



Answer Key

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Maps and diagrams

Section A: Vocabulary in Context

1. Use each word in your own sentence:

Scale — The map's scale shows how distances on the map compare to real distances.

Choropleth — A choropleth map uses different shades of colour to show population density.

Variable — Temperature is a variable because it changes throughout the day.

Misrepresent — Placing a dot incorrectly on a map can misrepresent the data being shown.

2. Tick (✓) the sentence where the word is used correctly:

Word	Sentence A		Sentence B	
Convenient	It is convenient to carry a folded map.	✓	A mountain is convenient because it is tall.	
Proportional	The slices of a pie graph are proportional to the data.	✓	Proportional means colourful.	

Section B: Short Explanation Questions

Answer in 2–3 lines:

1. Because scale keeps all features proportional and accurate.
2. It shows quantities using equalvalue dots, making data easy to compare.
3. When showing changes or trends over time
4. Because the slices become too small and hard to compare

Section C: Complete the Table Using Lesson Information

1. Complete the chart below:

Type of Map / Graph	What it Shows	One Advantage	One Limitation
Dot Distribution Map	Shows quantities using dots	Good for showing absolute figures	Requires accurate data placement
Choropleth Map	Shows values using colour/shading	Easy to see patterns across areas	Can hide variations within shaded areas
Line Graph	Shows change between two variables over time	Shows trends clearly	Not ideal for large categories
Pie Chart	Shows parts of a whole	Good for percentage comparison	Hard to read with many small slices

2. Scenario-based Question:

- Placing dots correctly is important because each dot represents real data. If the dot is put in the wrong place, the information on the map becomes wrong. (Book reference: "As the location of a dot corresponds to only one piece of data, it is very important that the dot is placed in its correct location.")
- If dots are placed in the wrong town, it can look like some areas have more people than they really do, and that other areas have fewer people. This gives a false picture of the population.
- A person using the map may make wrong decisions, for example:
 - planning services (like schools or hospitals) in the wrong place
 - thinking a town is crowded when it is not
 - misunderstanding where most people actually live

Section D: True or False WITH justification

Write T or F with the correct justification for each.

1. False — Political maps show borders and cities, not physical features.
2. False — Dots on a dot map are always the same size and value.
3. False — Pie graphs show parts of a whole, not relationships between variables
4. True — Bar graphs can be horizontal or vertical.
5. True — Choropleth maps use colours or shading to show values.

Section E: Multiple Choice Questions (MCQS)

1. b) Line graph
2. b) It helps show differences in data across areas
3. b) It misrepresents the data
4. a) Showing parts of a whole

Section F: Activity

A. Create a Mini Graph

Guidelines:

- Correct graph type (bar or pie)
Accurate labelling
- 3 clear statements describing trends or comparisons

Example acceptable statements:

- Most students prefer apples.
- Grapes are the least favourite.
- Mangoes and oranges are nearly equal.
(No citation needed — activity is open-ended.)

B. Map Interpretation

Students should mention:

- Type of map (political, physical, climate, etc.).
- Information shown (countries, rivers, terrain, climate zones, etc.).
- How it helps: navigation, planning, population understanding, etc.

Oceans and Seas

Section A: Vocabulary in Context

1. Use each word in your own sentence:

Salinity — The salinity of the Dead Sea is so high that no fish can survive in it.

Swell — Large swells formed when strong winds blew across the sea.

Oceanographer — An oceanographer studies the ocean floor using sonar.

Uninhabited — Most islands in the South China Sea are uninhabited.

2. Tick the correct usage

Word	Sentence A		Sentence B	
Accumulation	The accumulation of sediments forms layers on the seabed.	✓	Accumulation means washing the ocean floor.	
Exert	Strong winds exert force on ocean water to create waves.	✓	Exert means to sleep deeply.	

Section B: Short Explanation Questions

1. Because 71% of Earth is covered with water, making it look blue from space.
2. Waves form when wind exerts force on the water; underwater earthquakes and landslides can also cause waves.
3. Its salinity is 33%, making the water so dense that no aquatic life survives and people float easily.
4. A strait is a narrow waterway connecting two seas/oceans. A channel is usually wider and deeper than a strait

Section C: Complete the Table Using Lesson Information

1. Five Oceans Table

Ocean	Size / Depth	Location / Borders	One Key Feature
Pacific Ocean	Largest and deepest	Between Asia/Australia and the Americas	Could contain Mount Everest with water still above it
Atlantic Ocean	Second largest	Between Americas (west) and Europe/Africa (east)	Important for trade routes
Indian Ocean	Third largest	South of Asia, east of Africa, west of Australia	Surrounded by monsoon regions
Arctic Ocean	Smallest and shallowest	North of Eurasia & North America	Covered with floating ice
Antarctic (Southern) Ocean	Surrounds Antarctica	Encircles the south pole	Coldest ocean; rough seas

B. Seabed Description Questions

1. has mountains, plains, and valleys like land, and can be deeper than Mt. Everest is tall.
2. Because it is extremely deep, dark, under high pressure, and requires sonar technology.

Section D: True / False WITH Correction

1. False — The Dead Sea supports almost no marine animals because it is too salty.
2. False — Currents follow definite patterns caused by wind, temperature, and salinity.
3. True — Most islands in the South China Sea are uninhabited
4. True — Tides are caused by the Moon's gravitational pull.
5. False — Waves can also be caused by underwater disturbances like earthquakes.

Section E: Multiple Choice Questions (MCQS)

1. b) Caribbean Sea
2. a) The water is extremely salty
3. b) They form due to wind, temperature, and salinity differences
4. b) Swells or large waves

Section F: Activity

A. Draw & Explain the Five Oceans

➤ **Expected explanation points:**

Pacific is the largest

Arctic is the smallest

Oceans regulate climate

Oceans support marine life

Oceans are important for trade

B. MiniResearch on a Sea

Student response should include:

- Location (e.g., Arabian Sea—south of Pakistan)
- Importance (trade, fishing, tourism)
- A challenge (storms, salinity, earthquakes, hurricanes)

Natural Disasters

Section A: Vocabulary in Context

1. Use each word in your own sentence:

Epicentre — The city nearest to the epicentre felt the strongest shaking.

