

AJK 1st Year Arts - English Compulsory Notes

Lessons in General Terms + Grammar + Writing Skills

Azad Jammu Kashmir (AJK) Board - 1st Year Arts

Original Study and Revision Notes

For 1st Year Arts Students

Explanation, Important Points, Short and Long Q&As, MCQs with Answer Key, Revision
Checklists

IMPORTANT NOTE - PLEASE READ

Original study and revision notes only. NOT official AJK Board notes. NOT leaked material. NOT guaranteed for any exam. Subjects follow the standard 1st Year Arts syllabus in general terms only. No verified AJK-specific official scheme is claimed. For exact wording, always refer to your prescribed textbook and your teacher.

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How to Use These Notes

Read the explanation first, then cover the answers and try the questions yourself. Use the short questions for quick revision and the long questions for written practice. Attempt the MCQs without looking at the key, then check your answers. Tick the revision checklist only when you can explain the point in your own words.

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Section 1: Reading Lessons - Prose Themes in General Terms

Explanation

Prose lessons in the first year usually present a person, an event, or an idea in simple, clear language. The writer wants the reader to understand a message, not only to remember facts. When you read, look first for the central idea, then for the details that support it.

A good reading habit is to read once for general meaning, a second time for difficult words and sentence structure, and a third time to note the character, the setting, and the lesson. This habit helps you answer both short factual questions and longer questions about theme and purpose.

Important Points

- Identify the central idea in one sentence before you start writing an answer.
- Note the main character, what the character does, and what changes by the end.
- Learn new words in context, not only by memorising a list.
- Pay attention to the opening and the closing lines; they often show the purpose.
- Practise writing a short summary in your own words after every lesson.

Short Questions and Answers

Q: What is the first step in understanding a prose lesson?

A: Read for the general meaning and state the central idea in one simple sentence of your own.

Q: Why are the opening and closing lines important?

A: They often introduce the topic and then restate the message or the result, so they help you see the purpose of the lesson.

Q: How should new vocabulary be learned?

A: By seeing how a word is used in the sentence, guessing its sense from context, and then using it in a sentence of your own.

Long Questions and Answers

Q: How can a student write a good summary of a prose lesson?

A: A good summary names the main idea, covers the key events in order, leaves out minor details, and is written in the student's own words. It should be much shorter than the original, it should keep the tone neutral, and it should end with the lesson or conclusion that the writer intended.

Q: Why does character matter in a prose lesson?

A: Character shows how ideas work in real life. What a character chooses, what problems the character faces, and how the character changes all help the reader understand the theme. When you discuss character, give one clear example of an action and explain what it shows about the character.

MCQs

1. The central idea of a lesson is best described as:

- A. A list of all the facts
- B. The main message the writer wants to give
- C. The longest paragraph

D. The title only

2. A summary should be:

- A. Longer than the original
- B. A copy of the first paragraph
- C. Shorter and in your own words
- D. Only a list of names

3. Reading a lesson a second time mainly helps you to:

- A. Finish quickly
- B. Notice words, structure and details
- C. Skip the ending
- D. Memorise the title

4. The closing lines of a lesson often:

- A. Introduce a new topic
- B. Restate the message or result
- C. List difficult words
- D. Change the subject

Answer Key: 1=B, 2=C, 3=B, 4=B

Revision Checklist - This Section

- [] I can state the central idea of a lesson in one sentence.
- [] I can name the main character and one key change.
- [] I can summarise a lesson in my own words.

Section 2: Poetry - Themes and Appreciation in General Terms

Explanation

Poetry in the first year usually deals with nature, hope, effort, love for learning, or the value of good character. The poet uses images, comparison, and sound to make a feeling clear. You do not need to memorise every line; you need to understand what the poem is about and how the poet expresses it.

When you study a poem, first read it aloud slowly. Notice the pictures it creates in your mind, the repeated words, and the feeling in each stanza. Then ask what message the poet leaves for the reader. That message is the theme, and it is the safest ground for exam answers.

Important Points

- Read the poem aloud to feel its rhythm and tone.
- Identify images: what you can see, hear, or feel in the poem.
- Find the theme in simple words, for example hope, patience, or hard work.
- Explain one poetic device only if you can give an example from the poem.
- Do not invent a hidden meaning that the poem does not support.

Short Questions and Answers

Q: What is meant by the theme of a poem?

A: The theme is the main idea or message that runs through the whole poem, such as hope, effort, or respect for nature.

Q: Why should a poem be read aloud?

A: Reading aloud helps you hear the rhythm, the pauses, and the feeling, which makes the meaning easier to grasp.

Q: What is an image in poetry?

