

1st Year English Compulsory

Original Study and Revision Notes

FBISE -- First Year (Class 11)

Lessons in general terms + grammar:
tenses, voice, narration, prepositions
and writing skills.

Each section includes explanation, important points,
short + long question-answers, and MCQs
with an answer key, plus a revision checklist.

IMPORTANT NOTICE -- READ FIRST

Original study / revision notes only. NOT official, NOT leaked, NOT guaranteed. Written in original words. No textbook, guide, or website text has been copied. Use with your class textbook and teacher guidance.

For study and revision only | FBISE labelled first, as requested

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Final Revision Checklist

Reading and Poetry | Grammar | Writing Skills | Examination Day

How to use: read one section at a time, cover the answers and try the questions yourself, then check the answer key. Practise grammar with your own sentences every day.

Part A -- Reading Lessons in General Terms

A1. How to Read a Prose Lesson Well

Explanation

A prose lesson in First Year English is usually a short essay, story, biography, or reflective piece. The examiner does not only test whether you remember the story -- the paper tests whether you understood the main idea, the writer's attitude, the character's qualities, and the lesson you can apply to life. Read a lesson in three passes: first for the general story, second for difficult words and sentence meanings, and third for the main idea of each paragraph.

When you read, ask four questions about every paragraph: What happened? Why did it happen? What does it show about the person or idea? What is the writer trying to teach? If you can answer these in your own words, you have understood the lesson.

Important Points

- The central idea is usually stated in the opening or closing paragraph, or it emerges from the main event.
- Character qualities are shown by actions and choices, not only by adjectives. Note what a person does under difficulty.
- Difficult words should be understood from context first, then confirmed from a dictionary. Learning a word with its sentence is better than memorising a list.
- A lesson often contrasts two ideas -- for example, courage and fear, honesty and shortcuts, knowledge and ignorance, or patience and haste.
- In the examination, answers should be brief, clear, and in your own words. Copying long lines from the text without understanding does not earn full credit.

Short Question-Answers

Q1. What is the best first step before answering questions on a prose lesson?

A: Read the whole lesson once for general understanding, then read it again slowly paragraph by paragraph, noting the main idea of each paragraph in your own words.

Q2. How can a student find the central idea of a lesson?

A: Look at what the main event teaches, what changes in the character or situation, and what the writer repeats or emphasises at the beginning and the end.

Q3. Why is it better to answer in your own words?

A: Because it proves understanding. An answer in your own words shows you have grasped the meaning, while a copied line may be correct in words but wrong in relevance.

Q4. What should a student do with a difficult word?

A: First guess its meaning from the sentence around it, then check a dictionary, then write one new sentence using the word correctly.

Q5. How do actions reveal character in a story or biography?

A: A person's choices in a difficult moment -- whether they stay honest, help others, keep working, or give up -- reveal their true qualities more clearly than any description.

Long Question-Answers

Q1. Explain a good method for preparing a prose lesson for the examination.

A: Start with a quick reading to know the story or argument. Then read slowly and mark the turning point, the main character's qualities, and any moral or message. Make short notes: one line for each paragraph's main idea, a list of five to eight difficult words with meanings and example sentences, and two or three points you could use in a longer answer. Finally, close the book and write a summary of the lesson in about 100 to 150 words in your own language. If you can do this without looking, you are ready. Revise the same notes after two or three days instead of reading the whole lesson again, because spaced revision fixes memory better than one long reading.

Q2. How should a student attempt a long question on a prose lesson in the paper?

A: Read the question carefully and underline what it actually asks -- for example, a quality, a reason, an event, or a lesson. Plan three or four points before writing. Begin with a direct sentence that answers the question, then explain each point in a separate sentence or short paragraph, giving a brief reference to the event in the lesson without copying long passages. End with one concluding line that connects the point to a general lesson for life. Keep the language simple and correct. Length alone does not earn marks; relevance, clarity, and organisation do.