Evacuation — The villagers began evacuation when the river started overflowing.

Magnitude — An earthquake of magnitude 6 can cause serious damage.

Landslide — Heavy rain caused a landslide that blocked the mountain road.

B. Choose the correct usage:

Tick (✓) the correct sentence.

Word	Sentence A		Sentence B	
Aftershocks	Aftershocks are smaller earthquakes that follow the main one.	✓	Aftershocks are waves in the sea after a storm.	
Eruption	A volcanic eruption releases molten rock and gases.	✓	Eruption means cleaning the volcano.	

Section B: Short Explanation Questions

1. A natural hazard is a threat; a natural disaster causes actual damage and loss.
2. Because more people, buildings, and infrastructure increase the damage risk.
3. Water seeps into soil, making it heavy and causing the slope to collapse.
4. Thick magma, trapped gases, and pressure make eruptions explosive.

Section C: Complete the Table Using Lesson Information

A. Natural Disasters Table

Disaster Type	Main Cause	One Warning Sign	One Safety Measure
Earthquake	Movement of tectonic plates	Animals behaving strangely / tremors	Take cover under sturdy furniture
Flood	Heavy rainfall / river overflow	Rising water levels	Move to higher ground
Volcanic Eruption	Pressure buildup under Earth's crust	Smoke, rumbling, heat	Evacuate danger zone
Cyclone	Warm ocean water + wind rotation	Drop in air pressure, dark clouds	Stay indoors / follow warnings

B. Scenario Interpretation

1. How strong the earthquake was — magnitude 7.0 is severe.
2. They can cause weakened buildings to collapse and endanger rescue workers.

Section D: True or False WITH Correction

1. False — A volcano with no activity for 50 years is dormant, not active.
2. False — Floods also occur due to storms, melting snow, and poor drainage.
3. False — Cyclones form over warm ocean water, not cold.
4. True — The epicentre is directly above the focus.
5. True — Earthquakes can trigger landslides.

Section E: Multiple Choice Questions (MCQS)

1. b) Steep mountain slopes after heavy rain
2. b) They bring strong winds, heavy rain, and high waves
3. b) Improve drainage systems

4. c) Eruption

Section F: Activity

A. Safety Poster — Earthquake Safety

Expected points students should include:

During an earthquake

- Drop, cover, hold
- Stay away from windows
- Stay indoors or move to an open area

After an earthquake

- Check for injuries
- Avoid damaged buildings
- Stay alert for aftershocks

B. Cause → Effect Chain

Students choose one disaster (flood, cyclone, earthquake, landslide).

Teacher checks for:

Logical sequence

At least 5 steps

Accurate cause → effect → result relationships

Example (Flood) — matching the worksheet

Heavy rain → River rises → Overflow → Flooding → Damage to homes

Major Environmental Problems

Section A: Vocabulary in Context

1. Use each word in your own sentence:

Contaminant — Chemicals from factories act as a contaminant in rivers.

Global warming — Global warming is causing glaciers to melt faster.

Sapling — The students planted a sapling during the treeplanting activity.

Toxic — Burning plastic releases toxic gases into the air.

2. Tick (✓) the correct usage from the textbook context:

Word	Sentence A		Sentence B	
Irritate	Smog can irritate the eyes and throat.	✓	Irritate means to clean the air.	
Compost	Vegetable peel can be used to make compost.	✓	Compost is a kind of chemical fertilizer.	
Pollutant	Industrial waste acts as a pollutant in rivers.	✓	Pollutants are always harmless.	

Section B: Short Explanation Questions

1. Pollution is the addition of harmful substances to the environment; causes include smoke from vehicles and factory waste.
2. Air pollution irritates eyes and throat, causes breathing problems, and may lead to asthma.
3. Dirty water carries germs, causing diseases like cholera and typhoid when consumed.
4. Pesticides and fertilizers make soil infertile and kill useful organisms.
5. Reduce, Reuse, Recycle — they help conserve resources and decrease waste.

Section C: Complete the Table Using Lesson Information

A. Fill in the table below with the correct information from the chapter.

Environmental Problem	Main Causes	Effects	Control Measures
Air Pollution	Smoke from vehicles & factories	Breathing issues & smog	Use clean fuels, plant trees
Water Pollution	Garbage & chemicals in water	Diseases like cholera	Treat sewage, avoid dumping waste
Soil Pollution	Fertilizers & pesticides	Loss of soil fertility	Use compost; reduce chemicals
Noise Pollution	Traffic & loud machines	Stress & hearing loss	Reduce honking; sound barriers
Global Warming	Burning fossil fuels	Rising temperatures	Reduce carbon emissions

B. Case based Question

1. Air pollution.
2. Breathing problems, eye irritation.
3. Plant trees; reduce factory smoke/vehicle emissions.

Section D: True or False WITH Correction

1. False — Smog and soot mainly come from vehicles and factories, not trees.
2. True — Polluted water becomes a breeding ground for mosquitoes.
3. False — Kitchen waste should be used for compost, not thrown in open heaps.
4. True — Noise pollution can cause stress, high blood pressure, and hearing loss.
5. False — Fossil fuels release harmful gases and increase Earth's temperature.

Section E: Multiple Choice Questions (MCQs)

1. c) Making compost from kitchen waste
2. a) It eventually pollutes water channels
3. b) Walking or cycling instead of driving
4. b) It affects hearing and causes stress

Section F: Activity

A. Poster: "Fight Pollution – Save Our Planet"

Students should include **any three** types (air/water/soil/noise) with:

One cause

One effect

One solution

Simple drawings/icons

B. "3 R's" Chart

Reduce: Avoid plastic bags; save electricity; buy less disposable items

Reuse: Bottles, jars, bags

Recycle: Paper, metal, plastic

Natural Regions of the World

Section A: Vocabulary in Context

1. Use each word in your own sentence:

Moderate — The coastal city has a moderate climate with mild temperatures.

