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UNIQUE NOTES

ENGLISH **10**

According to the New Curriculum of PECTAA (2026-27)



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Letter from the Research & Development (R&D) Department

Dear Respected Educators,

- It gives us great pleasure to present the sample chapter of our newly developed notes for the academic session 2026–27.
- These notes have been prepared with dedication and careful planning by our Research & Development team in line with the latest curriculum requirements.
- Designed to meet modern educational standards and student needs, these notes include accurate textbook solutions, additional questions, exam-focused practice material, and clear explanations to support excellent results.
- We believe that quality guidance and smart preparation lead to student success. Therefore, these notes aim to help students excel academically and compete for top positions.
- We are pleased to share this first chapter so your institution may begin planning and preparation while the complete books are being finalized.
- We sincerely hope these notes will prove valuable for your teachers and students. Your trust continues to inspire us to maintain the highest standards of educational excellence.

With best regards,

Ziyad Khan

Principal

Research & Development Department

CONTENTS

UNIT	CHAPTER	TOPIC	PAGE
1	Prose 1	Hazrat Muhammad's (رسول الله ﷺ) Social Reforms for the Rights of Women, Orphans and Slaves	01
2	Poem 1	My Beloved Pakistan (<i>Anonymous</i>)	20
3	Prose 2	Digital Globalisation Transforming the English Language	33
4	Prose 3	The Earth: Act Now for Tomorrow	45
5	Prose 4	The Happy Prince	56
Review 1			74
6	Prose 5	Drug Abuse	77
7	Poem 2	Time (<i>Percy Bysshe Shelley</i>)	87
8	Prose 6	Pollution-Free Pakistan with Greenery All Around	97
9	Poem 3	The Road Not Taken (<i>Robert Frost</i>)	111
10	Prose 7	The Three Questions	127
Review 2			143
11	Grammar	Correct Use of Verb	148
12	Composition	Essay Writing	160
13	Composition	Paragraph Writing	176
14	Grammar	Direct and Indirect Narration	184
15	Grammar	Pairs of Words	200
16	Translation	Translation Paragraphs	205
17	Grammar	Preposition	217
Model Paper English-10			221

SYLLABUS

1. English 10 (PECTAA)
2. English Grammar & Composition 9-10 (PCTB)

Paper Pattern

ITEM	QUESTION	Q #	MARKS
1	Verbs	1a	5
2	Spellings	1b	4
3	Words / Meanings	1c	5
4	Grammar	1d	5
5	Short Questions	2	10
6	Translation of English Paragraph into Urdu / Rewrite in Simple English	3	8
7	Summary / Explain with Reference to the Context	4	5
8	Essay / Paragraph	5	15
9	Indirect Narration	6	5
10	Pairs of Words	7	5
11	Translation of Urdu Paragraph into English	8	8
<i>Syllabus</i>	<i>Textbook + Grammar + Composition + Translation</i>	8	75

Unit 01

Hazrat Muhammad's (ﷺ) Social Reforms for the Rights of Women, Orphans and Slaves

حضرت محمد (رسول اللہ ﷺ) کی خواتین، یتیموں اور غلاموں کے حقوق کے لیے معاشرتی اصلاحات

Pre-reading

- What challenges do you think marginalized groups such as women, orphans, or slaves faced in pre-Islamic societies, and why might reforming their rights have been considered revolutionary at the time?

10601001

Ans. In pre-Islamic societies, women had no rights, orphans were neglected and slaves were treated as inferior. Reforming their rights was revolutionary because it challenged the old traditions, and promoted justice, equality and human dignity.

Sr.	Words	Pronunciation	POS	Synonyms	Meanings
1	transformed	/træns'fɔ:rmɪd/	v	changed, altered	تبدیل کیا
2	compassion	/kəm'pæʃ.ən/	n	sympathy, mercy	ہمدردی، رحم دلی
3	ground-breaking	/'graʊnd,breɪ.kɪŋ/	adj	revolutionary	انقلابی، انتہائی اہم
4	marginalized	/'mɑ:r.dʒɪ.nəl.aɪzɪd/	adj	ignored, sidelined	نظر انداز، پس ماندہ
5	oppressed	/ə'prest/	adj	persecuted	مظلوم، دبے ہوئے
6	embedded	/ɪm'bed.ɪd/	v/adj	rooted, implanted	پیوست
7	advent	/'æd.vent/	n	arrival, coming	آمد، ظہور
8	patriarchal	/'peɪ.tri'ɑ:r.kəl/	adj	male-dominated	سردارانہ، پدرانہ
9	deprived	/dɪ'praɪvd/	v	bereft	محروم کیا
10	exploitation	/'ek.sploɪ'teɪ.ʃən/	n	abuse, misuse	استحصا
11	subhuman	/sʌb'hju:mən/	adj	bestly, inferior	انسان سے کمتر
12	sweeping	/'swi:piŋ/	adj	extensive, broad	وسیع، ہمہ گیر
13	reverence	/'rev.ər.əns/	n	deep respect	تعظیم، انتہائی ادب
14	piety	/'paɪ.ə.ti/	n	holiness	تقویٰ، پرہیزگاری

15	mandated	/'mæn.deɪ.tɪd/	v	ordered, required	لازمی، حکم دیا
16	inheritance	/ɪn'her.ɪ.təns/	n	heritage, legacy	وراثت، ترکہ
17	ordained	/ɔ:r'deɪnd/	v	decreed	مقرر کردہ، بحکم الہی
18	consent	/kən'sent/	n	agreement	رضامندی، اجازت
19	provision	/prə'vɪʒ.ən/	n	supply	بندوبست، مہیا کرنا
20	matrimonial	/'mæt.rɪ'moʊ.ni.əl/	adj	marital, wedded	ازدواجی
21	treaties	/'tri:tɪz/	n	agreements	معاهدے
22	destitute	/'des.tɪ.tu:t/	n/adj	needy, very poor	مسکین، انتہائی غریب
23	accountable	/ə'kaʊn.tə.bəl/	adj	answerable	جوابدہ
24	entrenched	/ɪn'trentʃt/	adj	deep-seated	جڑا ہوا، پیوست
25	abolition	/'æb.ə'lɪʃ.ən/	n	end, termination	خاتمہ
26	upheaval	/ʌp'hi:vəl/	n	confusion, chaos	انتشار، ابتری
27	emancipation	/i,mæn.sɪ'peɪ.ʃən/	n	freedom	آزادی، رہائی
28	expiation	/'ek.spi'eɪ.ʃən/	n	atonement	کفارہ، تلافی
29	privation	/'praɪ'veɪ.ʃən/	n	hardship, lack	محرومی، تنگ دستی
30	exhort	/ɪg'zɔ:rt/	v	urge, encourage	تلقین کرنا
31	inseparable	/ɪn'sep.rə.bəl/	adj	indivisible	نا قابل جدا
32	charter	/'tʃɑ:r.tər/	n	document	منشور
33	superiority	/'su:prɪ.ɪ'ɔ:r.ə.ti/	n	supremacy	فضیلت، برتری
34	kindred	/'kɪn.drəd/	n	family, relatives	خاندان، اعزہ
35	enmities	/'en.mə.tɪz/	n	hostilities	دشمنیاں، عداوتیں
36	abstain	/əb'steɪn/	v	refrain, desist	باز رہنا، اجتناب کرنا
37	suffices	/sə'faɪ.sɪz/	v	satisfies	کافی ہوتا ہے
38	combat	/'kɒm.bæt/	n	battle, fight	لڑائی، جنگ
39	reckon	/'rek.ən/	v	calculate, judge	حساب لینا، شمار کرنا
40	distinction	/'dɪ.stɪŋk.ʃən/	n	difference	فرق، امتیاز

