

1st Year English Notes

BISE Lahore Board - All 14 Chapters
Summary | Theme | Important Points
Short + Long Questions | MCQs with Key

**Plus: Grammar & Writing - Tenses, Voice, Narration, Prepositions,
Letter / Application, Essay & Paragraph + Revision Checklist**

IMPORTANT NOTE - PLEASE READ: These are ORIGINAL study and revision notes written in the author's own words for study help only. They are NOT official BISE Lahore notes, NOT the textbook, NOT a guidebook copy, and NOT leaked material. No textbook, guide or website text has been copied. Poems are explained by summary and theme only; no long poem passages are quoted. Nothing here is guaranteed for exams. Always study from your prescribed textbook and your teacher's guidance, and use these notes only for revision and practice.

How to use this book: (1) Read the summary first. (2) Learn the theme and important points. (3) Practise short answers in your own words. (4) Write long answers with introduction, points and conclusion. (5) Attempt MCQs without looking at the key, then check. (6) Use the final checklist in the last week before exams.

Original study / revision notes only - For students, for revision and practice.

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How to Use These Notes

These notes follow the chapter order of the new Punjab book for 1st Year English. Each chapter has the same clear pattern so revision is fast: a summary in simple, original words, the theme in one line, important points to memorise, short question-answers for quick tests, long question-answers for detailed practice, and five MCQs with an answer key.

Do not memorise answers word by word. Read the summary, close the book, and try to explain the chapter in your own words to a friend or in writing. Then compare your version with the points given here. For poems, focus on theme, mood and message, not on memorising lines. For long answers, always write a short introduction, three to four clear points with examples, and a one-line conclusion.

Grammar is a separate skill. Learn one rule, then write five of your own sentences using that rule. That habit helps more than reading twenty rules without practice. The revision checklist at the end helps you track every chapter and grammar topic before the exam.

Chapter 1 - Khatam-un-Nabiyeen Hazrat Muhammad (Peace Be Upon Him)

Original study / revision notes only - NOT official BISE Lahore notes, NOT the textbook, NOT leaked, NOT guaranteed.

Summary (in own words)

This chapter presents, in simple study form, the belief in the finality of prophethood and the character of the last Prophet. It explains why this belief matters in faith and in daily life: it gives a complete guide for how a person should behave, treat others, and make decisions. The chapter connects belief with action, so it is not only about knowing a teaching but also about living by it.

The life described in this chapter is presented as a model of honesty, kindness, patience and justice. A student reading it for revision should focus on three ideas: truthfulness in speech, mercy in dealing with people, and fairness even when it is difficult. These qualities are shown through everyday dealings with family, neighbours, friends and even opponents, which makes the lesson practical rather than abstract.

Theme / Central Idea

Finality of prophethood, and a life of truth, mercy, justice and service as a practical guide for character.

Important Points

- Finality means the chain of guidance is complete; the teachings give a full way of life.
- Honesty is shown as the foundation of trust, in trade, in promises and in speech.
- Mercy covers family, children, the poor, neighbours and all living beings.
- Justice means treating rich and poor alike and standing by the truth.
- Patience in hardship and forgiveness after victory are presented as strength, not weakness.
- Simplicity, hard work and care for the weak are repeated as everyday habits.

Short Question-Answers

Q: What does Khatam-un-Nabiyeen mean in simple words?

Ans: It means the last Prophet, after whom no new prophet comes. The message is complete, so guidance for life is found in the teachings already given.

Q: Which two qualities of character are stressed most in this chapter?

Ans: Truthfulness and mercy. Truth builds trust in society, while mercy softens dealings with family, neighbours and the needy.

Q: How is justice explained in the chapter?

Ans: Justice means deciding fairly without favour for wealth, power or family. A fair decision stays fair even when it goes against one's own interest.

Q: Why is patience called a strength in this chapter?

Ans: Because patience controls anger, keeps a person steady in hardship and allows wise decisions instead of hasty revenge.

Long Question-Answers

Q: Explain how belief in the finality of prophethood shapes daily conduct.

Ans: When a student understands that guidance is complete, daily choices become clearer. In studies, it

means honesty in exams and assignments instead of shortcuts. At home, it means respect for parents, kindness to younger siblings and truth in small promises. In public life, it means fair dealing, keeping agreements and helping the needy without showing off. The chapter therefore links faith to habits: a person does not keep belief and behaviour separate. Regular prayer, honest earning, clean speech and service to others are all parts of the same conduct. For examination answers, a student should connect each quality to one practical example from daily life, so the answer reads as applied understanding rather than memorised praise.

Q: Discuss the model of character presented in this chapter and its relevance for a young student today.

Ans: The model is practical: speak the truth even when it is costly, keep promises, forgive when you have power to punish, and treat every person with dignity. For a student today, this applies directly to classroom life, social media and friendship. Truthfulness means not spreading unverified news. Mercy means not mocking a weak classmate. Justice means not favouring friends in group work. Patience means handling failure in exams without blaming others. The relevance is that character is tested in small, daily situations long before big decisions arrive. A good long answer should therefore move from general qualities to three concrete student situations, and end with the idea that good character builds trust, and trust builds a strong society.

MCQs - Practice

1. The word Khatam-un-Nabiyeen points to which idea?

- (A) First prophet
- (B) Last prophet
- (C) Only teacher
- (D) Only ruler

2. Which quality is described as the foundation of trust?

- (A) Wealth
- (B) Honesty
- (C) Fame
- (D) Power

3. Mercy in this chapter is shown mainly towards:

- (A) Only friends
- (B) Only family
- (C) All people and the weak
- (D) Only the rich

4. Justice means deciding:

- (A) In favour of friends
- (B) In favour of the rich
- (C) Fairly for all
- (D) Quickly without hearing

5. Patience is presented as:

- (A) Weakness
- (B) Delay only
- (C) Strength and self-control
- (D) Silence only

Answer Key

1. B, 2. B, 3. C, 4. C, 5. C

Chapter 2 - Responsibility of the Youth in Nation-Building

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Summary (in own words)

This chapter argues that young people are not only the future of a country but also its present energy. A nation grows when its youth are educated, skilled, honest and willing to work for the common good. The chapter warns against wasting youth in idleness, anger or blind imitation, and instead calls for discipline, learning and service.

Nation-building here does not mean only politics or government jobs. It includes small, steady work: studying well, respecting law, keeping surroundings clean, helping neighbours, using technology wisely and refusing corruption. When thousands of young people do these things daily, the result is a stronger economy, a cleaner public life and a more united society.

Theme / Central Idea

Youth as active builders of the nation through education, character, skill and civic responsibility.

Important Points

- Education is the first duty: a skilled youth can serve family and country better.
- Discipline in time, study and public behaviour builds national character.
- Honesty in exams, work and money is a national service, not only a personal virtue.
- Respect for law, diversity and other opinions keeps society united.
- Skill, hard work and entrepreneurship reduce dependence and unemployment.
- Volunteering, cleanliness and care for public property are everyday nation-building.

Short Question-Answers

Q: Why are youth called the builders of a nation?

Ans: Because they have energy, fresh ideas and long working lives ahead. Their choices in education and character today decide the quality of society tomorrow.

Q: Give two everyday duties of youth mentioned in the chapter.

Ans: Studying sincerely and respecting law and public property. Both are small duties, but together they shape national progress.

Q: How can a student fight corruption in daily life?

Ans: By refusing cheating in exams, refusing unfair favours and being honest in money matters. Honest habits in youth prevent corrupt habits later.

Q: Why is skill as important as a degree?

