

FBISE 1st Year English

NBF Book Notes

All 18 Units - Chapter-Wise Notes

Original study and revision notes only. Not official FBISE notes, not the textbook, not leaked papers, and not a guarantee of exam questions. Summaries are in the author's own words; poems and stories are not quoted at length.

Units covered: Family Values in Pakistan | Shooting Stars | The Wind | Butterflies | Clean Water and Sanitation | The Darkling Thrush | World Heritage Sites in Pakistan | Social Media | Sunshine After Rain | The Small Woman | The Three Questions | Break, Break, Break | Blow, Blow, Thou | Choice of a Profession | The Ninny | Fourteen | The Last Leaf | The Necklace - plus Grammar.

Unit 1: Family Values in Pakistan

Theme: Communication and collaboration within the family.

Summary in own words: This unit looks at how families in Pakistan live, talk and support one another. It shows that a strong family is built on respect, listening, shared work and care for elders and children alike. Small daily habits - speaking politely, helping at home, and solving disagreements calmly - keep a family united.

Important points:

- Family is the first school of manners, language and values.
- Communication means listening fully before replying, not only speaking.
- Collaboration means sharing responsibilities at home fairly.
- Respect for elders and kindness to younger members strengthen trust.
- Strong families help young people face pressure and make good decisions.

Short question-answers:

1. Q: What is the main idea of this unit? A: That good communication and teamwork make a family strong and peaceful.
2. Q: Why is listening important in a family? A: Because it shows respect, prevents misunderstanding, and helps solve problems early.
3. Q: Give one example of collaboration at home. A: Family members sharing household work, study help, or care of elders according to ability and time.

Long question-answer: Q: How do family values help a student in life? A: Family values teach discipline, honesty and patience. A student who learns to listen, share and respect others at home finds it easier to work in a team at college, to accept advice, and to stay calm under exam pressure. In short, home training becomes the base of good character and steady progress in studies and later work.

MCQs:

1. The central theme of this unit is: (a) Wealth (b) Communication and collaboration (c) Travel (d) Technology - Answer: (b)
2. A strong family is mainly built on: (a) Silence (b) Respect and shared work (c) Rules only (d) Money - Answer: (b)
3. Good communication first requires: (a) Speaking loudly (b) Listening fully (c) Arguing (d) Avoiding talk - Answer: (b)
4. Collaboration at home means: (a) One person doing everything (b) Sharing work fairly (c) Giving orders (d) Living separately - Answer: (b)
5. Respect for elders in a family creates: (a) Fear (b) Distance (c) Trust and unity (d) Dependence - Answer: (c)

Unit 2: Shooting Stars - Hal Borland (Non-Fiction)

Theme: Innovation and creativity; wonder at nature and science.

Summary in own words: This non-fiction piece describes the sight of shooting stars and the curiosity they awaken. It connects a simple night-sky event with scientific thinking: observing carefully, asking questions, and trying to understand how the natural world works. Wonder, the unit suggests, is the first step toward learning.

Important points:

- A shooting star is a brief, bright streak in the night sky, not a falling star in the literal sense.
- Careful observation turns a common sight into a scientific question.
- Curiosity and imagination support scientific discovery.
- Nature teaches patience: some events can only be seen by watching quietly.
- The unit links everyday experience with scientific method.

Short question-answers:

1. Q: What feeling does the sight of shooting stars create? A: Wonder and curiosity about the sky and nature.
2. Q: How is this piece linked to science? A: It shows observation and questioning, which are the start of scientific thinking.
3. Q: What lesson does the writer draw from nature? A: That paying attention to small natural events can lead to big ideas.

Long question-answer: Q: How does curiosity lead to innovation? A: Curiosity makes a person notice what others ignore. When a person asks why a shooting star appears, how it moves, and what causes it, that questioning leads to reading, testing and new explanations. In the same way, inventors and scientists begin with simple wonder and then work step by step toward useful knowledge. Creativity is therefore not magic; it grows from attention, questions and steady effort.

MCQs:

1. This unit is an example of: (a) Poetry (b) Non-fiction (c) Drama (d) Biography - Answer: (b)
2. The theme is mainly: (a) War (b) Innovation and creativity (c) Trade (d) Farming - Answer: (b)
3. Scientific thinking begins with: (a) Guessing blindly (b) Observation and questions (c) Copying others (d) Ignoring nature - Answer: (b)
4. A shooting star appears as: (a) A slow cloud (b) A brief bright streak (c) A planet (d) A rainbow - Answer: (b)
5. The unit teaches that wonder is: (a) Useless (b) Childish only (c) The first step to learning (d) Against

science - Answer: (c)

Unit 3: The Wind (Poem) - Robert Louis Stevenson

Theme: Nature; the unseen power of the wind.