English Text	Urdu Translation
<p>1. Hazrat Muhammad (رسول اللہ ﷺ) is the Last Rasool of Allah (سُبْحَانَهُ وَتَعَالَى). In the 7th-century Arabia, he (ﷺ) transformed a deeply tribal and unjust society into one, based on values of justice, compassion, and equality. Among his (ﷺ) most groundbreaking reforms were those aimed at uplifting the most marginalized and oppressed groups of his (ﷺ) time: women, orphans, and slaves. His (ﷺ) teachings to reform the society are embedded in the Qur'an and his (ﷺ) practices (Sunnah), which continue to influence millions across the globe.</p>	<p>1- حضرت محمد (رسول اللہ ﷺ) اللہ (سُبْحَانَهُ وَتَعَالَى) کے آخری رسول ہیں۔ آپ (ﷺ) نے ساتویں صدی کے عرب میں ایک گہرے قبائلی اور غیر منصفانہ معاشرے کو ایک ایسے معاشرے میں تبدیل کر دیا جو عدل، شفقت اور مساوات کی اقدار پر مبنی تھا۔ آپ (ﷺ) کی سب سے زیادہ انقلابی اصلاحات میں سے وہ تھیں جن کا مقصد اپنے (ﷺ) وقت کے انتہائی نظر انداز اور مظلوم گروہوں: خواتین، یتیموں اور غلاموں، کو بہتر بنانا تھا۔ معاشرے کی اصلاح کے لیے آپ (ﷺ) کی تعلیمات قرآن اور آپ (ﷺ) کے اعمال (سنت) میں پیوست ہیں، جو دنیا بھر میں لاکھوں کو متاثر کر رہی ہیں۔</p>
<p>2. Before the advent of Islam, Arabian society was marked by a strong tribal structure, patriarchal norms, and social inequality. Women were deprived of their basic human rights and even in some cases, newborn girls were buried alive. Orphans were a subject to exploitation and often left without care or protection. Slavery was widespread, and slaves were considered subhuman, with no rights or legal recognition. In this environment, Hazrat Muhammad (رسول اللہ ﷺ) introduced sweeping reforms based on the principles of human dignity, justice, and mercy.</p>	<p>2- عرب معاشرہ اسلام کی آمد سے پہلے مضبوط قبائلی نظام، پدرانہ اصولوں اور سماجی عدم مساوات کی وجہ سے نمایاں تھا۔ خواتین اپنے بنیادی انسانی حقوق سے محروم تھیں اور حتیٰ کہ بعض صورتوں میں نوزائیدہ بچیوں کو زندہ دفن کر دیا جاتا تھا۔ یتیم استحصال کا شکار تھے اور اکثر بغیر دیکھ بھال یا تحفظ کے چھوڑ دیے جاتے تھے۔ غلامی عام تھی اور غلاموں کو انسان سے کمتر، بلا حقوق یا قانونی شناخت، سمجھا جاتا تھا۔ حضرت محمد (رسول اللہ ﷺ) نے اس ماحول میں انسانی وقار، انصاف اور رحم کے اصولوں پر مبنی وسیع اصلاحات متعارف کروائیں۔</p>
<p>3. Hazrat Muhammad's (رسول اللہ ﷺ) teachings fundamentally altered the status of women in Arabian society. He (ﷺ) emphasized the spiritual and moral equality of men and women, as stated in the Qur'an: "O humankind! Surely, We have created you from a single (pair of) male and female, and made you into tribes and families so that you</p>	<p>3- حضرت محمد (رسول اللہ ﷺ) کی تعلیمات نے عرب معاشرے میں خواتین کے مقام کو بنیادی طور پر تبدیل کر دیا۔ آپ (ﷺ) نے مردوں اور عورتوں کی روحانی و اخلاقی برابری پر زور دیا، جیسا کہ قرآن میں بیان ہوا:</p>

may know one another (and so build mutuality and co-operative relationships, not so that you may take pride in your differences of race or social rank, and breed enmities). Surely the noblest, most honourable of you in God's [Allah (سُبْحَانَهُ وَتَعَالَى)] sight is the one best in piety, righteousness, and reverence for God [Allah (سُبْحَانَهُ وَتَعَالَى)]. Surely God [Allah (سُبْحَانَهُ وَتَعَالَى)] is All-Knowing, All-Aware." (Qur'an 49:13)

”اے نوعِ انسان! بے شک ہم نے تمہیں ایک مرد اور عورت (کے جوڑے) سے پیدا کیا، اور تمہارے قبیلے اور خاندان بنائے تاکہ تم ایک دوسرے کو جان سکو (اور تاکہ اشتراک اور باہمی تعلقات بناؤ، نہ کہ تم اپنے نسلی یا معاشرتی رتبے کے اختلافات پر فخر کرو، اور دشمنیاں پیدا کرو۔) بے شک خدا [اللہ (سُبْحَانَهُ وَتَعَالَى)] کی نظر میں تم میں سے سب سے زیادہ معزز و مکرم وہ ہے جو سب سے زیادہ پرہیزگار، نیکوکار اور خدا [اللہ (سُبْحَانَهُ وَتَعَالَى)] کا ادب کرنے والا ہے۔ بے شک خدا [اللہ (سُبْحَانَهُ وَتَعَالَى)] سب جاننے والا، پورا باخبر ہے۔“
(قرآن 49:13)