Ans: A degree shows learning, but a skill turns learning into useful work. Skills help youth earn, create jobs and solve real problems.

Long Question-Answers

Q: Explain the role of youth in nation-building with examples from student life.

Ans: Youth build a nation first by learning well and then by using learning honestly. A medical student serves by studying seriously, because careless study later harms patients. An engineering student serves by learning safety and quality, because weak work harms the public. A commerce student serves

by learning fair trade instead of fraud. Beyond profession, youth serve by keeping campuses clean, helping in literacy drives, donating blood, planting trees and using social media responsibly. Negative use of youth energy, such as violence, drug use or spreading rumours, damages the same nation. Therefore the chapter presents youth as a trust: energy must be guided by education and character, or it becomes a loss. A strong answer should give at least three student-life examples and link each to a national result.

Q: What dangers does the chapter warn youth against, and how can they be avoided?

Ans: The chapter warns against idleness, anger, intolerance and blind following of trends. Idleness wastes the best years of life. Anger breaks unity and leads to violence. Intolerance divides people by language, sect or region. Blind imitation copies harmful habits without thinking. These dangers can be avoided by a clear routine, good company, reading, sports and mentorship. Schools and families help by giving youth responsibility and listening to them. Youth themselves help by checking facts before sharing news, respecting differences and choosing long-term goals over short-term excitement. Avoidance is therefore not only about saying no to bad habits but also about saying yes to study, service and constructive work.

MCQs - Practice

1. Youth are important for a nation mainly because of their:

- (A) Wealth only
- (B) Energy and fresh ideas
- (C) Age alone
- (D) Numbers alone

2. The first duty of youth in this chapter is:

- (A) Politics
- (B) Education
- (C) Fashion
- (D) Travel

3. Everyday nation-building includes:

- (A) Keeping public places clean
- (B) Breaking rules
- (C) Cheating in exams
- (D) Spreading rumours

4. Skill matters because it:

- (A) Replaces character
- (B) Turns learning into useful work
- (C) Needs no effort
- (D) Guarantees fame

5. Intolerance harms a nation by:

- (A) Uniting people
- (B) Dividing people
- (C) Improving debate
- (D) Saving time

Answer Key

1. B, 2. B, 3. A, 4. B, 5. B

Chapter 3 - A Bird Came Down the Walk (Poem)

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Summary (in own words)

This poem, in the student's book, gives a close, gentle picture of a bird seen during a walk. The speaker watches the bird as it moves, eats and reacts to its surroundings. The description is simple on the surface, but it teaches careful observation: nature is full of small, lively moments that we miss when we walk in a hurry.

As the poem moves forward, the mood changes from calm watching to sudden flight. The bird, which seemed tame and near, becomes wild and free in a moment. This contrast is the heart of the poem: nature is beautiful and close, yet it keeps its freedom. The poem therefore praises both attention and respect for wild life.

Theme / Central Idea

Careful observation of nature, and the beauty and freedom of wild life that must be watched with respect, not owned.

Important Points

- The poem is built on a single observed moment, not a long story.
- The bird is shown through movement, eating and quick reactions.
- The speaker is a quiet observer, not a controller of nature.
- Calm and sudden flight create a clear contrast in mood.
- Nature is presented as lively, alert and independent.
- The poem teaches attention: small details carry feeling and meaning.

Short Question-Answers

Q: What does the speaker do in the poem?

Ans: The speaker watches a bird closely during a walk, noticing how it moves, eats and responds to its surroundings.

Q: What contrast is at the centre of the poem?

Ans: The contrast between nearness and freedom: the bird seems close and calm, then suddenly flies away, showing its wild nature.

Q: What lesson about nature does the poem give?

Ans: That nature should be observed with care and respect. Beauty does not mean tameness, and wild life keeps its freedom.

Q: Why is observation important in this poem?

Ans: Because the poem's feeling comes from small details. Careful looking turns an ordinary walk into a moment of wonder.

Long Question-Answers

Q: Discuss the theme and imagery of this poem in your own words.

Ans: The theme is attention to nature and respect for its freedom. The imagery is drawn from movement and the senses: a bird walking, pausing, eating and then flying. Each image is small, but together they

create a living picture. The poem does not lecture about nature; it lets the reader feel it through watching. The sudden flight at the end changes the tone from gentle closeness to awe. The reader understands that the bird was never a pet or a possession. It allowed a brief closeness and then returned to its own world. This is why the poem stays memorable: it teaches that true appreciation of nature includes letting it stay free. In an examination answer, a student should describe this movement from calm observation to sudden freedom, and connect it to the theme of respectful watching.

Q: How does the poem show the relationship between humans and nature?

Ans: The relationship is one of observer and observed, not master and servant. The human watches quietly and does not try to catch or control the bird. This quiet attitude allows a moment of connection, but the connection has limits. When the bird flies away, the limit becomes clear: nature welcomes attention but does not surrender freedom. The poem therefore suggests a healthy attitude for modern life as well. We can enjoy parks, birds and open spaces without harming them, and we can learn from nature without trying to own it. A good answer should stress this balance between closeness and respect, and show how the poem's ending proves it.

MCQs - Practice

1. The poem mainly describes:

- (A) A long journey
- (B) Watching a bird closely
- (C) A storm
- (D) A city walk

2. The speaker's attitude to the bird is:

- (A) Controlling
- (B) Quiet observation
- (C) Fearful anger
- (D) Indifference

3. The sudden flight shows nature's:

- (A) Weakness
- (B) Freedom
- (C) Sadness
- (D) Confusion

4. The poem teaches mainly:

- (A) Catching birds
- (B) Careful attention and respect
- (C) Fast walking
- (D) Farming

5. The mood changes from calm to:

- (A) Boredom
- (B) Sudden freedom and awe
- (C) Anger
- (D) Sleep

Answer Key

1. B, 2. B, 3. B, 4. B, 5. B

Chapter 4 - Team Moon

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Summary (in own words)

This chapter tells, in study form, how a great mission succeeds only through teamwork. A moon mission is not the work of one hero. It needs scientists, engineers, doctors, pilots, planners, communicators and support staff, each doing a different job at the right time. When one part fails, the whole mission is at risk, so trust and coordination matter as much as talent.

The lesson for students is wider than space travel. Any big goal, from a school project to a national programme, needs the same qualities: clear roles, honest communication, preparation for problems and respect for every member's work. The chapter presents success as shared success, and failure as a shared lesson, not blame on one person.

Theme / Central Idea

Teamwork, shared responsibility and careful coordination as the real force behind big achievements.

Important Points

- A moon mission combines many fields: science, engineering, medicine and communication.
- Clear roles prevent confusion when time is short and pressure is high.
- Communication must be honest and quick, especially in a crisis.
- Preparation and practice reduce risk, but teams must also adapt to surprises.
- Respect for small roles is essential: support work can decide success or failure.
- Shared credit builds trust; blame breaks a team.

Short Question-Answers

Q: Why is a moon mission called a team effort?

Ans: Because it needs many experts doing different jobs together. No single person can design, launch, fly and control a mission alone.

Q: What happens when communication fails in a team?

Ans: Confusion grows, mistakes increase and small problems become crises. Quick, honest communication prevents this damage.

Q: Why should small roles be respected?

Ans: Because a small error in support, supply or checking can endanger the whole mission. Every role protects the final result.

Q: What lesson can students take from Team Moon?

Ans: That group projects succeed when roles are clear, work is shared fairly and every member is respected.

Long Question-Answers

Q: Explain why teamwork, not individual brilliance alone, decides the success of a mission like Team Moon.

