

Answer: The life of Bilal (RA) teaches patience in hardship, firmness in faith and the dignity of every human being. He shows that no suffering can defeat a person who trusts Allah, and that Islam honours people for character and belief, not for wealth or birth. His example encourages us to stand by the truth even when it is difficult and to treat every person with respect.

Multiple Choice Questions

1. Hazrat Bilal (RA) is famous as the first ____ of Islam.
(a) Muezzin (b) Imam (c) Qazi (d) Teacher

2. Bilal (RA) was freed by ____.
(a) Hazrat Abu Bakr (RA) (b) Hazrat Umar (RA) (c) Hazrat Ali (RA) (d) Hazrat Usman (RA)

3. Bilal (RA) was punished because he ____.
(a) refused to leave Islam (b) refused to work (c) left Makkah (d) spoke against trade

4. The Adhan is the call to ____.
(a) prayer (b) fasting (c) charity (d) pilgrimage

5. Bilal (RA) was chosen as Muezzin mainly for his ____.
(a) beautiful voice (b) wealth (c) family (d) strength

6. Islam teaches that honour comes from ____.
(a) faith and character (b) wealth (c) birth (d) power

7. Bilal (RA) lived in ____ before Islam spread.
(a) Makkah (b) Madinah (c) Taif (d) Yemen

8. The word 'Muezzin' means ____.
(a) one who calls to prayer (b) one who writes (c) one who trades (d) one who teaches

9. Bilal (RA) remained loyal to the Prophet (peace be upon him) ____.
(a) all his life (b) for one year (c) until Makkah (d) until the migration only

10. The story of Bilal (RA) teaches us ____.
(a) patience and steadfast faith (b) love of wealth (c) pride of birth (d) fear of hardship

Answer Key: 1-a, 2-a, 3-a, 4-a, 5-a, 6-a, 7-a, 8-a, 9-a, 10-a

Lesson 2: Voice of Balochistan — Women's Empowerment

Theme: Women's empowerment through education, skill and enterprise. The lesson presents Raima Bashir, a young woman from Balochistan whose small business won recognition.

Study Notes

- Women are half of society, and no country can progress while its women are left behind.
- Empowerment means giving women education, skills, confidence and the chance to earn and decide for themselves.
- Raima Bashir is a young woman from Balochistan who started a small business with limited resources.
- She received training and support, worked hard, and her business grew until she won an award for her enterprise.
- Her story shows that women in Balochistan can succeed in business when they get guidance and opportunity.
- Empowered women support their families, educate their children and strengthen the whole community.
- Obstacles for women include lack of education, limited mobility and old customs that discourage work outside the home.
- Education, vocational training, small loans and family support are practical ways to empower women.

Key Words and Meanings

- **empowerment** — giving people power, confidence and opportunity
- **enterprise** — a business or brave undertaking
- **beneficiary** — a person who receives help or benefit
- **vocation** — a job or occupation
- **recognition** — public praise or an award

Lesson 2: Voice of Balochistan — Women's Empowerment (continued)

Short Questions with Answers

Q1. What does women's empowerment mean?

Answer: It means giving women education, skills, confidence and equal opportunities so they can earn, decide and take part in public life.

Q2. Who is Raima Bashir?

Answer: Raima Bashir is a young woman entrepreneur from Balochistan whose small business succeeded and won her an award.

Q3. What project was Raima Bashir a beneficiary of?

Answer: She was a beneficiary of a women's enterprise support project that gave her training and help to start and grow her business.

Q4. What award did Raima Bashir receive?

Answer: She received an award for her successful small business and for her work as a woman entrepreneur.

Q5. How do empowered women help their families?

Answer: They earn income, educate their children, and raise the living standard and confidence of the whole family.

Long Question with Answer

Q1. Why is women's empowerment important for Balochistan?

Answer: Women form half of the population, so Balochistan cannot develop while they are kept out of education and work. Empowered women earn, support their families and educate the next generation. Examples like Raima Bashir show that with training and support, women in the province can run successful businesses, create jobs and inspire other women to follow them.

Lesson 2: Voice of Balochistan — Women's Empowerment (continued)

Long Question with Answer

Q2. Suggest practical measures to promote women's empowerment.

> **Answer:** First, every girl should complete school, with safe transport and scholarships where needed. Second, vocational training and small loans should help women start businesses. Third, families and communities should be encouraged to support women's work. Finally, successful women entrepreneurs should be publicly recognised so that others are inspired to learn skills and earn with dignity.

Multiple Choice Questions

1. Voice of Balochistan focuses on ____.
(a) women's empowerment (b) sports (c) politics (d) music

2. Raima Bashir is known as a ____.
(a) woman entrepreneur (b) school teacher (c) doctor (d) singer

3. Empowerment means giving women ____.
(a) education and opportunity (b) money only (c) no work (d) isolation

4. An empowered woman can best help her family by ____.
(a) earning and educating children (b) staying silent (c) avoiding school (d) refusing work

5. Raima Bashir received ____ for her business.
(a) an award (b) a punishment (c) a fine (d) a warning

6. Women form about ____ of society.
(a) half (b) a quarter (c) a tenth (d) a third

7. A major obstacle to women's empowerment is ____.
(a) lack of education (b) too much wealth (c) too many schools (d) excess freedom

8. Vocational training helps women by ____.
(a) teaching useful skills (b) keeping them at home (c) stopping study (d) removing jobs

9. Small loans for women are meant to ____.
(a) help start businesses (b) buy luxury goods (c) pay fines (d) stop education

10. Recognising successful women encourages ____.
(a) other women to follow (b) women to stay home (c) girls to leave school (d) families to object

Answer Key: 1-a, 2-a, 3-a, 4-a, 5-a, 6-a, 7-a, 8-a, 9-a, 10-a

Lesson 3: Digital Media and Social Activism

Theme: How digital media spreads ideas quickly and helps people raise their voice for social causes — and the care needed to use it wisely.

Study Notes

- Digital media includes social media, websites, videos and messaging apps used on phones and computers.
- It can spread a message to thousands of people within minutes, at almost no cost.
- Social activists use digital media to raise awareness about education, health, women's rights and the environment.
- Digital media is effective mainly because it enables the rapid sharing of ideas and awareness.
- Online campaigns have helped raise funds, organise volunteers and press for better policies.
- However, false news, rumours and hateful content also spread quickly online, so users must check facts before sharing.
- Responsible use means sharing true information, respecting others and protecting one's privacy.
- Young people should learn to use digital media as a tool for learning and positive change, not only for entertainment.

Key Words and Meanings

- **activism** — action to bring about social or political change
- **awareness** — knowledge that something exists and matters
- **campaign** — an organised effort for a cause
- **rumour** — an unverified story passed from person to person
- **viral** — spreading quickly online

Lesson 3: Digital Media and Social Activism (continued)

Short Questions with Answers

Q1. What is digital media?

Answer: Digital media means content shared through phones and computers, such as social media, videos, websites and messaging apps.

Q2. Why is digital media effective in social activism?

Answer: It is effective because it enables the rapid sharing of ideas and awareness with large numbers of people at low cost.