Scrubland — Camels can survive in scrubland areas with very little vegetation.

Adaptations — Thick fur and fat layers are adaptations that help polar animals survive.

Uninhabited — The polar region remains uninhabited for most of the year due to extreme cold.

2. Tick (✓) the correct usage:

Word	Sentence A		Sentence B	
Resident	A resident is someone who lives in a certain place.	✓	A resident is a type of tree.	
Tundra	The tundra is a cold, dry region north of the Arctic Circle.	✓	Tundra regions receive heavy rainfall all year.	
Tropical	Tropical regions lie near the equator and are very hot.	✓	Tropical regions are the coldest places on Earth.	

Section B: Short Explanation Questions

1. Natural regions are areas with similar climate, vegetation, and wildlife; they are grouped by climate.
2. Because tropical regions receive direct sunlight throughout the year.
3. Maritime temperate regions have mild, wet climates; continental temperate regions have hotter summers and colder winters.
4. Deserts have extreme temperatures, very little rainfall, and scarce vegetation.

5. Tundra remains uninhabited because it is extremely cold with frozen soil (permafrost).

Section C: Complete the Table Using Lesson Information

A. Complete the table using facts from the chapter:

Region	Location	Climate	Vegetation / Features	Example Countries
Tropical	Between the Tropic of Cancer & Capricorn	Hot and wet	Dense forests	Brazil, Indonesia
Temperate – Maritime	Near coasts	Mild with rainfall	Grasslands, forests	UK, New Zealand
Temperate – Continental	Away from the sea	Hot summers, cold winters	Grasslands	USA, Russia
Polar	Near the North & South Poles	Freezing cold	Ice, moss	Greenland, Antarctica
Desert	Dry areas with less than 250 mm rainfall	Hot days, cold nights	Cacti, shrubs	Saudi Arabia, Egypt
Tundra	North of the Arctic Circle	Extremely cold	Moss, lichens	Canada, Russia
Monsoon	South and Southeast Asia	Heavy summer rain	Rice, dense forests	India, Pakistan

B. Grasslands Description Questions

1. Temperate grassland region.
2. Different countries use local names for their grasslands.
3. Moderate rainfall, warm summers, cold winters.

Section D: True or False WITH Correction

1. False — Tropical region average temperature is much higher than 10°C.
2. False — Polar regions have freezing winters and very short, cool summers.
3. True — Mediterranean climate has hot, dry summers and cool, wet winters.

4. True — Desert regions receive less than 250 mm of rainfall each year.
5. True — Most parts of the Tundra remain covered with snow most of the year.

Section E: Multiple Choice Questions (MCQS)

1. b) The sea keeps the land cooler in summer
2. c) Mediterranean
3. a) The climate is extremely harsh and cold
4. b) Monsoon

Section F: Activity

A. World Map Labelling Activity

Students must:

- ✓ Shade Tropical, Temperate, Polar regions
- ✓ Label 3 countries in each region
- ✓ Write 2 climate sentences each

B. Region Comparison Chart

For ANY TWO regions, students should include:

- Location
- Climate
- Vegetation
- Animals
- One interesting fact

Consolidation of the British Rule

Section A: Vocabulary in Context

1. Use each word in your own sentence:

Succession — After the emperor's death, a war of succession broke out.

Annexation — The annexation of princely states made the British territory larger.

Viceroy — The Viceroy implemented new laws on behalf of the British Crown.

Inefficient — The ruler lost support because his administration was inefficient.

2. Tick (✓) the correct usage:

Word	Sentence A		Sentence B	
Luxury	The Mughal rulers became fond of comfort and luxury.	✓	Luxury means strict discipline.	
Missionary	Missionary schools were opened to promote Christianity.	✓	A missionary is a type of soldier.	
Superiority	The British developed a sense of superiority over Indians.	✓	Superiority means being very poor.	

Section B: Short Explanation Questions

1. Weak successors after Aurangzeb and internal conflicts among nobles.
2. By forming alliances, defeating local rulers, and using trade privileges to gain territory.
3. Because heavy taxes, discrimination, and unfair laws hurt Indians after 1857.
4. A policy allowing the British to take a state if its ruler had no natural male heir.
5. The Crown introduced administrative reforms, appointed a Viceroy, and reorganised the army.

Section C: Complete the Table Using Lesson Information

A. Table of Reforms

Reform Area	Key British Changes	Example Given in Text
Administrative	Power transferred to the Crown; Viceroy appointed	British officials controlled major decisions
Legal	Uniform legal system introduced	New courts established
Educational	Westernstyle education expanded	English-medium schools opened
Agricultural	Land revenue systems changed	Heavy taxes on farmers
Communication & Transport	Railways, roads, postal system built	First railway lines introduced

B. Scenario Interpretation

1. Centralisation of power and military control.
2. By removing local armies and replacing them with British soldiers.
3. They lost authority, independence, and military rights.

Section D: True or False WITH Correction

1. False — The British first entered India as traders, not rulers.
2. True — The Doctrine of Lapse allowed annexation of states without an heir.
3. False — Queen Victoria became Empress of India in 1877.
4. True — India was divided into provinces under British rule.
5. False — Indians were appointed as judges in some courts.

Section E: Multiple Choice Questions (MCQs)

1. b) There was no unity among local rulers
2. b) Doctrine of Lapse
3. a) They promoted Christianity
4. b) The East India Company was abolished

Section F: Activity

A. Timeline Creation

Students should include 6 key events, such as:

- Start of British trade
- Decline after Aurangzeb
- Doctrine of Lapse
- War of Independence (1857)
- End of East India Company
- Crown Rule and reforms

Events must include dates + 1 line explanation.

B. MiniEssay: "Was British Rule Helpful or Harmful?"

Teacher checks for:

- ✓ Mentions two reforms (e.g., railways, legal system)
- ✓ Mentions two harmful policies (e.g., high taxes, discrimination)
- ✓ Student's conclusion using evidence

Sir Syed Ahmed Khan and the Aligarh Movement

Section A: Vocabulary in Content

1. Use each word in your own sentence:

- Reformer — Sir Syed Ahmed Khan was a great reformer who worked to improve Muslim education.
- Mistrust — There was mistrust between Muslims and the British after the War of Independence.
- Acquire — Muslims needed to acquire modern education to progress in society.
- Compete — Sir Syed believed Muslims must study modern subjects to compete with Hindus.