Ans: Individual brilliance helps, but a mission is a system. A brilliant design fails without careful manufacturing. Careful manufacturing fails without correct launch timing. Launch fails without ground

control, health monitoring and communication. Each stage depends on the one before it. Team Moon therefore shows a chain of trust: each expert must trust the work of others and also do their own work to a high standard. In a crisis, this trust allows fast decisions, because members do not waste time doubting each other. For students, the same logic applies to a science project, a debate team or a sports team. Talent without coordination produces confusion, while average talent with strong coordination often wins. A good answer should name three different roles and show how each protects the next stage.

Q: Discuss the qualities of a good team as shown in this chapter.

Ans: A good team has clear roles, honest communication, discipline and mutual respect. Clear roles mean every member knows their duty and deadline. Honest communication means reporting problems early instead of hiding them. Discipline means practice, checking and following safety rules even when they feel boring. Mutual respect means listening to juniors as well as seniors, because a useful warning can come from any level. Finally, a good team learns from failure without searching for one person to blame. These qualities are not only for space missions. They explain why some classrooms, hospitals and companies work well while others, full of talented people, fail. An examination answer should list the qualities and link each to one mission example and one student-life example.

MCQs - Practice

1. Team Moon stresses mainly:

- (A) One hero
- (B) Teamwork
- (C) Luck alone
- (D) Money alone

2. A moon mission needs experts from:

- (A) One field only
- (B) Many fields together
- (C) Only pilots
- (D) Only doctors

3. Clear roles in a team mainly prevent:

- (A) Success
- (B) Confusion
- (C) Practice
- (D) Credit

4. Honest communication in a crisis helps by:

- (A) Hiding problems
- (B) Allowing fast correct decisions
- (C) Slowing work
- (D) Creating blame

5. Shared credit in a team builds:

- (A) Jealousy
- (B) Trust
- (C) Fear
- (D) Delay

Answer Key

1. B, 2. B, 3. B, 4. B, 5. B

Chapter 5 - Impact of Global Warming on Pakistan

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Summary (in own words)

This chapter explains global warming in simple terms and then focuses on Pakistan. Rising temperatures melt glaciers, change rainfall and increase heatwaves and floods. Pakistan, although it produces a small share of global emissions, faces serious effects because of its geography, farming dependence and large population.

The chapter also looks at solutions. It does not present the problem as hopeless. It calls for tree plantation, water saving, clean energy, better farming methods, early warning systems and public awareness. Students are shown as part of the solution through small daily habits and through future careers in science, planning and public service.

Theme / Central Idea

Climate change as a real, local problem for Pakistan, and shared responsibility for adaptation and protection.

Important Points

- Global warming means long-term rise in average temperatures due to greenhouse gases.
- Pakistan faces glacier melt, floods, droughts, heatwaves and sea-level pressure on the coast.
- Farming suffers when rain timing changes and heat damages crops.
- Water shortage grows when glaciers shrink and rainfall becomes uneven.
- Health risks rise in heatwaves, especially for children, workers and the elderly.
- Solutions include trees, clean energy, water conservation and early warnings.

Short Question-Answers

Q: What is global warming in simple words?

Ans: It is the long-term warming of the earth caused mainly by greenhouse gases trapping heat. It changes weather patterns over years, not just one hot day.

Q: Why is Pakistan badly affected even with low emissions?

Ans: Because its geography, glacier-fed rivers, farming and large population make it sensitive to floods, droughts and heat, even though it contributes little to global emissions.

Q: Name two effects on farming.

Ans: Changed rainfall timing harms sowing and harvest, and extreme heat damages crops and reduces yields.

Q: Give two practical solutions from the chapter.

Ans: Planting trees and saving water. Both reduce harm and help communities adapt to changing weather.

Long Question-Answers

Q: Explain the main impacts of global warming on Pakistan.

Ans: Pakistan's impacts are connected. In the north, warming melts glaciers faster, which first increases river flow and flood risk and later threatens water supply. In the plains, heatwaves harm health, reduce

labour and damage crops. In farming areas, uneven rain disturbs the crop calendar, so farmers face both flood and drought in different years. On the coast, rising sea levels threaten land and fishing communities. Cities face urban heat, water stress and flood damage to homes and roads. These impacts together harm the economy, because farming, water and health are linked. A strong answer should therefore not list effects in isolation but show the chain: warming leads to water change, water change harms farming, and farming harm harms food, income and health.

Q: What steps can Pakistan and its students take against global warming?

Ans: At national level, Pakistan needs clean energy, better water storage, flood protection, climate-smart farming and early warning systems. At community level, tree plantation, waste control, water saving and public awareness help. Students can save electricity and water, avoid plastic waste, plant trees, use public transport where possible and spread correct information instead of rumours. In future careers, students can become engineers, doctors, teachers and planners who design climate-safe solutions. The key message is shared responsibility: government policy, community action and personal habits must move together. An examination answer should give two national steps, two community steps and two student steps, so the answer is balanced and practical.

MCQs - Practice

1. Global warming is mainly caused by:

- (A) Greenhouse gases trapping heat
- (B) Moonlight
- (C) Ocean tides only
- (D) One hot summer

2. A major risk for Pakistan from glacier melt is:

- (A) More snow only
- (B) Floods and later water shortage
- (C) No effect
- (D) Colder plains

3. Changed rainfall harms mainly:

- (A) Farming calendar and yields
- (B) Only cities
- (C) Only schools
- (D) Only transport

4. Which action helps adaptation?

- (A) Wasting water
- (B) Tree plantation
- (C) Burning waste
- (D) Ignoring warnings

5. Heatwaves are most dangerous for:

- (A) Only the rich
- (B) Children, workers and the elderly
- (C) Only tourists
- (D) No one

Answer Key

1. A, 2. B, 3. A, 4. B, 5. B

Chapter 6 - The Echoing Green (Poem)

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Summary (in own words)

This poem gives a picture of a village green on a bright spring day. In the morning, children play, birds sing and old people watch with pleasure. The green is full of sound and life, and the poem uses this joyful noise to show a happy, healthy community.

As the day moves on, the mood changes. Evening brings tiredness, quiet and rest. The poem does not present this change as sad. It presents life as a cycle: morning energy, midday play and evening rest all belong together. Youth and age, joy and tiredness, are parts of the same human day.

Theme / Central Idea

Joy of childhood and community life, and the natural cycle of day and human life from energy to rest.

Important Points

- The green is the centre of village life, shared by young and old.
- Morning is full of play, song and energy.
- Old people watching children recall their own youth.
- Sound and echo suggest life, happiness and togetherness.
- Evening brings quiet, tiredness and return home.
- The poem presents life as a cycle, not only as endless joy.

Short Question-Answers

Q: What is the setting of the poem?

Ans: A village green on a spring day, where children play and the whole community shares open space.

Q: How are old people shown in the poem?

Ans: They watch the children with pleasure and remember their own youth. Their presence links past and present.

Q: What does the evening change in the poem?

Ans: It brings tiredness and quiet after a day of play. Children return home and the green becomes calm.

Q: What is the main idea of the poem?

Ans: That human life, like a day, moves from energy to rest, and that joy is shared across ages in a community.

Long Question-Answers

Q: Discuss the contrast between morning and evening in this poem.

Ans: Morning in the poem is loud, bright and full of movement. Children play, birds sing and the green echoes with life. Old people share this joy by watching, so morning belongs to the whole village, not only to children. Evening is the opposite in sound and pace: play ends, bodies tire and people return home. Yet the poem does not treat evening as failure. It treats it as the natural close of a good day. The contrast therefore teaches balance: energy has value, and rest also has value. A student answer should describe morning with images of play and sound, evening with images of quiet and return, and end with the idea that both are needed in a full life.