Q3. Give one benefit of digital media for a social cause.

Answer: It can raise awareness quickly, collect donations, or bring volunteers together for a cause.

Q4. What is a danger of digital media?

Answer: False news and rumours spread quickly, and hateful or misleading content can harm people and society.

Q5. How can a student use digital media responsibly?

Answer: By sharing only verified information, respecting others, protecting privacy and using it for learning and good causes.

Long Question with Answer

Q1. Explain how digital media helps social activism, with examples.

Answer: Digital media lets activists reach thousands of people in minutes. A short video or post about a closed school, a health problem or an environmental issue can be shared widely, attract volunteers and donations, and draw the attention of officials and the press. In this way ordinary people can raise their voice for change without owning a newspaper or a television channel.

Lesson 3: Digital Media and Social Activism (continued)

Long Question with Answer

Q2. What are the advantages and disadvantages of digital media?

Answer: Its advantages are speed, low cost and wide reach: ideas, lessons and appeals for help travel fast. Its disadvantages are false news, addiction, wasted time and online abuse. The remedy is media literacy — checking facts before sharing, limiting screen time, and using digital platforms for learning and positive social work.

Multiple Choice Questions

1. Digital media is effective in social activism mainly because it ____.
(a) enables rapid sharing of ideas (b) guarantees policy change (c) removes all institutions (d) works equally in all contexts

2. Which of these is digital media?
(a) social media (b) a printed book (c) a wall poster (d) a radio set only

3. A social media campaign can help a cause by ____.
(a) raising awareness quickly (b) hiding the issue (c) increasing cost (d) slowing messages

4. Before sharing news online, a responsible user should ____.
(a) check the facts (b) share at once (c) add rumours (d) hide the source

5. False information online is called ____.
(a) fake news (b) true news (c) official news (d) good news

6. Digital media reaches people ____.
(a) within minutes (b) after years (c) only by post (d) only in cities

7. Online activism can collect ____ for a cause.
(a) donations and volunteers (b) only complaints (c) only fines (d) only taxes

8. A disadvantage of digital media is ____.
(a) spread of rumours (b) low cost (c) wide reach (d) fast learning

9. Media literacy means ____.
(a) using media wisely and critically (b) believing everything online (c) avoiding all media (d) sharing everything

10. Students should use digital media mainly for ____.
(a) learning and positive change (b) wasting time (c) spreading rumours (d) online abuse

Answer Key: 1-a, 2-a, 3-a, 4-a, 5-a, 6-a, 7-a, 8-a, 9-a, 10-a

Lesson 4: Artificial Intelligence (AI)

Theme: What artificial intelligence is, how it already helps daily life, and how it can support economic growth — with care about its risks.

Study Notes

- Artificial Intelligence (AI) means computer systems that can learn, understand language, recognise images and make decisions.
- The idea began with early thinkers such as Alan Turing, who asked whether machines could think.
- Today AI is used in voice assistants, recommendation systems, translation, medical diagnosis and farming.
- Daily-life applications of AI include voice assistants and recommendation systems that suggest videos, music and products.
- AI can help the economy by improving farming, health care, transport and communication, and by creating new kinds of jobs.
- AI also raises concerns: job changes, wrong decisions from biased data, and the misuse of personal information.
- Students should learn how AI works so they can use it wisely and prepare for new careers it creates.
- The wise use of AI means keeping human judgement in control and using technology to serve people, not to replace human values.

Key Words and Meanings

- **artificial intelligence** — machines performing tasks that need human-like thinking
- **algorithm** — a step-by-step set of rules a computer follows
- **recommendation system** — software that suggests items a user may like
- **automation** — work done by machines without human help
- **data** — facts and figures used by computers

Lesson 4: Artificial Intelligence (AI) (continued)

Short Questions with Answers

Q1. What is Artificial Intelligence?

Answer: Artificial Intelligence is the ability of computer systems to learn, understand language, recognise patterns and make decisions like humans.

Q2. Name one daily-life application of AI.

Answer: Voice assistants and recommendation systems are common daily-life applications of AI.

Q3. Who first asked whether machines could think?

Answer: Alan Turing, an early computer scientist, first raised the question of whether machines could think.

Q4. How can AI contribute to economic growth?

Answer: AI improves farming, health care, transport and communication, raises productivity and creates new industries and jobs.

Q5. Name one concern about AI.

Answer: A common concern is that AI may change or remove some jobs, or make wrong decisions from biased data.

Long Question with Answer

Q1. Explain how Artificial Intelligence can contribute to economic growth and development.

Answer: AI raises productivity in many sectors: it helps farmers predict weather and crop disease, helps doctors diagnose illness earlier, improves transport and delivery, and lets businesses serve customers better. New AI industries also create jobs in programming, data work and maintenance. For a developing country, AI can improve public services and help small businesses reach wider markets, provided workers are trained for the new skills.

Lesson 4: Artificial Intelligence (AI) (continued)

Long Question with Answer

Q2. Which areas are influenced by AI, and how should we use it wisely?

Answer: AI influences health care, transportation, agriculture and communication, among others. It should be used wisely by keeping human judgement in charge, protecting personal data, checking AI decisions for fairness, and training people for new kinds of work. In this way AI becomes a helper that serves people rather than a force that harms them.

Multiple Choice Questions

1. AI stands for ____.
(a) Artificial Intelligence (b) Automatic Internet (c) Advanced Industry (d) Applied Information

2. A daily-life application of AI is ____.
(a) voice assistants and recommendation systems (b) manual data entry (c) traditional classroom teaching (d) printed newspapers

3. Alan Turing is known for asking whether ____.
(a) machines can think (b) birds can fly (c) ships can sail (d) plants can grow

4. AI helps the economy by ____.
(a) raising productivity (b) removing all jobs (c) stopping trade (d) ending farming

5. Which area is influenced by AI?
(a) healthcare (b) only sports (c) only music (d) only cooking

6. A recommendation system ____.
(a) suggests items a user may like (b) writes letters by hand (c) grows crops (d) builds roads

7. A risk of AI is ____.
(a) biased or wrong decisions (b) slower computers (c) less electricity (d) more paper use

8. AI learns mainly from ____.
(a) data (b) water (c) soil (d) sound alone

9. To use AI wisely, humans must keep ____.
(a) judgement and control (b) no control (c) blind trust (d) no training

10. Learning about AI helps students ____.
(a) prepare for new careers (b) forget all subjects (c) avoid computers (d) stop studying

Answer Key: 1-a, 2-a, 3-a, 4-a, 5-a, 6-a, 7-a, 8-a, 9-a, 10-a

Lesson 5: Dr. Yarjan — A Scientist from Buleda

Theme: Inspiration from a local scientist: hard work, education and service to one's own people can change a whole region.

Study Notes

- Dr. Yarjan is a scientist from Buleda, a town in Balochistan, who rose through education and hard work.
- He completed his higher education and earned a PhD, showing that students from small towns can reach the highest levels of learning.
- His story is significant because it proves that talent exists everywhere, including in remote areas of Balochistan.
- Dr. Yarjan wants to improve education in Buleda so that more children from his area can study science.
- He believes that science should serve people: better health, better farming and better lives.
- His example encourages young Pakistanis to study science and then use their knowledge to help their own communities.
- Success needs patience: years of study, honest effort and the support of teachers and family.
- Role models from one's own region are powerful, because students can see that someone like them has succeeded.