Summary in own words: In this poem, the wind is presented as a powerful presence that cannot be seen directly but can be felt and heard everywhere - in trees, fields and houses. The poem invites the reader to notice nature through sound and movement rather than sight alone, and to enjoy the mystery of a force that is always near yet never fully caught.

Important points:

- The wind is invisible but its effects are visible and audible.
- The poem uses movement, sound and everyday scenes to describe nature.
- Children and adults alike notice the wind by what it moves.
- Nature is powerful, playful and sometimes restless.
- The poem trains the reader to observe with senses other than sight.

Short question-answers:

1. Q: Why is the wind hard to describe? A: Because it cannot be seen directly; only its effects can be seen and heard.
2. Q: What does the poem teach about observation? A: That we can learn about nature through sound, movement and feeling, not only through sight.
3. Q: What is the mood of the poem? A: Lively and curious, full of wonder at a familiar natural force.

Long question-answer: Q: How does the poet make the wind seem alive? A: The poet gives the wind actions and a strong presence: it rushes, shakes, bends and passes through places, so the reader feels it as a living visitor rather than an abstract idea. By showing what the wind does to trees, leaves and houses, the poem turns an invisible force into something vivid and near. This technique helps the reader imagine nature as active and full of energy.

MCQs:

1. The poem's subject is: (a) Rain (b) The wind (c) The sea (d) The sun - Answer: (b)
2. The wind is described mainly through: (a) Colour (b) Sound and movement (c) Smell only (d) Taste - Answer: (b)
3. The theme of the poem is: (a) War (b) Nature (c) Trade (d) Politics - Answer: (b)
4. The poet of this poem is: (a) Tennyson (b) Shakespeare (c) Robert Louis Stevenson (d) Hardy - Answer: (c)
5. The wind cannot be: (a) Felt (b) Heard (c) Seen directly (d) Noticed - Answer: (c)

Unit 4: Butterflies (Short story) - Roger Dean Kiser

Theme: Soft skills; kindness, patience and gentle strength.

Summary in own words: This short story uses butterflies as a symbol of beauty, change and delicate strength. It reminds the reader that gentle things deserve care, and that small acts of kindness can leave a lasting impression. The story encourages soft skills such as empathy, patience and respect for living things.

Important points:

- Butterflies stand for change, beauty and fragility.
- Gentleness is a strength, not a weakness.

- Small, kind actions can matter more than big speeches.
- Patience is needed to notice and protect delicate things.
- The story links nature with human character.

Short question-answers:

1. Q: What do butterflies symbolise in this story? A: Beauty, change and delicate strength.
2. Q: What soft skill does the story stress most? A: Empathy - understanding and caring for others and for nature.
3. Q: Why is gentleness called a strength here? A: Because it protects what is fragile and builds trust without force.

Long question-answer: Q: How can a short story teach soft skills? A: A short story shows character through action rather than advice. When a character treats a butterfly gently, waits patiently, or notices beauty that others miss, the reader learns empathy and self-control by example. Such lessons stay in memory because they are felt, not only memorised, and they can be used in daily life with family, classmates and teachers.

MCQs:

1. The story's main symbol is: (a) A lion (b) Butterflies (c) A mountain (d) A river - Answer: (b)
2. The theme is mainly: (a) Soft skills (b) War (c) Business (d) Travel - Answer: (a)
3. The author is: (a) O. Henry (b) Roger Dean Kiser (c) Chekhov (d) Tolstoy - Answer: (b)
4. Gentleness in the story is shown as: (a) Weakness (b) Strength (c) Fear (d) Pride - Answer: (b)
5. A key lesson is: (a) Ignore nature (b) Be patient and kind (c) Act in haste (d) Seek power - Answer: (b)

Unit 5: Clean Water and Sanitation

Theme: Sustainable Development Goals; health and a clean environment.

Summary in own words: This unit explains why clean water and good sanitation matter for health, dignity and development. Dirty water spreads disease, while clean water, safe toilets and simple hygiene habits protect families and whole communities. The unit connects personal habits with a global goal: safe water for everyone.

Important points:

- Clean water is a basic need, not a luxury.
- Poor sanitation spreads disease and harms children most.
- Simple habits - handwashing, safe storage, clean surroundings - save lives.
- Protecting water sources protects the whole community.
- This is part of the global Sustainable Development Goals.

Short question-answers:

1. Q: Why is clean water important? A: Because it prevents disease and supports health, study and work.
2. Q: Name two simple hygiene habits. A: Washing hands with soap and storing drinking water in a clean, covered container.
3. Q: How does sanitation help a community? A: It reduces illness, keeps the environment clean, and protects children's health and schooling.

Long question-answer: Q: Why is clean water called a development goal, not only a health issue? A: When water is unsafe, children fall ill, miss school, and families spend money on treatment instead of education or work. Clean water and sanitation therefore affect learning, income and equality. That is why the world treats safe water as

a development goal: it lifts health, education and the economy together, and its benefits reach the poorest first.