2. Tick (✓) the correct usage:

Word	Sentence A		Sentence B	
Munsif	He passed the munsif exam and worked as a judge.	✓	A munsif is a soldier in the British army.	
Attitude	His positive attitude helped him learn modern education.	✓	Attitude means a type of clothing.	
Pioneer	Sir Syed was a pioneer of modern Muslim education.	✓	Pioneer means someone who copies others.	

Section B: Short Explanation Questions

1. He was born on 17 October 1817 in Delhi. He received religious education in a maktab and learned Arabic and Persian. He later worked for the East India Company and became known for his writing.
2. He wrote it to explain to the British that their own unjust policies caused the 1857 revolt and that Muslims should not be blamed alone.

3. Muslims avoided modern education, stayed away from English, had little political participation, and were punished after 1857, falling behind Hindus.
4. He opened schools in Muradabad and Ghazipur, established the Scientific Society, published the *Aligarh Institute Gazette*, and founded the MAO College in 1877.
5. He saw that Hindus and Muslims differed in religion, culture, language, food, customs, and social systems, and Congress actions proved their political interests were not the same.

Section C: Complete the Table Using Lesson Information

1. Complete the chart below on the educational efforts of Sir Syed Ahmed Khan:

Initiative	Year / Location	Purpose	Details from Text
First School	Muradabad, 1859	Introduce modern education	English taught with Persian
Second School	Ghazipur, 1863	Spread modern education	Same principles as first school
Scientific Society	Ghazipur, 1867	Translate English works	Translated books into Urdu/Persian; promoted modern learning
MAO College	Aligarh, 1877	Higher education for Muslims	Modeled after Oxford & Cambridge; focus on character building & modern subjects [

B. Scenario-Based Question

1. The HindiUrdu controversy.
2. It showed Hindus wanted to replace Urdu, a major Muslim cultural identity, proving differences between the two communities.
3. They felt their culture, language, and political rights would be ignored under Hindu-majority leadership.

Section D: True or False WITH Correction

1. False — He was born in Delhi in 1817.
2. False — It focused on modern Western education along with character building.
3. False — He believed they were two separate nations.
4. True — Sir Syed founded the Muhammadan Anglo-Oriental College in 1877.
5. False — Muslims were far behind Hindus in modern education.

Section E: Multiple Choice Questions (MCQs)

1. b) A Muslim reformer
2. a) Muradabad
3. b) Translate English works
4. b) Oxford and Cambridge
5. c) They had different religions, cultures, and values

Section F: Activities

A. Timeline Creation

A correct timeline should include:

- 1817 — Birth of Sir Syed
- 1859 — First school (Muradabad)
- 1863 — Second school (Ghazipur)
- 1867 — Scientific Society
- 1877 — MAO College
- 1886 — Muhammadan Educational Conference

B. Mini-Essay (8–10 lines)

Key Points for Students

- Muslims were behind in education
- Sir Syed encouraged modern learning
- Established schools & Scientific Society
- Founded MAO College
- Improved Muslim confidence & identity
- Basis for modern Muslim awakening

Towards Independence from British Rule

Section A: Vocabulary in Context

1. Use each word in your own sentence:

Reforms — The British introduced reforms to change India's administrative system.

Settlement — The two leaders reached a settlement after long discussions.

Protest — People gathered in the streets to protest against unfair taxes.

Retaliation — The harsh law was introduced in retaliation to the public's resistance.

2. Tick (✓) the correct usage:

Word	Sentence A		Sentence B	
Delegate	A delegate represents a group in a meeting or conference.	✓	A delegate is a police officer.	
Provincial	Provincial elections were held under the 1935 Act.	✓	Provincial means national.	
Non-cooperation	Non-cooperation means refusing to follow unjust laws.	✓	Non-cooperation means helping the government.	

Section B: Short Explanation Questions

1. Partition of Bengal divided Bengal; Hindus opposed it because they feared losing political influence.
2. Muslims formed the Muslim League to protect their political rights and identity.
3. The Lucknow Pact aimed to improve Hindu-Muslim cooperation and agree on political reforms.
4. Gandhi launched Non-Cooperation to oppose unjust British laws and the Rowlatt Act.

- The 1935 Act introduced provincial autonomy and allowed elections.

Section C: Complete the Table Using Lesson Information

A. Complete the table based on events in the struggle for independence:

Event	Year	What Happened	Impact
Partition of Bengal	1905	Bengal was divided into East & West	Sparked protests; later reversed
Formation of Muslim League	1906	Muslim leaders formed a new political party	Gave Muslims a political voice
Lucknow Pact	1916	Congress & Muslim League agreed on reforms	Increased Hindu-Muslim unity
Khilafat Movement	1919	Muslims protested treatment of Turkish Caliph	Strengthened Muslim political awakening
Non-Cooperation	1920	Gandhi urged boycott of British goods & schools	Widespread public resistance
Government of India Act	1935	Introduced provincial autonomy	Allowed more Indian participation

B. Scenario based question

- To ensure their representation without being overruled by the Hindu majority.
- The Simla Deputation showed Muslims needed a political organisation to protect rights.
- They protected Muslim political identity and allowed fair representation.

Section D: True or False WITH Correction

- False — Partition of Bengal aimed at better administration, not weakening Muslims.
- True — The Muslim League was formed in Dhaka in 1906.
- True — The Lucknow Pact increased trust between Hindus and Muslims.
- True — Gandhi encouraged boycotting British goods, courts, and schools.
- False — The 1935 Act did not give full independence to provinces immediately.