Key Words and Meanings

- **scientist** — a person who studies science and does research
- **remote** — far from towns and cities
- **aspiring** — hoping and working to achieve something
- **role model** — a person others admire and copy
- **dedication** — giving full time and effort to a purpose

Lesson 5: Dr. Yarjan — A Scientist from Buleda (continued)

Short Questions with Answers

Q1. Who is Dr. Yarjan?

Answer: Dr. Yarjan is a scientist from Buleda in Balochistan who earned a PhD through education and hard work.

Q2. Where is Dr. Yarjan from?

Answer: He is from Buleda, a town in Balochistan.

Q3. What does Dr. Yarjan want to improve in Buleda?

Answer: He wants to improve education in Buleda so more children there can study science.

Q4. What is the highest degree Dr. Yarjan earned?

Answer: He earned a PhD, the highest university degree.

Q5. Why is Dr. Yarjan's story important for students?

Answer: It shows that students from small or remote towns can reach the highest levels of learning through hard work.

Long Question with Answer

Q1. Explain the significance of Dr. Yarjan's story for aspiring scientists in Pakistan.

Answer: Dr. Yarjan's story matters because he came from Buleda, a small town in Balochistan, yet reached the highest level of education. It proves that talent is not limited to big cities and that hard work and good teaching can lift any student. For young Pakistanis who dream of becoming scientists, he is living proof that their goal is possible, and his wish to improve education in his own area shows that science should serve one's own people.

Lesson 5: Dr. Yarjan — A Scientist from Buleda (continued)

Long Question with Answer

Q2. How can students follow the example of Dr. Yarjan?

Answer: Students can follow him by studying regularly, respecting their teachers, and aiming high even when facilities are limited. They should choose science with curiosity, use libraries and the internet to learn more, and remember that success takes years of patience. Above all, they should plan to use their knowledge to help their own town and country, as Dr. Yarjan wishes to do for Buleda.

Multiple Choice Questions

1. Dr. Yarjan is a scientist from ____.
(a) Buleda (b) Lahore (c) Karachi (d) Islamabad

2. Dr. Yarjan wants to improve ____ in Buleda.
(a) education (b) roads only (c) cinemas (d) hotels

3. Buleda is a town in ____.
(a) Balochistan (b) Punjab (c) Sindh (d) Khyber Pakhtunkhwa

4. The highest degree Dr. Yarjan earned is a ____.
(a) PhD (b) Matric (c) FA (d) BA

5. Dr. Yarjan's story shows that talent exists ____.
(a) even in remote areas (b) only in big cities (c) only abroad (d) only in rich families

6. A role model is a person whom others ____.
(a) admire and copy (b) ignore (c) fear (d) avoid

7. Dr. Yarjan believes science should ____.
(a) serve people (b) serve only the rich (c) stay in books (d) be kept secret

8. Success in science needs ____.
(a) patience and hard work (b) luck only (c) wealth only (d) no study

9. Aspiring scientists are young people who ____.
(a) hope to become scientists (b) hate science (c) avoid school (d) fear books

10. Dr. Yarjan's example is most powerful for students from ____.
(a) his own region (b) other countries (c) the past (d) big cities only

Answer Key: 1-a, 2-a, 3-a, 4-a, 5-a, 6-a, 7-a, 8-a, 9-a, 10-a

Lesson 6: Drug Education in Schools

Theme: Prevention is better than cure: schools must teach young people the dangers of drugs and the skills to refuse them.

Study Notes

- Drug addiction is a serious problem that harms health, study, family life and the future of young people.
- Drug education in schools aims to promote healthier choices and behaviours among students.
- Schools teach the facts about drugs: how they damage the body and mind, and how addiction begins.
- The most effective drug education programmes are interactive and multi-session, not single lectures.
- Interactive programmes use discussion, role play and real-life examples so students practise saying no.
- Pakistan's approach has strengths, such as school awareness campaigns, and weaknesses, such as too few trained teachers and too little follow-up.
- A National Assembly committee has raised concerns about drug use among students and asked for stronger action.
- Families, teachers and the government must work together: awareness, counselling, strict action against sellers, and healthy activities for youth.

Key Words and Meanings

- **addiction** — a strong habit that is hard to give up
- **interactive** — involving discussion and participation
- **counselling** — advice and support from a trained person
- **prevention** — stopping something bad before it happens
- **rehabilitation** — helping a person recover from addiction

Lesson 6: Drug Education in Schools (continued)

Short Questions with Answers

Q1. What is the primary goal of drug education in schools?

Answer: Its primary goal is to promote healthier choices and behaviours among students.

Q2. Which type of drug education programme is most effective?

Answer: Interactive and multi-session programmes are considered the most effective.

Q3. Why are single lectures not enough?

Answer: A single lecture is easily forgotten; repeated interactive sessions help students practise refusal skills and remember the message.

Q4. How does drug use harm a student?

Answer: It damages health and the mind, destroys study and concentration, and harms family life and future prospects.

Q5. Who must work together against drugs?

Answer: Families, teachers, schools and the government must all work together.

Long Question with Answer

Q1. Evaluate Pakistan's approach to drug education and suggest measures the government can take.

Answer: Pakistan's approach has strengths: schools run awareness campaigns and the issue is debated in the National Assembly. Its weaknesses are too few trained teachers, programmes that are often one-off lectures, and weak follow-up. The government should train teachers, make interactive multi-session programmes part of the school year, provide counselling in schools, take strict action against sellers near schools, and fund sports and healthy activities that keep young people busy.

Lesson 6: Drug Education in Schools (continued)

Long Question with Answer

Q2. Why is drug education important for young people?

> **Answer:** Young people face pressure from friends and curiosity, and a single wrong choice can lead to addiction. Drug education gives them true facts about the harm drugs cause, teaches them how to refuse offers firmly, and shows them healthy alternatives such as sports and study. Prevention in school is far easier and cheaper than treating addiction later, and it protects the future of the whole country.

Multiple Choice Questions

1. The primary goal of drug education is to ____.
(a) promote healthier choices (b) punish students (c) focus only on rehabilitation (d) involve law enforcement

2. The most effective drug education programmes are ____.
(a) interactive and multi-session (b) lecture-based only (c) delivered by untrained staff (d) focused only on self-esteem

3. Drug addiction harms a student's ____.
(a) health, study and family (b) wealth only (c) clothes only (d) house only

4. Interactive programmes use ____.
(a) discussion and role play (b) silence only (c) punishment only (d) fines only

5. A weakness in Pakistan's approach is ____.
(a) too few trained teachers (b) too much awareness (c) too many counsellors (d) too much funding

6. Drug education should teach students how to ____.
(a) refuse drugs firmly (b) accept every offer (c) hide drug use (d) sell drugs

7. The National Assembly committee raised concerns about ____.
(a) drug use among students (b) school buildings (c) exam dates (d) sports fields

8. Prevention means ____.
(a) stopping harm before it happens (b) treating after harm (c) punishing after harm (d) ignoring harm

9. Healthy activities such as sports help by ____.
(a) keeping youth busy positively (b) wasting time (c) causing harm (d) stopping study

10. Counselling in schools provides ____.
(a) advice and support (b) punishment (c) fines (d) expulsion

Answer Key: 1-a, 2-a, 3-a, 4-a, 5-a, 6-a, 7-a, 8-a, 9-a, 10-a

Lesson 7: Stress and Self-Care — The Glass of Water

Theme: Stress grows heavier the longer we carry it. Self-care — rest, balance and letting go — keeps the mind healthy.