4. He (ﷺ) granted women legal rights which were unheard of in many societies at that time. Under Islamic law, women were given the basic human rights to:

a. Own and inherit property: The Qur'an mandated rights of inheritance for women as, "For the male heirs is a share out of what parents and near kindred leave behind, and for the female heirs is a share of what parents and near kindred leave behind, whether it (the inheritance) be little or much – a share ordained by God [Allah (سُبْحَانَهُ وَتَعَالَى)]." (Surah An-Nisa 4:7), ensuring they could **inherit** from their fathers, husbands, and children.

b. Consent to marriage: Women could no longer be forced into marriage. The Rasoolullah (ﷺ) emphasized that a woman's consent was a necessary condition for a valid marriage.

c. Divorce and maintenance: Islam introduced rules regarding the fair treatment of women in divorce, including **financial** support. The Qur'an tells: "Likewise, there should be a provision for the divorced women according to customary good and religiously approvable practice, as a duty

4- آپ (ﷺ) نے خواتین کو وہ قانونی حقوق عطا کیے جو اس وقت بہت سے معاشروں میں ان سے تھے۔ اسلامی قانون کے تحت خواتین کو بنیادی انسانی حقوق دیے گئے:

الف۔ جائیداد کی ملکیت و وراثت: قرآن نے خواتین کے لیے وراثت کے حقوق یوں مقرر کیے: ”مردوں کے لیے اس میں سے حصہ ہے جو والدین اور قریبی رشتہ دار چھوڑ جائیں، اور عورتوں کے لیے اس میں سے حصہ ہے جو والدین اور قریبی رشتہ دار چھوڑ جائیں، خواہ وہ (ترکہ) تھوڑا ہو یا زیادہ۔ خدا [اللہ (سُبْحَانَهُ وَتَعَالَى)] کی طرف سے مقرر کردہ حصہ۔“ (سورہ النساء: 7)، یقینی بناتے ہوئے کہ وہ اپنے باپوں، شوہروں اور بچوں سے وراثت حاصل کر سکیں۔

ب۔ شادی کی اجازت: خواتین کو اب شادی پر مجبور نہیں کیا جاسکتا تھا۔ رسول اللہ (ﷺ) نے زور دیا کہ جائز شادی کے لیے خاتون کی اجازت لازمی شرط ہے۔

ج۔ طلاق اور نفقہ: اسلام نے طلاق کی صورت میں خواتین کے ساتھ منصفانہ سلوک بشمول مالی معاونت بارے قوانین متعارف کروائے۔ قرآن بتاتا ہے: ”اسی طرح مطلقہ عورتوں کے لیے رسمی نیکی اور مذہبی پسندیدہ عمل کے مطابق خرچہ ہونا چاہیے، خدا خونی رکھنے والے پرہیزگاروں پر بطور فرض۔“ (قرآن 2:241)

<p>upon the God-revering, pious.” (Qur’an 2:241)</p> <p>d. Education and knowledge: The Rasoolullah (ﷺ) encouraged the pursuit of knowledge for both men and women. He (ﷺ) said: “<i>Seeking knowledge is obligatory upon every Muslim.</i>”</p>	<p>د۔ تعلیم اور علم: رسول اللہ (ﷺ) نے مردوں اور عورتوں دونوں کے لیے علم کے حصول کی حوصلہ افزائی کی۔ آپ (ﷺ) نے فرمایا: ”علم حاصل کرنا ہر مسلمان پر فرض ہے۔“</p>
<p>5. Hazrat Muhammad (رسول اللہ ﷺ) also redefined the role of women in family and society. His (ﷺ) matrimonial life served as an example of mutual respect and partnership. He (ﷺ) involved women in public matters, allowing them to voice their opinions, participate in treaties, and even serve in combat when necessary.</p>	<p>5۔ حضرت محمد (رسول اللہ ﷺ) نے خاندان اور معاشرے میں خواتین کے کردار کی بھی نئے سرے سے وضاحت کی۔ آپ (ﷺ) کی ازدواجی زندگی نے باہمی احترام اور رفاقت کی بہترین مثال کا کام کیا۔ آپ (ﷺ) نے خواتین کو انہیں اپنی آرا کا اظہار کرنے، معاہدوں میں شرکت کرنے اور حتیٰ کہ بوقتِ ضرورت جنگ میں خدمت انجام دینے کی اجازت دیتے ہوئے عوامی معاملات میں شریک کیا۔</p>
<p>6. Orphans were very helpless in the time before Islam. Hazrat Muhammad (رسول اللہ ﷺ) said that those who care for orphans will be close to him in Paradise. Through his (ﷺ) teachings and actions, he (ﷺ) encouraged people to treat orphans with love, respect, and kindness. The Qur’an tells people again and again to be kind and fair to orphans:</p> <p>“They give food, however great be their need for it, with pleasure to the destitute, and to the orphan, and to the captive.” (Qur’an 76:8)</p>	<p>6۔ اسلام سے پہلے کے دور میں یتیم بہت بے بس تھے۔ حضرت محمد (رسول اللہ ﷺ) نے فرمایا کہ جو یتیموں کی کفالت کرتے ہیں جنت میں آپ کے قریب ہوں گے۔ آپ (ﷺ) نے اپنی (ﷺ) تعلیمات اور اعمال کے ذریعے لوگوں کی یتیموں کے ساتھ محبت، احترام اور مہربانی سے پیش آنے کی حوصلہ افزائی کی۔ قرآن لوگوں کو یتیموں کے ساتھ مہربانی اور اچھا سلوک کرنے کا بار بار کہتا ہے:</p> <p>”وہ مسکین، یتیم اور قیدی کو خوش دلی سے کھانا کھلاتے ہیں چاہے انہیں اس کی بڑی ضرورت ہو۔“ (قرآن 76:8)</p>
<p>7. Hazrat Muhammad (رسول اللہ ﷺ) established strong ethical and legal frameworks for the protection of orphans:</p> <p>a. Guardianship with accountability: Those who took charge of orphaned children were held accountable for their treatment and the use of their wealth. The Qur’an says: “(Care for and) test the orphans well until they reach the age of marriage. Then, if you find them to be mature of mind, hand over to</p>	<p>7۔ حضرت محمد (رسول اللہ ﷺ) نے یتیموں کے تحفظ کے لیے مضبوط اخلاقی اور قانونی ڈھانچے تشکیل دیے:</p> <p>الف۔ جو ابد ہی کے ساتھ سرپرستی: جو یتیم بچوں کی ذمہ داری اٹھاتے انہیں ان کے رویے اور ان کے مال کے استعمال کا جوابدہ ٹھہرایا گیا۔ قرآن کہتا ہے: ”یتیموں (کی دیکھ بھال کرو اور) خوب جانچو یہاں تک کہ وہ شادی کی عمر کو پہنچ جائیں۔ پھر اگر تم انہیں ذہنی طور پر پختہ پاؤ تو</p>

