9th Class English Notes

Khyber Pakhtunkhwa Textbook Board — Full Book

For students of all KPK Boards: Peshawar · Mardan · Swat · Abbottabad · Bannu · Kohat · Malakand · D.I. Khan

Inside this book

- Complete study notes for all 15 units of the KPK Textbook Board English book for Class 9
- 75 short questions with answers and 30 long questions with answers
- 150 original multiple-choice questions with an answer key after every unit
- Grammar and composition guide: tenses, active and passive voice, letters, applications, stories and translation
- Paper pattern and revision checklist

All notes in this book are original study material written for students. Poems are discussed by theme and central idea only; no lines of any poem are quoted.

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Each unit has three pages: (1) study notes with key points and important words, (2) short and long questions with answers, (3) ten MCQs with an answer key. Study the notes first, then answer the questions from memory, then check the MCQs.

Paper Pattern — KPK 9th Class English

The pattern below is taken from the official Table of Specifications for English 9th published by BISE Malakand (bisemalakand.edu.pk). Total marks: **75**.

Section	Items	Marks
Section A — MCQs (reading and vocabulary)	15 × 1	15
Short questions (reading and critical thinking)	6 × 3	18
Paraphrase of a poem stanza	1 × 5	5
Stanza reading comprehension	4 × 2	8
Passage reading comprehension	5 × 1	5
English to Urdu translation	2 × 3	6

Application / letter writing	1 × 6	6
Story writing	1 × 6	6
Urdu to English translation	6 × 1	6
Total		**75**

Note on a conflicting figure: some third-party websites reproduce a 100-mark pattern (20 MCQs + 30 short questions + 20 essay + 15 grammar + 15 comprehension). That figure conflicts with the official BISE Malakand Table of Specifications, which totals 75 marks, and with the structure of the 2026 board paper (Section B 35 marks + Section C 24 marks + Section A MCQs). This book follows the official 75-mark table. The paper pattern should always be confirmed against the latest notification of your own board.

How the marks are spread: knowledge 20% (15 marks), understanding 40% (30 marks), application 40% (30 marks), as given in the same official table. Easy, medium and difficult questions are roughly 20, 30 and 25 marks.

Sources for the chapter list

The 15-unit list in this book is confirmed by three independent sources that agree exactly: the KPK English 9 unit-wise notes index (perfect24u.com), The Spirit School KPK midyear study list for Class IX, Session 2025–2026, and the 2018-onward KPK English notes (Sher Ahmad Gul). An older 14-text list from a 2014 study of the previous KPK textbook edition differs and is not used, because the current textbook (2021 onward) has the 15 units given here.

UNIT 1 · Prose

Unit 1: Prophet Muhammad (S.A.W.) — The Model of Tolerance

> **Central idea:** The Holy Prophet Muhammad (peace be upon him) is the perfect model of tolerance, patience, forgiveness and compassion. His life teaches us to answer harshness with kindness and to treat every human being with dignity.

Islam teaches peace, patience and tolerance, and the life of the Holy Prophet (peace be upon him) is the best practical example of these qualities. He faced opposition, insult and hardship in Makkah, yet he never answered cruelty with cruelty. His patience won hearts that force could never have won.

One well-known incident shows his tolerance clearly. A man demanded repayment of a loan harshly, days before it was due, only to test the Prophet. Instead of becoming angry, the Prophet (peace be upon him) remained calm, treated the man kindly and ordered that the loan be repaid, with something extra for the harsh words. The man was so moved that he accepted Islam.

At the conquest of Makkah, when the Prophet (peace be upon him) had full power over the people who had persecuted him and his companions for years, he forgave them all. This general forgiveness is one of the greatest examples of tolerance in history. It shows that real strength lies in forgiving, not in taking revenge.

The lesson for students is simple and practical: be patient when others are rude, forgive when you have the power to punish, and treat people of every faith and background with respect. Tolerance builds peaceful homes, schools and societies, while hatred destroys them.

Key points to remember

- Tolerance means bearing differences, insults and hardship with patience, without anger or revenge.
- The Holy Prophet (peace be upon him) forgave the people of Makkah at the time of victory.
- Harsh treatment was answered with kindness, never with harshness in return.
- Patience and forgiveness are signs of strength, not weakness.
- Muslims are taught to live peacefully with neighbours of all faiths.

Important words

- **Tolerance** — the ability to bear opinions, behaviour and beliefs different from one's own without anger
- **Perseverance** — continuing firmly in a good course of action despite difficulty
- **Compassion** — a feeling of sympathy and a wish to help others
- **Forgiveness** — the act of pardoning someone who has done wrong
- **Persecution** — cruel and unfair treatment, especially because of beliefs

UNIT 1 · QUESTIONS WITH ANSWERS

Unit 1: Prophet Muhammad (S.A.W.) — The Model of Tolerance — Short & Long Questions

Short questions

Q1. What is tolerance?

Answer: Tolerance is the ability to bear differences of opinion, belief and behaviour with patience. It means not answering harshness with harshness and living peacefully with others.

Q2. How did the Holy Prophet (peace be upon him) treat a man who demanded his loan harshly?

Answer: He remained calm and patient, repaid the loan, and even gave something extra. His kindness changed the man's heart.

Q3. What did the Holy Prophet (peace be upon him) do at the conquest of Makkah?

Answer: Although he had full power over his former persecutors, he forgave them all. This general forgiveness is a matchless example of tolerance.

Q4. Why is forgiveness called a sign of strength?

Answer: Because it is easy to take revenge when one has power, but it needs real self-control and strength of character to forgive.

Q5. What lesson do we learn from this unit?

Answer: We learn to be patient, to forgive others, to answer harsh words with kindness, and to respect people of every faith and background.

Long questions

Q1. Describe the Holy Prophet (peace be upon him) as a model of tolerance, with examples from the lesson.

Answer: Islam teaches peace and tolerance, and the Holy Prophet (peace be upon him) practised these teachings in his own life. He bore the persecution of Makkah with patience and never took revenge. When a man rudely demanded repayment of a loan before it was due, the Prophet stayed calm, repaid him, and gave him extra. At the conquest of Makkah, when victory was complete, he forgave all his enemies. These examples show that his tolerance had no limits. His life teaches us that patience, forgiveness and compassion win hearts and build a peaceful society.

Q2. How can students practise tolerance in their daily lives?

Answer: Students can practise tolerance by listening patiently to opinions they disagree with, by not mocking classmates of a different background or faith, and by controlling anger when someone is rude. They can forgive a classmate who has hurt them, share things willingly, and settle disputes by talking calmly instead of fighting. In this way the school becomes peaceful, and the habit of tolerance stays with them for life.

UNIT 1 · MCQs WITH ANSWER KEY

Unit 1: Prophet Muhammad (S.A.W.) — The Model of Tolerance — Multiple Choice Questions

Choose the correct option (A, B, C or D) for each question. The answer key is given at the end of this page.

1. The central quality discussed in this unit is
(A) courage (B) tolerance (C) wealth (D) silence

2. Tolerance means
(A) taking revenge (B) bearing differences with patience (C) avoiding all people (D) speaking loudly

3. At the conquest of Makkah, the Holy Prophet (peace be upon him)
(A) punished everyone (B) forgave the people (C) fined the people (D) left the city

4. The man who demanded his loan harshly was testing the Prophet's
(A) wealth (B) tolerance (C) strength (D) knowledge

5. Forgiveness is a sign of
(A) weakness (B) fear (C) strength of character (D) defeat

6. The Holy Prophet (peace be upon him) answered harshness with
(A) anger (B) silence only (C) kindness (D) punishment

7. Which quality wins hearts according to the lesson?
(A) revenge (B) patience and forgiveness (C) pride (D) anger

8. Tolerance helps to build a
(A) divided society (B) peaceful society (C) fearful society (D) selfish society

9. A tolerant person controls his
(A) money (B) anger (C) friends (D) studies

10. The best practical example of tolerance is the life of
(A) a king (B) a poet (C) the Holy Prophet (peace be upon him) (D) a trader

Answer key: 1-B, 2-B, 3-B, 4-B, 5-C, 6-C, 7-B, 8-B, 9-B, 10-C

Tip: first answer the MCQs from memory, then check the key. Revise every wrong answer from the notes page of this unit.

UNIT 2 · Prose

Unit 2: Iqbal's Message to Youth

> **Central idea:** Allama Iqbal calls upon the youth to wake up, believe in themselves, gain knowledge, build strong character, and work hard for the nation. The future of the country rests on the shoulders of its young people.

Allama Iqbal is the national poet and thinker of Pakistan. His message is addressed especially to the youth, because young people carry the future of a nation. He wanted them to be strong in faith, high in aims and active in deeds, not idle dreamers.

Iqbal taught self-reliance, which he called khudi. A young person should know his own worth, trust his abilities, and not depend on others or copy others blindly. Self-respect and self-confidence are the foundations of a successful life.

According to Iqbal, knowledge must go together with character. A learned person without honesty, courage and discipline is of little use to society. He wanted the youth to combine modern learning with Islamic values and to use their talents for the good of the nation.

His message also warns against laziness, despair and imitation of others. The youth should work hard, aim high, stay united, and never lose hope. A nation whose youth are awake and active can overcome every difficulty.

Key points to remember

- Iqbal's message is mainly addressed to the youth of the nation.
- Khudi (self-reliance) means knowing one's worth and trusting one's abilities.
- Knowledge without character is incomplete and of little value to society.
- Hard work, high aims, courage and unity are the qualities Iqbal wants in the youth.
- Laziness, despair and blind imitation are the faults Iqbal warns against.

Important words

- **Self-reliance** — depending on one's own abilities instead of depending on others
- **Despair** — the loss of all hope
- **Imitation** — copying the behaviour or style of others
- **Destiny** — what is believed to happen to a person in the future
- **Vision** — a clear idea of what should be done in the future

UNIT 2 · QUESTIONS WITH ANSWERS

Unit 2: Iqbal's Message to Youth — Short & Long Questions

Short questions

Q1. Who is Allama Iqbal?

Answer: Allama Iqbal is the national poet and thinker of Pakistan. His poetry and ideas inspired the Muslims of the subcontinent and guided the Pakistan Movement.

Q2. What is Iqbal's message to the youth?

Answer: His message is that the youth should wake up, believe in themselves, gain knowledge, build strong character and work hard for the nation.

Q3. What does khudi mean?

Answer: Khudi means self-reliance and self-respect. It is knowing one's own worth, trusting one's abilities and not depending blindly on others.

Q4. Why does Iqbal combine knowledge with character?