MCQs:

1. The unit is linked to: (a) Sports (b) Sustainable Development Goals (c) Space travel (d) Music - Answer: (b)
2. Dirty water mainly causes: (a) Wealth (b) Disease (c) Fame (d) Speed - Answer: (b)
3. A basic hygiene habit is: (a) Handwashing with soap (b) Ignoring waste (c) Drinking stagnant water (d) Littering - Answer: (a)
4. Safe sanitation protects most: (a) Only adults (b) Only travellers (c) Children and whole communities (d) Nobody - Answer: (c)
5. Clean water is: (a) A luxury (b) A basic need (c) Unnecessary (d) Only for cities - Answer: (b)

Unit 6: The Darkling Thrush (Poem) - Thomas Hardy

Theme: Literature and poetry; hope in a bleak season.

Summary in own words: Set in a cold, grey winter evening, this poem describes a landscape that seems lifeless and hopeless. Then a small thrush sings unexpectedly, and its song brings a feeling of hope that the speaker cannot fully explain. The poem suggests that hope can appear even when outward conditions look dark.

Important points:

- The setting is winter: cold, bare and gloomy.
- The thrush is small and plain, yet its song is full of life.
- Contrast is central: bleak landscape versus joyful song.
- Hope here is felt, not proved by reason.
- The poem shows how nature can change human mood.

Short question-answers:

1. Q: What is the setting of the poem? A: A cold winter evening in a bare, gloomy landscape.
2. Q: Why is the thrush's song surprising? A: Because it is joyful in a season and place that seem lifeless.
3. Q: What does the song symbolise? A: Hope appearing even in dark and difficult times.

Long question-answer: Q: How does contrast work in this poem? A: The poem first builds a picture of winter - frost, grey sky, weak sun and empty fields - so the reader feels hopelessness. Against this background, the thrush's strong, cheerful song stands out sharply. The contrast makes the song feel larger than itself: a small bird becomes a voice of hope. In this way the poet shows that feelings can change not because conditions change, but because a single hopeful sign is noticed.

MCQs:

1. The poet is: (a) Tennyson (b) Thomas Hardy (c) Shakespeare (d) Stevenson - Answer: (b)
2. The setting is: (a) Summer morning (b) Winter evening (c) Spring festival (d) Autumn market - Answer: (b)
3. The thrush's song mainly suggests: (a) Despair (b) Hope (c) Anger (d) Sleep - Answer: (b)
4. The poem's main device is: (a) Contrast (b) Dialogue (c) Satire (d) Mystery - Answer: (a)
5. The landscape at the start seems: (a) Lively (b) Lifeless and gloomy (c) Crowded (d) Tropical - Answer: (b)

Unit 7: World Heritage Sites in Pakistan

Theme: Travel and tourism; pride in national heritage.

Summary in own words: This unit introduces Pakistan's famous heritage places - old forts, mosques, tombs, valleys and archaeological sites - and explains why they matter. Such sites carry history, art and identity, and they also support tourism and local livelihoods. Protecting them is a shared duty of visitors, communities and the state.

Important points:

- Heritage sites preserve history, art and culture for future generations.
- Pakistan's heritage includes forts, mosques, tombs and ancient cities.
- Tourism brings income but must not damage fragile sites.
- Visitors should respect rules, cleanliness and local customs.
- Pride in heritage grows when young people learn its stories.

Short question-answers:

1. Q: Why are heritage sites important? A: Because they preserve history, culture and national identity.
2. Q: How does tourism help local people? A: It creates work in guiding, food, transport and crafts.
3. Q: What should a responsible visitor do? A: Follow site rules, avoid damage, keep the place clean, and respect local customs.

Long question-answer: Q: How can tourism and protection go together? A: Tourism and protection seem to pull in opposite directions, but they can support each other. When visitors pay entry fees and buy local goods, money becomes available for repair and care. At the same time, clear rules, trained guides and limits on crowded or fragile areas prevent harm. If tourists learn the story of a site, they value it more and treat it better, so heritage survives and local people benefit at the same time.

MCQs:

1. The theme is: (a) Travel and tourism (b) War (c) Farming (d) Banking - Answer: (a)
2. Heritage sites preserve: (a) Only stones (b) History and culture (c) Weapons only (d) Nothing - Answer: (b)
3. Responsible tourism means: (a) Damaging walls (b) Respecting rules and cleanliness (c) Littering (d) Ignoring guides - Answer: (b)
4. Tourism can help local people by: (a) Closing sites (b) Creating work and income (c) Raising prices only (d) Removing history - Answer: (b)
5. Protecting heritage is a duty of: (a) The state only (b) Visitors only (c) Visitors, communities and the state together (d) Nobody - Answer: (c)

Unit 8: Social Media: A Blessing or a Curse?

Theme: Digital media; balanced use of technology.