Study Notes

- In the lesson, a teacher holds up a glass of water and asks students how heavy it is.
- The point is that the glass feels light at first, but holding it for hours makes the arm ache — the weight does not change, the time does.
- In the same way, worries and stress feel small at first, but carrying them all day makes them heavy and exhausting.
- The glass of water symbolises stress and worries that we carry in our minds.
- Self-care means looking after one's body and mind: enough sleep, good food, exercise, rest and time with family and friends.
- Mindfulness means paying attention to the present moment instead of worrying about the past or the future.
- Simple habits help: putting the glass down (taking a break), talking to someone trusted, praying, walking and planning work in small steps.
- Students under exam stress should study in short sessions, sleep well and ask teachers or parents for help instead of suffering alone.

Key Words and Meanings

- **stress** — mental pressure from problems or demands
- **self-care** — looking after one's own health and mind
- **mindfulness** — calm attention to the present moment
- **exhaustion** — extreme tiredness
- **balance** — a healthy mix of work and rest

Lesson 7: Stress and Self-Care — The Glass of Water (continued)

Short Questions with Answers

Q1. What does the glass of water symbolise in the lesson?

Answer: It symbolises stress and worries that we carry in our minds.

Q2. Why does the glass become heavier over time?

Answer: It becomes heavier because it is held for a longer period, not because its weight increases.

Q3. What is self-care?

Answer: Self-care means looking after one's body and mind through sleep, food, exercise, rest and good company.

Q4. What is mindfulness?

Answer: Mindfulness is paying calm attention to the present moment instead of worrying about the past or the future.

Q5. Give one way a student can reduce exam stress.

Answer: A student can study in short sessions, sleep well, take breaks, or talk to a teacher or parent for help.

Long Question with Answer

Q1. Explain the importance of self-care in managing stress.

Answer: Stress is like a glass of water: light at first, but heavy if carried all day. Self-care puts the glass down — sleep restores the mind, exercise releases tension, good food gives energy, and talking to trusted people shares the burden. Without self-care, stress grows into exhaustion, poor study and illness. With regular rest and balance, a student stays calm, thinks clearly and works better.

Lesson 7: Stress and Self-Care — The Glass of Water (continued)

Long Question with Answer

Q2. Interpret the poem's message about the importance of mindfulness and self-care.

Answer: The poem about the mind as a garden teaches that thoughts grow like plants: good thoughts bloom while neglected or fearful thoughts wither. Mindfulness is tending that garden — noticing thoughts, watering the good ones with hope and calm, and not letting worries take over. The message is that caring for the mind, like caring for a garden, needs daily attention, patience and gentle habits.

Multiple Choice Questions

1. In the lesson, the glass of water symbolises ____.
(a) stress and worries (b) physical tiredness (c) responsibility (d) classroom learning

2. The glass becomes heavier because ____.
(a) it is held for a longer period (b) its weight increases (c) the arm becomes weaker (d) students imagine it is heavy

3. Self-care includes ____.
(a) sleep, exercise and rest (b) working without rest (c) skipping meals (d) avoiding friends

4. Mindfulness means attention to ____.
(a) the present moment (b) the distant past (c) the far future (d) other people's faults

5. Exam stress can be reduced by ____.
(a) short study sessions and sleep (b) studying all night (c) skipping meals (d) suffering alone

6. Carrying worries all day makes them ____.
(a) heavier and exhausting (b) lighter (c) pleasant (d) useful

7. Talking to a trusted person helps because it ____.
(a) shares the burden (b) increases stress (c) wastes time (d) causes fear

8. A healthy mind needs ____.
(a) balance of work and rest (b) work without rest (c) no sleep (d) no food

9. The mind in the poem is compared to a ____.
(a) garden (b) desert (c) ocean (d) mountain

10. Good thoughts in the mind, like plants, need ____.
(a) daily care (b) neglect (c) darkness (d) silence

Answer Key: 1-a, 2-a, 3-a, 4-a, 5-a, 6-a, 7-a, 8-a, 9-a, 10-a

Lesson 8: Eco-Tourism and Tourism in Pakistan

Theme: Pakistan's mountains, valleys and heritage can attract visitors — if tourism protects nature and benefits local people.

Study Notes

- Tourism means people travelling to visit places for pleasure, learning or adventure.
- Eco-tourism mainly focuses on natural beauty and environmental conservation, not on luxury travel or shopping.
- Pakistan is famous for its mountains: the northern areas have high peaks, glaciers, lakes and valleys.
- The region especially known for mountains and adventure tourism is the northern areas of Pakistan.
- Tourism can bring income, jobs and better roads to local communities, and can fund the protection of nature and heritage.
- Unplanned tourism harms nature: litter, damage to forests, pollution and pressure on water and wildlife.
- The government should build clean facilities, train guides, protect natural sites and promote Pakistan abroad.
- The private sector should run good hotels, transport and tours, while local people should get jobs and a share of the income.
- Responsible tourists respect local culture, do not litter, and protect wildlife and historic places.

Key Words and Meanings

- **eco-tourism** — tourism that protects nature and benefits local people
- **conservation** — protection of nature and wildlife
- **heritage** — historic buildings, culture and traditions
- **glacier** — a large mass of slowly moving ice
- **adventure tourism** — travel for climbing, trekking and other exciting activities

Lesson 8: Eco-Tourism and Tourism in Pakistan (continued)

Short Questions with Answers

Q1. What does eco-tourism mainly focus on?

Answer: Eco-tourism mainly focuses on natural beauty and environmental conservation.

Q2. Which region of Pakistan is famous for mountains and adventure tourism?

Answer: The northern areas of Pakistan are especially known for mountains and adventure tourism.

Q3. How does tourism help local people?

Answer: It brings income, creates jobs in hotels, transport and guiding, and can fund better roads and services.

Q4. How can tourism harm nature?

Answer: Unplanned tourism causes litter, damage to forests, pollution and pressure on water and wildlife.

Q5. What should a responsible tourist do?

Answer: A responsible tourist should respect local culture, not litter, and protect wildlife and historic places.

Long Question with Answer

Q1. Suggest practical measures to promote tourism in Pakistan, and explain the roles of the government and the private sector.

Answer: The government should protect natural and historic sites, build clean roads, toilets and rest houses, train licensed guides, ensure safety, and promote Pakistan's beauty abroad. The private sector should invest in good hotels, transport and tour services and hire local people. Together they can attract more visitors while keeping nature safe and sharing the income with local communities.