Answer: Because knowledge without honesty, courage and discipline is of little use. A learned person must also be a good person to serve society.

Q5. What faults does Iqbal warn the youth against?

Answer: He warns them against laziness, despair, hopelessness and blind imitation of others.

Long questions

Q1. Explain Iqbal's message to the youth in detail.

Answer: Iqbal's message to the youth is a call to wake up and take charge of the nation's future. He teaches self-reliance, so that young people trust their own abilities and do not copy others blindly. He wants them to gain knowledge and combine it with strong character, because learning without honesty and courage serves no purpose. He urges them to aim high, work hard, stay united and never lose hope. Laziness and despair are the enemies of progress. If the youth follow this message, they can build a strong, honourable and prosperous Pakistan.

Q2. How can Pakistani students follow Iqbal's message today?

Answer: Students can follow Iqbal's message by studying with full attention, developing self-confidence, and building good habits such as honesty, punctuality and discipline. They should not waste time or copy others, but use their own minds. They should take part in useful activities, respect their teachers and parents, and think about how their learning can help their country. In this way they become the active, hopeful youth Iqbal dreamed of.

UNIT 2 · MCQs WITH ANSWER KEY

Unit 2: Iqbal's Message to Youth — Multiple Choice Questions

Choose the correct option (A, B, C or D) for each question. The answer key is given at the end of this page.

1. Iqbal's message is addressed mainly to the
(A) old people (B) youth (C) children (D) rulers

2. Khudi means
(A) self-reliance (B) wealth (C) fame (D) power

3. According to Iqbal, knowledge must go with
(A) wealth (B) fashion (C) character (D) leisure

4. Iqbal is the national poet of
(A) India (B) Bangladesh (C) Pakistan (D) Iran

5. Iqbal warns the youth against
(A) hard work (B) laziness and despair (C) knowledge (D) unity

6. Blind imitation means
(A) thinking for oneself (B) copying others without thinking (C) reading books (D) working hard

7. The future of a nation rests on its
(A) wealth (B) youth (C) army (D) buildings

8. Self-confidence is the foundation of
(A) failure (B) a successful life (C) poverty (D) fear

9. Iqbal wants the youth to aim
(A) low (B) high (C) nowhere (D) at wealth only

10. A learned person without character is of
(A) great use (B) little use to society (C) no need of knowledge (D) great fame

Answer key: 1-B, 2-A, 3-C, 4-C, 5-B, 6-B, 7-B, 8-B, 9-B, 10-B

Tip: first answer the MCQs from memory, then check the key. Revise every wrong answer from the notes page of this unit.

UNIT 3 · Prose

Unit 3: Quaid — A Great Leader

> **Central idea:** Quaid-i-Azam Muhammad Ali Jinnah was a great leader because of his honesty, firm determination, hard work and devotion to the cause of the Muslims. His character, not wealth or power, made him the founder of Pakistan.

Muhammad Ali Jinnah was born in Karachi and trained as a lawyer in London. He became the leader of the Muslims of the subcontinent and led the struggle that created Pakistan in 1947. His leadership was based on character, reason and constitutional methods, never on violence.

The Quaid was known for his honesty and integrity. He never used unfair means, never took a bribe, and never changed his principles for personal gain. People trusted him because his word was his bond, and even his opponents respected his truthfulness.

His determination was remarkable. He worked day and night for the cause of the Muslims, even when his health was failing. He faced opposition, criticism and setbacks, but he never gave up. His famous motto of unity, faith and discipline sums up the spirit he wanted in the nation.

Students should learn from the Quaid to be honest, punctual, hardworking and disciplined. A great leader is not made by speeches alone, but by a life of principle, sacrifice and service to the people.

Key points to remember

- Quaid-i-Azam led the Muslims' struggle and founded Pakistan.
- His greatest qualities were honesty, integrity and determination.
- He used constitutional and peaceful methods, not violence.
- He worked tirelessly even when his health was poor.
- Unity, Faith and Discipline was his guiding motto for the nation.

Important words

- **Integrity** — the quality of being honest and having strong moral principles
- **Determination** — firmness of purpose; never giving up
- **Constitutional** — according to the law and the constitution
- **Opponent** — a person who is against someone in a contest or struggle
- **Devotion** — strong love, loyalty and hard work for a cause

UNIT 3 · QUESTIONS WITH ANSWERS

Unit 3: Quaid — A Great Leader — Short & Long Questions

Short questions

Q1. Who was Quaid-i-Azam?

Answer: Quaid-i-Azam Muhammad Ali Jinnah was the founder of Pakistan. He led the Muslims of the subcontinent in their struggle for a separate homeland.

Q2. What were the Quaid's greatest qualities?

Answer: His greatest qualities were honesty, integrity, determination, hard work, discipline and devotion to the cause of the Muslims.

Q3. What was the Quaid's motto?

Answer: His motto was Unity, Faith and Discipline. He wanted the nation to live by these three principles.

Q4. How did the Quaid win the trust of the people?

Answer: He won their trust through honesty and by keeping his word. Even his opponents respected his truthfulness.

Q5. Why is the Quaid called a great leader?

Answer: Because he achieved a great goal through character, reason and peaceful constitutional methods, and devoted his whole life to his people.

Long questions

Q1. Describe the character and leadership of Quaid-i-Azam Muhammad Ali Jinnah.

Answer: Quaid-i-Azam was a great leader because of his character. He was honest and never used unfair means, so people trusted him completely. He was determined and worked tirelessly for the Muslims' cause, even when his health was failing. He believed in constitutional and peaceful methods and never supported violence. He was punctual, disciplined and devoted to his work. His motto, Unity, Faith and Discipline, guided the nation. It was these qualities, more than wealth or power, that made him the founder of Pakistan.

Q2. What lessons can students learn from the life of the Quaid?

Answer: Students can learn honesty, because a truthful person is trusted by everyone. They can learn hard work and determination, because success comes only to those who do not give up. They can learn punctuality and discipline, which the Quaid practised all his life. They can also learn to serve their country selflessly. If students follow these qualities, they can become useful citizens and good leaders in the future.

UNIT 3 · MCQs WITH ANSWER KEY

Unit 3: Quaid — A Great Leader — Multiple Choice Questions

Choose the correct option (A, B, C or D) for each question. The answer key is given at the end of this page.

1. Quaid-i-Azam founded
(A) India (B) Pakistan (C) Bangladesh (D) Iran

2. The Quaid's motto was
(A) Unity, Faith and Discipline (B) Wealth, Power and Fame (C) Work, Rest and Play (D) Peace, Love and Joy

3. The Quaid was known above all for his
(A) wealth (B) honesty and integrity (C) fashion (D) humour

4. The Quaid used which methods in his struggle?
(A) violent methods (B) constitutional and peaceful methods (C) foreign help only (D) secret methods

5. Quaid-i-Azam was trained as a
(A) doctor (B) engineer (C) lawyer (D) teacher

6. The Quaid worked for the cause even when his
(A) health was failing (B) money ran out (C) friends left (D) family objected

7. Even his opponents respected his
(A) wealth (B) truthfulness (C) clothes (D) house

8. A great leader is made by
(A) speeches alone (B) a life of principle and service (C) wealth (D) luck

9. The Quaid was born in
(A) Lahore (B) Karachi (C) Peshawar (D) Quetta

10. Discipline means
(A) doing what one likes (B) following rules and order in life (C) avoiding work (D) sleeping late

Answer key: 1-B, 2-A, 3-B, 4-B, 5-C, 6-A, 7-B, 8-B, 9-B, 10-B

Tip: first answer the MCQs from memory, then check the key. Revise every wrong answer from the notes page of this unit.

UNIT 4 · Poem

Unit 4: The Daffodils (Poem — William Wordsworth)

> **Central idea:** Nature can fill a lonely heart with joy, and the memory of a beautiful scene can comfort a person long afterwards. The poet sees a crowd of golden daffodils, feels delight, and later recalls the scene in solitude and feels happy again.

This poem is written by William Wordsworth, a famous English poet who loved nature deeply. It is written in the first person: the poet describes a walk in the countryside when he suddenly sees a large number of daffodils growing beside a lake and under the trees.

The poet describes the flowers as a cheerful crowd, dancing and fluttering in the breeze. Their bright colour and lively movement fill him with delight. In that moment he does not fully realise how much the sight is giving him; he simply enjoys the beauty before him.

The central idea of the poem is the power of memory. Later, when the poet is alone in a quiet, thoughtful mood, the image of the daffodils comes back to his mind. His heart fills with pleasure again, and his loneliness turns into joy. This is the lasting gift of nature.

The poem teaches us to notice beauty around us and to keep it in our hearts. A walk in nature, a garden, or a view of hills and flowers can refresh the mind. The memory of such moments helps us in times of sadness and loneliness. Note: this unit discusses the poem by theme and central idea only; no lines of the poem are quoted here.

Key points to remember

- The poet is William Wordsworth, a great lover of nature.
- He sees a large crowd of golden daffodils beside a lake, dancing in the breeze.
- The sight fills him with joy, though he does not realise its full value at once.
- Later, in solitude, the memory of the flowers returns and fills his heart with pleasure.
- Central idea: nature delights us in the moment and comforts us through memory.

Important words

- **Solitude** — the state of being alone
- **Flutter** — to move lightly and quickly, as in a breeze
- **Jocund** — cheerful and light-hearted
- **Pensive** — engaged in deep, quiet thought
- **Wealth (in the poem)** — here, a rich and valuable gift of joy, not money

UNIT 4 · QUESTIONS WITH ANSWERS

Unit 4: The Daffodils (Poem — William Wordsworth) — Short & Long Questions

Short questions

Q1. Who wrote the poem 'The Daffodils'?

Answer: The poem was written by William Wordsworth, a famous English poet known for his love of nature.

Q2. Where did the poet see the daffodils?

Answer: He saw a large crowd of golden daffodils growing beside a lake, under the trees, as he wandered in the countryside.

Q3. How did the daffodils look to the poet?

Answer: They looked like a cheerful, dancing crowd, bright and lively in the breeze, filling the scene with joy.

Q4. What is the central idea of the poem?

Answer: The central idea is that nature gives us joy in the moment and comfort afterwards, because the memory of a beautiful scene can fill a lonely heart with pleasure.

Q5. What happens when the poet recalls the daffodils in solitude?

Answer: When he is alone and thoughtful, the image of the flowers returns to his mind, his heart fills with pleasure, and his loneliness turns into joy.

Long questions

Q1. Describe the scene of the daffodils and its effect on the poet.