Summary in own words: This unit weighs the good and bad sides of social media. On one side, it connects people, spreads learning and gives everyone a voice. On the other, it can waste time, spread false news, harm privacy and affect mental health. The unit's message is balance: use social media wisely, check facts, and protect time and privacy.

Important points:

- Benefits: connection, learning, information, creativity and voice.

- Risks: addiction, misinformation, cyberbullying, privacy loss.
- Time management is a key digital skill.
- Not everything shared online is true; facts must be checked.
- Kind, honest behaviour online matters as much as offline.

Short question-answers:

1. Q: Name two benefits of social media. A: Staying in touch with family and friends, and learning from useful educational content.
2. Q: Name two risks of social media. A: Wasting study time and believing or sharing false information.
3. Q: What is a wise rule for posting online? A: Think before posting, check facts, and never share private information or hurtful content.

Long question-answer: Q: Is social media a blessing or a curse? A: It is neither by itself; it becomes a blessing or a curse by how it is used. Used with purpose - for study, family contact and useful news - it saves time and widens knowledge. Used without control, it steals attention, spreads rumours and harms confidence. The wise answer is therefore balance: fixed time limits, trusted sources, privacy care and kindness in every post and comment.

MCQs:

1. The theme is: (a) Digital media (b) Farming (c) Poetry only (d) Travel - Answer: (a)
2. A benefit of social media is: (a) Connection and learning (b) Less knowledge (c) Isolation only (d) Higher costs - Answer: (a)
3. A risk of social media is: (a) Reading books (b) Misinformation (c) Meeting teachers (d) Studying - Answer: (b)
4. Before sharing news online, one should: (a) Share at once (b) Check facts from a trusted source (c) Add rumours (d) Hide the source - Answer: (b)
5. Balanced use means: (a) Unlimited use (b) Fixed time and purpose (c) No use at all (d) Secret use - Answer: (b)

Unit 9: Sunshine After Rain (Poem) - Brenda Winders

Theme: Drug education; hope and recovery after hardship.

Summary in own words: This poem uses the image of sunshine after rain to show that difficult times do not last forever. After sadness, struggle or mistakes, a brighter period can follow if a person keeps hope, accepts help and takes steady steps forward. The poem is used in drug education to remind young readers that recovery and a fresh start are possible.

Important points:

- Rain stands for hardship, sadness or trouble.
- Sunshine stands for hope, recovery and a new start.
- Change comes step by step, not in one moment.
- Asking for help is strength, not weakness.
- The poem encourages saying no to harmful habits and yes to a healthy life.

Short question-answers:

1. Q: What does rain symbolise in the poem? A: Hardship, sadness or a difficult period in life.
2. Q: What does sunshine symbolise? A: Hope, recovery and a brighter, healthier future.
3. Q: What practical lesson does the poem give young readers? A: To avoid harmful drugs, seek help when needed, and keep working toward a better life.

Long question-answer: Q: How does the poem's central image teach hope? A: Everyone has seen rain end and sunshine return, so the image is easy to feel. The poem transfers that natural pattern to human life: just as weather changes, a person's situation can change too. This does not promise instant success, but it teaches patience and effort - after the rain, the sun appears for those who wait, seek support and keep moving forward. That message is the heart of drug education: prevention and recovery are both possible.

MCQs:

1. The poem's central image is: (a) Snow in summer (b) Sunshine after rain (c) Night without stars (d) A desert - Answer: (b)
2. Rain in the poem stands for: (a) Joy (b) Hardship (c) Wealth (d) Fame - Answer: (b)
3. The theme is linked to: (a) Drug education and hope (b) War (c) Trade (d) Sports - Answer: (a)
4. The poet is: (a) Hardy (b) Brenda Winders (c) Tennyson (d) Stevenson - Answer: (b)
5. Asking for help in difficulty is: (a) Weakness (b) Strength (c) Shameful (d) Useless - Answer: (b)

Unit 10: The Small Woman - Alan Burgess (a biography)

Theme: Soft skills and Sustainable Development Goals; courage and service.

Summary in own words: This biography tells the story of a small, ordinary woman who shows extraordinary courage, patience and service to others in difficult conditions. Without wealth or power, she helps people through steady kindness and hard work. Her life teaches that greatness is measured by service, not by size, status or fame.

Important points:

- The heroine is ordinary in background but great in character.
- Courage means continuing to help even when conditions are hard.
- Service to others is a form of leadership.
- Patience and humility win trust over time.
- The unit links personal character with wider goals of care and dignity.

Short question-answers:

1. Q: Why is the woman called "small"? A: Because she is ordinary and unimportant in worldly terms, yet great in courage and service.
2. Q: What is her greatest quality? A: Steady, selfless service to others in difficult conditions.
3. Q: What does the biography teach students? A: That character, not fame or wealth, makes a person truly great.