MCQs -- Part A1

1. The best way to understand a prose lesson is to:

(a) Memorise it without understanding (b) Read it in three passes for story, meaning, and main ideas
(c) Read only the first paragraph (d) Skip difficult words

2. The central idea of a lesson is usually found by:

(a) Counting the paragraphs (b) Looking at what the main event teaches and what the writer emphasises
(c) Reading only the title (d) Guessing

3. Character is best judged by:

(a) A person's clothes (b) A person's actions and choices in difficulty (c) The length of the lesson (d) Other people's opinions alone

4. When you meet a difficult word, you should first:

(a) Ignore it (b) Guess from context, then check a dictionary (c) Replace it with any word (d) Skip the paragraph

5. A good examination answer is:

(a) Long and copied (b) Brief, relevant, and in your own words (c) Full of difficult words (d) Written without planning

Answer Key -- A1: 1-(b), 2-(b), 3-(b), 4-(b), 5-(b)

A2. Themes Commonly Found in First Year Prose

Explanation

Although every lesson is different, First Year prose often returns to a small set of human themes. Knowing these themes helps you answer questions even when the wording is new. Common themes include courage in difficulty, honesty and integrity, the value of hard work and patience, respect for knowledge and teachers, kindness and service to others, the importance of health and discipline, and learning from failure. A writer may present a theme through a real person's life, a historical example, a personal experience, or a comparison between right and wrong choices.

You should not force a theme onto a lesson. Always support a theme with one clear example from the lesson: what happened, who acted, and what result followed.

Important Points

- One lesson can carry more than one theme, but one theme is usually dominant.
- A theme is a general idea, not a summary of events. "A man climbed a mountain" is an event; "steady effort overcomes great difficulty" is a theme.
- In an answer, name the theme, give one brief example, and state the lesson for the reader.
- Avoid exaggerated claims. Write what the lesson actually shows, not what you wish it showed.
- Themes help in essay and paragraph writing too -- the same ideas can be used with fresh examples.

Short Question-Answers

Q1. What is a theme?

A: A theme is the central general idea or message of a piece of writing -- for example, patience, honesty, or courage -- shown through events and characters.

Q2. How is a theme different from a summary?

A: A summary retells what happened. A theme states what the events mean or teach in general terms that apply beyond that one story.

Q3. Give an example of how hard work appears as a theme.

A: When a person keeps practising, studying, or working despite failure and finally succeeds, the lesson teaches that steady effort, not luck alone, brings progress.

Q4. Why should a theme be supported with an example?

A: Because an unsupported claim looks like guessing. One brief example proves that the theme really comes from the lesson.

Long Question-Answers

Q1. Discuss why courage and patience are important themes in First Year prose, with general examples.

A: Courage and patience appear often because student life itself requires both. Courage means doing the right thing even when it is frightening or unpopular -- for example, speaking the truth, admitting a mistake, or continuing after a failure. Patience means waiting for results, practising regularly, and not choosing shortcuts. In prose lessons, these qualities are usually shown when a character faces a setback: the impatient or fearful choice leads to loss, while the patient and brave choice leads to growth, even if success is slow. The lesson for the reader is practical: examinations, skills, and character are all built by small brave and patient actions repeated daily, not by one dramatic moment.

MCQs -- Part A2

1. A theme is:

(a) A summary of events (b) The central general idea or message (c) The title of the lesson (d) The first sentence

2. Which of these is a theme, not an event?

(a) He opened the door (b) Honesty builds lasting trust (c) She went to school (d) It rained

3. A good theme-based answer should:

(a) Name the theme and support it with one brief example (b) Copy the whole lesson (c) List all characters (d) Avoid examples

4. One lesson can have:

(a) Only one word (b) A dominant theme and secondary themes (c) No meaning (d) Only facts

Answer Key -- A2: 1-(b), 2-(b), 3-(a), 4-(b)

A3. Poetry in General Terms -- Appreciation, Not Memorisation

Explanation

Poetry in First Year English tests appreciation, not only memory. A poem may describe nature, express a feeling, praise a quality, or reflect on life, time, hope, or duty. To appreciate a poem, read it aloud slowly, notice its images (pictures created by words), its rhythm, and its feeling. Ask: What picture does the poet paint? What feeling does it create? What message remains after the poem ends?

Common figures of speech you should recognise are simile (comparison using "like" or "as"), metaphor (direct comparison without "like" or "as"), personification (giving human qualities to non-human things), alliteration (repetition of the same starting sound), and imagery (words that appeal to sight, sound, or feeling). You do not need a technical label for every line; one clear, correct example is better than many guessed labels.

Important Points

- Read the poem twice: once for feeling, once for meaning line by line.
- The title often gives a clue to the subject or mood.
- Poetic language is compact. One image can carry a whole idea, so do not rush past it.
- In an answer, quote only a short phrase if needed, then explain it in your own words.
- The message of a poem should be stated simply -- for example, hope after difficulty, respect for nature, or the value of time.

Short Question-Answers

Q1. What is a simile?

A: A comparison using "like" or "as" -- for example, "brave as a lion" compares bravery to a lion's courage.

Q2. What is a metaphor?