Q: How does the poem present childhood and old age together?

Ans: Childhood is shown through play, freedom and joy. Old age is shown through watching, memory and calm pleasure. The poem brings them together on the same green, so neither stage stands alone. Children give the village its energy, while elders give it memory and continuity. When elders watch children, they are not sad about lost youth; they enjoy its return in a new generation. This togetherness is the poem's social message: a healthy community keeps young and old connected in shared spaces. An examination answer should stress this connection, rather than describing children and elders as separate groups.

MCQs - Practice

1. The poem is set on:

- (A) A city road
- (B) A village green
- (C) A mountain
- (D) A beach

2. Morning on the green is mainly:

- (A) Silent and empty
- (B) Full of play and sound
- (C) Dark and cold
- (D) Busy with trade

3. Old people in the poem mainly:

- (A) Sleep all day
- (B) Watch children and recall youth
- (C) Leave the village
- (D) Work in fields

4. Evening brings:

- (A) More play
- (B) Quiet and rest
- (C) A storm
- (D) A festival

5. The poem presents life as:

- (A) Only joy
- (B) A cycle of energy and rest
- (C) Only sadness
- (D) Only work

Answer Key

1. B, 2. B, 3. B, 4. B, 5. B

Chapter 7 - What You Do is What You are

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Summary (in own words)

This chapter gives a direct moral lesson: a person is known by actions, not by claims. Anyone can speak about honesty, kindness or courage, but character is proved when a difficult choice arrives. Words without action are empty, while quiet good action builds real reputation.

The chapter applies this idea to student life, friendship and work. A student who studies regularly is a hard worker, even without saying so. A friend who helps in trouble is a true friend, even without promises. The lesson is encouraging: identity is not fixed by birth or words; it is built daily by choices.

Theme / Central Idea

Character is defined by actions, not words, claims or appearance.

Important Points

- Reputation is built by repeated action, not by one speech.
- Small daily choices matter more than big promises.
- Honesty is proved by refusing shortcuts when no one is watching.
- Kindness is proved by help in trouble, not by polite words alone.
- Courage is proved by standing for truth under pressure.
- Students can change their identity by changing habits.

Short Question-Answers

Q: What is the central message of the chapter?

Ans: That what a person does defines who they are. Actions prove character, while words alone prove nothing.

Q: Give a student example of this idea.

Ans: A student who revises daily is hardworking in fact, even if they never claim to be hardworking. Regular action is the proof.

Q: Why are small choices important?

Ans: Because character is formed by repetition. Many small honest choices build a trustworthy person over time.

Q: How can a person improve their identity according to the chapter?

Ans: By changing daily habits: studying honestly, helping others and keeping promises, step by step.

Long Question-Answers

Q: Explain with examples how actions define a person more than words.

Ans: Words are easy and cost nothing, so they can hide true character. A person may claim honesty yet cheat when unwatched, or claim kindness yet ignore a friend in need. Actions, by contrast, cost time, effort or comfort, so they reveal priorities. A student who shares notes, helps a weak classmate and refuses to copy in exams shows honesty and generosity in action. A worker who meets deadlines and admits mistakes shows responsibility. Over time, people judge others by this record of action, not by self-description. Therefore the chapter advises students to focus less on image and more on habit. A

good answer should give two contrasting pairs: a claim versus opposite action, and a quiet action versus no claim, to prove the point clearly.

Q: Discuss the relevance of this lesson for modern student life, including social media.

Ans: Modern life makes image easy: a student can post about hard work, kindness or success without doing the work. The chapter warns that this image fades when real tests arrive, such as exams, group work or personal crisis. Social media rewards appearance, but schools, jobs and friendships reward consistent action. A student who posts about study but never revises will fail. A student who quietly revises will pass, even without posts. The lesson is therefore practical: spend time on real work, not on proving work to others. It also protects mental health, because chasing praise is stressful, while building good habits gives steady confidence. An examination answer should connect the chapter's idea to one online example and one offline example.

MCQs - Practice

1. According to the chapter, a person is known by:

- (A) Clothes
- (B) Words only
- (C) Actions
- (D) Fame

2. A claim without action is:

- (A) Proof
- (B) Empty
- (C) Enough
- (D) Character

3. Honesty is best proved when:

- (A) People praise you
- (B) No one is watching
- (C) You speak loudly
- (D) You are rich

4. Character is mainly built by:

- (A) One speech
- (B) Repeated daily choices
- (C) Appearance
- (D) Luck

5. A true friend is proved by:

- (A) Promises
- (B) Help in trouble
- (C) Gifts only
- (D) Flattery

Answer Key

1. C, 2. B, 3. B, 4. B, 5. B

Chapter 8 - Clean Water

Original study / revision notes only - NOT official BISE Lahore notes, NOT the textbook, NOT leaked, NOT guaranteed.

Summary (in own words)

This chapter explains why clean water is essential for life, health and farming, and why it must be protected. Water looks plentiful in rivers and rain, but safe drinking water is limited. Pollution, waste and careless use turn a life-giving resource into a health danger.

The chapter calls for both public action and personal care. Governments must control industrial waste and improve supply systems, while families must save water, avoid polluting drains and use water wisely. Students can play a role by spreading awareness and by practising saving habits at home and school.

Theme / Central Idea

Clean water as a basic need for health and life, and shared duty to save it and keep it free from pollution.

Important Points

- Clean water prevents disease and supports growth, farming and industry.
- Pollution comes from sewage, industrial waste, chemicals and plastic.
- Water shortage grows when supply is wasted or polluted.
- Boiling, filtering and safe storage protect drinking water at home.
- Saving habits include fixing leaks, using less water and reusing where safe.
- Protecting rivers and groundwater protects future generations.

Short Question-Answers

Q: Why is clean water called a basic need?

Ans: Because the body, farming and daily life all depend on it. Without safe water, health, food and hygiene all suffer.

Q: Name two main sources of water pollution.

Ans: Sewage and industrial waste. Both add harmful substances to rivers and groundwater if not treated.

Q: How can a family keep drinking water safe?

Ans: By using covered, clean storage, filtering or boiling when needed, and keeping storage away from waste.

Q: Give two water-saving habits for students.

Ans: Turning off taps while brushing and reporting leaking taps at school. Small savings add up across many users.

Long Question-Answers

Q: Explain the causes and effects of water pollution.

Ans: Water pollution has several causes. Households add sewage and detergents to drains. Factories may release chemicals and waste. Farms add fertilisers and pesticides that wash into rivers. Plastic and solid waste block drains and harm aquatic life. The effects are serious: polluted water spreads stomach and skin diseases, harms fish and crops, and makes treatment costly. Communities near polluted sources suffer most, especially children. Pollution also wastes water, because polluted water cannot be

used without expensive cleaning. A strong answer should separate causes into household, industrial and farm sources, and link each cause to a health or farming effect, showing why prevention is cheaper than cure.

Q: What practical steps can individuals, schools and government take for clean water?

Ans: Individuals can save water, avoid throwing waste into drains and keep drinking water covered. Schools can fix leaks, teach saving habits, organise cleanliness drives and check their water tanks. Communities can protect local wells and rivers and report illegal dumping. Government must enforce waste treatment rules, improve pipelines, monitor quality and invest in safe supply for villages and cities. No single step is enough. Personal habits reduce waste, school awareness spreads habits, and government rules control large polluters. An examination answer should give steps at all three levels, so the solution looks complete and realistic.