Section E: Multiple Choice Questions (MCQs)

1. a) It created better administration and favoured Muslim majority areas
2. b) To protest the treatment of the Turkish Caliph
3. a) Muslims wanted a separate political party for their rights
4. b) Provincial autonomy and elections

Section F: Activity

A. Create a Flowchart: "Path to Independence (1905–1935)"

Student work must include:

- ✓ Partition of Bengal
- ✓ Muslim League
- ✓ Lucknow Pact
- ✓ Khilafat Movement
- ✓ Non-Cooperation
- ✓ 1935 Act

Teacher checks for correct order + arrows showing progression.

B. Speech Activity

Student speeches should mention:

- Need for Muslim rights
- Importance of separate electorates
- Limitations of the 1935 Act
- Hope for future Muslim unity

Teacher evaluates clarity + understanding.

The Struggle of Pakistan

Section A: Vocabulary in Context

1. Use each word in your own sentence:

Mandate — The Muslim League received a strong mandate in the 1946 elections.

Negotiation — The leaders entered negotiation to resolve political issues peacefully.

Repression — Harsh repression was used to stop protests against British policies.

Mobilise — The League worked to mobilise Muslims for the demand of Pakistan.

2. Tick (✓) the correct usage:

Word	Sentence A		Sentence B	
Majority	The Muslims won a clear majority in the 1946 elections.	✓	Majority means a small minority.	
Campaign	The Muslim League launched a massive campaign for Pakistan.	✓	Campaign means to avoid taking action.	
League	The AllIndia Muslim League worked for Muslim rights.	✓	A league is a type of weapon.	

Section B: Short Explanation Questions

- To work for Muslim rights, protect political identity, and achieve independence.
- It demanded separate Muslim states and gave clear direction to the freedom movement.
- Because Congress did not accept equal power for Muslims and wanted a strong central government.
- It proved that Muslims overwhelmingly supported the Muslim League and the Pakistan demand.

5. He said this to show Muslims were a distinct nation with their own culture and identity.

Section C: Complete the Table Using Lesson Information

A. Complete the table using information from the unit:

Event	Year	What Happened	Impact
Lahore Resolution	1940	Muslims demanded separate states	Gave clear aim for Pakistan
Cripps Mission	1942	British offered limited self-rule	Rejected; demand for full independence strengthened
Gandhi–Jinnah Talks	1944	Talks to settle political differences	Failed; showed deep disagreements
Simla Conference	1945	British tried to form a united government	Failed; Congress refused equal Muslim representation
Elections	1946	Muslim League won most Muslim seats	Proved Muslims supported Pakistan
Direct Action Day	1946	League protested Congress attitude	Increased urgency for Pakistan

B. Case-Based Question

1. They did not want to share power fairly with Muslims.
2. Muslims felt they could not get rights in a united India.
3. To protect political interests and avoid domination.

Section D: True or False WITH Correction

1. False — It demanded separate Muslim states, not one united country.
2. False — The Muslim League rejected important parts of the Cabinet Mission Plan.
3. True — Quaid-e-Azam represented Muslims in major negotiations.
4. True — The League gained strong public support after the elections.
5. False — Direct Action Day was to press for Muslim political rights, not immediate independence.

Section E: Multiple Choice Questions (MCQs)

1. a) It demanded full independence for Muslims
2. b) They did not want Muslims to get equal political rights
3. b) Congress refused to accept equal power for Muslims
4. c) Strengthen the demand for Pakistan

Section F: Activity

A. Pakistan Movement Timeline

A correct student response should include:

- 1940 Lahore Resolution
- 1942 Cripps Mission
- 1944 GandhiJinnah Talks
- 1945 Simla Conference
- 1946 Elections
- 1946 Direct Action Day
- 1947 Partition Announcement

Each with 1–2 line explanations.

B. Write a Mini Speech

Student speech should include:

- Why Muslims need a homeland
- How elections proved Muslim unity
- Why power sharing was unfair
- Hope for Pakistan's future

Section A: Vocabulary in Context

1. Use each word in your own sentence:

Meagre — After independence, Pakistan's resources were meagre and insufficient.

Infrastructure — The government worked to improve infrastructure by building roads and bridges.

Refugee — Millions of refugees arrived in Pakistan after partition.

Flourishing — Pakistan's textile industry is flourishing today.

2. Tick (✓) the correct usage:

Word	Sentence A		Sentence B	
Chequered	Pakistan's history has been chequered with periods of instability.	✓	Chequered means fully successful without any problems.	
Self-sufficient	Pakistan was self-sufficient in food in earlier years.	✓	Self-sufficient means needing help for every basic thing.	
Disruption	Martial laws caused disruption to democracy.	✓	Disruption means building new systems.	

Section B: Short Explanation Questions

1. Pakistan lacked resources, industries, and faced refugee settlement problems due to unfair partition.
2. The economic sector grew through new industries, banking reforms, and increased agricultural production.
3. Exports: textiles, rice, leather, sports goods. Imports: oil, machinery, chemicals.

4. Telecommunication improved with mobile networks, internet access, and private companies.
5. CPEC is a trade and transport project with China; it can improve trade, create jobs, and boost the economy.

Section C: Complete the Table Using Lesson Information

A. Complete the table using the textbook:

Area	Situation in 1947	Situation Today	Evidence from Text
Economy	Few industries, weak economy	Growing industries and exports	Textiles, rice, leather, sports goods
Infrastructure	Very limited roads, railways	Expanded highways, ports, CPEC routes	Mention of modern trade links
Education	Few schools/universities	Many public & private institutions	Growth of private universities
Social Sector	Refugee crisis, lack of services	Improved healthcare, NGOs active	Telecommunication & media progress

B. Study the description and answer:

1. Pakistan now trades widely and produces more export goods.
2. It earns foreign exchange and supports industries.
3. Oil, machinery, and chemicals due to high demand and limited local production.

Section D: True or False WITH Correction

1. False — At independence, Pakistan had poor infrastructure and very few industries.
2. True — CPEC will connect China to world markets through Gwadar.
3. False — Pakistan's 2023 population is above 240 million, not 75 million.
4. False — Both government and private schools help improve education.
5. True — Media and telecommunication have grown rapidly.