A: A direct comparison without "like" or "as" -- for example, "time is a river" suggests time flows onwards and cannot be held back.

Q3. What is personification?

A: Giving human qualities to something non-human -- for example, "the wind whispered" gives the wind a human action.

Q4. How should a student explain a poetic line in an examination?

A: State its literal meaning briefly, then explain the feeling or idea behind it in simple words, without rewriting the whole poem.

Q5. What is imagery?

A: Words that create a clear picture or sensation in the reader's mind, such as the sound of rain, the colour of morning light, or the silence of night.

Long Question-Answers

Q1. Explain how to attempt a question on the central idea or message of a poem.

A: First identify the subject: what or whom the poem is about. Then note the feeling -- joyful, serious, hopeful, or sad -- and the images the poet uses to create it. Combine these into one clear sentence: the poem is about a subject, expressed with a particular feeling, and it teaches or suggests a general idea. Support this with one short reference to an image or line, explained in your own words. Avoid

writing a line-by-line translation. A focused paragraph that states the subject, feeling, and message, with one example, earns more credit than a long, unfocused retelling.

MCQs -- Part A3

1. "As brave as a lion" is an example of:

(a) Metaphor (b) Simile (c) Personification (d) Alliteration

2. "The wind whispered through the trees" is an example of:

(a) Simile (b) Metaphor (c) Personification (d) Irony

3. "Time is a thief" is an example of:

(a) Simile (b) Metaphor (c) Alliteration (d) Imagery only

4. Repetition of the same starting sound is called:

(a) Simile (b) Alliteration (c) Metaphor (d) Rhyme

5. The best approach to a poem question is to:

(a) Memorise without understanding (b) Explain subject, feeling, and message with one example (c)

Copy the poem (d) Guess the poet's life

Answer Key -- A3: 1-(b), 2-(c), 3-(b), 4-(b), 5-(b)

Part B -- Grammar

B1. Tenses -- Forms, Uses, and Common Errors

Explanation

Tense shows the time of an action: past, present, or future. Each time has four aspects: simple, continuous, perfect, and perfect continuous. That gives twelve forms in total. The key is not to memorise the table alone, but to match the form to the meaning: a finished habit or fact, an action in progress, an action completed before another point, or an action continuing up to a point.

Simple present is used for habits, facts, and routines: "She reads every day." Present continuous is for an action happening now or around now: "She is reading now." Present perfect connects the past to the present: "She has read this book" (the result matters now). Present perfect continuous stresses duration up to now: "She has been reading for an hour."

Simple past is for a finished past action: "She read yesterday." Past continuous is for an action in progress at a past moment: "She was reading when I called." Past perfect is for the earlier of two past actions: "She had read the book before the class started." Past perfect continuous stresses duration before a past point: "She had been reading for an hour before dinner."

Simple future is for a future fact, decision, or promise: "She will read tomorrow." Future continuous is for an action in progress at a future time: "She will be reading at this time tomorrow." Future perfect is for an action completed before a future point: "She will have read the book by Friday." Future perfect continuous stresses duration up to a future point: "She will have been reading for two hours by then."

Important Points

- Time words are clues: "every day" often goes with simple present; "now" with present continuous; "yesterday" with simple past; "already, just, yet" with present perfect; "since" with a point of time; "for" with a duration.
- Do not use present perfect with a finished past time word. Say "I saw him yesterday," not "I have seen him yesterday."
- In "since" and "for" sentences, the perfect continuous is often natural: "I have been waiting since morning."
- Third person singular in simple present adds -s or -es: "He goes," "She watches."
- Keep the tense consistent in a paragraph unless the time actually changes.

Short Question-Answers

Q1. When do we use the simple present tense?

A: For habits, routines, general facts, and truths -- for example, "The sun rises in the east" and "He

walks to college daily."

Q2. What is the difference between present perfect and simple past?

A: Simple past reports a finished action at a finished time ("I visited Lahore last year"). Present perfect connects a past action to the present ("I have visited Lahore" -- the experience matters now, and no finished time is stated).

Q3. When do we use the past perfect tense?

A: When two past actions are mentioned, past perfect shows the earlier one: "The train had left before we reached the station."

Q4. What is the difference between "since" and "for"?

A: "Since" is used with a point of time ("since 2020," "since morning"), while "for" is used with a duration ("for three years," "for two hours").

Q5. Correct the sentence: "He go to school daily."

A: "He goes to school daily." The third person singular subject "he" needs "goes" in the simple present.

Long Question-Answers

Q1. Explain the four present tense forms with one example and one use for each.