MCQs - Practice

1. Clean water is essential mainly for:

- (A) Health, farming and daily life
- (B) Decoration only
- (C) Transport only
- (D) Fashion

2. A major water pollutant is:

- (A) Rain alone
- (B) Industrial waste
- (C) Clean air
- (D) Sunlight

3. Safe home storage means:

- (A) Open dirty pots
- (B) Covered clean containers
- (C) Storage near waste
- (D) No cleaning

4. Saving water includes:

- (A) Fixing leaks
- (B) Leaving taps open
- (C) Wasting for fun
- (D) Ignoring leaks

5. Polluted water mainly harms:

- (A) Only machines
- (B) Health, crops and aquatic life
- (C) Only roads
- (D) No one

Answer Key

1. A, 2. B, 3. B, 4. A, 5. B

Chapter 9 - Freedom (Poem)

Original study / revision notes only - NOT official BISE Lahore notes, NOT the textbook, NOT leaked, NOT guaranteed.

Summary (in own words)

This poem explores freedom as more than the absence of chains. True freedom, in the poem's view, includes freedom of thought, freedom to speak honestly, freedom to learn and freedom to live with dignity. Without these inner freedoms, outward freedom feels incomplete.

The poem also suggests that freedom brings responsibility. A free person must respect the freedom of others, use speech wisely and protect justice. The poem therefore presents freedom as both a gift and a duty: it must be valued, guarded and used for good.

Theme / Central Idea

Freedom as dignity, thought, speech and responsibility, not only as release from control.

Important Points

- Freedom includes thought, speech, learning and dignified living.
- Outward freedom without inner freedom feels incomplete.
- Fear, ignorance and blind obedience limit real freedom.
- Freedom of one person must not destroy the freedom of another.
- Responsible speech and respect for law protect freedom for all.
- Freedom must be guarded by education, justice and courage.

Short Question-Answers

Q: What does freedom mean beyond absence of chains in this poem?

Ans: It means freedom of thought, honest speech, learning and living with dignity. These inner freedoms complete outward freedom.

Q: Why is responsibility linked to freedom?

Ans: Because freedom used carelessly can harm others. Respect and justice keep freedom safe for everyone.

Q: What limits real freedom according to the poem?

Ans: Fear, ignorance and blind obedience. A person who cannot think freely is not fully free, even without physical chains.

Q: How can students protect freedom?

Ans: By learning, thinking critically, speaking honestly and respecting others' rights.

Long Question-Answers

Q: Discuss the idea of freedom presented in this poem.

Ans: The poem presents freedom in two layers. The first layer is outward: release from control, prison or unfair rule. The second layer is inner: freedom to think, question, learn and speak without fear. The poem suggests the second layer matters more for daily life, because a society can be formally free yet mentally fearful. Education breaks this fear by teaching people to reason and decide. Justice protects freedom by stopping the strong from silencing the weak. Courage completes freedom by allowing a person to stand for truth. A good answer should explain both layers, give one example of outward freedom and one of

inner freedom, and end with the idea that freedom grows when it is used responsibly.

Q: Why does the poem connect freedom with duty?

Ans: Freedom without duty becomes selfishness. If every person speaks without care, lies spread and trust breaks. If freedom is used to insult or harm, others lose their freedom. Duty therefore sets the boundary: my freedom ends where yours begins. This duty includes respecting law, telling truth, protecting the weak and participating honestly in public life. Students practise this duty by debating respectfully, refusing rumours and standing against bullying. The poem's message is hopeful: freedom is not a licence to do anything, but a trust to live well and to help others live well too. An examination answer should give two examples where duty protects freedom.

MCQs - Practice

1. In this poem, true freedom includes:

- (A) Only release from chains
- (B) Thought, speech and dignity
- (C) Doing anything
- (D) Ignoring law

2. Inner freedom is limited by:

- (A) Education
- (B) Fear and ignorance
- (C) Justice
- (D) Courage

3. Freedom brings:

- (A) No duty
- (B) Responsibility to others
- (C) Selfishness only
- (D) Silence

4. Respect for law protects freedom by:

- (A) Stopping harm to others
- (B) Ending speech
- (C) Creating fear
- (D) Removing rights

5. Students protect freedom by:

- (A) Spreading rumours
- (B) Learning and thinking critically
- (C) Bullying others
- (D) Blind obedience

Answer Key

1. B, 2. B, 3. B, 4. A, 5. B

Chapter 10 - The Punishment of Shahpesh, the Persian, on Khipil, the Builder

Original study / revision notes only - NOT official BISE Lahore notes, NOT the textbook, NOT leaked, NOT guaranteed.

Summary (in own words)

This chapter retells, in study form, an old story about power and justice. Shahpesh, a Persian ruler, orders a builder named Khipil to construct a grand building. The builder works with skill and care, but the ruler's treatment of him raises questions about fairness, gratitude and the use of power.

The punishment in the story becomes a lesson rather than only a sad event. It shows how unchecked power can turn against honest work, and how justice is tested when the powerful deal with the weak. Students are asked to judge the story morally: skill deserves respect, promises must be kept, and power must answer to fairness.

Theme / Central Idea

Power, justice and gratitude: honest work deserves fair reward, and unchecked power harms both ruler and society.

Important Points

- The story contrasts a powerful ruler with a skilled but dependent builder.
- The builder's skill is the real source of the grand building's beauty.
- The ruler's decision tests fairness, promise-keeping and gratitude.
- Punishment of honest work discourages skill and trust in society.
- Justice requires hearing the weak side, not only obeying power.
- The moral applies to employers, teachers and leaders today.

Short Question-Answers

Q: Who are the two main figures in the story?

Ans: Shahpesh, the Persian ruler, and Khipil, the builder whose skill creates the grand building.

Q: What moral question does the story raise?

Ans: Whether power should be used fairly towards honest workers, and whether skill deserves gratitude and fair reward.

Q: Why is punishment of honest work harmful?

Ans: Because it breaks trust. When skill is punished instead of rewarded, workers lose hope and society loses good work.

Q: What lesson can a leader take from the story?

Ans: That a leader must keep promises, listen fairly and reward work, or lose respect and loyalty.

Long Question-Answers

Q: Discuss the theme of justice in this story.

Ans: Justice in the story is tested by unequal power. The ruler has authority, wealth and force, while the builder has only skill and labour. A just ruler would judge the builder by work quality and by promises made, not by mood or pride. When power punishes instead of rewarding, justice fails in two ways: the

individual suffers unfairly, and society learns that honesty does not pay. The story therefore uses an old royal setting to teach a modern lesson. Justice is not only a court matter. It appears in workplaces, schools and homes whenever a stronger person decides the fate of a weaker one. A strong answer should explain this power gap, show why fair reward matters, and connect the story to one modern workplace example.

Q: What does the story teach about power and gratitude?

Ans: Power without gratitude becomes cruelty, even when it wears the dress of law or order. Gratitude means recognising that a grand result depends on many hands, especially skilled hands. A ruler who forgets this becomes feared but not respected, and fear alone cannot build lasting loyalty. The builder's story warns leaders that punishment may silence one person but cannot silence the moral judgement of society. For students, the lesson applies to group work and leadership: a group leader who takes all credit and blames workers will lose cooperation. A leader who thanks workers and shares credit will gain willing effort. An examination answer should contrast fear-based power with gratitude-based leadership, using the story as evidence.