A: An image is a word picture that helps the reader see, hear, or feel something, for example a morning scene or a quiet river.

Long Questions and Answers

Q: How should a student explain a poem in an answer?

A: Start with the theme in one sentence. Then describe the main images or ideas stanza by stanza in your own words. Give one example of how the poet uses comparison or imagery, and finish with the message the poem leaves. Keep the language simple and avoid copying lines at length.

Q: How is poetry different from prose?

A: Prose explains ideas in continuous sentences and paragraphs. Poetry compresses ideas into short lines, uses rhythm and images, and often leaves more for the reader to feel and interpret. Both can carry the same theme, but poetry does it with fewer, more carefully chosen words.

MCQs

1. The theme of a poem means:

- A. The number of stanzas
- B. The main message of the poem

- C. The name of the poet
- D. The rhyming words only

2. Imagery in poetry helps the reader to:

- A. Count the lines
- B. Form a picture or feeling in the mind
- C. Skip difficult words
- D. Learn spelling

3. A safe way to discuss a poem is to:

- A. Invent a secret meaning
- B. Copy the whole poem
- C. Explain the theme with one example
- D. Ignore the message

4. Reading a poem aloud mainly helps with:

- A. Speed only
- B. Rhythm, tone and feeling
- C. Memorising the title
- D. Finding errors

Answer Key: 1=B, 2=B, 3=C, 4=B

Revision Checklist - This Section

- ☐ I can state a poem's theme in simple words.
- ☐ I can give one image and explain what it suggests.
- ☐ I can write a short appreciation in my own words.

Section 3: Grammar - Tenses

Explanation

Tenses show time: past, present, and future. Each tense also shows whether an action is simple, continuous, or completed. The key is to match the verb form with the time signal in the sentence, such as yesterday, now, every day, or tomorrow.

Many mistakes come from mixing tenses in one sentence or paragraph. If you start a story in the past, keep the main verbs in the past unless there is a clear reason to change. Read your sentence aloud after writing it; a tense error often sounds wrong before it looks wrong.

Important Points

- Present simple is used for habits, facts, and routines.
- Past simple is used for finished actions at a finished time.
- Present continuous is used for actions happening now or around now.
- Present perfect links a past action with the present result.
- Keep the same tense in a paragraph unless the time clearly changes.

Short Questions and Answers

Q: When do we use the present simple?

A: For habits, routines, and general facts, for example: She walks to college every day.

Q: When do we use the past simple?

A: For an action that started and finished in the past, for example: He visited his friend yesterday.

Q: What does the present perfect show?

A: A past action with a result or connection in the present, for example: I have finished my work, so I am free now.

Long Questions and Answers

Q: Explain the difference between past simple and present perfect with examples.

A: Past simple describes a finished action at a known past time: I watched a film last night. Present perfect describes a past action without a finished past time, or with a present result: I have watched that film, so I know the story. The time signal is the clue: last night points to past simple, while just, already, or yet often points to present perfect.

Q: Why is tense consistency important in writing?

A: If tenses keep changing without reason, the reader cannot tell when things happened. A story told in the past should stay in the past for its main events. A change is only made for a clear reason, such as a general truth in the present or a flashback clearly marked as earlier.

MCQs

1. Choose the correct present simple form: She ____ to college every day.

- A. go
- B. goes
- C. going
- D. went

2. He ____ his homework yesterday.

- A. finish
- B. finishes
- C. finished
- D. finishing

3. I ____ my work, so I am free now.

- A. have finished
- B. finish
- C. finished yesterday
- D. finishing

4. They ____ football right now.

- A. plays
- B. played
- C. are playing
- D. play

Answer Key: 1=B, 2=C, 3=A, 4=C

Revision Checklist - This Section

- [] I can form present simple, past simple, and present perfect correctly.
- [] I can choose a tense from a time signal.
- [] I can keep one tense steady in a paragraph.

Section 4: Grammar - Active and Passive Voice

Explanation

In the active voice, the subject does the action: The student wrote the essay. In the passive voice, the subject receives the action: The essay was written by the student. Both are correct; the choice depends on what you want to emphasise.

To change active to passive, make the object the new subject, use a form of be plus the past participle, and keep the tense the same. The original subject can be added with by, or left out when it is unknown or unimportant.

Important Points

- Active: subject + verb + object. Passive: object as subject + be + past participle.
- Keep the tense unchanged when you change the voice.
- Use passive when the action or the receiver matters more than the doer.
- Do not add by when the doer is unknown or obvious.
- Check the new sentence: it must still make sense on its own.

Short Questions and Answers

Q: What is the active voice?

A: The voice in which the subject performs the action, for example: The teacher explained the lesson.