Answer: The poet was wandering in the countryside when he came upon a great crowd of golden daffodils beside a lake and under the trees. They were dancing and fluttering in the breeze, and their brightness filled the whole scene with life. The poet felt a deep delight at the sight, though at the time he did not realise how valuable this happiness would become. The scene shows how nature speaks to the heart without words and how a simple moment of beauty can become a lasting treasure.

Q2. What does the poem teach us about nature and memory?

Answer: The poem teaches that nature is a source of joy and healing. In the moment, the sight of the daffodils delights the poet. Afterwards, their memory becomes even more precious: when he is alone and thoughtful, the flowers return to his mind and fill his heart with pleasure. So nature helps us twice, once through the senses and once through memory. The lesson is to notice and love the beauty around us, because its memory will comfort us in lonely and difficult times.

UNIT 4 · MCQs WITH ANSWER KEY

Unit 4: The Daffodils (Poem — William Wordsworth) — Multiple Choice Questions

Choose the correct option (A, B, C or D) for each question. The answer key is given at the end of this page.

1. The poem 'The Daffodils' was written by
(A) John Keats (B) William Wordsworth (C) P. B. Shelley (D) Lord Byron

2. The poet saw the daffodils beside a
(A) river (B) lake (C) sea (D) desert

3. The daffodils are described as a cheerful
(A) crowd (B) army (C) garden (D) forest

4. The flowers were moving in the
(A) storm (B) breeze (C) rain (D) snow

5. The central idea of the poem is the joy of nature and the power of
(A) wealth (B) memory (C) fame (D) war

6. In solitude, the memory of the daffodils makes the poet feel
(A) sad (B) angry (C) pleased and happy (D) afraid

7. Wordsworth is famous as a poet of
(A) war (B) nature (C) cities (D) science

8. The daffodils in the poem are
(A) red (B) white (C) golden (D) blue

9. The poem is written in the
(A) third person (B) first person (C) second person (D) plural voice

10. The lasting gift of nature in the poem is
(A) money (B) joy through memory (C) fame (D) power

Answer key: 1-B, 2-B, 3-A, 4-B, 5-B, 6-C, 7-B, 8-C, 9-B, 10-B

Tip: first answer the MCQs from memory, then check the key. Revise every wrong answer from the notes page of this unit.

UNIT 5 · Prose

Unit 5: The Madina Charter

> **Central idea:** The Madina Charter was the first written constitution of its kind. It united the tribes of Madina, gave religious freedom to all, and made justice and mutual defence the duty of every citizen.

When the Holy Prophet (peace be upon him) migrated to Madina, the city was divided among different tribes, including Muslims, Jews and idol-worshippers. There was no common law and frequent quarrels. The Prophet (peace be upon him) drew up a written agreement to unite them all into one community.

The Charter declared that the Muslims, Jews and other tribes of Madina formed one nation, while each group kept its own religion. It guaranteed freedom of worship, protection of life and property, and equal rights before the law. No one was to be wronged because of his faith.

It also laid down duties: all groups would defend Madina together against any outside attack, settle their disputes through the Prophet (peace be upon him), and help one another in times of need. Justice was to be given to the oppressed, even against a powerful wrongdoer.

The Madina Charter is a landmark in the history of human rights and constitutions. It showed the world that a society can be built on justice, tolerance and the rule of law, centuries before modern constitutions were written.

Key points to remember

- The Madina Charter was drawn up by the Holy Prophet (peace be upon him) after the migration to Madina.
- It united the Muslims, Jews and other tribes of Madina into one community.
- Each group kept freedom of religion, life and property.
- All groups were to defend Madina together and settle disputes through the Prophet (peace be upon him).
- It is regarded as the first written constitution of its kind in history.

Important words

- **Charter** — a written document giving rights and duties
- **Constitution** — the basic set of laws by which a state is governed
- **Migration** — moving from one place to another to live
- **Dispute** — a disagreement or argument
- **Oppressed** — treated cruelly and unfairly by those in power

Unit 5: The Madina Charter — Short & Long Questions

Short questions

Q1. What is the Madina Charter?

Answer: The Madina Charter is the written agreement drawn up by the Holy Prophet (peace be upon him) in Madina. It united the tribes of the city into one community under common laws.

Q2. Why was the Charter needed?

Answer: Madina was divided among different tribes and there were frequent quarrels. The Charter gave the city a common law, united its people and ended the disorder.

Q3. What rights did the Charter give to non-Muslims?

Answer: It gave them freedom of religion, protection of life and property, and equal rights before the law. No one was to be wronged because of his faith.

Q4. How were disputes to be settled under the Charter?

Answer: Disputes were to be brought before the Holy Prophet (peace be upon him), whose decision would be accepted by all parties.

Q5. Why is the Madina Charter important in history?

Answer: It is regarded as the first written constitution of its kind. It showed that justice, tolerance and the rule of law can unite different communities.

Long questions

Q1. Describe the main points of the Madina Charter.

Answer: The Madina Charter united the Muslims, Jews and other tribes of Madina into one nation, while each group kept its own religion. It guaranteed freedom of worship, protection of life and property, and equality before the law. All groups promised to defend Madina together against outside attack and to help one another in need. Disputes were to be settled through the Holy Prophet (peace be upon him). Justice was to be given to the oppressed, even against a powerful wrongdoer. In this way the Charter laid the foundation of a peaceful and just society.

Q2. What lessons does the Madina Charter give us today?

Answer: The Madina Charter teaches us that people of different faiths can live together in peace if there is justice and tolerance. It shows that a state must protect the rights of minorities and give equal treatment to all citizens. It also teaches that disputes should be settled by law, not by force, and that citizens must stand together to defend their country. These principles remain the basis of every fair and successful society today.

UNIT 5 · MCQs WITH ANSWER KEY

Unit 5: The Madina Charter — Multiple Choice Questions

Choose the correct option (A, B, C or D) for each question. The answer key is given at the end of this page.

1. The Madina Charter was drawn up by
(A) Hazrat Umar (RA) (B) the Holy Prophet (peace be upon him) (C) Hazrat Ali (RA) (D) a tribal chief

2. The Charter was drawn up after the migration to
(A) Makkah (B) Madina (C) Taif (D) Yemen

3. Under the Charter, each group kept freedom of
(A) religion (B) trade only (C) weapons (D) travel

4. Disputes in Madina were to be settled through
(A) the richest man (B) the Holy Prophet (peace be upon him) (C) a council of traders (D) the army

5. The Madina Charter is regarded as the first
(A) written constitution of its kind (B) book of poetry (C) trade agreement (D) war plan

6. The Charter promised protection of
(A) life and property (B) only Muslims (C) only traders (D) only the rich

7. All groups of Madina promised to defend the city
(A) alone (B) together (C) never (D) only in summer

8. Justice under the Charter was to be given to the
(A) rich (B) oppressed (C) powerful (D) rulers only

9. Before the Charter, Madina was divided among
(A) different tribes (B) different countries (C) two kings (D) two armies

10. The Charter united the people on the basis of
(A) force (B) justice and tolerance (C) wealth (D) fear

Answer key: 1-B, 2-B, 3-A, 4-B, 5-A, 6-A, 7-B, 8-B, 9-A, 10-B

Tip: first answer the MCQs from memory, then check the key. Revise every wrong answer from the notes page of this unit.

UNIT 6 · Prose

Unit 6: Nasiruddin

> **Central idea:** Mulla Nasiruddin is famous for his wit and humour. His funny stories hide deep wisdom: they teach common sense, honesty and the ability to laugh at human foolishness, including our own.

Nasiruddin, often called Mulla Nasiruddin, is a beloved folk character in the Muslim world. His stories are told in homes, schools and gatherings everywhere. He is sometimes shown as a fool and sometimes as a wise man, and that is exactly the charm of his tales.

His humour is not empty laughter. Behind each funny story there is a lesson about life. He exposes the greed of the rich, the pride of the learned, and the foolishness of people who pretend to be what they are not. He uses simple words and everyday situations to do this.

One reason his stories live on is that they suit every age. A child laughs at the joke, while an adult sees the wisdom hidden inside it. His quick replies teach us to think before we speak and to use common sense instead of blindly following others.

The unit teaches that humour is a gift. A person with a sense of humour can face difficulties lightly, make friends easily, and teach hard truths without hurting others. Good humour, like Nasiruddin's, is always kind and never cruel.

Key points to remember

- Nasiruddin is a famous folk character known for wit and humour.
- His stories are funny on the surface and wise underneath.
- He exposes greed, pride and foolishness through simple everyday situations.
- His quick replies teach common sense and thinking before speaking.
- Good humour is kind, teaches truth gently, and helps us face difficulties.

Important words

- **Wit** — the ability to say clever and funny things
- **Anecdote** — a short, interesting or amusing story about a real person or event
- **Folk** — relating to the traditional stories and customs of ordinary people
- **Common sense** — good practical judgement in everyday matters
- **Pretend** — to behave as if something is true when it is not

UNIT 6 · QUESTIONS WITH ANSWERS

Unit 6: Nasiruddin — Short & Long Questions

Short questions

Q1. Who is Nasiruddin?

Answer: Nasiruddin, also called Mulla Nasiruddin, is a famous folk character of the Muslim world, known for his wit, humour and wisdom.

Q2. Why are Nasiruddin's stories popular?

Answer: They are popular because they are funny and wise at the same time. Children laugh at the jokes, while adults see the lesson hidden inside them.

Q3. What does Nasiruddin's humour teach us?

Answer: It teaches common sense, honesty and self-knowledge. It exposes greed, pride and foolishness in a gentle, laughing way.

Q4. How does Nasiruddin expose foolish people?

Answer: He uses simple everyday situations and quick, clever replies that show the foolishness of people who pretend to be what they are not.

Q5. What is good humour?

Answer: Good humour is kind and gentle. It teaches hard truths without hurting others and helps people face difficulties lightly.

Long questions

Q1. Why is Nasiruddin called a man of humour and wisdom at the same time?

Answer: Nasiruddin is called a man of humour because his stories make people laugh with their clever twists and surprising replies. He is called wise because every joke carries a lesson about life. His tales expose greed, pride and foolishness, and teach common sense and honesty. A child enjoys the fun, while an adult understands the deeper meaning. That is why his stories have lived for centuries: they entertain and teach together, and they suit every age and every gathering.

Q2. What lessons can students learn from the stories of Nasiruddin?

Answer: Students can learn to think before they speak and to use common sense instead of copying others blindly. They can learn to laugh at their own mistakes instead of feeling ashamed, and to accept criticism with a smile. Nasiruddin also teaches that humour should be kind, never cruel, and that a clever reply is better than an angry one. These lessons help students in studies, in friendship and in everyday life.