Long question-answer: Q: How does this biography redefine greatness? A: The world often measures greatness by power, wealth or fame, but this life shows another measure: how much good a person does for others, and how steadily. The small woman has no army or fortune, yet she changes lives by being present, patient and brave day after day. That redefinition matters for students: it tells them that they too can be great by serving honestly in whatever place life puts them.

MCQs:

1. This unit is: (a) A poem (b) A biography (c) A play (d) A novel - Answer: (b)
2. The writer is: (a) Alan Burgess (b) O. Henry (c) Chekhov (d) Tolstoy - Answer: (a)
3. The woman's greatness lies in: (a) Wealth (b) Service and courage (c) Fame (d) Power - Answer: (b)
4. The theme includes: (a) Soft skills (b) War strategy (c) Banking (d) Farming - Answer: (a)

5. The biography teaches that character matters more than: (a) Honesty (b) Status and fame (c) Kindness (d) Patience - Answer: (b)

Unit 11: The Three Questions - Leo Tolstoy

Theme: Literature and fiction; wisdom about the right time, person and action.

Summary in own words: In this famous short story, a king wants to know three things: the right time to act, the right person to listen to, and the most important work to do. Through a series of experiences with ordinary people, he learns simple answers: the present moment is the most important time, the person beside you is the most important person, and doing good to that person is the most important work.

Important points:

- The three questions concern time, people and action.
- Answers come through experience, not through scholars' debates.
- The present moment is the only time we truly control.
- The person with us now deserves our full attention.
- The most important work is to do good to others.

Short question-answers:

1. Q: What are the king's three questions? A: What is the right time, who is the right person, and what is the most important work?
2. Q: What is the answer about time? A: The present moment is the most important time.
3. Q: What is the answer about work? A: To do good to the person who is with you at that moment.

Long question-answer: Q: Why are the story's answers considered wise? A: The answers are wise because they are simple and usable by everyone, not only by kings. People often waste the present while planning the future, or ignore those near them while chasing important strangers. The story corrects both mistakes: it says, act now, care for the person beside you, and let kindness be your work. That advice fits school, family and public life alike, which is why the story has lasted so long.

MCQs:

1. The author is: (a) Chekhov (b) Leo Tolstoy (c) O. Henry (d) Maupassant - Answer: (b)
2. The most important time is: (a) Yesterday (b) Tomorrow (c) The present moment (d) Childhood - Answer: (c)
3. The most important person is: (a) A king (b) A stranger far away (c) The person beside you now (d) A scholar - Answer: (c)
4. The most important work is: (a) Earning money (b) Doing good to others (c) Seeking fame (d) Building palaces - Answer: (b)
5. The story teaches wisdom through: (a) Magic (b) Experience with ordinary people (c) War (d) Wealth - Answer: (b)

Unit 12: Break, Break, Break (Poem) - Lord Alfred Tennyson

Theme: Lyric poetry; grief and the longing for a lost friend.

Summary in own words: This lyric poem is spoken by someone standing by the sea, watching waves break on cold rocks while remembering a friend who has died. The sea keeps its rhythm, children play, and ships sail on, but the speaker feels a deep personal loss that nature cannot heal. The poem expresses grief honestly: life

goes on around us even when our own heart is broken.

Important points:

- The sea is a constant background: it breaks, moves and continues.
- The speaker contrasts nature's continuity with personal loss.
- The mood is sad, quiet and reflective.
- The poem is a lyric: it expresses personal feeling directly.
- Grief is shown as private even in a busy, living world.

Short question-answers:

1. Q: What is the speaker doing in the poem? A: Standing by the sea, watching waves break, and remembering a lost friend.
2. Q: Why does the sea make grief feel stronger? A: Because the sea goes on unchanged while the speaker's life has been changed by loss.
3. Q: What kind of poem is this? A: A lyric poem expressing personal sorrow.

Long question-answer: Q: How does the sea act as a contrast in this poem? A: The sea, the ships and the playing children all continue their normal life, which makes the speaker's stillness and sorrow stand out. Nature does not stop for human grief, and that indifference deepens the feeling of loneliness. Yet the steady rhythm of the waves also gives the poem its music: grief is not shouted, it is repeated quietly, wave after wave, like the speaker's thoughts returning to the lost friend.

MCQs:

1. The poet is: (a) Shakespeare (b) Lord Alfred Tennyson (c) Hardy (d) Stevenson - Answer: (b)
2. The poem expresses: (a) Joy (b) Grief for a lost friend (c) Anger at war (d) Love of travel - Answer: (b)
3. The setting is: (a) A mountain (b) The seashore (c) A city (d) A forest - Answer: (b)
4. It is an example of: (a) Epic (b) Lyric poetry (c) Drama (d) Satire - Answer: (b)
5. The sea in the poem: (a) Stops (b) Continues unchanged (c) Disappears (d) Freezes - Answer: (b)

Unit 13: Blow, Blow, Thou (Poem) - William Shakespeare

Theme: Lyric poetry; the harshness of nature versus the ingratitude of people.