A: Simple present is used for habits and facts: "She practises daily." Present continuous is used for an action in progress now: "She is practising now." Present perfect is used when a past action has a present result or recent relevance: "She has practised all the exercises" (she is now ready). Present perfect continuous is used for an action that started in the past and continues up to now, with emphasis on duration: "She has been practising since morning." The choice depends on meaning: habit, current progress, present result, or duration up to now. Mixing these meanings is the most common source of tense errors.

Q2. A student often confuses past continuous and past perfect. Explain the difference clearly.

A: Past continuous describes an action that was in progress at a particular past moment: "At 8 p.m., I was studying." Past perfect describes an action completed before another past action or point: "I had finished my homework before dinner." In a sentence with two past events, use past perfect for the earlier event and simple past for the later one, and use past continuous only when you want to show an action that was interrupted or ongoing when something else happened -- for example, "I was studying when the light went out."

MCQs -- Part B1

1. Choose the correct sentence:

(a) She go to college daily (b) She goes to college daily (c) She going to college daily (d) She gone to college daily

2. "I ____ for two hours." (duration up to now) -- best form:

(a) am waiting (b) have been waiting (c) waited (d) will wait

3. "The train ____ before we arrived." -- best form:

(a) has left (b) had left (c) leaves (d) is leaving

4. Which sentence is correct?

(a) I have seen him yesterday (b) I saw him yesterday (c) I see him yesterday (d) I had seen him yesterday morning only

5. "Since" is used with:

(a) A duration (b) A point of time (c) A future plan only (d) A habit

6. "She ____ at this time tomorrow." (future continuous):

(a) will be travelling (b) travels (c) travelled (d) has travelled

7. "By Friday, I ____ the book." (future perfect):

(a) will read (b) will have read (c) read (d) am reading

8. Present perfect continuous stresses:

(a) A single finished action (b) Duration up to the present (c) A future fact (d) A habit only

Answer Key -- B1: 1-(b), 2-(b), 3-(b), 4-(b), 5-(b), 6-(a), 7-(b), 8-(b)

B2. Active and Passive Voice -- Rules That Work Every Time

Explanation

In active voice, the subject does the action: "Ali wrote a letter." In passive voice, the subject receives the action: "A letter was written by Ali." Passive voice is useful when the doer is unknown, unimportant, or should not be emphasised, or when the object deserves focus -- common in notices, reports, and scientific writing.

The method is the same for every tense: make the object of the active sentence the subject of the passive sentence, use the correct form of "be" for the tense, add the past participle (third form) of the main verb, and optionally add "by + doer" at the end.

Tense-wise pattern: Simple present -- is/am/are + past participle ("A letter is written"). Present continuous -- is/am/are + being + past participle ("A letter is being written"). Present perfect -- has/have + been + past participle ("A letter has been written"). Simple past -- was/were + past participle ("A letter was written"). Past continuous -- was/were + being + past participle ("A letter was being written"). Past perfect -- had + been + past participle ("A letter had been written"). Simple future -- will + be + past participle ("A letter will be written"). Future perfect -- will + have + been + past participle ("A letter will have been written").

For imperatives, use "Let + object + be + past participle": "Open the door" becomes "Let the door be opened." For requests with "please," the sense of politeness is kept by the structure, not by copying "please" mechanically. Modal verbs follow the pattern modal + be + past participle: "You must obey

the rules" becomes "The rules must be obeyed."

Important Points

- Only sentences with an object (transitive verbs) can normally be changed to passive. "He sleeps" has no object, so it has no passive.
- Never change the tense when changing voice. Present stays present; past stays past.
 - The past participle must be correct: write/wrote/written, see/saw/seen, do/did/done, take/took/taken.
- "By + doer" can be dropped when the doer is unknown or obvious: "My bicycle was stolen" is complete without a doer.
- Check agreement after the change: the new subject decides is/are or was/were.

Short Question-Answers

Q1. Change to passive: "She writes a letter."

A: "A letter is written by her."

Q2. Change to passive: "They are building a house."

A: "A house is being built by them."

Q3. Change to passive: "He had finished the work."

A: "The work had been finished by him."

Q4. Change to active: "The book was read by Ali."

A: "Ali read the book."

Q5. Change to passive: "Close the door."

A: "Let the door be closed."

Q6. Why can "He runs fast" not be changed to passive?

A: Because "runs" here has no object. Without an object to become the new subject, a passive form is not possible.

Long Question-Answers

Q1. Explain the step-by-step method for changing active voice to passive voice, with examples.