UNIT 6 · MCQs WITH ANSWER KEY

Unit 6: Nasiruddin — Multiple Choice Questions

Choose the correct option (A, B, C or D) for each question. The answer key is given at the end of this page.

1. Nasiruddin is famous for his
(A) wealth (B) wit and humour (C) army (D) palace

2. Nasiruddin's stories are known in the
(A) Muslim world (B) Europe only (C) China only (D) America only

3. Behind each funny story of Nasiruddin there is a
(A) lesson (B) lie (C) song (D) fight

4. His stories expose
(A) greed and pride (B) hard work (C) honesty (D) courage

5. Nasiruddin teaches us to use
(A) anger (B) common sense (C) force (D) silence

6. Good humour is always
(A) cruel (B) kind (C) rude (D) silent

7. A child enjoys Nasiruddin's stories for their
(A) wisdom only (B) fun and jokes (C) length (D) sadness

8. Nasiruddin is also called
(A) Mulla Nasiruddin (B) King Nasiruddin (C) Poet Nasiruddin (D) Doctor Nasiruddin

9. His quick replies teach us to think before we
(A) eat (B) speak (C) sleep (D) run

10. Humour helps a person face difficulties
(A) lightly (B) angrily (C) fearfully (D) sadly

Answer key: 1-B, 2-A, 3-A, 4-A, 5-B, 6-B, 7-B, 8-A, 9-B, 10-A

Tip: first answer the MCQs from memory, then check the key. Revise every wrong answer from the notes page of this unit.

UNIT 7 · Prose

Unit 7: The Two Bargains

> **Central idea:** Generosity is the noblest bargain a person can make. Hazrat Usman (RA) bought the well of Bi'r Roma and gave away a thousand camel-loads of grain, not for profit, but for the pleasure of Allah. True wealth is what we give, not what we keep.

This lesson tells us about the generosity of Hazrat Usman (RA), one of the closest companions of the Holy Prophet (peace be upon him) and the third Caliph of Islam. He was one of the richest men of Madina, but he was also the most generous. The lesson describes two of his great bargains.

The first bargain was the well of Bi'r Roma. A Jew owned the only well of sweet water in Madina and sold its water at a high price. The Muslims could not afford it, so the Holy Prophet (peace be upon him) promised Paradise to whoever would buy the well. Hazrat Usman (RA) bought half the well, and on his days the water was free for all. Later he bought the whole well and gave it for the benefit of everyone.

The second bargain took place during a famine in the time of Hazrat Umar (RA). A thousand camel-loads of grain belonging to Hazrat Usman (RA) reached Madina. Traders offered him a large profit, but he refused, saying he had already sold his stock to Allah, who promises many times the reward. The grain was distributed free among the people.

The lesson teaches that generosity is the best trade. Money spent for Allah never goes waste; it returns many times over, in this world and the next. A generous person is loved by people and honoured by Allah.

Key points to remember

- Hazrat Usman (RA) was a close companion of the Prophet and the third Caliph.
- First bargain: he bought the well of Bi'r Roma and made its water free for the people.
- Second bargain: during a famine he gave a thousand camel-loads of grain free to the people of Madina.
- He refused a large profit, saying he had sold his goods to Allah.
- Theme: generosity — true wealth is what we give in the way of Allah.

Important words

- **Generosity** — the quality of giving freely and willingly
- **Bargain** — an agreement in which something is bought or sold; a deal
- **Famine** — a time when there is very little food and many people go hungry
- **Endowment** — something given for the lasting benefit of people
- **Companion** — a close friend and follower, here of the Holy Prophet (peace be upon him)

Unit 7: The Two Bargains — Short & Long Questions

Short questions

Q1. Who was Hazrat Usman (RA)?

Answer: Hazrat Usman (RA) was one of the closest companions of the Holy Prophet (peace be upon him) and the third Caliph of Islam. He was known for his wealth and his generosity.

Q2. What was the first bargain in the lesson?

Answer: Hazrat Usman (RA) bought the well of Bi'r Roma, whose water a Jew sold at a high price. He first bought half the well and later the whole of it, and made the water free for the people.

Q3. Why did the Jew agree to sell half the well?

Answer: He thought it would be more profitable to make the rich merchant Hazrat Usman (RA) his partner, but on Usman's days the water was free, so the Jew earned little.

Q4. What was the second bargain?

Answer: During a famine, a thousand camel-loads of grain belonging to Hazrat Usman (RA) reached Madina. He refused a large profit from traders and had the grain distributed free among the people.

Q5. Why did Hazrat Umar (RA) weep?

Answer: He wept because he was deeply moved by the generosity of Hazrat Usman (RA), who gave away a thousand camel-loads of grain free of cost during the famine.

Long questions

Q1. Write a summary of the lesson 'The Two Bargains'.

Answer: The lesson describes the generosity of Hazrat Usman (RA) through two bargains. First, the well of Bi'r Roma in Madina belonged to a Jew who sold its water at a high price. On the Prophet's promise of Paradise, Hazrat Usman (RA) bought half the well and made water free on his days, and later bought the whole well for the benefit of all. Second, during a famine in the time of Hazrat Umar (RA), a thousand camel-loads of his grain arrived in Madina. He refused the traders' offer of a large profit, saying he had sold his stock to Allah, and distributed the grain free among the people. The lesson teaches that generosity is the best bargain, because what is spent for Allah returns many times over.

Q2. What is the theme of 'The Two Bargains' and what does it teach us?

Answer: The theme of the lesson is generosity. Hazrat Usman (RA) was rich, but he used his wealth to serve people, not to increase his own profit. He bought the well of Bi'r Roma and gave away a thousand camel-loads of grain, expecting his reward from Allah alone. The lesson teaches us that true wealth is what we give, not what we keep. A generous person is loved by people, earns the pleasure of Allah, and leaves a good name behind him.

UNIT 7 · MCQs WITH ANSWER KEY

Unit 7: The Two Bargains — Multiple Choice Questions

Choose the correct option (A, B, C or D) for each question. The answer key is given at the end of this page.

1. The theme of 'The Two Bargains' is
(A) tolerance (B) dignity of labour (C) generosity (D) nature

2. Hazrat Usman (RA) was the
(A) first Caliph (B) second Caliph (C) third Caliph (D) fourth Caliph

3. The well of Bi'r Roma was owned by a
(A) Muslim trader (B) Jew (C) Christian monk (D) Roman soldier

4. Hazrat Usman (RA) first bought
(A) the whole well (B) half the well (C) a bucket (D) the land around it

5. On Hazrat Usman's days, the water of the well was
(A) sold dearly (B) free for all (C) closed (D) given only to Muslims

6. During the famine, how many camel-loads of grain arrived?
(A) one hundred (B) five hundred (C) a thousand (D) ten thousand

7. Hazrat Usman (RA) refused the traders' profit because he had sold his stock to
(A) the king (B) Allah (C) the Caliph (D) the poor

8. Hazrat Umar (RA) wept because he was moved by Usman's
(A) wealth (B) generosity (C) power (D) age

9. The grain was distributed among the people of
(A) Makkah (B) Madina (C) Taif (D) Kufa

10. True wealth, according to the lesson, is what we
(A) keep (B) give in the way of Allah (C) hide (D) spend on luxury

Answer key: 1-C, 2-C, 3-B, 4-B, 5-B, 6-C, 7-B, 8-B, 9-B, 10-B

Tip: first answer the MCQs from memory, then check the key. Revise every wrong answer from the notes page of this unit.

UNIT 8 · Poem

Unit 8: Hope Is the Thing with Feathers (Poem — Emily Dickinson)

> **Central idea:** Hope is like a small bird that lives in the soul and sings sweetly even in the hardest times. It never leaves us, it never asks for anything in return, and it keeps us alive through every storm.

This poem is written by Emily Dickinson, a famous American poet. She compares hope to a bird with feathers that lives inside the human soul. The comparison is simple, but it carries a deep meaning: hope is light, free and always present, like a bird that can fly above every difficulty.

The bird of hope sings a sweet song, and its song is heard most clearly in difficult times. In the coldest and strangest seas, that is, in the worst troubles of life, the little bird keeps singing and never stops. It gives courage to the person who is suffering, even when no one else can help.

The most beautiful quality of hope is that it asks for nothing in return. It does not demand money, praise or reward. It gives comfort freely, to everyone, in every place. That is why hope is the greatest strength of the human heart.

The poem teaches us never to lose hope. In failure, illness or sorrow, hope keeps us going and helps us wait for better days. A person who keeps hope alive can face any storm of life. Note: this unit discusses the poem by theme and central idea only; no lines of the poem are quoted here.

Key points to remember

- The poet is Emily Dickinson, a famous American poet.
- Hope is compared to a bird with feathers living in the soul.
- The bird sings sweetly, even in the hardest and coldest times.
- Hope never asks for anything in return; it gives comfort freely.
- Central idea: hope keeps us alive and strong through every difficulty.

Important words

- **Feathers** — the light covering of a bird's body, used here as a symbol of lightness and freedom
- **Soul** — the spiritual part of a person
- **Gale** — a very strong wind; a storm
- **Extremity** — the furthest point, here the worst and hardest situation
- **Abash** — to make someone feel embarrassed or ashamed

UNIT 8 · QUESTIONS WITH ANSWERS

Unit 8: Hope Is the Thing with Feathers (Poem — Emily Dickinson) — Short & Long Questions

Short questions

Q1. Who wrote the poem 'Hope Is the Thing with Feathers'?

Answer: The poem was written by Emily Dickinson, a famous American poet known for her short, thoughtful poems.

Q2. To what is hope compared in the poem?

Answer: Hope is compared to a bird with feathers that lives in the soul and sings a sweet song.

Q3. When does the bird of hope sing most clearly?

Answer: It sings most clearly in hard times, in the coldest and most difficult situations, when a person needs courage the most.

Q4. What does hope ask in return for its comfort?

Answer: Hope asks for nothing in return. It gives comfort freely to everyone, without demanding any reward.

Q5. What is the central idea of the poem?

Answer: The central idea is that hope is a light, free and constant strength in the human heart. It keeps us going through every storm of life and never leaves us.

Long questions

Q1. Explain the comparison of hope with a bird in the poem.

Answer: The poet compares hope to a bird with feathers that lives in the soul. Like a bird, hope is light and free, and it can rise above every difficulty. The bird sings a sweet song, and its song is heard most clearly in hard times, in the coldest and stormiest situations of life. It never stops singing, even when the storm is at its worst. And like a bird that asks for nothing, hope gives its comfort freely and demands no reward. Through this comparison, the poet shows that hope is the constant, gentle strength that keeps the human heart alive.