them their property; and do not consume it by wasteful spending, nor do so in haste fearing that they will come of age (and so take it over). If the guardian is rich (enough to support himself and his family), let him abstain (from his ward's property); but if he is poor, let him consume thereof in a just and reasonable manner. When you hand (their property) over to them, let there be witnesses on their behalf. God [Allah (سُبْحَانَهُ وَتَعَالَى)] suffices as One Who reckons and settles the accounts (of His servants).” (Qur'an 4:6)

- b. Prohibition of exploitation:** Misusing or grabbing an orphan's property was declared a major sin. The Qur'an warns: "Surely those who consume the property of orphans wrongfully, certainly they consume a fire in their bellies; and soon they will be roasting in a Blaze (the like of which you have never seen and the degree of whose intensity none knows except God [Allah (سُبْحَانَهُ وَتَعَالَى)])." (Qur'an 4:10)

- c. Encouragement of care:** He (ﷺ) stated, "I and the one who looks after an orphan will be together in Paradise like this," and held up two fingers to illustrate closeness. (Sahih al-Bukhari)

8. Through his reforms, Hazrat Muhammad (رسول الله ﷺ) not only protected orphans legally but also **elevated** their status within the community. Now, taking care of them is recognized as a noble and rewarding act.

9. One of Hazrat Muhammad's (رسول الله ﷺ) most transformative contributions to society was his (ﷺ) approach to slavery. While slavery was a deeply entrenched institution in Arabia and across the world, the

ان کا مال ان کے حوالے کر دو؛ اور اسے فضول خرچی کر کے ضائع نہ کرو، نہ اس ڈر سے ایسا جلدی کرو کہ وہ بالغ ہو جائیں گے (اور لہذا اسے حاصل کر لیں گے)۔ اگر سرپرست (اتنا کہ وہ خود کو اور اپنے خاندان کو پال سکے) امیر ہو تو اسے (اپنے زیر کفالت کے مال) سے بچنا چاہیے؛ لیکن اگر وہ غریب ہو تو اسے اس میں سے منصفانہ اور معقول طریقے سے خرچ کرنا چاہیے۔ جب تم (ان کے مال) ان کے حوالے کرو تو ان کی طرف سے گواہیاں ہوں۔ خدا [اللہ (سُبْحَانَهُ وَتَعَالَى)] (اپنے بندوں کا) حساب لینے اور تصفیہ کرنے کے لیے کافی ہے۔“ (قرآن 4:6)

ب۔ استحصال کی ممانعت: یتیم کے مال کا غلط استعمال کرنا یا چھیننا کبیرہ گناہ قرار دیا گیا۔ قرآن تنبیہ کرتا ہے: ”بے شک جو یتیموں کا مال ناجائز کھاتے ہیں، یقیناً وہ اپنے پیٹوں میں آگ بھرتے ہیں، اور جلد وہ بھڑکتی ہوئی آگ میں جل رہے ہوں گے (جس جیسی تم نے کبھی نہیں دیکھی اور جس کی شدت کا درجہ خدا [اللہ (سُبْحَانَهُ وَتَعَالَى)] کے سوا کوئی نہیں جانتا)۔“ (قرآن 4:10)

ج۔ کفالت کی حوصلہ افزائی: آپ (ﷺ) نے فرمایا، ”میں اور جو یتیم کی کفالت کرتا ہے جنت میں اس طرح اکٹھے ہوں گے،“ اور قربت ظاہر کرنے کے لیے دو انگلیاں اٹھائیں۔ (صحیح البخاری)

8۔ حضرت محمد (رسول الله ﷺ) نے اپنی اصلاحات کے ذریعے نہ صرف یتیموں کا قانونی تحفظ کیا بلکہ معاشرے میں ان کا مقام بھی بلند کیا۔ اب ان کی کفالت کرنا ایک نیکی اور ثواب کا کام سمجھا جاتا ہے۔

9۔ معاشرے کے لیے حضرت محمد (رسول الله ﷺ) کے سب سے زیادہ انقلابی کاموں میں سے ایک آپ (ﷺ) کا غلامی کے بارے میں طرز عمل تھا۔ جب غلامی عرب اور پوری دنیا میں ایک گہرا جڑا ہوا نظام تھا تو رسول اللہ (ﷺ) نے ایسی