A: Step one: find the object of the active sentence -- that becomes the new subject. Step two: choose the correct form of "be" for the original tense. Step three: use the past participle of the main verb. Step four: add "by + doer" if needed. For example, active "Students are preparing notes" gives object "notes," present continuous "are being," and past participle "prepared": "Notes are being prepared by students." If the original tense is present perfect -- "Students have prepared notes" -- the pattern becomes "Notes have been prepared by students." The tense never changes; only the structure changes. Practising this method with one sentence in each tense removes most voice errors.

MCQs -- Part B2

1. Passive of "She cooks food" is:

(a) Food is cooked by her (b) Food is cooking by her (c) Food was cooked by her (d) Food has cooked by her

2. Passive of "They were playing cricket" is:

(a) Cricket was played by them (b) Cricket was being played by them (c) Cricket is played by them (d) Cricket has been played by them

3. Passive of "Open the window" is:

(a) The window is opened (b) Let the window be opened (c) The window was opened (d) Opened the window

4. Passive of "He will complete the task" is:

(a) The task will be completed by him (b) The task is completed by him (c) The task was completed by him (d) The task has been completed by him

5. Which sentence cannot be changed to passive?

(a) She reads a book (b) He sleeps soundly (c) They built a wall (d) We watched a match

6. Passive of "She has written a poem" is:

(a) A poem is written by her (b) A poem has been written by her (c) A poem was written by her (d) A poem will be written by her

Answer Key -- B2: 1-(a), 2-(b), 3-(b), 4-(a), 5-(b), 6-(b)

B3. Direct and Indirect Narration -- Reported Speech

Explanation

Direct speech reports the speaker's exact words in quotation marks: He said, "I am busy today."

Indirect (reported) speech reports the meaning without quotation marks: He said that he was busy that day. Changing narration requires four adjustments: the reporting verb and conjunction, pronouns, tense, and words of time and place.

General rules: If the reporting verb is in the past ("said"), the reported verb usually moves one step back in time: present simple becomes past simple, present continuous becomes past continuous, present perfect becomes past perfect, simple past becomes past perfect, and "will" becomes "would." If the reporting verb is in the present ("says"), the tense does not change. Universal truths and habitual facts do not change tense: He said, "The sun rises in the east" becomes He said that the sun rises in the east.

Pronouns change according to the speaker and listener: first person follows the speaker, second person follows the listener, third person does not change. Time and place words change: today

becomes that day, tomorrow becomes the next day, yesterday becomes the previous day, now becomes then, here becomes there, this becomes that, ago becomes before.

For questions: use "asked" or "inquired" and the word order of a statement, not a question. Yes/no questions use "if" or "whether": He said, "Are you ready?" becomes He asked if I was ready. Wh-questions keep the wh-word: He said, "Where do you live?" becomes He asked where I lived. For commands and requests: use "told," "ordered," "requested," or "advised" plus "to + verb": He said, "Open the door" becomes He told me to open the door. Negative commands use "not to": He said, "Do not run" becomes He told me not to run. For exclamations, use "exclaimed with joy/sorrow/surprise" and a statement form: He said, "What a beautiful day!" becomes He exclaimed with joy that it was a beautiful day.

Important Points

- Remove quotation marks and question marks in indirect speech. The sentence ends with a full stop.
- Do not keep the question word order in indirect questions. Write "where he lived," not "where did he live."
- "Said to" usually becomes "told" when an object follows: He said to me becomes He told me.
- Change time words only when the reporting time is different from the original time. If reporting on the same day, some changes may not be needed -- follow your teacher's and paper's convention.
- Modal changes: can becomes could, may becomes might, must often becomes had to, shall/will become should/would according to meaning.

Short Question-Answers

Q1. Change to indirect: He said, "I am tired."

A: He said that he was tired.

Q2. Change to indirect: She said to me, "Are you coming?"

A: She asked me if I was coming.

Q3. Change to indirect: He said, "Where do you live?"

A: He asked where I lived.

Q4. Change to indirect: The teacher said, "Open your books."

A: The teacher told the students to open their books.

Q5. Change to indirect: He said, "I will come tomorrow."

A: He said that he would come the next day.

Q6. Change to indirect: She said, "What a lovely flower!"

A: She exclaimed with joy that it was a lovely flower.

Long Question-Answers

Q1. Explain the four changes needed when converting direct speech to indirect speech, with examples.