Q2. What lesson does the poem teach us?

Answer: The poem teaches us never to lose hope. Life brings failure, illness, poverty and sorrow, and in those times hope is the one thing that stays with us. It sings in the soul, gives us courage, and helps us wait for better days. Because hope asks for nothing, it belongs to everyone, rich or poor. The lesson is to keep hope alive in every difficulty, because a person with hope can face any storm and still look forward to the future.

UNIT 8 · MCQs WITH ANSWER KEY

Unit 8: Hope Is the Thing with Feathers (Poem — Emily Dickinson) — Multiple Choice Questions

Choose the correct option (A, B, C or D) for each question. The answer key is given at the end of this page.

1. The poem 'Hope Is the Thing with Feathers' was written by
(A) William Wordsworth (B) Emily Dickinson (C) John Keats (D) Leigh Hunt

2. Hope is compared to a bird with
(A) claws (B) feathers (C) a cage (D) a nest

3. The bird of hope lives in the
(A) forest (B) soul (C) sky (D) sea

4. The bird sings sweetly even in the
(A) hardest times (B) happy times only (C) spring only (D) morning only

5. Hope asks for
(A) money (B) praise (C) nothing in return (D) food

6. The bird's song is heard most clearly in
(A) good weather (B) a storm (C) silence (D) sleep

7. The central idea of the poem is that hope
(A) is useless (B) keeps us strong in difficulty (C) belongs to the rich (D) dies quickly

8. Emily Dickinson was a poet from
(A) England (B) America (C) France (D) India

9. Hope is described as light and
(A) heavy (B) free (C) expensive (D) frightening

10. A person who keeps hope alive can face
(A) any storm of life (B) nothing at all (C) only easy days (D) only rich people

Answer key: 1-B, 2-B, 3-B, 4-A, 5-C, 6-B, 7-B, 8-B, 9-B, 10-A

Tip: first answer the MCQs from memory, then check the key. Revise every wrong answer from the notes page of this unit.

UNIT 9 · Prose

Unit 9: The Fantastic Shoemaker

> **Central idea:** Honest, skilful work is the true mark of a craftsman. Zarin Gul, the shoemaker of Qissa Khawani Bazar, made durable shoes and never compromised on quality, while big companies won customers by advertising, not by work.

The story is told by the author, Waheedullah, who remembers the shoemaker Zarin Gul of Peshawar. As a boy, he went with his father in Ramadan to order a new pair of shoes for Eid at a small shop in the busy Qissa Khawani Bazar. The shop was quiet and simple, with a few old stools, pairs of shoes, a smooth stone, a heavy mallet, an awl and a three-legged anvil.

Zarin Gul was a middle-aged man of about fifty, authoritative and confident in his knowledge of shoes. His word about shoes was final; no one dared to question it. He only made shoes that were ordered, and he never took advance payment. He believed that a shoemaker should be paid only when the customer was satisfied.

His priorities were durability and suitability. He used the best material and worked with his brain and his experience, not only with his hands. His shoes lasted a long time, and his customers trusted him completely. For him, shoemaking was an art, not just a trade.

When the author visited him again after fifteen years abroad, Zarin Gul complained bitterly about the big multinational shoe companies. They made poor-quality shoes but won the market by advertisement, not by work. They had no self-respect, he said, because they used their hands, not their brains and experience. The story ends sadly: when the author returned to collect his shoes, the little shop had been taken over by a famous shoe brand.

Key points to remember

- The author is Waheedullah; the shoemaker is Zarin Gul of Qissa Khawani Bazar, Peshawar.
- The shop was small, quiet and simple, with only the tools of the trade.
- Zarin Gul's priorities were durability and suitability; he never compromised on quality.
- He took no advance payment and was paid only when the customer was satisfied.
- Theme: honesty and dignity of labour; big firms win by advertisement, the craftsman by work.

Important words

- **Durability** — the ability to last a long time without breaking or wearing out
- **Suitability** — being right or fit for a particular purpose or person
- **Authoritative** — commanding respect because of knowledge and confidence
- **Multinational** — a large company that operates in many countries
- **Advertisement** — a public notice or announcement that tries to persuade people to buy something

Unit 9: The Fantastic Shoemaker — Short & Long Questions

Short questions

Q1. Who is Zarin Gul?

Answer: Zarin Gul is a skilled and honest shoemaker of Qissa Khawani Bazar in Peshawar. He is famous for making durable shoes and for never compromising on quality.

Q2. How did the author first meet Zarin Gul?

Answer: As a boy, the author went with his father in Ramadan to order a new pair of shoes for Eid at Zarin Gul's small shop in Qissa Khawani Bazar.

Q3. Describe the shop of Zarin Gul.

Answer: It was a small, quiet shop in a busy street. It had a few old wooden stools, pairs of shoes, a smooth square stone, a heavy mallet, an awl and a three-legged anvil. A signboard read 'Zarin Gul and Brothers'.

Q4. What were Zarin Gul's priorities in making shoes?

Answer: His priorities were durability and suitability. He used the best material and made shoes that lasted a long time and fitted the customer perfectly.

Q5. What was Zarin Gul's complaint against big firms?

Answer: He complained that big firms made poor-quality shoes but won the market by advertisement, not by work. They used their hands, not their brains and experience, and had no self-respect.

Long questions

Q1. Why is Zarin Gul called 'the fantastic shoemaker'?

Answer: Zarin Gul is called the fantastic shoemaker because of his honesty, skill and devotion to his art. He knew shoemaking like the back of his hand and his word about shoes was final. He used the best material, made only shoes that were ordered, and never took advance payment; he was paid only when the customer was satisfied. His shoes were famous for durability and suitability and lasted a long time. Unlike big companies, he relied on work, not advertisement. His integrity and craftsmanship make him a fantastic shoemaker and a model of the dignity of labour.

Q2. What is the conflict in the story, and what does it teach us?

Answer: The conflict is between the honest local craftsman and the big multinational shoe companies. The companies make poor-quality shoes, but they win customers through advertisement, while skilled craftsmen like Zarin Gul lose their business. In the end, even Zarin Gul's shop is taken over by a famous brand. The story teaches us the value of honest, skilful work and warns us that a society which prefers advertisement to quality destroys its craftsmen. It also teaches that true respect comes from good work, not from show and publicity.

UNIT 9 · MCQs WITH ANSWER KEY

Unit 9: The Fantastic Shoemaker — Multiple Choice Questions

Choose the correct option (A, B, C or D) for each question. The answer key is given at the end of this page.

1. The author of 'The Fantastic Shoemaker' is
(A) Zarin Gul (B) Waheedullah (C) Nasiruddin (D) Iqbal

2. Zarin Gul's shop was in
(A) Qissa Khawani Bazar, Peshawar (B) Anarkali, Lahore (C) Saddar, Karachi (D) Raja Bazar, Rawalpindi

3. Zarin Gul's priorities were
(A) price and fashion (B) durability and suitability (C) speed and cheapness (D) advertisement and show

4. Zarin Gul took payment
(A) in advance always (B) only when the customer was satisfied (C) double the price (D) in dollars

5. For Zarin Gul, shoemaking was an
(A) art (B) burden (C) game (D) joke

6. Big firms won the market by
(A) good work (B) advertisement (C) honesty (D) low prices

7. Zarin Gul was about how old?
(A) thirty (B) fifty (C) twenty (D) seventy

8. The tools in the shop included a mallet, an awl and a
(A) hammer of gold (B) three-legged anvil (C) sewing machine (D) computer

9. The theme of the story is honesty and the dignity of
(A) wealth (B) labour (C) fashion (D) war

10. In the end, Zarin Gul's shop was taken over by a
(A) famous shoe brand (B) school (C) mosque (D) bank

Answer key: 1-B, 2-A, 3-B, 4-B, 5-A, 6-B, 7-B, 8-B, 9-B, 10-A

Tip: first answer the MCQs from memory, then check the key. Revise every wrong answer from the notes page of this unit.

UNIT 10 · Prose

Unit 10: Technology in Everyday Life

> **Central idea:** Technology has changed every part of our daily life — how we communicate, learn, work, travel and stay healthy. It is a great blessing when used wisely, and a danger when used without care.

Technology means the use of scientific knowledge to make tools, machines and systems that help us in daily life. In a few decades it has changed the world more than centuries of change before it. Today we cannot imagine life without electricity, mobile phones, computers and the internet.

In communication, technology has made the world a small village. We can talk to a person in another country in seconds, send messages, and see our loved ones on a video call. In education, students can read books, watch lessons and take classes online from the best teachers in the world.

Technology also serves health, farming and business. Doctors use modern machines to find and treat diseases; farmers get weather news and better seeds; shopkeepers sell their goods online to customers far away. In homes, machines wash clothes, cook food and keep us cool in summer and warm in winter.

But technology has dangers too. Too much screen time harms the eyes and health; false news spreads quickly; and some people waste hours on games and social media. The wise use of technology means using it for learning and work, keeping a balance, and never letting machines control our lives.

Key points to remember

- Technology is the use of scientific knowledge to make useful tools and systems.
- It has made communication instant across the whole world.
- It helps education, health, farming, business and home life.
- Too much screen time, false news and addiction are its dangers.
- Wise use means balance: use technology for learning and work, not for waste.

Important words

- **Communication** — the act of sharing information, ideas and feelings with others
- **Innovation** — a new idea, method or device
- **Device** — a machine or tool made for a particular purpose
- **Addiction** — the state of being unable to stop doing something harmful
- **Balance** — a state in which different things are in the right amounts

UNIT 10 · QUESTIONS WITH ANSWERS

Unit 10: Technology in Everyday Life — Short & Long Questions

Short questions

Q1. What is technology?

Answer: Technology is the use of scientific knowledge to make tools, machines and systems that help us in our daily life, such as phones, computers and machines.

Q2. How has technology changed communication?

Answer: It has made communication instant. We can call, message or video-call a person in another country in seconds, and the world has become like a small village.

Q3. How does technology help students?

Answer: Students can read e-books, watch video lessons, attend online classes, and learn from the best teachers in the world without leaving home.

Q4. How does technology help farmers and doctors?

Answer: Farmers get weather news, better seeds and market prices, while doctors use modern machines to find and treat diseases quickly and accurately.

Q5. What are the dangers of technology?

Answer: Too much screen time harms health and eyesight, false news spreads quickly, and people can waste hours on games and social media or become addicted.

Long questions

Q1. Describe the benefits of technology in everyday life.