<p>Rasoolullah (ﷺ) initiated reforms that gradually undermined its foundation.</p>	<p>اصلاحات کا آغاز کیا جنہوں نے آہستگی سے اس کی بنیاد کھوکھی کر دی۔</p>
<p>10. Rather than an abrupt abolition, which could have caused severe economic and social upheaval, Islam introduced measures that promoted emancipation, human dignity, and equality:</p> <p>a. Encouragement of freeing slaves: Freeing slaves was regarded as a highly virtuous act and an expiation for various sins. The Qur'an explains: "It is the freeing of a bondsman (a slave or a captive); or feeding, on a day of privation, an orphan near of kin, or a poor wretch in misery. And being, besides, of those who believe and exhort one another to patience and exhort one another to pity and compassion. Those are they who are the people of happiness and prosperity (who will be given their Records in their right hands on Judgment Day)." (Qur'an 90:13-18) The Rasoolullah (ﷺ) freed many of his (ﷺ) own slaves and encouraged others to do the same.</p> <p>b. Equality and humane treatment: He (ﷺ) instructed Muslims to treat their slaves like brothers: "<i>Your slaves are your brothers. Feed them with what you eat and clothe them as you clothe yourselves...</i>" (Sahih Muslim)</p> <p>c. Legal rights and protections: Slaves were granted legal protections. Their mistreatment was prohibited, and they had the right to earn their freedom through a contract (<i>mukataba</i>).</p> <p>d. Integration and leadership: One of the most powerful examples is Hazrat Bilal ibn Rabah (رضی اللہ تعالیٰ عنہ), a former slave who became the Rasoolullah's (ﷺ) <i>muazzin</i> and a prominent sahabi. His</p>	<p>10- اچانک خاتمہ جو شدید معاشی و سماجی ابتری کا باعث بن سکتا تھا کی بجائے اسلام نے ایسے اقدامات متعارف کروائے جنہوں نے آزادی، انسانی عظمت اور مساوات کو فروغ دیا:</p> <p>الف۔ غلاموں کو آزاد کرنے کی حوصلہ افزائی: غلاموں کو آزاد کرنا ایک انتہائی نیک عمل اور مختلف گناہوں کا کفارہ سمجھا جاتا تھا۔ قرآن وضاحت کرتا ہے: "یہ کسی بندے (غلام یا قیدی) کا آزاد کرنا ہے، یا کسی قرابت دار یتیم، یا تکلیف زدہ بد قسمت غریب کو محرومی کے دن کھانا۔ اور اس کے علاوہ ان میں سے ہو جانا جو ایمان لاتے اور ایک دوسرے کو صبر کی تلقین کرتے، اور ایک دوسرے کو رحم و شفقت کی تلقین کرتے ہیں۔ وہی لوگ ہیں جو خوشی اور خوشحالی والے ہیں (جنہیں روزِ جزا ان کے اعمال نامے دائیں ہاتھ میں دیے جائیں گے)۔" (قرآن 90:13-18) رسول اللہ (ﷺ) نے اپنے (ﷺ) کئی غلام آزاد کیے اور دوسروں کی ایسا کرنے کی حوصلہ افزائی کی۔</p> <p>ب۔ مساوات اور مہربانہ سلوک: آپ (ﷺ) نے مسلمانوں کو اپنے غلاموں کے ساتھ بھائیوں جیسا سلوک کرنے کی ہدایت کی: "تمہارے غلام تمہارے بھائی ہیں۔ جو تم کھاتے ہو انہیں کھلاؤ اور جیسے تم خود پہنتے ہو انہیں پہناؤ..." (صحیح مسلم)</p> <p>ج۔ قانونی حقوق اور تحفظات: غلاموں کو قانونی تحفظات عطا کیے گئے۔ ان سے بدسلوکی کی ممانعت کی گئی اور انہیں ایک معاہدے (مکاتبہ) کے ذریعے اپنی آزادی حاصل کرنے کا حق دیا گیا۔</p> <p>د۔ انضمام اور قیادت: انتہائی زوردار مثالوں میں سے ایک حضرت بلال ابن رباح (رضی اللہ تعالیٰ عنہ)، ایک سابقہ غلام جو رسول اللہ (ﷺ) کے مؤذن اور ایک نمایاں صحابی بنے، کی ہے۔ ان</p>

<p>(رضی اللہ تعالیٰ عنہ) life symbolizes Islam's commitment to racial and social equality.</p>	<p>(رضی اللہ تعالیٰ عنہ) کی زندگی نسلی و سماجی مساوات کے لیے اسلام کی ذمہ داری کی علامت ہے۔</p>
<p>11. Hazrat Muhammad's (رسول اللہ ﷺ) reforms were not mere policies; they were part of a broader vision for a just and compassionate society. His (رسول اللہ ﷺ) emphasis on Tauheed [belief in the Oneness of Allah (سُبْحَانَهُ وَتَعَالَى)] was inseparable from a belief in the human brotherhood. By raising the status of women, protecting orphans, and granting dignity to slaves, he (رسول اللہ ﷺ) laid the foundation for a civilization that valued human rights and moral responsibility.</p>	<p>11- حضرت محمد (رسول اللہ ﷺ) کی اصلاحات محض حکمت عملیاں نہ تھیں؛ وہ ایک منصفانہ و مشفقانہ معاشرے کے وسیع تر تصور کا حصہ تھیں۔ آپ (رسول اللہ ﷺ) کا توحید [اللہ (سُبْحَانَهُ وَتَعَالَى)] کی وحدانیت پر یقین [پر زور انسانی بھائی چارے کے عقیدے سے ناقابل جدا تھا۔ آپ (رسول اللہ ﷺ) نے خواتین کا مقام بلند کر کے، یتیموں کی حفاظت کر کے اور غلاموں کو وقار عطا کر کے ایک ایسی تہذیب کی بنیاد رکھی جو انسانی حقوق اور اخلاقی ذمہ داری کی قدر کرتی تھی۔</p>
<p>12. His (رسول اللہ ﷺ) Last Sermon during the Farewell Pilgrimage is a timeless charter of equality and justice. He (رسول اللہ ﷺ) proclaimed: <i>"All mankind is from Adam and Eve. An Arab has no superiority over a non-Arab, nor does a non-Arab have superiority over an Arab; a white has no superiority over a black, nor does a black have superiority over a white—except by piety and good action."</i></p>	<p>12- آپ (رسول اللہ ﷺ) کا حجۃ الوداع کے دوران آخری خطبہ مساوات اور انصاف کا لازوال منشور ہے۔ آپ (رسول اللہ ﷺ) نے اعلان کیا: <i>"تمام نوب انسان آدم و حوا سے ہے۔ کسی عربی کو کسی عجمی پر کوئی برتری نہیں، نہ کسی عجمی کو کسی عربی پر کوئی برتری ہے؛ کسی گورے کو کسی کالے پر کوئی برتری نہیں، نہ کسی کالے کو کسی گورے پر کوئی برتری ہے۔ سوائے تقویٰ اور نیک عمل کے۔"</i></p>
<p>13. Hazrat Muhammad (رسول اللہ ﷺ) reformed the whole society. In an age where fairness was lacking, he (رسول اللہ ﷺ) brought forward a vision rooted in justice, mercy, and equality. His (رسول اللہ ﷺ) reforms in favour of women, orphans, and slaves were not only progressive for his (رسول اللہ ﷺ) time but also remain relevant even today. Through his (رسول اللہ ﷺ) teachings and actions, he (رسول اللہ ﷺ) improved the lives of women, orphans and slaves. His (رسول اللہ ﷺ) message</p>	<p>13- حضرت محمد (رسول اللہ ﷺ) نے سارے معاشرے کی اصلاح کی۔ آپ (رسول اللہ ﷺ) نے ایک ایسا دور جس میں عدل کا فقدان تھا میں انصاف، رحم اور مساوات میں پیوست ایک نظریہ پیش کیا۔ آپ (رسول اللہ ﷺ) کی خواتین، یتیموں اور غلاموں کے حق میں اصلاحات نہ صرف آپ (رسول اللہ ﷺ) کے وقت کے لیے ترقی پسندانہ تھیں بلکہ حتیٰ کہ آج بھی بر محل ہیں۔ آپ (رسول اللہ ﷺ) نے اپنی (رسول اللہ ﷺ) تعلیمات و افعال کے ذریعے خواتین، یتیموں اور غلاموں کی زندگیاں بہتر بنائیں۔ آپ</p>

encouraged people to live with honesty, care for others, and follow the path of righteousness. Today, his (ﷺ) reforms continue to guide and inspire millions around the world to build a just and peaceful society.