MCQs - Practice

1. Shahpesh in the story is:

- (A) A builder
- (B) A Persian ruler
- (C) A trader
- (D) A soldier only

2. Khipil is known for:

- (A) Ruling
- (B) Building skill
- (C) Trading
- (D) Singing

3. The story mainly questions:

- (A) Only architecture
- (B) Fair use of power
- (C) Only weather
- (D) Only travel

4. Punishing honest work mainly breaks:

- (A) Buildings
- (B) Trust in society
- (C) Roads
- (D) Nothing

5. A just leader should:

- (A) Break promises
- (B) Reward work fairly
- (C) Ignore workers
- (D) Rule by fear only

Answer Key

1. B, 2. B, 3. B, 4. B, 5. B

Chapter 11 - Those Winter Sundays (Poem)

Original study / revision notes only - NOT official BISE Lahore notes, NOT the textbook, NOT leaked, NOT guaranteed.

Summary (in own words)

This poem recalls a father who rises early on cold winter mornings to warm the house before his family wakes. He works with cracked hands, lights fires and performs quiet, unseen duties. The speaker, as a child, did not understand this care and often spoke indifferently to his father.

As an adult, the speaker looks back with regret and new understanding. Love, the poem suggests, is not always shown in warm words. Sometimes it is shown in cold, hard, lonely work done for others without thanks. The poem is therefore about late understanding and the quiet forms of parental love.

Theme / Central Idea

Unspoken parental love shown through sacrifice and hard work, and a child's late understanding of it.

Important Points

- The father rises early in cold weather to make the house warm.
- His work is physical, lonely and done without praise.
- The child does not recognise this love at the time.
- Adult reflection brings regret and deeper understanding.
- Love is shown through action, not only through warm words.
- The poem teaches gratitude before it is too late.

Short Question-Answers

Q: What does the father do on winter Sundays?

Ans: He rises early in the cold, lights fires and warms the house so his family wakes in comfort.

Q: Why did the child not understand this love?

Ans: Because the love was shown through hard, quiet work, not through warm words. A child often expects love to sound gentle.

Q: What changes in the speaker as an adult?

Ans: The speaker understands the sacrifice behind those cold mornings and feels regret for past indifference.

Q: What is the main lesson of the poem?

Ans: To recognise and thank quiet sacrifices of parents while there is still time.

Long Question-Answers

Q: Discuss how the poem presents love through action rather than words.

Ans: The poem deliberately avoids sweet, easy images of love. Instead, it gives images of cold, early rising, cracked hands and lonely work. These images prove love because they cost comfort. The father gives up sleep and warmth so others can enjoy them. He does not announce his sacrifice or ask for thanks, which makes it easy for a child to miss. The speaker's adult voice corrects this mistake: love is measured by what is done, especially when it is hard and unseen. This idea connects with other chapters in the book, such as the lesson that actions define character. A good answer should quote no long passage but paraphrase the cold-morning work, contrast it with the child's indifference, and end with

the adult's understanding.

Q: Why is regret an important feeling in this poem?

Ans: Regret shows growth. As a child, the speaker took warmth for granted and treated the father with casual indifference. As an adult, the speaker sees the cost behind that warmth and wishes for a different response. Regret is not presented as hopeless guilt. It is presented as learning: understanding now can change how the speaker treats parents, children and others. The poem therefore speaks to every reader who has overlooked quiet care at home. Its power lies in this universal feeling. An examination answer should explain regret as the bridge between childhood blindness and adult gratitude, and suggest how this understanding can lead to present kindness, such as thanks, help and patience at home.

MCQs - Practice

1. On winter Sundays the father mainly:

- (A) Sleeps late
- (B) Rises early to warm the house
- (C) Goes travelling
- (D) Rests all day

2. The father's hands show:

- (A) Wealth
- (B) Hard work in cold
- (C) Youth
- (D) Idleness

3. As a child, the speaker was:

- (A) Fully grateful
- (B) Indifferent and unknowing
- (C) Angry always
- (D) Absent

4. As an adult, the speaker feels:

- (A) Pride only
- (B) Regret and understanding
- (C) Boredom
- (D) Fear

5. The poem shows love mainly through:

- (A) Sweet words only
- (B) Quiet sacrifice and action
- (C) Gifts only
- (D) Parties

Answer Key

1. B, 2. B, 3. B, 4. B, 5. B

Chapter 12 - The Impact of AI on Society, Human Relationships, and Ethics

Original study / revision notes only - NOT official BISE Lahore notes, NOT the textbook, NOT leaked, NOT guaranteed.

Summary (in own words)

This chapter explains artificial intelligence in simple study language and then examines its effects. AI helps in health, education, farming, business and daily services by processing information quickly and assisting human decisions. At the same time, it changes jobs, communication and privacy, so society must think carefully about its use.

The chapter focuses on three areas: society, relationships and ethics. In society, AI can improve services but also spread misinformation if misused. In relationships, it can connect people yet reduce face-to-face warmth if overused. In ethics, it raises questions about fairness, privacy, responsibility and truth. The lesson is balance: use AI as a tool, not as a master.

Theme / Central Idea

AI as a powerful tool that must be used with human judgement, fairness, privacy and care for relationships.

Important Points

- AI assists humans by finding patterns, answering questions and automating routine work.
- Benefits include faster services in health, education, farming and business.
- Job change is real: some routine jobs shrink while new skilled jobs grow.
- Overuse can weaken face-to-face conversation and attention.
- Ethical risks include bias, privacy loss, fake content and unclear responsibility.
- Human control, honesty and law must guide AI use.

Short Question-Answers

Q: What is AI in simple words?

Ans: It is computer systems that learn from data and help with tasks such as answering, searching, predicting and automating routine work.

Q: Give one benefit and one risk of AI.

Ans: Benefit: faster help in education and health services. Risk: spread of fake content or loss of privacy if data is misused.

Q: How can AI affect human relationships?

Ans: It can connect distant people, but overuse can reduce real conversation, patience and emotional warmth.

Q: What is an ethical question about AI?

Ans: Who is responsible when an AI decision harms someone, and how can bias in data be prevented?

Long Question-Answers

Q: Discuss the impact of AI on society, both positive and negative.

Ans: Positively, AI improves speed and access. Students can learn with personalised help, doctors can

review information faster, farmers can get weather and crop advice, and businesses can serve customers better. Negatively, AI can replace routine jobs, widen the gap between skilled and unskilled workers, and spread false information quickly through fake text, images and videos. It can also collect large amounts of personal data, raising privacy risks. Society therefore needs education, new skills and fair rules. Schools should teach both AI use and critical thinking, so students can check AI output instead of blindly trusting it. A strong answer should balance two benefits and two risks, and end with the need for human oversight.

Q: Explain the ethical and relationship challenges of AI.

Ans: Ethically, AI raises fairness, privacy and truth. If training data is biased, AI can treat groups unfairly. If data is collected without consent, privacy is harmed. If AI creates realistic fake content, truth becomes hard to judge. In relationships, AI chat and entertainment can replace family talk, reduce patience and create dependence on screens. Young users may prefer quick digital replies to slow, honest conversation. The solution is human-centred use: keep important decisions with humans, protect data, label AI content honestly and protect daily time for real relationships. Parents, teachers and policymakers all share this duty. An examination answer should link each ethical issue to one practical safeguard, showing balanced judgement rather than fear or blind praise.

MCQs - Practice

1. AI mainly helps by:

- (A) Replacing all thinking
- (B) Processing data and assisting tasks
- (C) Stopping education
- (D) Removing law

2. A positive use of AI is in:

- (A) Health and education services
- (B) Spreading fake news
- (C) Stealing data
- (D) Ending jobs only

3. A job risk of AI is:

- (A) More routine jobs always
- (B) Some routine jobs shrink
- (C) No change
- (D) Only farm jobs grow

4. An ethical risk of AI is:

- (A) Bias and privacy loss
- (B) Faster typing
- (C) Better books
- (D) Cleaner air

5. The chapter advises using AI as:

- (A) A master
- (B) A tool under human control
- (C) A replacement for teachers
- (D) A secret only

Answer Key

1. B, 2. A, 3. B, 4. A, 5. B

Chapter 13 - Ruba'iyat (Poem)

Original study / revision notes only - NOT official BISE Lahore notes, NOT the textbook, NOT leaked, NOT guaranteed.