Answer: Technology has changed every part of daily life. In communication, we can talk to anyone in the world in seconds. In education, students learn through e-books, video lessons and online classes. In health, doctors use modern machines to diagnose and treat diseases. Farmers use weather news and better methods to grow more food, and shopkeepers sell goods online. At home, machines wash, cook, clean and keep us comfortable. In short, technology saves time, reduces hard work and brings knowledge and services to every door.

Q2. How should we use technology wisely?

Answer: We should use technology as a tool, not as a master. It should be used for learning, work and useful communication, with fixed hours for screens and regular time for study, play and rest. We should check news before believing it, keep our personal information safe, and avoid wasting hours on games and social media. Parents and teachers should guide children in its use. In this way technology remains a blessing instead of becoming a danger to health, studies and character.

UNIT 10 · MCQs WITH ANSWER KEY

Unit 10: Technology in Everyday Life — Multiple Choice Questions

Choose the correct option (A, B, C or D) for each question. The answer key is given at the end of this page.

1. Technology is the use of scientific knowledge to make
(A) poems (B) useful tools and systems (C) stories (D) songs

2. Modern communication has made the world like a
(A) big desert (B) small village (C) dark forest (D) high mountain

3. Students benefit from technology through
(A) online classes and e-books (B) only games (C) only films (D) only music

4. Doctors use modern machines to
(A) cook food (B) diagnose and treat diseases (C) grow crops (D) build houses

5. Farmers use technology to get
(A) weather news and better seeds (B) free land (C) new animals only (D) more rain

6. A danger of too much screen time is harm to
(A) wealth (B) health and eyesight (C) roads (D) books

7. False news on the internet spreads
(A) slowly (B) quickly (C) never (D) only by post

8. Wise use of technology means keeping a
(A) balance (B) secret (C) distance (D) silence

9. Technology at home helps us to
(A) wash, cook and stay comfortable (B) sleep all day (C) avoid work completely (D) forget studies

10. Technology should be our
(A) master (B) tool and servant (C) enemy (D) god

Answer key: 1-B, 2-B, 3-A, 4-B, 5-A, 6-B, 7-B, 8-A, 9-A, 10-B

Tip: first answer the MCQs from memory, then check the key. Revise every wrong answer from the notes page of this unit.

UNIT 11 · Prose

Unit 11: Safety First

> **Central idea:** Most accidents can be prevented by care and simple rules. 'Safety First' means thinking about safety before everything else — on the road, at home, at school and in play.

Every day we hear of accidents on roads, in homes and at workplaces. Most of these accidents are not fate; they happen because of carelessness, hurry or ignorance of simple safety rules. The lesson 'Safety First' teaches us that prevention is better than cure.

Road safety is the most important part. We should walk on the footpath, cross the road at the zebra crossing, look both ways, and never run across a busy road. Cyclists and motorcyclists should wear helmets, and no one should use a mobile phone while driving. Speed and carelessness kill thousands of people every year.

Safety at home is equally important. We should handle electricity with care, keep medicines away from children, store sharp tools safely, and never play with fire or gas. In the kitchen, hot oil and open flames need special care. A small first-aid box should be kept in every home.

At school and in play, we should follow the teacher's instructions, use equipment properly, and never push or fight. If an accident happens, we should stay calm, give first aid if we know it, and call an elder or a doctor at once. Remember: safety first, and safety always.

Key points to remember

- Most accidents happen because of carelessness and hurry, and can be prevented.
- Walk on the footpath and cross the road only at the zebra crossing.
- Helmets, seat belts and obeying traffic rules save lives.
- At home, handle electricity, fire, gas and medicines with care.
- In an accident, stay calm, give first aid if possible, and call an elder or doctor.

Important words

- **Prevention** — stopping something bad from happening before it happens
- **Zebra crossing** — a marked place on the road where people may cross safely
- **Helmet** — a hard hat worn to protect the head
- **First aid** — the first simple medical help given to an injured person
- **Carelessness** — not giving enough attention to what one is doing

UNIT 11 · QUESTIONS WITH ANSWERS

Unit 11: Safety First — Short & Long Questions

Short questions

Q1. What does 'Safety First' mean?

Answer: It means giving safety the first place in everything we do. We should think about safety before acting, on the road, at home, at school and in play.

Q2. How should we cross a road safely?

Answer: We should cross only at the zebra crossing, look both ways, wait for the traffic to stop, and never run across a busy road.

Q3. Why should motorcyclists wear helmets?

Answer: A helmet protects the head in an accident. Most deaths in motorcycle accidents are caused by head injuries, which a helmet can prevent.

Q4. What safety rules should we follow at home?

Answer: We should handle electricity, fire and gas with care, keep medicines and sharp tools away from small children, and keep a first-aid box ready.

Q5. What should we do if an accident happens?

Answer: We should stay calm, give first aid if we know how, and call an elder, a teacher or a doctor at once. We should never crowd around the injured person.

Long questions

Q1. Describe the important rules of road safety.

Answer: Road safety begins with walking on the footpath and crossing the road only at the zebra crossing, after looking both ways. We should never run across a busy road or play on it. Cyclists and motorcyclists must wear helmets, and car passengers should use seat belts. Drivers must obey traffic signals, keep to the speed limit, and never use a mobile phone while driving. Children should not ride motorcycles. These simple rules save thousands of lives every year, because most road accidents are caused by speed, carelessness and breaking traffic rules.

Q2. How can we keep our homes safe from accidents?

Answer: We can keep our homes safe by handling electricity with dry hands and never touching broken wires, by turning off gas and stoves after use, and by keeping matches and lighters away from children. Medicines should be stored in a high, locked place, and sharp knives and tools should be kept safely. Hot oil and open flames in the kitchen need special care. Every home should have a first-aid box, and all family members should know basic first aid. Care and attention at home prevent most household accidents.

UNIT 11 · MCQs WITH ANSWER KEY

Unit 11: Safety First — Multiple Choice Questions

Choose the correct option (A, B, C or D) for each question. The answer key is given at the end of this page.

1. 'Safety First' means giving safety the
(A) last place (B) first place (C) no place (D) second place

2. We should cross the road at the
(A) middle of traffic (B) zebra crossing (C) sharp turn (D) bus stop

3. A helmet protects the
(A) hands (B) head (C) feet (D) eyes

4. Most accidents happen because of
(A) fate only (B) carelessness and hurry (C) good luck (D) rain only

5. While driving, one should never use a
(A) mirror (B) mobile phone (C) seat belt (D) horn

6. Medicines at home should be kept away from
(A) adults (B) small children (C) doctors (D) guests

7. First aid is the first simple help given to an
(A) injured person (B) animal (C) car (D) house

8. Prevention is better than
(A) cure (B) care (C) rest (D) work

9. Seat belts are used in
(A) bicycles (B) cars (C) boats only (D) trains only

10. In an accident we should stay
(A) calm (B) angry (C) silent forever (D) far from help

Answer key: 1-B, 2-B, 3-B, 4-B, 5-B, 6-B, 7-A, 8-A, 9-B, 10-A

Tip: first answer the MCQs from memory, then check the key. Revise every wrong answer from the notes page of this unit.

UNIT 12 · Poem

Unit 12: The Old Woman

> **Central idea:** Old age deserves respect, patience and love. The old woman in the poem is a picture of quiet suffering and dignity; her life reminds us to honour our elders and to care for them while they are with us.

This poem presents the picture of an old woman who has grown weak with age. Her body is bent, her steps are slow, and she lives a lonely life. The poet looks at her with sympathy and draws our attention to the hardships of old age, which every person will face one day.

The central idea is respect for elders. The old woman has spent her whole life working for her family and for others. Now, in her old age, she needs care, patience and kind words. Instead of ignoring her, we should listen to her, help her in her daily needs, and give her the honour she deserves.

The poem also teaches us a lesson about life itself. Youth and strength do not last forever. The young person of today is the old person of tomorrow. If we treat our elders with love now, our own children will learn to treat us the same way when we grow old.

The mood of the poem is gentle and sad, but not hopeless. It asks us to look at old people with the eyes of the heart. A small act of kindness, a smile, a helping hand, can bring great comfort to an old person. Note: this unit discusses the poem by theme and central idea only; no lines of the poem are quoted here.

Key points to remember

- The poem paints a picture of an old woman, weak and lonely in her old age.
- Its central idea is respect, patience and love for elders.
- The old woman spent her life serving her family; now she needs care in return.
- Youth and strength do not last; the young of today will be old tomorrow.
- A small act of kindness can bring great comfort to an old person.

Important words

- **Elder** — an older person, especially one who deserves respect
- **Lonely** — sad because one has no friends or company
- **Dignity** — the state of being worthy of honour and respect
- **Sympathy** — a feeling of pity and understanding for someone in difficulty
- **Bent** — curved or stooping, here because of old age

Unit 12: The Old Woman — Short & Long Questions

Short questions

Q1. What picture does the poem give of the old woman?

Answer: It pictures her as weak, bent and lonely in her old age, moving slowly and living a hard, quiet life.

Q2. What is the central idea of the poem?

Answer: The central idea is respect and care for elders. Old people deserve patience, love and honour after a lifetime of serving their families.

Q3. Why should we respect old people?

Answer: Because they spent their lives working for us and for society. In old age they are weak and need our care, patience and kind words.

Q4. What lesson about life does the poem teach?

Answer: It teaches that youth and strength do not last forever. The young person of today will be old tomorrow, so we should treat elders as we wish to be treated.

Q5. How can we bring comfort to an old person?

Answer: By listening to them patiently, helping them in daily needs, speaking kindly, and giving them time and company. Small acts of kindness mean a great deal to them.

Long questions

Q1. Describe the theme of the poem 'The Old Woman'.

Answer: The poem is a gentle and moving picture of old age. The old woman is weak, bent and lonely, and the poet looks at her with sympathy. Its theme is respect for elders: after a lifetime of work and sacrifice for their families, old people deserve care, patience and honour. The poem also reminds us that youth does not last. The strong young person of today will be the weak old person of tomorrow. So we should treat our elders with the love and respect we would wish for ourselves in old age.

Q2. What should be our attitude towards old people in our homes and society?

Answer: Our attitude should be one of respect, patience and love. At home, we should listen to our elders, help them in their daily work, and speak to them kindly and politely. We should never mock their slowness or forgetfulness. In society, we should give them seats, help them cross roads, and visit lonely old people. Islam also teaches us to honour our parents and elders. In this way we repay a small part of what they have done for us, and we set a good example for our own children.

UNIT 12 · MCQs WITH ANSWER KEY

Unit 12: The Old Woman — Multiple Choice Questions

Choose the correct option (A, B, C or D) for each question. The answer key is given at the end of this page.