Lesson 8: Eco-Tourism and Tourism in Pakistan (continued)

Long Question with Answer

Q2. Why is eco-tourism better than mass tourism for Pakistan?

Answer: Eco-tourism protects the very beauty that visitors come to see — mountains, forests, lakes and wildlife — while mass tourism can destroy it with litter and overcrowding. Eco-tourism also gives local people jobs as guides and hosts, so they gain from protecting nature instead of harming it. In the long run, clean and well-kept places attract more visitors and more income than spoiled ones.

Multiple Choice Questions

1. Eco-tourism mainly focuses on ____.
(a) natural beauty and environmental conservation (b) luxury travel and shopping (c) historical monuments only (d) medical treatment

2. The northern areas of Pakistan are known for ____.
(a) mountains and adventure tourism (b) the southern coast (c) the central plains (d) the eastern deserts

3. Tourism helps local communities by ____.
(a) creating jobs and income (b) removing roads (c) closing hotels (d) ending farming

4. Unplanned tourism can cause ____.
(a) litter and pollution (b) cleaner forests (c) more wildlife (d) better water

5. The government should promote tourism by ____.
(a) protecting sites and training guides (b) ignoring safety (c) closing roads (d) banning visitors

6. The private sector in tourism provides ____.
(a) hotels, transport and tours (b) laws only (c) taxes only (d) schools only

7. A responsible tourist should ____.
(a) respect local culture and not litter (b) litter freely (c) damage historic places (d) disturb wildlife

8. Adventure tourism includes ____.
(a) climbing and trekking (b) shopping only (c) sleeping only (d) watching television

9. Conservation means ____.
(a) protection of nature (b) destruction of forests (c) hunting wildlife (d) polluting rivers

10. Eco-tourism benefits local people because they get ____.
(a) jobs and a share of income (b) no work (c) higher taxes (d) less food

Answer Key: 1-a, 2-a, 3-a, 4-a, 5-a, 6-a, 7-a, 8-a, 9-a, 10-a

Lesson 9: Be Kind and Humble (Ahmed)

Theme: Kindness and humility win hearts; pride and cruelty destroy even a successful business.

Study Notes

- Ahmed was a shopkeeper who was kind and humble towards his customers and neighbours.
- He treated poor customers with respect, gave honest weight and fair prices, and helped people in need.
- His kindness won him loyal customers, and his business flourished.
- Later, Ahmed changed: he became proud, rude and greedy, and began to treat people badly.
- The villagers were hurt by his behaviour and boycotted his shop — they stopped buying from him.
- After the villagers boycotted his shop, his business suffered badly and his income fell.
- Ahmed realised his mistake, apologised, and returned to kindness and humility.
- His business recovered when people saw that he had truly changed, proving that character is the real capital of a trader.

Key Words and Meanings

- **humble** — modest and not proud
- **boycott** — to refuse to buy from or deal with someone
- **flourish** — to grow and succeed
- **greedy** — wanting more money than is fair
- **apologise** — to say sorry for a mistake

Lesson 9: Be Kind and Humble (Ahmed) (continued)

Short Questions with Answers

Q1. Who was Ahmed?

Answer: Ahmed was a shopkeeper in the lesson 'Be Kind and Humble' who was first kind and humble, then became proud.

Q2. How did Ahmed treat his customers at first?

Answer: He treated them with respect, gave honest weight and fair prices, and helped people in need.

Q3. Why did his business flourish at first?

Answer: His kindness and honesty won him loyal customers, so his business flourished.

Q4. What happened after the villagers boycotted his shop?

Answer: After the boycott, his business suffered badly and his income fell.

Q5. How did Ahmed recover his business?

Answer: He realised his mistake, apologised, returned to kindness and humility, and people began to trust him again.

Long Question with Answer

Q1. Describe the character of Ahmed and explain the values he represented.

Answer: At first Ahmed represented kindness, humility and honesty: he respected poor customers, charged fair prices and helped neighbours, so people loved and trusted him. Then pride and greed changed him — he became rude and selfish, and the villagers boycotted his shop. When he repented and returned to humility, his business recovered. His story shows that kindness and humility are the true wealth of a person, while pride destroys even success.

Lesson 9: Be Kind and Humble (Ahmed) (continued)

Long Question with Answer

Q2. What lesson does the story of Ahmed teach traders and students?

Answer: The story teaches that good character is the real capital of any business: honest dealing and kind behaviour win loyal customers, while rudeness and greed drive them away. For students, the lesson is wider — success in any field depends on humility, honesty and respect for others, and a person who admits a mistake and changes can always win back trust.

Multiple Choice Questions

1. Ahmed was first known for being ____.
(a) kind and humble (b) proud and greedy (c) lazy and rude (d) rich and careless

2. Ahmed's business flourished because customers ____.
(a) trusted his kindness and honesty (b) feared him (c) had no other shop (d) were forced to buy

3. The villagers boycotted Ahmed's shop because he became ____.
(a) proud and rude (b) kind and humble (c) poor and weak (d) sick and old

4. After the boycott, Ahmed's business ____.
(a) suffered badly (b) flourished more (c) stayed the same (d) moved abroad

5. Ahmed recovered his business by ____.
(a) apologising and changing (b) raising prices (c) closing the shop (d) blaming villagers

6. Humility means ____.
(a) being modest and not proud (b) being rich (c) being famous (d) being feared

7. A boycott means people ____.
(a) refuse to buy from someone (b) buy more (c) give gifts (d) offer help

8. Honest weight and fair prices show a trader's ____.
(a) honesty (b) greed (c) pride (d) laziness

9. The main value in this lesson is ____.
(a) kindness and humility (b) pride and greed (c) wealth and power (d) fame and luxury

10. Admitting a mistake and changing can ____.
(a) win back trust (b) destroy trust forever (c) harm everyone (d) end all business

Answer Key: 1-a, 2-a, 3-a, 4-a, 5-a, 6-a, 7-a, 8-a, 9-a, 10-a

Lesson 10: The Power of Little Things

Theme: Small things in nature — a drop of water, a seed, an ant — teach great lessons about patience, teamwork and care for the Earth.

Study Notes

- The lesson looks at small things in nature and shows how much power they hold.
- A tiny seed grows into a huge tree; a drop of water, falling again and again, wears away stone.
- Ants, though small, carry heavy loads together and build great colonies through teamwork.
- Bees, birds and small plants each play a part in keeping nature in balance.
- The lesson portrays the relationship between humans and nature as one of dependence: humans need clean air, water, soil and living things to survive.
- Yet humans often harm nature by cutting trees, wasting water and polluting rivers and air.
- Nature teaches patience, steady effort, cooperation and humility — great results come from small, repeated actions.
- The lesson for humans is to protect nature, plant trees, save water and live simply, because harming nature harms ourselves.

Key Words and Meanings

- **colony** — a group of insects living and working together
- **dependence** — needing something to live
- **balance** — a state where all parts work together well
- **perseverance** — continuing steadily despite difficulty
- **harmony** — peaceful agreement and cooperation

Lesson 10: The Power of Little Things (continued)

Short Questions with Answers

Q1. What small things does the lesson describe?