A: First, the reporting structure changes: quotation marks are removed, "said" may become "told," "asked," or "ordered," and "that," "if," or a wh-word joins the clauses. Second, pronouns shift with speaker and listener: "I" in the mouth of Ali becomes "he" when reported by someone else. Third, tense moves one step back if the reporting verb is past: "I am reading" becomes "he was reading." Fourth, time and place words shift: "today" becomes "that day" and "tomorrow" becomes "the next day." All four changes must be checked together. A sentence with correct tense but wrong pronoun or word order is still incorrect, so read the reported sentence aloud and check that it sounds like a statement, not a half-kept question.

MCQs -- Part B3

1. Indirect of "He said, 'I am happy'" is:

(a) He said that he is happy (b) He said that he was happy (c) He said that he had happy (d) He says that he was happy

2. Indirect of "She said, 'Will you help me?'" is:

(a) She asked if I would help her (b) She asked will you help me (c) She said will you help (d) She asked if I will help her

3. Indirect of "He said, 'Do not waste time'" is:

(a) He told me to waste time (b) He told me not to waste time (c) He said do not waste time (d) He ordered waste time

4. "Tomorrow" in indirect speech usually becomes:

(a) Yesterday (b) The next day (c) Today (d) That morning only

5. Indirect of "Ali said, 'Where are you going?'" is:

(a) Ali asked where I was going (b) Ali asked where was I going (c) Ali asked where are you going (d) Ali asked where I am going

6. A universal truth in indirect speech:

(a) Always changes tense (b) Does not change tense (c) Becomes future (d) Is removed

Answer Key -- B3: 1-(b), 2-(a), 3-(b), 4-(b), 5-(a), 6-(b)

B4. Prepositions -- Small Words, Big Difference

Explanation

A preposition shows the relationship between words -- usually place, time, direction, or manner. The most common errors in First Year English come from three small words: in, on, and at. For time: use "at" for exact times and festivals ("at 5 p.m.," "at night"), "on" for days and dates ("on Monday," "on 14

August"), and "in" for longer periods ("in June," "in 2026," "in the morning"). For place: use "at" for a specific point ("at the gate"), "on" for a surface ("on the table"), and "in" for an enclosed space or area ("in the room," "in Lahore").

Many verbs and adjectives pair with a fixed preposition, and these must be learnt as pairs: afraid of, interested in, good at, fond of, proud of, depend on, agree with a person but agree to a proposal, deal with, suffer from, congratulate on, and apologise to a person for something. Guessing a preposition is risky; learning the pair with an example sentence is reliable.

Important Points

- Do not translate prepositions word-for-word from Urdu. English pairs are fixed by usage.
- "In" is for months, years, seasons, and parts of the day (except "at night").
- "On" is for days, dates, and surfaces.
- "At" is for exact times, specific places, and occasions like "at home" and "at school" in general use.
- After a preposition, use the -ing form of a verb: "interested in reading," not "interested in read."
- Read the whole sentence before choosing. The verb or adjective before the blank usually decides the preposition.

Short Question-Answers

Q1. Fill in: She is good ____ English.

A: She is good at English.

Q2. Fill in: He depends ____ his parents.

A: He depends on his parents.

Q3. Fill in: We met ____ Monday.

A: We met on Monday.

Q4. Fill in: He was born ____ 2010.

A: He was born in 2010.

Q5. Fill in: The meeting starts ____ 9 a.m.

A: The meeting starts at 9 a.m.

Q6. Fill in: She is fond ____ reading.

A: She is fond of reading.

Long Question-Answers

Q1. Explain the difference between in, on, and at for time and place, with examples.

A: For time, "at" marks a point: at 6 o'clock, at noon, at night. "On" marks a day or date: on Friday, on 1 January. "In" marks a longer period: in January, in winter, in 2027, in the morning. For place, "at" marks a specific point or institution in general use: at the door, at school. "On" marks a surface: on the

wall, on the roof. "In" marks an enclosed space or larger area: in the classroom, in Karachi. The test is simple: point, surface, or enclosed space; exact time, day, or longer period. Applying this test prevents most preposition errors, but fixed pairs like "afraid of" and "interested in" must still be learnt by heart with examples.

MCQs -- Part B4

1. Choose the correct sentence:

(a) He was born on 2010 (b) He was born in 2010 (c) He was born at 2010 (d) He was born to 2010

2. "She is interested ____ music."

(a) on (b) in (c) at (d) of

3. "The book is ____ the table."

(a) in (b) at (c) on (d) to

4. "We will meet ____ Friday."

(a) in (b) at (c) on (d) to

5. "He apologised ____ me ____ his mistake."

(a) to / for (b) for / to (c) with / for (d) at / of

6. "She is afraid ____ darkness."