1. The poem 'The Old Woman' presents a picture of
(A) childhood (B) old age (C) youth (D) wealth

2. The central idea of the poem is respect for
(A) elders (B) kings (C) poets (D) teachers only

3. The old woman in the poem is described as
(A) strong and rich (B) weak and lonely (C) young and happy (D) angry and proud

4. Old people deserve our
(A) mockery (B) care, patience and love (C) neglect (D) fear

5. Youth and strength
(A) last forever (B) do not last forever (C) never change (D) belong to the rich

6. The mood of the poem is gentle and
(A) angry (B) sad (C) funny (D) proud

7. A small act of kindness can bring great comfort to an
(A) old person (B) rich person (C) young child only (D) animal only

8. We should treat elders as we wish to be treated when we grow
(A) rich (B) old (C) famous (D) strong

9. The poet looks at the old woman with
(A) anger (B) sympathy (C) hatred (D) jealousy

10. Islam teaches us to honour our
(A) parents and elders (B) wealth (C) enemies (D) neighbours only

Answer key: 1-B, 2-A, 3-B, 4-B, 5-B, 6-B, 7-A, 8-B, 9-B, 10-A

Tip: first answer the MCQs from memory, then check the key. Revise every wrong answer from the notes page of this unit.

UNIT 13 · Composition

Unit 13: Letter to the Newspaper Editor

> **Central idea:** A letter to the editor is the citizen's way of speaking to the public and the authorities. Written politely and clearly, it can draw attention to a problem and ask for its solution.

Newspapers are read by thousands of people, including officers and leaders. A letter to the editor is a short, formal letter published in a newspaper. Through it, an ordinary citizen can raise a public problem, praise a good step, or suggest an improvement.

The letter has a fixed form. It begins with the sender's address and the date, then the address of the editor, a subject line, and a polite salutation. The body has three parts: the purpose of writing, the details of the problem, and a request for action. It ends with a polite closing and the writer's name.

The language must be polite, clear and to the point. We should state facts, not abuse anyone, and give useful suggestions. A good letter is short, because editors do not publish very long letters. One problem, one letter, is the best rule.

Common subjects are the problems of a locality: dirty streets, broken roads, shortage of water, load-shedding, high prices, or the need for a park, a library or a school. A well-written letter can wake up the authorities and help the whole community.

Key points to remember

- A letter to the editor lets a citizen raise a public problem through the newspaper.
- Form: sender's address, date, editor's address, subject, salutation, body, closing, name.
- Body: purpose, details of the problem, request for action.
- Language must be polite, clear, factual and short.
- One problem per letter; give useful suggestions, never abuse anyone.

Important words

- **Editor** — the person who is in charge of a newspaper and decides what is published
- **Salutation** — the words of greeting at the start of a letter, such as 'Sir'
- **Locality** — a particular area or neighbourhood
- **Grievance** — a complaint about something unfair or wrong
- **Authorities** — the people or offices that have the power to take action

Unit 13: Letter to the Newspaper Editor — Short & Long Questions

Short questions

Q1. What is a letter to the newspaper editor?

Answer: It is a short formal letter written to the editor of a newspaper, published so that the public and the authorities can read about a problem or a suggestion.

Q2. What is the form of such a letter?

Answer: It has the sender's address, the date, the editor's address, a subject line, a polite salutation, a three-part body, a closing and the writer's name.

Q3. What are the three parts of the body?

Answer: The first part states the purpose of writing, the second gives the details of the problem, and the third requests action and gives suggestions.

Q4. What kind of language should be used?

Answer: The language should be polite, clear, factual and short. We should state facts, give useful suggestions, and never abuse anyone.

Q5. What problems are usually raised in such letters?

Answer: Problems of a locality, such as dirty streets, broken roads, shortage of water, load-shedding, high prices, or the need for a park, library or school.

Long questions

Q1. Write a letter to the editor of a newspaper about the problem of dirty streets in your locality.

Answer: The student should write: sender's address and date at the top, then 'The Editor, (name of newspaper), (city)'. Subject: 'Dirty streets in our locality'. Salutation: 'Sir,'. Body: first paragraph states the purpose, that the streets of the locality are full of dirt and garbage. Second paragraph gives details: no regular sweeping, garbage heaps, bad smell, danger of disease, especially for children. Third paragraph requests the authorities to arrange regular cleaning and dustbins, and asks the editor to publish the letter to draw attention to the problem. Closing: 'Yours faithfully,' followed by the writer's name. The tone must stay polite throughout.

Q2. Why is a letter to the editor useful for citizens?

Answer: A letter to the editor is useful because newspapers reach thousands of readers, including officers and leaders. A single citizen cannot meet the authorities easily, but a published letter puts the problem before the whole public. It creates pressure on the authorities to act, and it informs other citizens about the problem. It also teaches the writer to express an opinion clearly and politely. In this way the letter is a peaceful and democratic way of asking for the rights of the community.

UNIT 13 · MCQs WITH ANSWER KEY

Unit 13: Letter to the Newspaper Editor — Multiple Choice Questions

Choose the correct option (A, B, C or D) for each question. The answer key is given at the end of this page.

1. A letter to the editor is written to the editor of a
(A) book (B) newspaper (C) magazine of songs (D) diary

2. The letter begins with the sender's address and the
(A) weather (B) date (C) age (D) price

3. The body of the letter has how many main parts?
(A) one (B) two (C) three (D) five

4. The language of the letter should be
(A) rude and long (B) polite, clear and short (C) full of abuse (D) very difficult

5. A good rule for such a letter is one problem per
(A) day (B) letter (C) year (D) person

6. The salutation in a letter to the editor is usually
(A) Dear friend (B) Sir (C) Hello there (D) My dear

7. The letter ends with a polite closing and the writer's
(A) age (B) name (C) salary (D) address of enemy

8. Such letters usually raise problems of a
(A) locality (B) foreign country (C) planet (D) dream

9. A letter to the editor helps citizens to ask for their
(A) rights (B) money only (C) fame (D) revenge

10. Before writing, the writer should collect true
(A) stories (B) facts (C) jokes (D) songs

Answer key: 1-B, 2-B, 3-C, 4-B, 5-B, 6-B, 7-B, 8-A, 9-A, 10-B

Tip: first answer the MCQs from memory, then check the key. Revise every wrong answer from the notes page of this unit.

UNIT 14 · Prose

Unit 14: Biodiversity in Pakistan

> **Central idea:** Pakistan is rich in plants and animals, from the high mountains of the north to the sea coast of the south. This biodiversity is a national treasure, but it is under threat, and protecting it is our duty.

Biodiversity means the variety of living things: plants, animals and the places where they live. Pakistan is blessed with great biodiversity because its land includes high mountains, forests, rivers, deserts and a sea coast. Each region has its own special plants and animals.

Among animals, Pakistan is famous for the markhor, the snow leopard, the Indus dolphin, the blackbuck and many kinds of birds, including the migratory houbara bustard. Its forests hold deodar, pine and juniper trees, and its fields grow wheat, rice, cotton and sugarcane. These living things give us food, medicine, timber and clean air.

But this treasure is in danger. Forests are being cut down, rivers are polluted, and animals are hunted for sport and trade. When a species disappears, it is lost forever, and the balance of nature is broken. Climate change and growing population add to the danger.

Protecting biodiversity is everyone's duty. We should plant trees, stop hunting protected animals, keep rivers clean, and support national parks and wildlife reserves. Schools can help by teaching children to love nature. If we protect nature today, it will protect us tomorrow.

Key points to remember

- Biodiversity is the variety of plants, animals and their habitats.
- Pakistan has mountains, forests, rivers, deserts and a sea coast, each with special life.
- Famous species include the markhor, snow leopard, Indus dolphin and houbara bustard.
- Dangers: cutting of forests, pollution, hunting and climate change.
- Protection: plant trees, stop illegal hunting, keep rivers clean, support national parks.

Important words

- **Biodiversity** — the variety of living things in a place
- **Species** — a group of living things of the same kind
- **Habitat** — the natural place where a plant or animal lives
- **Migratory** — moving from one place to another with the seasons
- **Conservation** — the protection of nature and wildlife

Unit 14: Biodiversity in Pakistan — Short & Long Questions

Short questions

Q1. What is biodiversity?

Answer: Biodiversity is the variety of living things in a place: the plants, the animals and the places where they live, from forests and rivers to deserts and seas.

Q2. Why is Pakistan rich in biodiversity?

Answer: Because its land includes high mountains, forests, rivers, deserts and a sea coast. Each region has its own climate and its own special plants and animals.

Q3. Name some famous animals of Pakistan.

Answer: The markhor, the snow leopard, the Indus dolphin, the blackbuck, and migratory birds such as the houbara bustard are famous animals of Pakistan.

Q4. What dangers threaten biodiversity in Pakistan?

Answer: Forests are being cut down, rivers are polluted, animals are hunted, and climate change and a growing population add to the danger.

Q5. How can we protect biodiversity?

Answer: We can plant trees, stop illegal hunting, keep rivers clean, protect forests, and support national parks and wildlife reserves.

Long questions

Q1. Describe the biodiversity of Pakistan.

Answer: Pakistan is rich in biodiversity because of its varied land. The high mountains of the north are home to the snow leopard and the markhor. The forests hold deodar, pine and juniper trees. The rivers, including the Indus, are home to the rare Indus dolphin and many kinds of fish. The deserts and plains have the blackbuck and many birds, and every winter migratory birds such as the houbara bustard visit Pakistan. Our fields grow wheat, rice, cotton and sugarcane. All these living things give us food, medicine, timber, clean air and beauty, and they keep the balance of nature.

Q2. Why is biodiversity in danger, and how can we save it?

Answer: Biodiversity is in danger because forests are cut for timber and farming, rivers are polluted with waste, and animals are hunted for sport and trade. Climate change and a growing population increase the pressure. When a species disappears, it is lost forever and the balance of nature is broken. We can save it by planting trees, enforcing laws against illegal hunting, keeping rivers clean, and protecting national parks and wildlife reserves. Schools and the media should teach people to love nature, because protecting nature today means protecting our own future.

UNIT 14 · MCQs WITH ANSWER KEY

Unit 14: Biodiversity in Pakistan — Multiple Choice Questions

Choose the correct option (A, B, C or D) for each question. The answer key is given at the end of this page.