Section E: Multiple Choice Questions (MCQs)

1. b) Most industries were in India
2. a) It creates job opportunities and improves transport routes
3. b) Pakistan is improving in higher education
4. a) The population has increased

Section F: Activity

(Teacher Guidelines)

A. Infographic: "Pakistan Then vs Pakistan Now"

Expected points students should include:

- 1947 population: ~32 million → Today: 240+ million
- Limited roads → Modern highways, CPEC
- Few industries → Strong textile and agriculture sectors
- Few schools → Many universities + private colleges
- Limited media → TV channels, internet, telecom boom

B. Report Writing: "How Pakistan Has Progressed Since 1947"

Teacher checks for:

- ✓ Mention of Pakistan's early struggles
- ✓ Growth in economy & industries
- ✓ Role of CPEC
- ✓ Improvement in education, health, media
- ✓ What still needs improvement (poverty, energy, inflation)

Section A: Vocabulary in Context

1. Use each word in your own sentence:

Integrity — The boy showed integrity by returning the lost wallet.

Materialism — Materialism makes people care more about wealth than values.

Sycophant — A sycophant flatters others just to gain personal benefit.

Conscience — Her conscience did not allow her to cheat on the test.

2. Tick (✓) the correct usage:

Word	Sentence A		Sentence B	
Sprout	Seeds sprout into small plants after some days.	✓	Sprout means to dry up.	
Influence	Parents have a strong influence on children's values.	✓	Influence means to break something.	
Taunt	The boy feared others would taunt him for failing.	✓	Taunt means to help.	

Section B: Short Explanation Questions

1. Integrity is honesty; it requires courage because doing the right thing is not always easy.
2. Materialism makes people greedy and focused on possessions instead of good values.
3. The king used boiled seeds to test honesty because boiled seeds cannot grow.
4. His conscience stopped him because he knew buying a sprouted seed was dishonest.
5. The story teaches that honesty leads to real success and trust.

Section C: Complete the Table Using Lesson Information

A. Complete the table from the chapter's story:

Character / Element	Behaviour / Meaning	What It Shows
King	Tested honesty using boiled seeds	Valued integrity
Farmer's Son	Brought a pot with only soil	Honest & courageous
Other Young Men	Brought sprouted plants	Dishonest actions
Boiled Seeds	Impossible to grow	True honesty is revealed

B. Scenario Interpretation

1. Because boiled seeds cannot grow.
2. He feared being mocked or rejected for bringing an empty pot.
3. Because he was the only honest young man.

Section D: True or False WITH Correction

1. False — Integrity means doing what is right, not following everyone else.
2. True — A sycophant praises others only to gain benefit.
3. False — The king gave boiled seeds that could never sprout.
4. True — The farmer's son was honest even when scared.
5. True — A person with integrity has a clear conscience.

Section E: Multiple Choice Questions (MCQs)

1. c) The seeds were boiled and could never grow
2. c) Honesty and integrity
3. b) They wanted power and reward
4. b) Knowing you did the right thing

Section F: Activity

(Teacher Guidelines)

A. Personal Reflection Paragraph

Students should describe:

- A real or imagined situation involving honesty
- Consequences of truthfulness
- How integrity improved the outcome

B. Poster: “Integrity Counts!”

Poster should include:

- ✓ A simple definition of integrity
- ✓ 3 behaviours showing honesty
- ✓ A drawing (e.g., boy holding empty pot)
- ✓ A short slogan

Civic Organisations

Section A: Vocabulary in Context

- Conscientious — A conscientious volunteer checks every detail before distributing relief packages.
- Destitute — The shelter provides meals for destitute families every evening.
- Recipient — The recipient of the scholarship wrote a thankyou letter to the donors.
- Legacy — Abdul Sattar Edhi's greatest legacy is a culture of serving humanity in Pakistan.

2. Tick (✓) the correct usage:

Word	Sentence A		Sentence B	
Ailing	The Edhi ambulance service helps ailing people reach hospitals.	✓	Ailing means very rich.	
Donor	A donor can give a kidney to help save someone's life..	✓	Donor means someone who receives donations.	
Barrier	TCF works to break the class barrier through education.	✓	Barrier means a type of food.	

Section B: Short Explanation Questions

1. A civic organisation (NGO) is a non-profit, non-governmental group formed by citizens to serve society in areas like education, health, and welfare. They matter because they fill service gaps, mobilise donations/volunteers, and improve lives independently of government.
2. Edhi began in 1951 with a single ambulance he drove himself, helping the ailing to reach hospitals. Over time, this grew into the world's largest ambulance fleet, alongside shelters, dispensaries, blood banks, and rescue services.
3. SIUT (Sindh Institute of Urology and Transplantation) provides free treatment for kidney

and liver diseases, including dialysis and transplants, plus postoperative care—serving patients from across Pakistan.

4. TCF runs lowcost quality schools for outofschool/lessprivileged children nationwide, aiming to break the class barrier by equipping students with education and values that lead to better jobs and upward mobility.
5. Kidney failure requires costly dialysis or a transplant; SIUT offers both free of charge, making lifesaving care accessible for those who cannot afford it

Section C: Complete the Table Using Lesson Information

A. Complete the table using the textbook:

Organisation	Founder	Main Purpose	Key Services
Edhi Foundation	Abdul Sattar Edhi	Serve the ailing, destitute, and vulnerable through humanitarian relief	Largest ambulance fleet (including air ambulances), shelters for destitute/orphans/elderly, dispensaries, blood banks, pharmacies, rescue incl. marine/coastal
The Citizens' Foundation (TCF)	A group of citizens (founded 1995)	Provide quality education to lessprivileged/outofschool children	Network of purposebuilt schools nationwide; emphasis on academics + personal, social, moral development; also manages govt schools to improve standards
SIUT	Dr Adeeb Rizvi (institution est. 1991; dept. origins in 1970)	Provide free specialised care for urology/hepatology patients	Dialysis, kidney/liver transplants, longterm followup; accepts patients from all over Pakistan
NGOs (general)	—	Non-profit, non-governmental service to improve society	Work across education, health, income generation, legal aid, emergency response

B. Scenario Interpretation

1. Because SIUT is a non-profit funded by public donations and fundraising, enabling free dialysis and transplants without charging patients.
2. It aligns exactly with SIUT's mission to deliver specialised care free of cost to those in need.
3. Civic organisations bridge critical healthcare gaps, ensuring lifesaving services reach people beyond the government's capacity.