(ﷺ) کے پیغام نے لوگوں کے دیانتداری کے ساتھ رہنے، دوسروں کا خیال رکھنے اور نیکی کے راستے پر چلنے کی حوصلہ افزائی کی۔ آج ایک منصفانہ اور پرامن معاشرے کی تعمیر کے لیے آپ (ﷺ) کی اصلاحات دنیا بھر میں لاکھوں کو ہدایت دینا اور متاثر کرنا جاری رکھے ہوئے ہیں۔

Box Question

➤ What social injustices existed in pre-Islamic Arabian society?

10601002

Ans. Pre-Islamic Arabian society faced injustices like tribal discrimination, female infanticide, denial of women's rights, slavery, economic exploitation, lack of social equality, and oppression of the weak by powerful tribes.

Glossary

Sr.	Words	Meanings
1	accountable	answerable, liable, responsible
2	among	amid, between
3	elevated	exalted, lofty, raised
4	emancipation	freeing, liberation
5	emphasized	highlight, stress
6	equality	fairness, justice
7	financial	economic, monetary
8	human brotherhood	fellowship, fraternity
9	human dignity	self-respect, self-worth
10	inherit	become heir to, take over
11	inseparable	indivisible, mixed up
12	mutual	joint, reciprocal, shared
13	oppressed	abused, ill-treated
14	patriarchal	fatherly, paternal, priestly
15	prominent	eminent, important, well known
16	reform	betterment, improvement
17	relevant	applicable, apt, fitting
18	Tauheed	monotheism, oneness of Allah
19	widespread	common, extensive, general

Reading and Critical Thinking

A. Answer the following questions:

1. What was the social condition of women, orphans, and slaves in pre-Islamic Arabia? 10601003

Ans. In pre-Islamic Arabia, women were deprived of basic rights and treated improperly; female infants were sometimes buried alive. Orphans were exploited and left without protection. Slaves were considered subhuman, had no legal recognition, and were treated cruelly.

2. What are the three specific rights that Hazrat Muhammad (ﷺ) introduced for women? 10601004

Ans. Three specific rights introduced were:

- i. **Inheritance:** The right to own and inherit property.
- ii. **Consent to Marriage:** The right to accept or refuse a marriage proposal.
- iii. **Education:** The right to seek knowledge.

3. What role did the Qur'an play in guiding the Rasoolullah's (ﷺ) social reforms? Provide two examples. 10601005

Ans. The Qur'an served as the divine foundation for reforms.

i. Surah An-Nisa mandated inheritance shares for women.

ii. Surah Al-Hujurat established that honor is based on piety, not race.

4. How did Hazrat Muhammad

(رسول الله ﷺ) promote the emancipation of slaves? 10601006

Ans. He (ﷺ) promoted emancipation by making the freeing of slaves a virtuous act of worship and a method of expiation for sins.

5. What steps did Rasoolullah (ﷺ) take to ensure the humane treatment of slaves? 10601007

Ans. He (ﷺ) commanded that slaves be treated as brothers, fed the same food, and clothed in the same garments as their masters.

6. What values in the Rasoolullah's (ﷺ) reforms are still relevant to modern societies addressing social justice issues? 10601008

Ans. Values such as equality, justice, compassion, and human dignity are highly relevant today to address racism, gender inequality, and poverty.

Pronunciation, Pitch and Voice Variation:

1. **Pronunciation:** Pronunciation is the way in which a word or sound is spoken. It involves the correct articulation of sounds, including vowels and consonants, and the stress placed on syllables within a word.
2. **Pitch:** Pitch refers to the highness or lowness of a sound, determined by the frequency of sound waves. In speech, pitch is the rise and fall of the voice, which can convey different emotions and meanings.
3. **Voice Variation:** Voice variation encompasses changes in pitch, volume, and rate of speech to express different emotions, meanings, and emphasis.

Reading Practice (10-15 minutes):

Step 1: Assign students into pairs or small groups. Give each group one of the selected texts (fictional or nonfictional).

Step 2: Have each student read a passage aloud, focusing on pronunciation, pitch and voice variation.



A. Write a short story on “Kindness”. Apply the techniques you have learnt from the above given information.

Kindness

One scorching afternoon, Ali saw a tiny sparrow lying on the hot pavement. “Oh, no!” he whispered (Low Pitch). He gently scooped it up. He rushed home, shouting, “Mum! Look!” (High Pitch / Loud). They gave it water. When the bird finally flew away, Ali smiled. He realized that kindness, no matter how small, can save a life.

Figurative Language:

- 1. Simile:** A comparison between two unlike things using “like” or “as”.
Example: He is as brave as a lion.
- 2. Metaphor:** A direct comparison between two unlike things without using “like” or “as”.
Example: Time is a thief that steals our moments.
- 3. Personification:** Giving human characteristics to non-human things.
Example: The wind whispered through the trees.
- 4. Hyperbole:** An exaggeration used for emphasis or effect.
Example: I’ve told you a million times!
- 5. Onomatopoeia:** A word that imitates a sound.
Example: The piece of meat sizzled on the pan.
- 6. Alliteration:** The repetition of the same consonant beginning sound in a series of words.
Example: Peter Piper picked a peck of pickled peppers.
- 7. Idiom:** A phrase with a meaning different from its literal words.
Example: It’s raining cats and dogs.
- 8. Oxymoron:** Two contradictory terms used together.
Example: Deafening silence filled the room.

B. Fill in the blanks with appropriate figures of speech.

The old house **groaned in protest** as the storm rolled in (Personification), each gust of wind **howling like a hungry wolf** (Simile). Inside, Aslam sat frozen, convinced that **his courage had turned to stone** (Metaphor). **Crash!** went the window as the shutters slammed open (Onomatopoeia), making his heart leap. “**This storm is going to bury us alive!**” he cried (Hyperbole). **The bitter sweetness** of nostalgia crept over him as he remembered summers here (Oxymoron). “Why did I come back?” he asked aloud, “I’m really **in over my head now.**” (Idiom) Still, he tried to steady himself, **silently slipping sideways** to the door (Alliteration) hoping to escape before the storm made the house its next victim.