1. Biodiversity means the variety of
(A) rocks only (B) living things in a place (C) buildings (D) roads

2. Pakistan's national animal is the
(A) lion (B) markhor (C) tiger (D) elephant

3. The snow leopard lives in the
(A) deserts (B) high mountains of the north (C) sea coast (D) plains

4. The Indus dolphin lives in the
(A) forest (B) Indus River (C) desert (D) mountains

5. The houbara bustard is a
(A) migratory bird (B) fish (C) snake (D) tree

6. A danger to biodiversity is the cutting of
(A) forests (B) hair (C) cloth (D) paper

7. When a species disappears, it is lost
(A) for a year (B) forever (C) for a day (D) for a month

8. Conservation means the protection of
(A) nature and wildlife (B) buildings (C) money (D) roads

9. We can protect nature by planting
(A) trees (B) flags (C) houses (D) fences

10. National parks help to protect
(A) wildlife (B) shops (C) factories (D) roads

Answer key: 1-B, 2-B, 3-B, 4-B, 5-A, 6-A, 7-B, 8-A, 9-A, 10-A

Tip: first answer the MCQs from memory, then check the key. Revise every wrong answer from the notes page of this unit.

UNIT 15 · Poem

Unit 15: Abou Ben Adhem (Poem — Leigh Hunt)

> **Central idea:** The love of fellow human beings is the highest form of worship. Abou Ben Adhem's name is written first among those who love God, because he loved his fellow men.

This poem is written by Leigh Hunt, an English poet. It tells the story of Abou Ben Adhem, a good and simple man. One night he wakes from a deep dream of peace and sees an angel in his room, writing in a book of gold. Abou asks the angel what it is writing, and the angel answers that it is writing the names of those who love God.

Abou asks whether his name is in the book. The angel replies that it is not. Abou does not lose heart. He asks the angel to write his name as one who loves his fellow men. The angel writes it and disappears.

The next night the angel returns, and now it shows Abou the list of those whom God's love has blessed. To his surprise and joy, the name of Abou Ben Adhem stands at the very top of the list. His love for humanity has made him first among the lovers of God.

The poem teaches a great truth of all religions: serving and loving human beings is the true way of loving God. Prayers and worship are empty if the heart has no love for people. Note: this unit discusses the poem by theme and central idea only; no lines of the poem are quoted here.

Key points to remember

- The poet is Leigh Hunt; the poem tells the story of Abou Ben Adhem.
- An angel writes in a book of gold the names of those who love God.
- Abou's name is not in the book, so he asks to be written as one who loves his fellow men.
- The next night his name stands first on the list of those blessed by God's love.
- Central idea: love of humanity is the highest form of worship.

Important words

- **Ben Adhem** — son of Adhem; the name of the hero of the poem
- **Vision** — something seen in a dream or in the mind
- **Blessed** — favoured and protected by God
- **Fellow men** — other human beings
- **Worship** — the act of showing love and honour to God

Unit 15: Abou Ben Adhem (Poem — Leigh Hunt) — Short & Long Questions

Short questions

Q1. Who wrote the poem 'Abou Ben Adhem'?

Answer: The poem was written by Leigh Hunt, an English poet. It tells the story of a good man named Abou Ben Adhem.

Q2. What did Abou see in his room one night?

Answer: He woke from a deep dream of peace and saw an angel writing in a book of gold in his room.

Q3. What was the angel writing?

Answer: The angel was writing the names of those who love God.

Q4. What did Abou ask the angel to do?

Answer: When he learned his name was not in the book, he asked the angel to write his name as one who loves his fellow men.

Q5. Why was Abou's name first on the list the next night?

Answer: Because his love for his fellow human beings was accepted as the love of God. Love of humanity is the highest form of worship.

Long questions

Q1. Retell the story of the poem 'Abou Ben Adhem' in your own words.

Answer: One night Abou Ben Adhem woke from a deep dream of peace and saw an angel in his room, writing in a book of gold. He asked what the angel was writing, and it answered that it was writing the names of those who love God. Abou asked if his name was there, and the angel said it was not. Abou did not lose heart. He asked the angel to write his name as one who loves his fellow men. The angel wrote it and vanished. The next night the angel came again and showed the list of those blessed by God's love. To Abou's joy, his name stood at the very top of the list.

Q2. What is the message of the poem 'Abou Ben Adhem'?

Answer: The message of the poem is that the love of humanity is the true love of God. Abou Ben Adhem's name was not first written among those who love God, but when he asked to be written as a lover of his fellow men, his name came first on the blessed list. The poem teaches that worship without love for people is empty. Serving others, helping the poor, forgiving enemies and treating everyone with kindness is the best way to please God. This is a message for people of every faith.

UNIT 15 · MCQs WITH ANSWER KEY

Unit 15: Abou Ben Adhem (Poem — Leigh Hunt) — Multiple Choice Questions

Choose the correct option (A, B, C or D) for each question. The answer key is given at the end of this page.

1. The poem 'Abou Ben Adhem' was written by
(A) William Wordsworth (B) Leigh Hunt (C) Emily Dickinson (D) John Keats

2. Abou Ben Adhem saw an angel writing in a book of
(A) silver (B) gold (C) paper (D) stone

3. The angel was writing the names of those who love
(A) wealth (B) God (C) kings (D) poetry

4. At first, Abou's name was
(A) first on the list (B) not in the book (C) last on the list (D) written in red

5. Abou asked the angel to write him as one who loves his
(A) fellow men (B) money (C) house (D) garden

6. The next night, Abou's name stood
(A) last (B) first on the list (C) nowhere (D) in the middle

7. The central message of the poem is that love of humanity is the highest form of
(A) wealth (B) worship (C) fame (D) power

8. Abou woke from a deep dream of
(A) fear (B) peace (C) anger (D) sorrow

9. The angel appeared in Abou's
(A) garden (B) room (C) mosque (D) palace

10. Worship without love for people is
(A) complete (B) empty (C) enough (D) perfect

Answer key: 1-B, 2-B, 3-B, 4-B, 5-A, 6-B, 7-B, 8-B, 9-B, 10-B

Tip: first answer the MCQs from memory, then check the key. Revise every wrong answer from the notes page of this unit.

Grammar & Composition Guide

1. Tenses — the three times

Present: what happens now or usually. *She reads a book. They play cricket every day.* **Past:** what already happened. *She read a book. They played cricket yesterday.* **Future:** what will happen. *She will read a book. They will play cricket tomorrow.* Each tense has four forms: simple, continuous, perfect and perfect continuous. Learn the helping verbs (is/am/are, was/were, has/have/had, will/shall) and the three forms of the main verb.

2. Active and passive voice

In the active voice the subject does the action: *Ali wrote a letter.* In the passive voice the action is done to the subject: *A letter was written by Ali.* To change active into passive, make the object the new subject, use the correct form of *be*, and use the third form of the verb. The doer (by + agent) is often left out when it is not important.

3. Direct and indirect speech

Direct speech repeats the exact words: *He said, "I am busy."* Indirect speech reports them: *He said that he was busy.* When changing to indirect speech, move the tense one step back (present becomes past), change pronouns as needed, and change words of time and place (now becomes then, today becomes that day).

4. Parts of speech — a quick reminder

Noun names a person, place or thing. **Pronoun** stands for a noun. **Verb** shows an action or state. **Adjective** describes a noun. **Adverb** describes a verb, an adjective or another adverb. **Preposition** shows relation (in, on, at, under). **Conjunction** joins words and sentences (and, but, because). **Interjection** shows sudden feeling (Alas! Hurrah!).

5. Pairs of words and correct use of verbs

Some words sound alike but differ in meaning (for example, *accept* and *except*, *affect* and *effect*). Learn them in pairs with one example sentence each. For correct use of verbs, match the verb with its subject in number and person: *He goes* (not *He go*), *They go* (not *They goes*).

Grammar & Composition Guide (continued)

6. Letters and applications

Personal letter: to a friend or relative — friendly tone, sender's address and date at the top, greeting, body in two or three paragraphs, closing such as *Yours sincerely*. **Formal letter / letter to the editor:** see Unit 13 — polite, factual and short, with a subject line. **Application:** to the head of an institution — *To, The Principal*, subject, respectful body stating the request and the reason, closing *Yours obediently*, name, class and roll number.

7. Story writing

A story is built from an outline or a moral. Begin by introducing the characters and the place, then tell the events in order, then end with the result and the moral. Keep the story short and in the past tense. Useful outlines: the hare and the tortoise (slow and steady wins the race), the thirsty crow (necessity is the mother of invention), the fox and the grapes, the lion and the mouse (even the weak can help the strong), unity is strength, honesty is the best policy.

8. Comprehension of a passage

Read the passage twice before answering. First read for the general idea, then read again slowly and underline the answers. Answer in your own words, in complete sentences, and keep to the point. For a summary, pick the main ideas only and write them in about one third of the original length.

9. Paraphrase of a poem stanza

Paraphrase means saying the same idea in your own simple prose words. Read the stanza carefully, find its central idea, and write it in plain sentences without copying the poet's words. Keep the same meaning and the same order of ideas. Never add your own opinions to a paraphrase.

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

Translate the meaning, not word by word. First understand the whole sentence, then write it in natural, correct language in the other tongue. Keep the tense the same, and check the sentence after writing it. Practise daily with ten sentences from the textbook exercises and from everyday life.

Exam advice: attempt the MCQs first, then the short questions, then the long questions. Leave time at the end to read your paper again and correct spellings and grammar.

Revision Checklist

Use this page in the last week before the examination. Tick each item when you can do it without looking at the book.

- I can name all 15 units in order and state the central idea of each one.
- I can explain the tolerance of the Holy Prophet (peace be upon him) with two examples (Unit 1).
- I can explain Iqbal's message of khudi and character (Unit 2).
- I can describe the Quaid's honesty and determination (Unit 3).
- I can explain the central idea of *The Daffodils* and of *Hope Is the Thing with Feathers* without quoting any line (Units 4 and 8).
- I can state the main points of the Madina Charter (Unit 5).
- I can tell the two bargains of Hazrat Usman (RA) (Unit 7).
- I can describe Zarin Gul, his shop and his complaint against big firms (Unit 9).
- I can list five uses and three dangers of technology (Unit 10).
- I can state five road-safety rules and five home-safety rules (Unit 11).
- I can write a letter to the editor in correct form (Unit 13).
- I can name five species of Pakistan and three ways to protect them (Unit 14).
- I can retell the story of Abou Ben Adhem and its message (Unit 15).
- I can change ten active sentences into passive voice and ten direct sentences into indirect speech.
- I can write one application, one personal letter, and one story from an outline.
- I have practised English-to-Urdu and Urdu-to-English translation every day this week.

A note to students

English is learned by reading, writing and speaking every day, not by memorising notes at the last moment. Read each unit aloud, write the answers in your own words, and speak a few sentences of English with your friends daily. May Allah bless your efforts with success.