Summary (in own words)

Ruba'iyat are short four-line poems that express a complete thought about life, time, nature or wisdom. Each quatrain stands alone, yet together they create a reflective mood. The form is brief, so every word must carry meaning, and the reader is invited to pause and think after each verse.

In the student's book, the Ruba'iyat selection invites reflection on the passing of time, the value of the present moment and the need for humility. Life is shown as short and uncertain, so wisdom lies in using time well, treating others kindly and not chasing pride or excess. The poems do not give long arguments; they give short, memorable lessons.

Theme / Central Idea

Short, reflective wisdom about time, life's brevity, humility and right use of the present moment.

Important Points

- A ruba'i is a four-line poem expressing one complete idea.
- Brevity is a strength: short form forces clear, memorable thought.
- Time is a central theme: life passes quickly and cannot be repeated.
- Humility is praised over pride, greed and show.
- The present moment deserves attention and good use.
- Reflection, not haste, is the proper response to these poems.

Short Question-Answers

Q: What is a ruba'i?

Ans: A short four-line poem that expresses one complete thought or reflection, often about life or wisdom.

Q: Why is brevity important in Ruba'iyat?

Ans: Because a short form must be clear and memorable. Each line carries weight, so the reader pauses and thinks.

Q: What does the selection teach about time?

Ans: That time passes quickly and life is short, so the present should be used wisely and kindly.

Q: What attitude is praised over pride?

Ans: Humility and simple wisdom: living well without greed or show.

Long Question-Answers

Q: Discuss the form and theme of Ruba'iyat in your own words.

Ans: The form is the message. Four lines cannot tell a long story, so they must capture a feeling or a truth in brief form. This brevity suits reflection: the reader finishes a quatrain and naturally pauses. The themes fit this form. Time, life's shortness, nature's cycles and human pride are large topics, but a ruba'i treats them through one image or one contrast. For example, the passing of a day can stand for the passing of life. The effect is quiet wisdom rather than loud preaching. A student answer should explain the four-line structure first, then connect brevity to reflection, and then give two themes with one

paraphrased idea each, without quoting long passages.

Q: What life lessons can a student take from Ruba'iyat?

Ans: First, value time: study, rest and family time all deserve planning, because wasted time does not return. Second, practise humility: success without pride lasts longer and earns respect. Third, live in the present with purpose: neither regret over the past nor worry over the future should destroy today's work. Fourth, seek wisdom over show: a quiet good action matters more than praise. These lessons are practical for exams and life. A student who plans time, stays humble after success and works steadily today follows the spirit of the poems. An examination answer should list three lessons and link each to one student habit.

MCQs - Practice

1. A ruba'i has how many lines?

- (A) Two
- (B) Three
- (C) Four
- (D) Six

2. Ruba'iyat are mainly:

- (A) Long stories
- (B) Short reflective poems
- (C) Plays
- (D) Speeches

3. A central theme is:

- (A) Time passing quickly
- (B) Only wealth
- (C) Only war
- (D) Only travel

4. The poems praise:

- (A) Pride
- (B) Humility
- (C) Greed
- (D) Show

5. Brevity in Ruba'iyat helps by making thought:

- (A) Confusing
- (B) Clear and memorable
- (C) Hidden
- (D) Unimportant

Answer Key

1. C, 2. B, 3. A, 4. B, 5. B

Chapter 14 - The End of the Beginning

Original study / revision notes only - NOT official BISE Lahore notes, NOT the textbook, NOT leaked, NOT guaranteed.

Summary (in own words)

This chapter uses a hopeful title to teach that an ending is often a new start. When a stage of life finishes, whether school, a project or a difficult period, it does not mean failure. It means one beginning has ended so another can start with more experience and clearer goals.

The chapter encourages students to look back without regret and forward without fear. Past mistakes become lessons, past success becomes confidence, and the next stage becomes a chance to apply both. The end is therefore not a full stop but a turning point.

Theme / Central Idea

Endings as turning points: learning from the past and beginning the next stage with courage and clarity.

Important Points

- An ending closes one stage, not the whole journey.
- Reflection turns experience, good or bad, into learning.
- Fear of the next stage is normal but should not stop action.
- New goals need clear plans, not only wishes.
- Courage means starting even when the result is uncertain.
- Gratitude for the past stage helps a hopeful next stage.

Short Question-Answers

Q: What does the title mean in simple words?

Ans: That the end of one beginning is the start of another. Finishing a stage opens the next stage of life.

Q: How should a student view past mistakes?

Ans: As lessons, not as final failure. Mistakes show what to change in the next stage.

Q: Why is fear normal at a new beginning?

Ans: Because the next stage is unknown. Fear does not mean inability; it means the step matters.

Q: What helps a good new beginning?

Ans: Clear goals, a simple plan, steady work and gratitude for past learning.

Long Question-Answers

Q: Explain the idea that an ending can be a beginning, with student examples.

Ans: A student finishing school ends one beginning and starts college, work or training. The school years gave knowledge, friendships and habits. Those do not disappear at the farewell; they travel into the next stage. Similarly, finishing a difficult exam ends a period of stress and starts a period of choice about subjects and careers. Even failure can be an end of a beginning: a poor result ends one method of study and starts a better method. The chapter therefore reframes endings. Instead of only sadness, endings bring space for new goals. A strong answer should give two student examples, show what is carried forward from the old stage, and explain what is new in the next stage.

Q: Discuss how reflection and courage work together in a new beginning.

Ans: Reflection looks back and asks what worked, what failed and why. Without reflection, a new beginning repeats old mistakes. Courage looks forward and acts despite uncertainty. Without courage, reflection becomes only regret. Together they create growth: reflection gives direction, courage gives movement. A student who reflects on weak subjects can plan extra practice, and courage helps them start that practice even when it feels hard. Gratitude supports both, because thanking teachers, family and friends keeps the past stage positive. An examination answer should define both qualities, show their link, and end with one practical plan for the next stage.

MCQs - Practice

1. The title suggests an ending is:

- (A) Final failure
- (B) A turning point to a new start
- (C) The end of all hope
- (D) A punishment

2. Past mistakes should be viewed as:

- (A) Shame only
- (B) Lessons
- (C) Reasons to quit
- (D) Secrets

3. Reflection helps a new beginning by:

- (A) Repeating mistakes
- (B) Giving direction from experience
- (C) Creating fear
- (D) Stopping action

4. Courage in a new beginning means:

- (A) No fear at all
- (B) Starting despite uncertainty
- (C) Waiting forever
- (D) Avoiding goals

5. A good new beginning needs:

- (A) Only wishes
- (B) Clear goals and steady work
- (C) Blame
- (D) Haste only

Answer Key

1. B, 2. B, 3. B, 4. B, 5. B

Grammar and Writing Section

Original study / revision notes only - NOT official BISE Lahore notes. Practise each rule by writing your own sentences.

1. Tenses - Quick Rules

Present Simple is used for habits, facts and routines: She walks to school daily. The sun rises in the east. Present Continuous is used for actions happening now: She is reading now. Past Simple is used for finished past actions: He visited Lahore yesterday. Past Continuous is used for an action in progress in the past: They were playing when it rained. Present Perfect connects past and present: I have finished my work. Future Simple is used for decisions and predictions: We will meet tomorrow.