Summary in own words: In this short lyric, the speaker addresses the winter wind and says that, although the wind is cold and biting, it is honest and open. By contrast, human ingratitude - being forgotten or repaid badly by people one has helped - hurts more, because it is hidden and unexpected. The poem therefore praises nature's honesty while lamenting human unkindness.

Important points:

- The winter wind is cold, sharp and biting, but not deceitful.
- Human ingratitude is presented as more painful than cold weather.
- The poem contrasts open nature with hidden human faults.
- The tone is bitter yet thoughtful, not simply angry.
- It is a lyric in which feeling is expressed directly to the wind.

Short question-answers:

1. Q: Why does the speaker call the wind honest? A: Because the wind's coldness is open and expected, unlike hidden human ingratitude.
2. Q: What hurts more than the winter wind, according to the poem? A: Being forgotten or repaid with unkindness by people one has helped.
3. Q: What is the main contrast in the poem? A: Nature's open harshness versus people's hidden

ingratitude.

Long question-answer: Q: How does Shakespeare use the wind to judge human behaviour? A: The wind becomes a measuring stick. Its bite is painful but fair: it does not pretend to be warm. People, however, can smile while being ungrateful, and that pretence makes the hurt deeper. By praising the wind's honesty, the poet quietly criticises human beings: it would be better to be cold openly than to be kind in appearance and ungrateful in fact. The poem's power lies in this short, sharp comparison.

MCQs:

1. The poet is: (a) Tennyson (b) William Shakespeare (c) Hardy (d) Tolstoy - Answer: (b)
2. The wind is described as: (a) Warm and gentle (b) Cold and biting but honest (c) Silent (d) Sweet - Answer: (b)
3. What hurts more than the wind? (a) Rain (b) Human ingratitude (c) Hunger (d) Distance - Answer: (b)
4. The poem is a: (a) Lyric (b) Epic (c) Play (d) Biography - Answer: (a)
5. The main contrast is between: (a) Summer and winter (b) Nature's honesty and human ingratitude (c) Rich and poor (d) Young and old - Answer: (b)

Unit 14: Choice of a Profession

Theme: Entrepreneurship and Sustainable Development Goals; choosing work wisely.

Summary in own words: This unit guides young people in choosing a profession. It stresses knowing one's interests and abilities, learning about different careers, and thinking about how one's work can serve society as well as earn a living. Entrepreneurship - starting one's own useful work - is presented as one honourable path among many, requiring planning, honesty and hard work.

Important points:

- Choice of profession should match interest, ability and values.
- Information about careers prevents blind or pressured choices.
- Every honest profession has dignity.
- Entrepreneurship needs ideas, planning, risk management and patience.
- Good work serves both the worker and society.

Short question-answers:

1. Q: What should guide the choice of a profession? A: One's interests, abilities, values, and reliable information about careers.
2. Q: Why is entrepreneurship mentioned? A: Because starting useful work of one's own is one honourable career path.
3. Q: Is any honest profession low or shameful? A: No - every honest profession has dignity.

Long question-answer: Q: How should a student choose a profession step by step? A: First, a student should know himself: what subjects he enjoys, what he does well, and what kind of life he wants. Second, he should gather facts about careers - training, work, income and future scope - from teachers and reliable sources, not from rumours. Third, he should compare options and discuss them with family and mentors. Finally, he should choose with patience, knowing that hard work and honesty matter more than the name of the profession, and that a career can grow and change with learning.

MCQs:

1. The theme includes: (a) Entrepreneurship (b) War (c) Magic (d) Farming only - Answer: (a)
2. A profession should match: (a) Fashion only (b) Interest and ability (c) Friends' choices only (d) Luck only - Answer: (b)
3. Entrepreneurship requires: (a) Ideas and planning (b) No effort (c) Dishonesty (d) Avoiding risk entirely - Answer: (a)
4. Every honest profession has: (a) Shame (b) Dignity (c) No value (d) Fixed failure - Answer: (b)
5. Career choice should be based on: (a) Rumours (b) Reliable information (c) Pressure alone (d) Chance - Answer: (b)

Unit 15: The Ninny - Anton Chekhov

Theme: Soft skills; speaking up for oneself, stress and decision-making.

Summary in own words: This story shows a person who is too timid to speak up for what is rightfully theirs, and an employer who tests that timidity. The lesson is about self-respect: gentle manners should not mean accepting unfair treatment in silence. Speaking calmly and clearly for one's rights is a soft skill every student and worker needs.

Important points:

- Timidity can invite unfair treatment.
- Politeness and self-respect must go together.
- Speaking up calmly is better than silent resentment or angry shouting.
- Employers and workers both need fairness and honesty.
- The story warns against letting fear decide for us.

Short question-answers:

1. Q: What is the main fault shown in the story? A: Extreme timidity - not speaking up for one's own rights.
2. Q: What is the right way to speak up? A: Calmly, clearly and politely, stating facts without anger.
3. Q: What soft skill does the story teach? A: Assertiveness: respecting others while also respecting oneself.