Vocabulary and Grammar

Meanings of Unknown Words:

The good readers should use different strategies to figure out unfamiliar or tricky words. You may use the following strategies to find out the meanings of different words given in a text:

- 1. Word Parts** (prefix, suffix, root)
- 2. Dictionary or Thesaurus** (their usage)
- 3. Multiple Meanings** (some words change meanings based on their usage)



4. Read the entire unit 1 and highlight 5 unknown or confusing words or phrases. Now, find out their meanings by using the above given strategy.

Sr.	Words	Meanings
1	embedded	implanted, fixed firmly
2	destitute	extremely poor, lacking basic needs
3	upheaval	a violent or sudden change, disruption
4	privation	a state in which things essential for human well-being are scarce
5	expiation	the act of making amends or reparation for guilt or wrongdoing

Context Clues:

Writers or authors often give hints or clues to the meanings of unfamiliar words in the sentences around them. So, the meaning of that particular word can be deduced from the words surrounding it.

A. Read the following paragraph and answer the questions given at the end:

“As the storm grew stronger, the waves began to **pummel** the shore with tremendous force. The wind howled, and trees bent under its pressure. Boats rocked violently in the harbor, and people ran to find shelter from the harsh weather. It was clear the storm wasn’t just a light drizzle—it was something much more powerful.”

1. What does the word “pummel” most likely mean in this paragraph? 10601009

Ans. It most likely means to hit repeatedly or strike violently. It refers to beating, especially with closed fists.

2. What clues in the paragraph help you figure it out? 10601010

Ans. The clues are “tremendous force”, “wind howled” and “trees bent.” These phrases describe violent, forceful action.

Exploring Idioms and Proverbs:

- Idiom:** An idiom is a phrase or an expression that has a meaning different from the literal meanings of the individual words.
- Proverb:** A proverb is a short, common saying that expresses a truth, piece of advice, or wisdom based on experience.

B. Read the following paragraph and answer the questions given at the end:

“Hina was feeling nervous about the school talent show. She almost backed out, but her mother reminded her, ‘**Nothing ventured, nothing gained.**’ Taking a deep breath, Hina decided to go for it. When she finally got on stage, she stumbled over her first line, but instead of panicking, she **kept her cool** and finished strong. In the end, she was proud that she faced her fears.”

1. What is the idiom in the paragraph? What does it mean? 10601011

Ans. The idiom is “kept her cool”. It means to remain calm and composed. It refers to maintaining a peaceful and controlled attitude.

2. What is the proverb? What lesson does it teach? 10601012

Ans. The proverb is “Nothing ventured, nothing gained.” It teaches that you cannot achieve success if you are not willing to take risks.

Oral Communication Skills

Responding to the Text by Giving Arguments and Opinions:

(A) Prepare a 2-3 minute oral presentation on “Social Justice” where you clearly state your opinion, provide supporting arguments, and address potential counter arguments.

Ans. Social Justice: “Assalam-o-Alaikum! In my opinion, social justice is the foundation of a peaceful society. It ensures equal opportunities in education and health. Without justice, crime rises. Some say inequality is natural, but I believe laws must be equal for everyone, just as the Prophet (ﷺ) taught. We must support the weak to build a strong nation.”

(B) Make groups of the students consisting of five students in each group. Now, ask them to prepare a speech on “The Qualities of a Great Leader”. Then one student of each group will deliver the speech before the class.

Ans. The Qualities of a Great Leader: “A great leader is a servant of the people. He must be honest to earn trust. He must have empathy to feel the pain of the poor. He must be courageous to make hard choices. A leader unites people through respect, not fear.”

Writing Skills

Editing and Proofreading:

(A) Edit and proofread the following paragraph and write the corrected one in your notebook.

Original Paragraph: “yesterday me and my friend went to the park we seen a group of kids playing soccer and decide to join them it was real fun and everyone was nice. after that we walk to the ice cream shop but it were closed. we was disapointed but we still had a great time”

Corrected Paragraph: “Yesterday, my friend and I went to the park. We saw a group of kids playing soccer and decided to join them. It was really fun, and everyone was nice. After that, we walked to the ice cream shop, but it was closed. We were disappointed, but we still had a great time.”

Hyphens & -ough Words:

Hyphen (-): A hyphen is a small dash used to connect words or parts of words. It helps make meaning clear in compound words.

Examples:

Hyphenated compound nouns (check-in, mother-in-law)

Hyphenated compound adjectives (well-known author, full-time job)

(B) Read the sentences and add hyphens where needed.

1. My sister has a part-time job.
2. The check-in desk is over there.
3. He gave a well-deserved speech.
4. She’s my mother-in-law.

-ough Letter String: Words with -ough are tricky because they are spelled the same, but pronounced differently.

Examples of different -ough sounds:

1. **Though** – sounds like “oh”
2. **Tough** – sounds like “uff”
3. **Through** – sounds like “oo”
4. **Thought** – sounds like “awt”

(C) Match the -ough word to its meaning:

Sr.	Words	Meanings
1	though	even if; however
2	cough	a sudden noise from the throat
3	rough	not smooth
4	enough	as much as needed
5	thought	an idea
6	through	to pass from one side to another

Writing a Paragraph Using the Process Approach:

The process approach to writing means planning your writing step by step before you begin your final draft. This helps you organize your thoughts and write more clearly and effectively. This includes:

1. **Brainstorming** – thinking of ideas related to a topic
2. **Mind-Mapping** – drawing your ideas in a visual way
3. **Structuring** – organizing those ideas in a logical order
4. **Free Writing** – writing whatever comes to mind without worrying about grammar or spelling, etc.
5. **Note-Taking** – writing down important ideas, facts, or details from what you read or plan to write about

(D) Choose a topic of your own choice. Follow the steps of the process approach to plan and write a paragraph about it.

Ans. A Paragraph about “The Game I Like the Most”: “The game I like the most is cricket because it combines skill, teamwork, and excitement. First, players gather on the ground and divide into two teams. Next, one team bats while the other bowls and fields. Then, batsmen try to score runs by hitting the ball safely. After each inning, teams switch roles. Finally, the team scoring more runs wins the match and celebrates their success together happily.”