Exam tip: Look for time words. Daily, always and usually point to Present Simple. Now and at the moment point to Present Continuous. Yesterday and last week point to Past Simple. Just, already and yet often point to Present Perfect.

2. Active and Passive Voice - Quick Rules

In active voice, the subject does the action: Ali wrote a letter. In passive voice, the object becomes the subject: A letter was written by Ali. To change voice, move the object to the front, use the correct form of be, use the third form of the verb, and add by + subject if needed. Present Simple passive: A letter is written. Past Simple passive: A letter was written. Present Perfect passive: A letter has been written. Future passive: A letter will be written.

Practice examples (original): Active: The teacher praised the students. Passive: The students were praised by the teacher. Active: She cleans the room daily. Passive: The room is cleaned daily by her. Do not change the tense when you change the voice; only the structure changes.

3. Direct and Indirect Narration - Quick Rules

Direct speech reports exact words in quotes: He said, I am busy. Indirect speech reports meaning without quotes: He said that he was busy. When the reporting verb is in the past, present tense usually shifts back: is becomes was, am becomes was, are becomes were, will becomes would, can becomes could, and today becomes that day, tomorrow becomes the next day, yesterday becomes the previous day.

Practice examples (original): Direct: She said, I will help you. Indirect: She said that she would help me. Direct: He said, I am tired. Indirect: He said that he was tired. For questions, use asked and remove the question mark: Direct: He asked, Where do you live? Indirect: He asked where I lived. For commands, use told and to: Direct: The teacher said, Sit down. Indirect: The teacher told the students to sit down.

4. Prepositions - Common Uses

Use in for months, years and large places: in January, in 2026, in Lahore. Use on for days and dates: on Monday, on 1st January. Use at for exact time and small places: at 5 pm, at school. Use of for possession and part: a book of poems, a member of the team. Use to for direction: go to school. Use with for company and instrument: with friends, with a pen. Use by for agent and deadline: by Ali, by Friday. Use for for purpose and duration: for study, for two hours. Use from for starting point: from home.

Common errors to avoid: Do not say discuss about; say discuss the topic. Do not say enter into the room; say enter the room. Do not say return back; say return. Practise by filling one preposition at a time and reading the full sentence aloud.

5. Letter and Application - Format and Model

Format for an application: Sender's address and date at the top, then the receiver's title, subject line, respectful greeting, body in two or three short paragraphs, thanks, and your name, class and roll number at the end. Keep language polite, short and clear. Do not add unnecessary details.

Model application (original, for practice - adapt names and facts to your own case): To, The Principal, [School Name], Lahore. Subject: Application for leave. Respected Sir/Madam, With due respect, I beg to say that I am a student of 1st Year in your school. I was ill yesterday and could not attend classes. The doctor has advised me rest for two days. Kindly grant me leave for 12th and 13th May and oblige. I shall be thankful to you. Yours obediently, [Your Name], Class 1st Year, Roll No. ____.

Model letter tip: A personal letter starts with a friendly greeting, shares news in simple paragraphs, asks about the reader, and ends with regards. An official letter stays formal and to the point throughout.

6. Essay and Paragraph Writing

A good paragraph has one main idea, three or four supporting sentences and a closing sentence. A good essay has an introduction, two or three body paragraphs and a conclusion. The introduction states the topic and your view. Each body paragraph covers one point with an example. The conclusion repeats the main idea in new words and gives a hopeful or practical closing thought.

Essay outline - Importance of Education: Introduction: education shapes character and livelihood. Point 1: education gives knowledge and skills. Point 2: education builds good citizens. Point 3: education reduces poverty and improves health. Conclusion: every student should value education and use it for personal and national good.

Essay outline - Cleanliness: Introduction: cleanliness protects health and dignity. Point 1: personal cleanliness prevents disease. Point 2: clean surroundings improve mood and learning. Point 3: public cleanliness shows civic sense. Conclusion: cleanliness is a daily habit, not a one-day campaign.

Model paragraph (original): Education is the light that guides a student from ignorance to understanding. It teaches reading, thinking and good judgement, and it prepares a person for honest work. An educated student respects others, follows law and helps the community. Education also opens doors to better jobs and a healthier life. For these reasons, every student should treat education as a serious duty and a lifelong gift, not only as preparation for exams.

Writing tips for exams: Write in simple, correct English. Avoid very long sentences. Use a new paragraph for a new point. Check spelling of common words, verb forms and punctuation before finishing. Leave one line between paragraphs for clear presentation.

Revision Checklist and Exam Tips

Use this checklist in the last two weeks. Tick a box only when you can explain the chapter in your own words without looking.

- [] Chapter 1 - Khatam-un-Nabiyeen Hazrat Muhammad (Peace Be Upon Him) - summary, theme, short + long answers, MCQs revised
- [] Chapter 2 - Responsibility of the Youth in Nation-Building - summary, theme, short + long answers, MCQs revised
- [] Chapter 3 - A Bird Came Down the Walk (Poem) - summary, theme, short + long answers, MCQs revised
- [] Chapter 4 - Team Moon - summary, theme, short + long answers, MCQs revised
- [] Chapter 5 - Impact of Global Warming on Pakistan - summary, theme, short + long answers, MCQs revised
- [] Chapter 6 - The Echoing Green (Poem) - summary, theme, short + long answers, MCQs revised
- [] Chapter 7 - What You Do is What You are - summary, theme, short + long answers, MCQs revised
- [] Chapter 8 - Clean Water - summary, theme, short + long answers, MCQs revised
- [] Chapter 9 - Freedom (Poem) - summary, theme, short + long answers, MCQs revised
- [] Chapter 10 - The Punishment of Shahpesh, the Persian, on Khipil, the Builder - summary, theme, short + long answers, MCQs revised
- [] Chapter 11 - Those Winter Sundays (Poem) - summary, theme, short + long answers, MCQs revised
- [] Chapter 12 - The Impact of AI on Society, Human Relationships, and Ethics - summary, theme, short + long answers, MCQs revised
- [] Chapter 13 - Ruba'iyat (Poem) - summary, theme, short + long answers, MCQs revised
- [] Chapter 14 - The End of the Beginning - summary, theme, short + long answers, MCQs revised
- [] Grammar: Tenses - rules + 10 own sentences practised
- [] Grammar: Voice - 10 active to passive conversions practised
- [] Grammar: Narration - 10 direct to indirect conversions practised
- [] Grammar: Prepositions - common uses revised
- [] Writing: One application + one letter format memorised
- [] Writing: One essay outline + one paragraph written in own words
- [] Past papers: At least 3 years of short questions attempted

7-Day Revision Plan (Suggestion)

Day 1: Chapters 1-2. Day 2: Chapters 3-4. Day 3: Chapters 5-6. Day 4: Chapters 7-8. Day 5: Chapters 9-10. Day 6: Chapters 11-14. Day 7: Grammar, writing and full MCQ self-test. Sleep well before the exam and read the question paper fully before writing.

Exam-Day Tips

- Read every question carefully and underline key words.
- Answer easy questions first to build confidence and save time.
- For long answers: introduction, points with examples, conclusion.
- For poems: write theme, mood and message in your own words.
- Check grammar, spelling and punctuation in the last five minutes.

- Do not leave a question blank; write the best answer you know.

End of notes. Original study / revision notes only - NOT official BISE Lahore notes, NOT the textbook, NOT leaked, NOT guaranteed. Study from your prescribed textbook and teacher guidance. Good luck with your revision.