Answer: It describes a tiny seed, drops of water, ants and bees — small things with great power.

Q2. How does a drop of water show power?

Answer: A drop falling again and again can wear away hard stone, showing that steady effort is powerful.

Q3. What do ants teach us?

Answer: Ants teach teamwork: though small, they carry heavy loads together and build great colonies.

Q4. How are humans dependent on nature?

Answer: Humans need clean air, water, soil and living things from nature to survive.

Q5. How do humans harm nature?

Answer: They harm it by cutting trees, wasting water and polluting rivers and air.

Long Question with Answer

Q1. Analyse how the lesson portrays the relationship between humans and nature, and explain the lessons humans can learn from nature.

Answer: The lesson shows that humans depend on nature for air, water, food and life, yet often damage it by cutting trees and polluting water and air. Nature, by contrast, works with patience and balance: a seed grows slowly into a tree, drops of water wear stone, and ants succeed through teamwork. Humans can learn patience, steady effort, cooperation and humility from nature — and the duty to protect it, because harming nature is harming ourselves.

Lesson 10: The Power of Little Things (continued)

Long Question with Answer

Q2. Why are little things powerful? Give examples.

Answer: Little things are powerful because small actions, repeated steadily, create great results. A seed becomes a tree that gives shade and fruit; drops of water carve stone; ants together move loads no single ant could lift; a kind word or small act of help can change a person's day. The lesson is that we should never despise small beginnings — in nature and in life, great things grow from small, patient efforts.

Multiple Choice Questions

1. A tiny seed can grow into ____.
(a) a huge tree (b) a stone (c) a river (d) a mountain

2. Drops of water wear away stone by ____.
(a) falling again and again (b) falling once (c) being hot (d) being salty

3. Ants succeed through ____.
(a) teamwork (b) sleeping (c) fighting (d) hiding

4. Humans depend on nature for ____.
(a) clean air, water and food (b) only money (c) only buildings (d) only machines

5. Cutting trees and polluting rivers ____.
(a) harms nature and humans (b) helps nature (c) creates balance (d) saves water

6. Nature teaches humans ____.
(a) patience and cooperation (b) greed and pride (c) laziness (d) cruelty

7. A colony of ants is ____.
(a) a group working together (b) a single ant (c) a kind of tree (d) a type of stone

8. Planting trees helps because trees give ____.
(a) shade, fruit and clean air (b) pollution (c) darkness (d) disease

9. The lesson's main message is to ____.
(a) protect nature and learn from it (b) destroy nature (c) ignore small things (d) waste water

10. Steady small efforts lead to ____.
(a) great results (b) no results (c) quick failure (d) certain loss

Answer Key: 1-a, 2-a, 3-a, 4-a, 5-a, 6-a, 7-a, 8-a, 9-a, 10-a

Lesson 11: Skills for the 21st-Century Workforce

Theme: The modern world of work needs more than book knowledge: communication, digital skills, teamwork, creativity and lifelong learning.

Study Notes

- The 21st century is the age of computers, the internet and rapid change, so jobs are changing fast.
- Young people need digital skills: using computers, the internet, and new tools such as AI, with understanding and care.
- Communication skills matter: speaking and writing clearly, listening well, and working in teams.
- Critical thinking means asking questions, checking facts and solving problems instead of memorising blindly.
- Creativity and adaptability mean learning new things quickly when jobs and technology change.
- English is a key skill for the modern workforce, because it opens jobs, higher study and the internet's knowledge.
- Entrepreneurship — starting one's own small business — is another path, needing planning, honesty and hard work.
- Lifelong learning is essential: education does not end at school, and successful workers keep learning all their lives.

Key Words and Meanings

- **workforce** — all the people who work in a country or field
- **adaptability** — the ability to adjust to change
- **critical thinking** — careful, reasoned judgement
- **entrepreneurship** — starting and running a business
- **lifelong learning** — continuing to learn throughout life

Lesson 11: Skills for the 21st-Century Workforce (continued)

Short Questions with Answers

Q1. Name two skills young people need for the 21st-century workforce.

Answer: They need digital skills and communication skills (also: critical thinking, teamwork, creativity).

Q2. Why is English important for modern jobs?

Answer: English opens jobs, higher study and the knowledge of the internet, so it is a key skill for the modern workforce.

Q3. What is critical thinking?

Answer: It means asking questions, checking facts and solving problems instead of memorising blindly.

Q4. What is entrepreneurship?

Answer: It is starting and running one's own business, needing planning, honesty and hard work.

Q5. What is lifelong learning?

Answer: It means continuing to learn throughout life, because jobs and technology keep changing.

Long Question with Answer

Q1. Explain the skills that young people need to succeed in the 21st-century workforce.

Answer: Young people need digital skills to use computers and new tools like AI, communication skills to speak, write and work in teams, and critical thinking to solve problems and check facts. They also need creativity, adaptability to change, and good English for jobs and study. Entrepreneurship offers a path to self-employment. Above all, they need lifelong learning, because the modern workplace changes fast and only those who keep learning stay employable.

Lesson 11: Skills for the 21st-Century Workforce (continued)

Long Question with Answer

Q2. How can schools prepare students for the modern workforce?

Answer: Schools should teach computers and English well, give projects that build teamwork and problem-solving, and encourage questions rather than rote memorisation. Career guidance, internships and visits to workplaces show students real jobs. Teaching honesty, punctuality and communication prepares character as well as skill, so students leave school ready to learn, work and adapt in a changing world.

Multiple Choice Questions

1. The 21st century is marked by ____.
(a) rapid technological change (b) no change (c) slower communication (d) fewer jobs only

2. Digital skills include ____.
(a) using computers and the internet (b) avoiding computers (c) writing by hand only (d) ignoring new tools

3. Communication skills help a worker to ____.
(a) speak, write and work in teams (b) work alone silently (c) avoid people (d) hide ideas

4. Critical thinking means ____.
(a) checking facts and solving problems (b) memorising blindly (c) believing everything (d) avoiding questions

5. Adaptability is the ability to ____.
(a) adjust to change (b) resist all change (c) stop learning (d) fear new things

6. English is important for jobs because it ____.
(a) opens jobs, study and knowledge (b) is only for exams (c) has no use at work (d) replaces all skills

7. An entrepreneur is a person who ____.
(a) starts and runs a business (b) works for no pay (c) avoids all risk (d) never plans

8. Lifelong learning means learning ____.
(a) throughout life (b) only at school (c) only before exams (d) never after school

9. Teamwork in the modern workplace is ____.
(a) essential (b) useless (c) harmful (d) forbidden

10. The best preparation for changing jobs is to ____.
(a) keep learning new skills (b) stop studying (c) memorise one book (d) avoid computers

Answer Key: 1-a, 2-a, 3-a, 4-a, 5-a, 6-a, 7-a, 8-a, 9-a, 10-a

Lesson 12: The Partition of Bengal (1905) — Comprehension Study

Theme: A history passage for comprehension: how the 1905 partition of Bengal was made, opposed and annulled in 1911.