Long question-answer: Q: Why is speaking up for oneself a soft skill, not rudeness? A: Rudeness attacks the other person, while speaking up states one's own needs with respect. A person who never speaks up builds stress, loses confidence and invites repeated unfairness. A person who speaks calmly protects both dignity and relationships: the other side understands the problem and can correct it. That is why schools and workplaces value assertiveness - it keeps communication honest and prevents small injustices from growing into big conflicts.

MCQs:

1. The author is: (a) Tolstoy (b) Anton Chekhov (c) O. Henry (d) Maupassant - Answer: (b)
2. The story's lesson is about: (a) Speaking up for oneself (b) Travelling (c) Farming (d) War - Answer: (a)
3. Timidity can lead to: (a) Fair treatment (b) Unfair treatment (c) Fame (d) Wealth - Answer: (b)
4. The right way to protest is: (a) Shouting (b) Silence (c) Calm and clear speech (d) Quitting at once - Answer: (c)
5. Assertiveness means: (a) Attacking others (b) Respecting others and oneself (c) Ignoring rights (d) Giving orders - Answer: (b)

Unit 16: Fourteen (One-Act Play) - Alice Gerstenberg

Theme: Literature and drama; manners, pretence and social comedy.

Summary in own words: This one-act play is a light comedy about a dinner party where manners, guest lists and social appearances matter more than real feeling. Through quick dialogue and comic misunderstandings, it shows how people pretend, compete for status, and worry about what others think. The humour gently criticises snobbery and empty formality.

Important points:

- A one-act play tells a complete story in a single act.
- Dialogue and action, not narration, carry the story.
- Comedy here comes from social pretence and misunderstandings.
- The play criticises caring more about appearances than people.
- Stage directions, entrances and exits shape the humour.

Short question-answers:

1. Q: What kind of work is Fourteen? A: A one-act play, a short comedy for the stage.
2. Q: What does the play make fun of? A: Snobbery, empty formality and worry about social appearances.
3. Q: How does a play tell its story differently from a story? A: Through dialogue, action and stage movement rather than narration.

Long question-answer: Q: How does comedy criticise society in this play? A: Comedy criticises without preaching. When characters fuss over a guest list, pretend to be grander than they are, or panic over small social mistakes, the audience laughs - and then recognises the same vanity in real life. Laughter makes the criticism easy to accept: we see that appearances are a poor measure of worth, and that genuine kindness matters more than a perfect dinner party. That gentle correction is the play's real purpose.

MCQs:

1. Fourteen is a: (a) Novel (b) One-act play (c) Poem (d) Biography - Answer: (b)
2. The playwright is: (a) Alice Gerstenberg (b) Shakespeare (c) Chekhov (d) Hardy - Answer: (a)
3. The play's humour targets: (a) War (b) Social pretence and snobbery (c) Science (d) Farming - Answer: (b)
4. A play tells its story mainly through: (a) Narration (b) Dialogue and action (c) Footnotes (d) Maps - Answer: (b)
5. The theme is: (a) Literature and drama (b) Banking (c) Travel (d) Medicine - Answer: (a)

Unit 17: The Last Leaf (Short Story) - O. Henry

Theme: Literature and fiction; hope, sacrifice and the will to live.

Summary in own words: This story is about a young artist who falls seriously ill and loses hope, believing she will die when the last leaf falls from a vine outside her window. An old artist neighbour secretly paints a leaf on the wall, so that a leaf always seems to remain. His quiet sacrifice restores her hope, and she recovers - a moving lesson that hope, kindness and art can save a life.

Important points:

- The last leaf becomes a symbol of hope and life.
- The old artist's sacrifice is quiet and unselfish.

- Hope can change a patient's will to recover.
- Art here is not decoration; it is an act of love.
- The story's twist reveals the painted leaf at the end.

Short question-answers:

1. Q: Why does the sick girl watch the leaves? A: She believes she will die when the last leaf falls.
2. Q: What saves her hope? A: A leaf that always remains - secretly painted by her old neighbour.
3. Q: What is the story's main lesson? A: That selfless kindness and hope can restore the will to live.

Long question-answer: Q: How does the painted leaf work as a symbol? A: A real leaf would fall, but the painted leaf never falls, so it becomes a permanent sign that life continues. For the sick girl, seeing it each morning slowly rebuilds her belief that she too can survive. The symbol works because it is both simple and secret: the old artist gives his health and, in the end, his life, so that another person may live. That sacrifice turns an ordinary painted leaf into the story's most powerful image of love.