Section D: True or False WITH Correction

Write True or False with the correct justification for each.

1. False — The Edhi Foundation is funded by Pakistanis at home and abroad and does not accept government donations.
2. True — TCF manages government schools to improve their standards.
3. False — SIUT provides free dialysis and kidney/liver transplants for patients of all ages, not only children.
4. True — A recipient is someone who receives something.
5. False — Civic organisations/NGOs are non-profit and independent of the government.

Section E: Multiple Choice Questions (MCQs)

1. b) To serve those who were ailing and in need
2. b) It provides quality education to outofschool children
3. a) Kidney treatment is expensive and many cannot afford it
4. b) They help people and solve problems that the government alone cannot

Section F: Activity

A. Create a Civic Organisation Profile Sheet (Guidelines):

- Choose ONE: Edhi Foundation / TCF / SIUT.
- Include: Founder + year (Edhi 1951; TCF 1995; SIUT 1991), Mission, who they serve, Core services (see table above), One real example (e.g., Edhi's ambulance network; TCF schools nationwide; SIUT free dialysis).
- Add 1–2 images/icons and a short impact statement (e.g., “breaking the class barrier”, “free lifesaving care”).

B. Design a Poster: “Helping Others Builds a Better Pakistan”

- Title & Slogan (e.g., “*Serve with sincerity*”).
- Show at least three ways NGOs help: emergency ambulances & shelters (Edhi), schooling for lessprivileged (TCF), free dialysis/transplants (SIUT).
- Include one logo/drawing of your chosen organisation and 2–3 short facts from the book.

Section A: Vocabulary in Context

1. Use each word in your own sentence:

- Admiration — I have great admiration for people who help others.
- Belonging — Please return the pencil; it is someone else's belonging.
- Ingrained — Good manners should be ingrained in children from an early age.
- Virtue — Honesty is a virtue that everyone should practice.

2. Tick (✓) the correct usage:

Word	Sentence A		Sentence B	
Manner	The manner in which we speak shows respect.	✓	Manner means a type of building.	
Parting	They said goodbye at parting.	✓	Parting means cleaning something.	
Suffer	Societies suffer when people stop respecting each other.	✓	Suffer means to celebrate something happily.	

Section B: Short Explanation Questions

1. Respect means showing regard for the feelings, wishes, and rights of others, and treating everyone equally.
2. Books contain knowledge and should not be thrown, scribbled in, or torn because they are valuable sources of learning.
3. Taking care of our belongings shows that we respect ourselves and value what we own.
4. Societies decline when people ignore values, hurt others' feelings, and fail to accept differences, leading to conflict.

- Greeting shows politeness, kindness, and acknowledgment of others, which expresses respect.

Section C: Complete the Table Using Lesson Information

A. Complete the table using information from the chapter:

Type of Respect	Examples from Text	Why It Matters
Respect for people	Greeting, respecting elders, accepting differences	Builds harmony and positive relationships
Respect for belongings	Caring for possessions, treating others' things carefully	Shows responsibility and good character
Respect for books	Not scribbling, not tearing, using bookmarks	Protects knowledge and learning resources
Respect for surroundings	Keeping places clean, not damaging public property	Keeps the environment safe and pleasant for all

B. Scenario Interpretation

- People are damaging public property by writing graffiti, carving names, and breaking equipment.
- It destroys shared spaces, causes financial loss, shows lack of respect, and reduces comfort for everyone.
- Keep public places clean, follow rules, avoid damaging anything, and encourage others to behave responsibly.

Section D: True or False WITH Correction

- False — Respect should be given to everyone, regardless of wealth or status.
- True — Books should not be thrown, scribbled in, or torn.
- False — We must respect all people, not just elders.
- True — Keeping surroundings clean is a way of showing respect.
- False — Rules must be respected everywhere—including home, school, and society.

Section E: Multiple Choice Questions (MCQs)

1. b) They contain knowledge and should not be damaged
2. b) We should treat them as we want ours to be treated
3. a) People forget traditions and values
4. b) Rules protect everyone's rights and safety

Section F: Activity

A. Respect Chart (Guidelines)

Include:

- 5 rules for respecting people (polite speech, listen, no teasing, greet others, accept differences)
- 3 rules for respecting things (don't break items, return things, keep belongings tidy)
- 2 rules for public places (no littering, follow posted rules)

B. Short Paragraph (Guidelines)

Students should write 8–10 lines covering:

- Why respect matters
- How to respect people, belongings, rules
- One real example (from school/home/community)

Visiting Public Places

Section A: Vocabulary in Context

1. Use each word in your own sentence:

- Prominent — The rules were displayed in a prominent place so visitors could see them easily.
- Graffiti — Graffiti on walls makes public places look ugly and uncared for.
- Philanthropist — A philanthropist donated land to build a beautiful public walkway
- Refrain — Visitors should refrain from damaging swings or throwing litter in parks

2. Tick (✓) the correct usage:

Word	Sentence A		Sentence B	
Unsightly	Graffiti makes buildings look unsightly.	✓	Unsightly means clean and beautiful.	
Facility	Every public facility has rules for visitors.	✓	Facility means a type of fruit.	
Heritage	Mohatta Palace is an important heritage site.	✓	Heritage means plastic waste.	

Section B: Short Explanation Questions

1. Because they belong to everyone, and keeping them clean ensures they remain enjoyable, safe, and pleasant for all visitors.
2. Graffiti on walls, broken swings, carved tree trunks, litter such as plastic bags and bottles scattered everywhere.
3. It ruins the appearance of buildings, makes the area look neglected, and damages public property.

4. They have historical sites, heritage buildings, museums, monuments, parks, and culturally rich areas such as Mazare-Quaid, Badshahi Masjid, Lahore Fort, Qissa Khwani Bazaar, and the Peshawar Museum.
5. Rules guide visitors on proper behavior so they do not damage property and help maintain a clean, safe environment.