Study Notes

- The partition of Bengal took place in 1905, when Bengal was a very large province of British India.
- At that time Calcutta was the capital not only of Bengal but of all India.
- The eastern part of Bengal was neglected: there were few schools and courts, and the region was far from the centres of power.
- Most of the land that had once belonged to the Muslims had been acquired by Hindu landlords, who owned large estates.
- The British Government believed that dividing Bengal into two provinces would improve administration and maintain law and order.
- The Hindus opposed the partition because they feared that Muslims would benefit from better employment opportunities in the new province.
- They also feared that their influence over land, industry and trade would weaken.
- The opposition succeeded, and in 1911 Bengal was reunited as a single province — the partition was annulled.
- This passage is studied for reading comprehension: finding facts, understanding causes and effects, and answering in one's own words.

Key Words and Meanings

- **partition** — division of a region into parts
- **annulled** — cancelled officially
- **estate** — a large area of land owned by one person
- **neglected** — not given proper care or attention
- **administration** — the management of public affairs

Lesson 12: The Partition of Bengal (1905) — Comprehension Study (continued)

Short Questions with Answers

Q1. When did the partition of Bengal take place?

Answer: The partition of Bengal took place in 1905.

Q2. Why did the Government divide Bengal?

Answer: The Government believed dividing Bengal would improve administration and help maintain law and order.

Q3. Why did the Hindus oppose the partition?

Answer: They feared Muslims would benefit from better employment opportunities and that Hindu influence over land, industry and trade would weaken.

Q4. Was the eastern part of Bengal developed?

Answer: No, it was neglected, with few schools and courts and little attention from the Government.

Q5. When was Bengal reunited?

Answer: Bengal was reunited as a single province in 1911, when the partition was annulled.

Long Question with Answer

Q1. Why did the Hindus succeed in undoing the partition of Bengal?

Answer: The Hindus opposed the partition strongly and organised a sustained movement against it, because they feared losing influence over land, industry, trade and jobs to Muslims in the new province. Their organised opposition, protests and pressure continued for six years until the British Government gave in and annulled the partition in 1911, reuniting Bengal as a single province.

Lesson 12: The Partition of Bengal (1905) — Comprehension Study (continued)

Long Question with Answer

Q2. What had happened to most of the land that once belonged to the Muslims?

Answer: Most of the land that had once belonged to the Muslims had been acquired by Hindu landlords, who owned large estates. This is why the eastern Muslims were poor and neglected, and why the Hindu landlords feared that a separate province would give Muslims better jobs and weaken Hindu control over land and trade.

Multiple Choice Questions

1. The partition of Bengal took place in ____.
(a) 1905 (b) 1857 (c) 1911 (d) 1947

2. In 1905 Calcutta was the capital of ____.
(a) Bengal and all India (b) only Bengal (c) only Delhi (d) only Lahore

3. The eastern part of Bengal was ____.
(a) neglected (b) highly developed (c) fully industrialised (d) well governed

4. Most Muslim land had been acquired by ____.
(a) Hindu landlords (b) British soldiers (c) Muslim farmers (d) foreign traders

5. The Government divided Bengal to improve ____.
(a) administration and law and order (b) trade with Europe (c) sea ports (d) railways only

6. The Hindus feared Muslims would get better ____.
(a) employment opportunities (b) sea ports (c) armies (d) ships

7. The partition was annulled in ____.
(a) 1911 (b) 1905 (c) 1906 (d) 1920

8. Annulled means ____.
(a) cancelled officially (b) approved (c) extended (d) celebrated

9. Hindu landlords feared losing influence over ____.
(a) land, industry and trade (b) schools only (c) mosques only (d) rivers only

10. The eastern part had few ____.
(a) schools and courts (b) rivers (c) trees (d) mountains

Answer Key: 1-a, 2-a, 3-a, 4-a, 5-a, 6-a, 7-a, 8-a, 9-a, 10-a

Poem: From a Railway Carriage — Robert Louis Stevenson

Central Idea / Theme: The joy and speed of a train journey seen through a child's eyes. The world rushes past the carriage window — fields, houses, people, animals — and the poem celebrates movement, wonder and the beauty of ordinary sights.

> **Note:** Study the theme and central idea only. No lines of the poem are reproduced in these notes.

Study Notes

- The poem describes a train journey as seen from inside a railway carriage.
- The train moves so fast that the scenery outside seems to fly past the window.
- The poet notices fields, meadows, houses, bridges, workers, children, animals and rivers flashing by.
- The train is described as faster than fairies, witches, horses and even birds in its speed.
- The poem's mood is excitement and delight: travel turns ordinary countryside into a moving picture.
- The central idea is that a journey can be full of wonder if we look at the world with fresh, curious eyes.
- For the examination, students should be able to summarise the poem, explain its central idea, and describe the mode of transport and the scenes the poet sees.

Short Questions with Answers

Q1. Who wrote 'From a Railway Carriage'?

Answer: Robert Louis Stevenson wrote the poem 'From a Railway Carriage'.

Q2. What is the mode of transport described in the poem?

Answer: The mode of transport is a train, seen from inside a railway carriage.

Q3. What is the train described as being faster than?

Answer: The train is described as being faster than fairies and witches, and faster than horses and cattle.

Q4. What is the central idea of the poem?

Answer: Its central idea is the joy and wonder of a fast train journey, with the world rushing past the window.

Q5. What kinds of scenes does the poet see from the train?

Answer: He sees fields, houses, bridges, workers, children, animals and rivers flashing past the window.

Poem: From a Railway Carriage — Robert Louis Stevenson (continued)

Long Question with Answer

Q1. Write a summary of the poem 'From a Railway Carriage'.

Answer: The poem describes a train journey from inside a railway carriage. The train rushes along at great speed, faster than fairies, witches and horses, and the whole countryside seems to fly past the window. Fields, meadows, houses, bridges, people at work, children, animals and rivers appear and disappear in quick succession. The poem captures the excitement of travel and the delight of watching the world move, showing how an ordinary journey becomes an adventure when seen with a child's curious eyes.

Multiple Choice Questions

1. The poem 'From a Railway Carriage' is written by ____.
(a) Robert Louis Stevenson (b) William Wordsworth (c) Emily Dickinson (d) John Keats

2. The poem describes a journey by ____.
(a) train (b) ship (c) horse (d) car

3. The train is faster than ____.
(a) fairies and witches (b) aeroplanes (c) rockets (d) light

4. From the carriage, the scenery seems to ____.
(a) fly past the window (b) stand still (c) move slowly (d) disappear forever

5. The mood of the poem is ____.
(a) excitement and delight (b) sadness and fear (c) anger and hate (d) silence and sleep

Answer Key: 1-a, 2-a, 3-a, 4-a, 5-a

Poem: The Mind, a Garden — Mindfulness Poem

Central Idea / Theme: The mind is like a garden: thoughts grow like plants. Good thoughts bloom into beauty, while neglected or fearful thoughts wither. We must tend our minds with care, patience and hope.

> **Note:** Study the theme and central idea only. No lines of the poem are reproduced in these notes.