MCQs:

1. The author is: (a) Tolstoy (b) O. Henry (c) Chekhov (d) Maupassant - Answer: (b)
2. The last leaf symbolises: (a) Death only (b) Hope and life (c) Wealth (d) Winter - Answer: (b)
3. The leaf that remains is: (a) Real (b) Painted in secret (c) Made of gold (d) A photograph - Answer: (b)
4. The old artist's act is an example of: (a) Selfishness (b) Selfless sacrifice (c) Ambition (d) Revenge - Answer: (b)
5. The story's twist is revealed: (a) At the start (b) In the middle (c) At the end (d) Never - Answer: (c)

Unit 18: The Necklace (Short story) - Guy de Maupassant

Theme: Literature and fiction; pride, appearances and the price of vanity.

Summary in own words: This story follows a woman who longs for luxury and borrows a beautiful necklace for a grand ball, then loses it. She and her husband spend years in hard work and poverty to replace it, only to learn at the end that the original necklace was imitation, not real jewels. The story warns that chasing appearances can cost a lifetime of peace.

Important points:

- The heroine values luxury and admiration above contentment.
- Borrowing the necklace seems small, but its loss changes her life.
- Years of honest hard work follow, showing endurance.
- The final twist reveals the necklace was imitation.
- The moral: vanity and living beyond one's means bring suffering.

Short question-answers:

1. Q: Why does the woman borrow the necklace? A: To appear rich and admired at a grand ball.
2. Q: What happens after the ball? A: The necklace is lost, and the couple work for years to replace it.
3. Q: What is the twist at the end? A: The original necklace was imitation, not genuine jewels - so the years of hardship were needless.

Long question-answer: Q: What is the moral of The Necklace? A: The moral is that pride in appearances is a costly master. The heroine is not poor in a cruel sense; she is unhappy because she compares herself with the rich and wants what she does not have. One night of borrowed glamour leads to ten years of real poverty. The twist sharpens the lesson: the thing she sacrificed so much for was never

truly valuable. Contentment, honesty about one's means, and gratitude for what one has are therefore presented as wiser than show and luxury.

MCQs:

1. The author is: (a) O. Henry (b) Guy de Maupassant (c) Tolstoy (d) Chekhov - Answer: (b)
2. The necklace is borrowed for: (a) A wedding (b) A grand ball (c) A job (d) A journey - Answer: (b)
3. After losing it, the couple: (a) Forget it (b) Work for years to replace it (c) Steal another (d) Leave the country - Answer: (b)
4. The final twist is that the necklace was: (a) Real diamonds (b) Imitation (c) Stolen before (d) Never worn - Answer: (b)
5. The main moral is about: (a) Vanity and appearances (b) Science (c) Travel (d) War - Answer: (a)

Grammar Section

Tenses

Tenses show the time of an action. Present tense describes habits and facts, past tense describes completed actions, and future tense describes actions yet to happen. Each tense has simple, continuous, perfect and perfect-continuous forms. Learn them by time markers: daily habits for present simple, yesterday for past simple, tomorrow for future simple.

Practice: 1. She (go) to college daily. - Answer: goes. 2. They (watch) a match yesterday. - Answer: watched. 3. We (visit) Murree next week. - Answer: will visit.

Active and Passive Voice

In active voice, the subject does the action. In passive voice, the subject receives the action, and the doer may be left out. Example in own words: Active - "The student wrote the essay." Passive - "The essay was written by the student." Change the verb form and keep the tense the same.

Practice: 1. Active: Ali opens the door. Passive: The door is opened by Ali. 2. Active: She cleaned the room. Passive: The room was cleaned by her.

Direct and Indirect Speech (Narration)

Direct speech quotes exact words; indirect speech reports meaning without quotation marks, with changes in pronouns, tense and time words. Example: Direct - He said, "I am busy today." Indirect - He said that he was busy that day. Learn the common changes: today becomes that day, tomorrow becomes the next day, here becomes there.

Practice: 1. She said, "I like tea." - She said that she liked tea. 2. He said, "I will come tomorrow." - He said that he would come the next day.

Prepositions

Prepositions show place, time and direction: in, on, at, to, from, by, with, for, about. Rules of thumb: "at" for exact points and times, "on" for days and surfaces, "in" for months, years and enclosed places. Practise with common phrases rather than memorising lists blindly.

Practice: 1. She was born ____ 2010. - in. 2. The book is ____ the table. - on. 3. Meet me ____ 5 pm. - at.

Writing Skills

Good writing needs a clear idea, an organised plan, simple sentences and a suitable ending. For paragraphs, start with a topic sentence, add two or three supporting sentences, and close with a concluding sentence. For letters and applications, use polite language, correct format and a clear purpose in the first lines. Always revise: check spelling, punctuation and grammar before finishing.

Revision checklist for all 18 units:

- Can you state each unit's theme in one sentence?
- Can you answer three short questions on each unit without looking?
- Have you practised the MCQs and checked the answer key?
- Have you revised tenses, voice, narration and prepositions?
- Have you practised one paragraph and one letter or application?

End of notes. Original study material only - not official FBISE material, not a substitute for the textbook.