Section C: Complete the Table Using Lesson Information

A. Complete the table using textbook information:

City	Places Mentioned in the Unit	Importance / Features
Karachi	Mazare-Quaid, Wazir Mansion, Sindh Madrassah-tul-Islam, Jahangir Kothari Parade, Mohatta Palace, Frere Hall	Historic sites, birthplace of Quaid-e-Azam, heritage buildings, seaside walkway donated by a philanthropist
Lahore	Badshahi Masjid, Lahore Fort, Shalimar Gardens, Minar-e-Pakistan, Data Darbar, Baghe-Jinnah	Mughal heritage, historical monuments, green and clean city with parks and cultural sites
Peshawar	Qissa Khwani Bazaar, Sethi House, Peshawar Museum	Traditional culture, Gandhara art, Buddhist artefacts, historical architecture
Islamabad	Faisal Masjid, Rawal Lake, DamaneKoh, Lok Virsa, Pakistan Monument	Scenic beauty, modern architecture, national heritage museum with seven petals representing regions
Faisalabad	Ghanta Ghar (Clock Tower) & eight bazaars	Historic landmark, center of major markets, important for cultural and civic activities

B. Scenario Interpretation

1. Littering with plastic bags, wrappers, bottles; breaking swings; carving names on trees — all forms of damaging public property.
2. It pollutes the area, destroys trees, ruins facilities, and creates an unpleasant and unhealthy environment.
3. Use dustbins, avoid damaging structures, follow rules, and encourage others to help keep the place clean.

Section D: True or False WITH Correction

1. False — Public places belong to everyone, and all citizens must care for them.
2. True — Rules in public places are displayed to guide visitors.
3. False — It has seven petals: four for the provinces and three for GilgitBaltistan, Azad Kashmir, and minorities.
4. True — Graffiti and carvings ruin the look of public places.
5. False — Visitors must behave politely, follow etiquette, and avoid disturbing others.

Section E: Multiple Choice Questions (MCQS)

1. b) To keep places safe, clean, and enjoyable for everyone
2. a) It was donated by a philanthropist and is built from sandstone
3. a) Artefacts are very old and can be damaged easily
4. c) Speaking politely and keeping the area clean

Section F: Activity

(Provide guidelines — student-created output required.)

A. Create a Rule Board for a Public Place

Include:

- 5 rules for visitors (no littering, no pushing, no graffiti, no breaking items, follow signs).
- 2 examples of respectful behaviour (speaking politely, using bins).
- 1 way to protect the environment (plant trees, avoid plastic, recycle).

B. Write a Short Paragraph (8–10 lines)

Should include:

- Why public places must be protected

- How people damage them
- How responsible citizens behave
- Why cleanliness and respect help society

Section A: Vocabulary in Context

1. Use each word in your own sentence:

- Coexistence — Peaceful coexistence is possible when people accept each other's differences.
- Harmony — Different communities can live in harmony if they show tolerance.
- Accessible — Modern transport has made many countries easily accessible.
- Trigger — Sometimes a small misunderstanding can trigger a big argument if people lack patience.

2. Tick (✓) the correct usage:

Word	Sentence A		Sentence B	
Ethnicity	Pakistan is home to people of different ethnicities.	✓	Ethnicity means a type of building.	
Inculcate	Parents try to inculcate good habits in children.	✓	Inculcate means to break something.	
Adaptability	Adjusting to weather changes shows adaptability.	✓	Adaptability means refusing to change.	

Section B: Short Explanation Questions

1. Tolerance means accepting others' beliefs, opinions, and behaviours even when they differ from our own. It leads to peaceful coexistence and harmony.
2. Because the world is diverse and people from many religions, cultures, and ethnicities now live together; accepting differences is essential for peace.
3. It appears when people raise their voices, get angry quickly, refuse to accept different opinions, or start arguments over small issues.

- A woman used to throw rubbish on him daily, yet he never complained. When she fell ill, he visited her to ask about her health.
- By practising patience, listening to others, recognising their own negative behaviour, and taking small steps to change it.

Section C: Complete the Table Using Lesson Information

A. Complete the table using information from the textbook:

Topic	Notes / Key Points	Examples
Meaning of Tolerance	Accepting differences; living peacefully with others	Listening calmly; “live and let live”
Causes of Intolerance	Anger, impatience, inability to accept differences	Raising voice; arguing over small issues
Effects of Tolerance	Creates harmony; reduces conflict	Peaceful relationships; calm environments
Behaviour Showing Tolerance	Patience, forgiveness, calm communication	Adjusting to weather; sharing; listening
Behaviour Showing Intolerance	Shouting, fighting, refusing to listen	Losing temper in public; street arguments

B. Scenario Interpretation

- People losing their temper, arguing, and reacting angrily to small issues
- Such situations can quickly lead to fights; tolerance prevents conflict and keeps peace.
- By staying patient, speaking softly, taking deep breaths, and choosing not to argue.

Section D: True or False WITH Correction

- False — Tolerance means accepting other people’s beliefs and opinions.
- True — Children can learn tolerance through sharing and good behaviour.
- False — The world is more diverse today, so tolerance is more important than ever.
- True — Raising one’s voice during a conversation is a sign of intolerance.
- True — Tolerance helps people live in harmony.

Section E: Multiple Choice Questions (MCQS)

1. b) Because the world is diverse and people interact more
2. b) Listening calmly to different opinions
3. c) She was moved by the Prophet's kindness
4. b) Recognising that the behaviour is wrong

Section F: Activity

A. "Tolerance Tree" Poster — Guidelines

- Draw roots labelled: respect, patience, understanding
- Branches labelled: listening, forgiving, cooperating
- Leaves labelled: daily acts like waiting your turn, speaking politely, accepting differences

B. Paragraph (8–10 lines) — Guidelines

Include:

- Meaning of tolerance
- How tolerance reduces fights
- How it brings harmony in school, home, and society
- A real example of tolerant behaviour