Objective Type**Spelling MCQs****(I) Choose the words with correct spellings.**

10601013

Sr.	A	B	C	D
1	accountable ✓	acountable	accounnable	accountble
2	amung	among ✓	amoung	amang
3	elevatid	elebated	elevated ✓	elivated

4	emansipation	emancipation ✓	emancipasion	emancipetion
5	emphasized	imphaised	emphesized	emphasized ✓
6	iquity	equality	equality ✓	equilty
7	financail	financial ✓	financiel	finaancial
8	humen	homan	human ✓	humaan
9	brotherhood ✓	brotherhod	brotherhode	bratherhood
10	digniti	degnity	diginity	dignity ✓
11	inherral	inherit ✓	inherid	enherit
12	inseperable	inseparable ✓	inseperrable	inseparabel
13	mutual ✓	mutuyal	mutuell	mutuel
14	oppressed	opprased	oppressed ✓	oppresed
15	patriarknal	patriarchal ✓	patrierchal	patriarchaal
16	prominentt	prominant	prominnet	prominent ✓
17	refform	reform ✓	refurm	reforme
18	releevant	releevnt	relevant ✓	relevante
19	Tuohid	Tooheed	Tuheed	Tauheed ✓
20	widespread ✓	widesprade	widepsread	widspreadd

Meaning MCQs

(II) Choose the correct meanings of the underlined words.

10601014

Sr.	Statements	A	B	C	D
1	The Prophet (ﷺ) transformed a deeply <u>unjust</u> society.	fair	unfair ✓	peaceful	Tribal
2	<u>Among</u> his (ﷺ) most groundbreaking reforms were those aimed at uplifting the most marginalized and oppressed groups of his (ﷺ) time.	amid ✓	from	on	with
3	The reforms were <u>groundbreaking</u> for that time.	common	revolutionary ✓	useless	crushing
4	Among his (ﷺ) most groundbreaking <u>reforms</u> were those aimed at uplifting the	norms	improvement ✓	points	rules



	most marginalized and oppressed groups of his (عَلَيْهِ وَسَلَّمَ) time.				
5	His reforms were aimed at uplifting the marginalized.	elevating ✓	dropping	ignoring	considering
6	Among his (عَلَيْهِ وَسَلَّمَ) most groundbreaking reforms were those aimed at uplifting the most marginalized and oppressed groups of his (عَلَيْهِ وَسَلَّمَ) time.	cruel	rich	poor	ill-treated ✓
7	Advent means:	departure or leaving	arrival or beginning ✓	celebration or festival	adventure or journey
8	Arabian society was marked by a strong tribal structure, patriarchal norms, and social inequality.	male-dominated ✓	original	fake	old
9	Women were deprived of their basic rights.	given	robbed of ✓	promised	informed
10	Orphans were subject to exploitation .	care	government	education	abuse ✓
11	Slavery was widespread , and slaves were considered subhuman, with no rights or legal recognition.	board	narrow	common ✓	new
12	Slaves were considered subhuman .	inferior ✓	superior	equal	ignorant
13	He (عَلَيْهِ وَسَلَّمَ) emphasized the spiritual and moral equality of men and women.	consisted	stressed ✓	gave	thought

14	They could inherit from their fathers, husbands, and children.	record	share	take over ✓	leave
15	Islam introduced rules regarding the fair treatment of women in divorce, including financial support.	economic ✓	moral	physical	spiritual
16	Seeking knowledge is obligatory upon every Muslim.	optional	based	recommended	compulsory ✓
17	His ^{صلى الله عليه وسلم} (عائشة بنت أبي بكر) matrimonial life served as an example of mutual respect and partnership.	low	high	special	reciprocal ✓
18	Those who took charge of orphaned children were held accountable for their treatment and the use of their wealth.	unable	answerable ✓	readable	available
19	They also elevated their status within the community.	decreased	numbered	decided	raised ✓
20	Islam introduced measures that promoted emancipation , human dignity, and equality.	liberation ✓	transformation	motion	solution
21	Islam introduced measures that promoted emancipation, human dignity, and equality.	civil	mortal ✓	legal	final
22	Islam introduced measures that promoted emancipation, human dignity , and equality.	value	status	honour ✓	ability

23	Islam introduced measures that promoted emancipation, human dignity, and equality .	truth	sacrifice	worth	fairness ✓
24	Hazrat Bilal ibn Rabah (رضي الله تعالى عنه) was a prominent <i>sahabi</i> .	eminent ✓	healthy	wealthy	learned
25	His (عَلَيْهِ وَسَلَّمَ) emphasis on Tauheed [belief in the Oneness of Allah (سُبْحَانَهُ وَتَعَالَى)] was inseparable from a belief in the human brotherhood.	polytheism	monotheism ✓	atheism	trinity
26	His (عَلَيْهِ وَسَلَّمَ) emphasis on Tauheed [belief in the Oneness of Allah (سُبْحَانَهُ وَتَعَالَى)] was inseparable from a belief in the human brotherhood.	divisible	legible	illegible	indivisible ✓
27	His (عَلَيْهِ وَسَلَّمَ) emphasis on Tauheed [belief in the Oneness of Allah (سُبْحَانَهُ وَتَعَالَى)] was inseparable from a belief in the human brotherhood .	manhood	boyhood	fraternity ✓	oldhood
28	His (عَلَيْهِ وَسَلَّمَ) reforms remain relevant even today.	applicable ✓	useful	lawful	wonderful

Grammar MCQs

(III) Choose the correct option according to grammar.

10601015

Sr.	Statements	A	B	C	D
1	Orphans were often _____ without care or protection.	leave	left ✓	leaving	leaves

2	“The wind whispered through the trees.” This is an example of:	simile	metaphor	personification ✓	idiom
3	“He is as brave as a lion.” This is an example of:	metaphor	idiom	hyperbole	simile ✓
4	Which of the following is a hyphenated compound noun ?	well-known	part-time	mother-in-law ✓	full-time
5	“Time is a thief.” This is an example of:	metaphor ✓	simile	alliteration	oxymoron
6	Which word contains the same -ough sound as in “ rough ”?	though	tough ✓	through	thorough
7	“I’ve told you a million times!” This is an example of:	hyperbole ✓	oxymoron	idiom	proverb
8	“ Break the ice ” is an idiom that means:	to break something	to feel cold	to start a conversation ✓	to take responsibility
9	“ Deafening silence ” is an example of:	onomatopoeia	oxymoron ✓	alliteration	pronoun
10	In the word “ pummel ”, the part of speech is likely a:	noun	adverb	adjective	verb ✓
11	Which of the following is a proverb ?	keep your cool	raining cats and dogs	actions speak louder than words. ✓	break down