Q: How is a passive sentence formed?

A: By making the object the subject and using a form of be plus the past participle, for example: The lesson was explained by the teacher.

Q: When is passive voice useful?

A: When the action or the person receiving it is more important than who did it, or when the doer is unknown.

Long Questions and Answers

Q: Change the voice of sentences step by step, with examples.

A: First find the subject, verb, and object in the active sentence. Then put the object first, choose the correct form of be for the same tense, and add the past participle. Example: Active: She cleans the room every day. Passive: The room is cleaned by her every day. The tense stays present simple in both.

Q: Why do students make errors in passive voice?

A: Common errors are changing the tense, forgetting the form of be, or using the wrong participle. The fix is to work slowly: identify the tense first, write the be form for that tense, then add the correct past participle, and finally read the sentence to check it.

MCQs

1. Passive form of: The student wrote the essay.

- A. The essay is written by the student.
- B. The essay was written by the student.
- C. The essay writes the student.

D. The essay has wrote by the student.

2. Active form of: The door was opened by Ali.

A. Ali opens the door.

B. Ali opened the door.

C. Ali is opening the door.

D. Ali has opened the door.

3. In passive voice, the main verb is in the:

A. Present form

B. Past participle form

C. Ing form

D. Base form

4. Passive is best when:

A. The doer must be stressed

B. The action or receiver matters more

C. The sentence is short

D. The verb is irregular

Answer Key: 1=B, 2=B, 3=B, 4=B

Revision Checklist - This Section

[] I can change active to passive without changing the tense.

[] I can change passive back to active.

[] I can choose voice according to emphasis.

Section 5: Grammar - Direct and Indirect Narration

Explanation

Direct narration repeats the exact words of a speaker inside quotation marks. Indirect narration reports what was said without quotation marks, and it usually changes pronouns, tense, and time words to fit the reporting sentence.

The basic rule is: if the reporting verb is in the past, the reported verb usually moves one step back in time. Present simple becomes past simple, past simple becomes past perfect, and words like today become that day, and tomorrow becomes the next day.

Important Points

- Direct speech uses quotation marks; indirect speech does not.
- Change pronouns to match the new speaker and listener.
- If the reporting verb is past, shift the tense one step back.
- Change time and place words: now to then, here to there, today to that day.
- Questions in indirect speech use statement word order, not question order.

Short Questions and Answers

Q: What is direct narration?

A: Reporting the exact words of a speaker in quotation marks, for example: He said, I am busy today.

Q: What changes in indirect narration?

A: Pronouns, verb tense, and time or place words change to fit the reporting sentence, and quotation marks are removed.

Q: How is a question reported indirectly?

A: With statement word order, for example: She asked me where I lived, not where did I live.

Long Questions and Answers

Q: Explain the tense shift in indirect narration with examples.

A: When the reporting verb is in the past, present simple shifts to past simple, and past simple shifts to past perfect. Example: Direct: He said, I play cricket. Indirect: He said that he played cricket. Example: Direct: She said, I visited Lahore. Indirect: She said that she had visited Lahore. The shift keeps the time relationship clear.

Q: What are the most common narration errors?

A: Students often forget to change pronouns, keep question order in indirect questions, or fail to shift the tense. The fix is to check three things in order: pronoun, tense, and time word, and then read the reported sentence as a normal statement.

MCQs

1. Indirect form of: He said, I am busy today.

- A. He said that he is busy today.
- B. He said that he was busy that day.
- C. He said that I was busy today.
- D. He said that he was busy today.

2. Indirect form of: She asked, Where do you live?

- A. She asked where do I live.
- B. She asked where I lived.
- C. She asked where did I live.
- D. She asked where I live.

3. In indirect speech, tomorrow usually becomes:

- A. Tomorrow
- B. Yesterday
- C. The next day
- D. That night

4. Indirect speech does NOT use:

- A. That
- B. Statement order
- C. Quotation marks
- D. Changed pronouns

Answer Key: 1=B, 2=B, 3=C, 4=C

Revision Checklist - This Section

- ☐ I can change direct statements to indirect statements.
- ☐ I can report questions with statement order.
- ☐ I can shift pronouns, tense, and time words correctly.

Section 6: Grammar - Prepositions

Explanation

Prepositions are small words such as in, on, at, to, from, with, and by that show place, time, direction, or relationship. They are easy to overlook, but a wrong preposition can change the meaning of a sentence.

There is no single rule that covers every preposition. The best method is to learn common combinations as phrases: at home, in the morning, on Monday, by bus, with a friend. Reading regularly helps you notice which preposition normally goes with which word.