(a) from (b) of (c) with (d) at

Answer Key -- B4: 1-(b), 2-(b), 3-(c), 4-(c), 5-(a), 6-(b)

B5. Writing Skills -- Paragraph, Essay, Letter, Story, and Summary

Explanation

Writing skills test whether you can organise ideas clearly, not whether you can memorise a model answer. Every piece of writing needs the same foundation: a clear main idea, supporting points in logical order, simple correct sentences, and a suitable ending.

A paragraph is one main idea developed in about 100 to 150 words: a topic sentence, three to five supporting sentences with reasons or examples, and a concluding sentence. An essay is a longer version of the same structure: introduction, two or three body paragraphs each with one main point, and a conclusion. Do not write an essay as one long block; examiners reward paragraphing.

A formal letter or application has a fixed layout: sender's address, date, receiver's address or designation, subject, respectful greeting, short introduction stating the purpose, body with details in clear order, a polite closing request, and a formal ending with name and class or roll number if required. An informal letter is warmer and personal but still needs a greeting, a clear purpose, organised paragraphs, and a friendly close.

A story needs a beginning that sets the scene, a middle with one main problem or turning point, and

an ending that gives a clear moral or outcome. Do not introduce too many characters or events. A summary or precis reduces a passage to about one-third of its length, keeping only the main ideas, in your own words, without examples, quotations, or personal opinions.

Important Points

- Plan before writing: note three points, then write. Unplanned writing repeats ideas and loses marks.
- One paragraph should carry one main idea. Start a new paragraph when the idea changes.
- Use simple, correct English. A short correct sentence is better than a long confused one.
- In formal writing, avoid slang and contractions. In personal writing, keep a natural, respectful tone.
- Always leave two minutes to read your writing again and correct spelling, tense, and punctuation errors.
- Never copy a memorised essay that does not answer the given topic. Adapt your ideas to the actual question.

Short Question-Answers

Q1. What are the three parts of a paragraph?

A: A topic sentence that states the main idea, supporting sentences that explain it with reasons or examples, and a concluding sentence that rounds off the idea.

Q2. What is the difference between a formal and an informal letter?

A: A formal letter is written to an official or institution, uses a fixed layout and polite formal language, and states a clear purpose. An informal letter is written to family or friends, uses a warm personal tone, and still keeps a clear greeting, body, and close.

Q3. What should a story ending do?

A: It should resolve the main problem and leave a clear outcome or moral, without introducing a new problem at the last moment.

Q4. What is a summary?

A: A short version of a passage, about one-third of its length, that keeps only the main ideas, written in your own words without examples or personal opinions.

Q5. What is the first step in essay writing?

A: Planning -- deciding the main idea and two or three supporting points, and their order, before writing the first sentence.

Long Question-Answers

Q1. Explain how to write a good essay on a general topic such as the importance of reading.

A: Begin with an introduction that states why reading matters in one or two sentences. Then write body paragraphs, each with one point: for example, reading builds knowledge, reading improves language and thinking, and reading develops character and imagination. Support each point with one

brief reason or example from daily life, such as a student who reads regularly understanding lessons more easily. Keep sentences simple and connected. End with a conclusion that restates the value of reading and gives a practical suggestion, such as reading a little every day. An essay written this way -- planned, paragraphed, and relevant -- scores better than a long, memorised passage that drifts away from the topic.

Q2. Explain the layout and tone of an application to a principal for leave or a certificate, in general terms.

A: Write the sender's address and date at the top, then the principal's designation and institution address. Give a short subject line stating the request. Begin with a respectful greeting, then state the purpose in the first sentence -- for example, requesting leave for stated dates or a certificate for a stated purpose. In the body, give only the necessary details: dates, reason in brief, and any supporting information, in clear order. Close with a polite request for favourable consideration and thanks. End formally with your name, class, and roll number if required. The tone should be respectful and brief throughout; no unnecessary story or emotional language is needed.

MCQs -- Part B5

1. A paragraph should normally contain:

(a) Many unrelated ideas (b) One main idea, well supported (c) Only a title (d) No concluding sentence

2. The correct order in an essay is:

(a) Conclusion, body, introduction (b) Introduction, body, conclusion (c) Body only (d) Introduction only

3. A formal application should begin with:

(a) A joke (b) Sender's address and date, then receiver's designation (c) Only the greeting (d) The conclusion

4. A good summary should:

(a) Copy the passage (b) Keep only main ideas in your own words (c) Add personal opinions (d) Be longer than the passage

5. Before writing, a student should:

(a) Start at once without a plan (b) Plan three main points and their order (c) Memorise another topic (d) Write the conclusion first

Answer Key -- B5: 1-(b), 2-(b), 3-(b), 4-(b), 5-(b)

B6. Comprehension and Vocabulary -- Reading Any Passage Well

Explanation

Comprehension questions test understanding of an unseen passage. Read the passage twice before looking at the questions in detail: first for general meaning, then slowly for details. Then read each question, find the part of the passage that answers it, and write the answer in your own words. Do not lift long lines unless the question asks for a specific phrase.