Study Notes

- The poem compares the human mind to a garden, wild and deep.
- Thoughts are like seedlings sleeping in the soil of the mind.
- Some thoughts bloom into beauty, bright and bold; others wither, their stories untold.
- The message is that we choose, by attention and habit, which thoughts grow.
- Mindfulness and self-care are the gardener's work: noticing thoughts, watering hope and calm, and weeding out fear and worry.
- The poem connects with the lesson on stress and self-care: a cared-for mind stays healthy and hopeful.
- For the examination, students should be able to summarise the stanza with reference to its content and explain its message about mindfulness.

Short Questions with Answers

Q1. What is the mind compared to in the poem?

Answer: The mind is compared to a garden, wild and deep.

Q2. What are thoughts compared to?

Answer: Thoughts are compared to seedlings softly sleeping in the soil of the mind.

Q3. What happens to some thoughts in the garden?

Answer: Some bloom into beauty, bright and bold, while others wither, their stories untold.

Q4. What is the poem's message about mindfulness?

Answer: Its message is that we must tend our minds with care — noticing thoughts and encouraging good, calm ones.

Q5. How does this poem connect with self-care?

Answer: It shows that caring for the mind, like caring for a garden, needs daily attention, patience and gentle habits.

Poem: The Mind, a Garden — Mindfulness Poem (continued)

Long Question with Answer

Q1. Summarise the stanza and explain its message about mindfulness and self-care.

Answer: The stanza pictures the mind as a garden where thoughts sleep like seedlings. Some thoughts grow and bloom bright and bold, while others wither away untold. The message is that our thoughts shape our inner life, and mindfulness — paying attention to what we think and feel — lets us tend the garden: encouraging hopeful, kind thoughts and letting fearful ones fade. Like a garden, the mind needs daily care, patience and self-care to stay healthy.

Multiple Choice Questions

1. In the poem, the mind is compared to a ____.
(a) garden (b) desert (c) ocean (d) mountain

2. Thoughts are compared to ____.
(a) seedlings (b) stones (c) rivers (d) clouds

3. Some thoughts bloom, while others ____.
(a) wither (b) sing (c) dance (d) fly

4. The poem teaches ____.
(a) mindfulness and self-care (b) fear and worry (c) anger and hate (d) silence and sleep

5. Tending the mind needs ____.
(a) daily care and patience (b) neglect (c) darkness (d) haste

Answer Key: 1-a, 2-a, 3-a, 4-a, 5-a

Grammar and Writing Skills

1. The Gerund

A gerund is a verb form ending in **-ing** that works as a noun. Two uses: (a) as the subject of a sentence — for example, *Reading* improves the mind; (b) as the object of a verb or preposition — for example, She enjoys *reading*, and He is fond of *swimming*.

2. The Metaphor

A metaphor describes one thing as if it were another, without using *like* or *as*. Examples: *The classroom was a garden of learning. Time is money.* A metaphor makes writing vivid; a simile, by contrast, uses *like* or *as*.

3. Active and Passive Voice

In the active voice the subject does the action: *Ahmed opened the shop.* In the passive voice the object becomes the subject: *The shop was opened by Ahmed.* Learn to change common tenses into the passive, and use the passive when the doer is unknown or unimportant.

4. Tenses and Narration

Revise the present, past and future tenses, and the change from direct to indirect speech: pronouns, tenses and time words all shift back one step. Practise with sentences from your lessons, and check subject-verb agreement in every sentence you write.

Grammar and Writing Skills (continued)

5. Letter Writing

Learn one friendly letter (for example, to a friend on the importance of women's empowerment) and one application. A letter needs a proper address, date, greeting, clear paragraphs and a polite ending. Keep the language simple and the message clear.

6. Dialogue Writing

A dialogue is a conversation between two people on a set topic, such as exam stress. Give each speaker a name, keep turns short and natural, and let the discussion reach a useful conclusion with practical advice.

7. Summary Writing

To summarise a poem or stanza: read it twice, find the central idea, and retell it in your own words in about one-third of the length. Do not copy lines, and do not add your own opinions.

8. Translation (English to Urdu and Urdu to English)

Practise translating short, correct sentences both ways. Learn the meanings of common words, keep the sentence order natural in the target language, and revise the sentences given in your textbook exercises.

9. Comprehension

For an unseen passage: read it twice, underline key facts, then answer in your own words. Answer exactly what is asked — no more, no less — and keep spellings and grammar correct.

Grammar and Writing Skills (continued)

Practice Questions

Q1. Define a gerund and illustrate its two different uses with one example for each.

Answer: A gerund is a verb form ending in -ing that works as a noun. As a subject: *Swimming* is good exercise. As an object: She loves *swimming*.

Q2. Define a metaphor and provide at least two examples.

Answer: A metaphor describes one thing as if it were another, without *like* or *as*. Examples: *The world is a stage. He is a lion in battle.*

Q3. Change into the passive voice: (a) The teacher praised the student. (b) They clean the classroom daily.

Answer: (a) The student was praised by the teacher. (b) The classroom is cleaned daily.

Q4. Write five sentences in the present perfect tense about your school.

Answer: (Model) I have studied in this school for four years. Our teachers have taught us well. We have won many prizes. The school has built a new library. I have made many good friends here.

Q5. Write a short dialogue between two friends on the topic "Exam Stress".

Answer: (Model) Ali: I feel worried about the exams. Sara: Do not worry — make a timetable and study a little every day. Ali: I also forget things at night. Sara: Sleep well and revise in the morning; that helps memory. Ali: Thank you, I will try this. Sara: Good — steady work and rest beat last-minute fear.

Multiple Choice Questions — Grammar

1. In "Reading is useful", the word Reading is a ____.
(a) gerund (b) adjective (c) adverb (d) pronoun

2. "Time is money" is an example of a ____.
(a) metaphor (b) simile (c) proverb only (d) question

3. The passive of "She writes a letter" is ____.
(a) A letter is written by her (b) A letter writes her (c) She is written a letter (d) A letter was write by her

4. A simile uses the words ____.
(a) like or as (b) and or but (c) who or which (d) very or much

5. A summary should be written ____.
(a) in your own words (b) by copying lines (c) longer than the original (d) without the central idea

Grammar and Writing Skills (continued)

Multiple Choice Questions — Grammar (continued)

6. A friendly letter begins with ____.
(a) an address and date (b) a conclusion (c) a signature only (d) a title page

7. In indirect speech, "He said, 'I am happy'" becomes ____.
(a) He said that he was happy (b) He said that he is happy (c) He said I am happy (d) He says he was happy

8. "She enjoys swimming" — swimming here is a ____.
(a) gerund (b) present participle adjective (c) finite verb (d) adverb

9. Good comprehension answers are ____.
(a) in your own words and to the point (b) copied word for word (c) longer than the passage (d) written without reading the passage

10. "The stars danced in the sky" is an example of ____.
(a) personification (b) gerund (c) passive voice (d) translation

Answer Key: 1-a, 2-a, 3-a, 4-a, 5-a, 6-a, 7-a, 8-a, 9-a, 10-a