Important Points

- At is used for a point in time or a specific place: at 5 pm, at school.
- In is used for longer periods and enclosed spaces: in June, in the room.
- On is used for days and surfaces: on Friday, on the table.
- Learn fixed phrases as whole units, not word by word.
- When unsure, check how the phrase is normally used in a sentence you have read.

Short Questions and Answers

Q: Give the correct preposition: He arrived ____ 5 pm.

A: At 5 pm, because at is used for a point in time.

Q: Give the correct preposition: She was born ____ June.

A: In June, because in is used for months and longer periods.

Q: Why do prepositions cause errors?

A: Because they often depend on habit and fixed phrases rather than a single logic rule, so they must be learned through reading and practice.

Long Questions and Answers

Q: How can a student improve preposition accuracy?

A: By keeping a short notebook of phrases met in reading, for example interested in, good at, afraid of, and by revising them often. When writing, pause at each preposition and ask whether the phrase sounds like one you have seen before. Regular short practice beats trying to memorise a long list in one sitting.

Q: Explain at, in, and on for time with examples.

A: At is for a clock time or a festival point: at noon, at night. On is for a day or date: on Monday, on 5 May. In is for a month, season, or year: in May, in winter, in 2026. Using these three patterns correctly covers most time prepositions in first-year writing.

MCQs

1. She will come ____ Monday.

- A. in
- B. at
- C. on
- D. by

2. He arrived ____ 5 pm.

- A. in
- B. on
- C. at
- D. from

3. The book is ____ the table.

- A. in
- B. on
- C. at
- D. to

4. She was born ____ 2010.

- A. on
- B. at
- C. in
- D. by

Answer Key: 1=C, 2=C, 3=B, 4=C

Revision Checklist - This Section

[] I know at, in, and on for time and place.

[] I can use common fixed phrases correctly.

[] I check prepositions when I proofread.

Section 7: Writing Skills - Paragraph, Letter, Application, and Story

Explanation

Good writing has a clear purpose, a simple structure, and connected sentences. A paragraph has one main idea, supported by two or three sentences, and ends with a concluding sentence. A letter or application has a clear opening, a polite body, and a respectful closing.

A story needs a beginning that sets the scene, a middle that presents a problem, and an ending that resolves it. In all writing, plan for two minutes before you start: note the main points in order, then write in that order. Planning prevents repetition and missing points.

Important Points

- One paragraph, one main idea; do not mix two topics in one paragraph.
- Begin a letter with a proper greeting and end with a polite closing.
- In an application, state the request clearly in the first paragraph.
- In a story, keep events in order and give a clear ending.
- Always leave time to read your writing once and correct spelling and grammar.

Short Questions and Answers

Q: What makes a good paragraph?

A: One main idea, a few supporting sentences in order, and a concluding sentence that ties the paragraph together.

Q: What should an application state first?

A: The clear request, with the reason given briefly, so the reader understands the purpose at once.

Q: What are the three parts of a story?

A: A beginning that sets the scene, a middle that presents a problem or event, and an ending that resolves it.

Long Questions and Answers

Q: How should a student plan a piece of writing in an exam?

A: Spend two minutes listing the points in order, then write one paragraph for each main point. Keep sentences short and clear. After finishing, read the whole piece once for grammar, spelling, and missing points. A short plan saves time overall because it prevents rewriting and repetition.

Q: What is the difference between a formal letter and a story?

A: A formal letter is written to a known reader for a practical purpose, so it is polite, brief, and structured with greeting, body, and closing. A story is written to interest a reader, so it uses description, sequence, and a clear ending. Both need clear order, but their tone and structure are different.

MCQs

1. A paragraph should mainly contain:

- A. Many unrelated ideas

- B. One main idea with support
- C. Only questions
- D. A list of titles

2. An application should state the request:

- A. Only at the end
- B. Clearly near the beginning
- C. In a riddle
- D. Nowhere

3. A story needs:

- A. Only a beginning
- B. Beginning, middle, and ending
- C. Only dialogue
- D. Only description

4. Before writing, a student should:

- A. Start at once without thinking
- B. Plan the points in order
- C. Copy another answer
- D. Write the ending first

Answer Key: 1=B, 2=B, 3=B, 4=B

Revision Checklist - This Section

- ☐ I can write a paragraph on one idea.
- ☐ I can write a polite letter or application.
- ☐ I can plan and finish a short story in order.

Final Revision Checklist - Whole Subject

- I can summarise a prose lesson and a poem in my own words.
- I can use tenses, voice, narration, and prepositions accurately.
- I can write a paragraph, a letter or application, and a short story.
- I have attempted all MCQs and checked the answer keys.

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