Vocabulary questions often ask for the meaning of a word, a synonym, an antonym, or the use of a word in a sentence. Learn words in families: for example, "honest" gives "honesty" and "dishonest." Pair-of-words questions test words that sound similar but mean different things; they are learnt best by writing one sentence for each word in the pair, not by memorising definitions alone.

Important Points

- Underline the main idea of each paragraph while reading a comprehension passage.
- Answer exactly what is asked. If the question asks "why," give a reason, not a retelling.
- For vocabulary, use the word correctly in a sentence of your own. A memorised meaning without correct use is incomplete.
- Watch for negatives in questions: "which is NOT true" asks for the exception.
- Manage time: comprehension should not take so long that writing skills are left unfinished.

Short Question-Answers

Q1. What is the best first step in a comprehension passage?

A: Read the whole passage once for general meaning, then read it again slowly, noting the main idea of each paragraph.

Q2. Should comprehension answers copy the passage?

A: No, except when a specific phrase is asked for. Answers should normally be brief and in your own words, based on the relevant part of the passage.

Q3. How can pair-of-words be learnt well?

A: By writing one clear sentence for each word in the pair, so the difference in meaning and use becomes visible.

Long Question-Answers

Q1. Explain a reliable method for attempting an unseen comprehension passage in the examination.

A: Read the passage twice -- first quickly for the overall subject, then slowly for details and paragraph-wise ideas. Read the questions and underline key words in each question, such as "why," "how," or "what." Return to the relevant paragraph for each answer instead of guessing from memory. Write short, direct answers in your own words, using the passage only as evidence. For title questions, choose a title that covers the whole passage, not one detail. Finally, check that every answer matches its question and that no answer contradicts the passage.

MCQs -- Part B6

1. The best way to attempt comprehension is to:

(a) Answer from memory without reading (b) Read twice, locate the relevant part, answer in your own words (c) Copy the whole passage (d) Answer only the first question

2. A title for a passage should:

(a) Cover one detail only (b) Cover the whole passage's main idea (c) Be the longest phrase (d) Repeat the first line

3. Pair-of-words are best learnt by:

(a) Memorising spellings only (b) Writing one sentence for each word (c) Ignoring meaning (d) Guessing in the paper

Answer Key -- B6: 1-(b), 2-(b), 3-(b)

Final Revision Checklist

Use this checklist in the last two weeks. Tick a box only when you can actually do the task, not when you have only read about it.

Reading and Poetry

- ☐ I can summarise a prose lesson in my own words in 100 to 150 words.
- ☐ I can name the central idea of a lesson and support it with one brief example.
- ☐ I can explain a difficult word from context and use it in a sentence of my own.
- ☐ I can identify simile, metaphor, personification, and alliteration with one example each.
- ☐ I can state the subject, feeling, and message of a poem in one short paragraph.

Grammar

- ☐ I can write one correct sentence in each of the twelve tense forms.
- ☐ I can change five active sentences to passive without changing the tense.
- ☐ I can change a statement, a yes/no question, a wh-question, and a command from direct to indirect speech.
- ☐ I can fill in in, on, and at correctly for time and place, and use five fixed preposition pairs correctly.
- ☐ I can correct common errors: third-person -s, since/for, and question word order in indirect speech.

Writing Skills

- ☐ I can write a paragraph of 100 to 150 words on one main idea with a topic sentence and conclusion.
- ☐ I can plan an essay: introduction, two or three body points, and conclusion.
- ☐ I can write a formal application with correct layout and polite tone.
- ☐ I can write a short story with a clear beginning, turning point, and ending.
- ☐ I can summarise a passage to about one-third of its length in my own words.

Examination Day

- ☐ I have revised my own short notes, not the whole book, the night before.
- ☐ I will read every question fully before writing, and plan longer answers briefly.
- ☐ I will leave time at the end to check spelling, tense, and punctuation.
- ☐ I will attempt every question, in order, writing simply and clearly where I am unsure.

Closing note -- original study material only. These notes were written as original study and revision help for FBISE First Year English Compulsory. They are not official FBISE material, not a textbook or

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