

SECTION-A: PROSE

All 10 Chapter Notes of First Year English New Book (STBB)

Unit 1.1. "Quaid on 11th August, 1947."

Unit 2.1. "Once More to the Lake."

Unit 3.1. "The Necklace."

Unit 4.1. "Technological Revolution."

Unit 5.1. "My Bank Account."

Unit 6.1. "Self-reliance."

Unit 7.1. "Struggle for an Education."

Unit 8.1. "A Voyage to the City of Lions."

Unit 9.1. "Choosing Career."

Unit 10.1. "Pearls of Wisdom."



Unit 1. "Democratic Citizenship"

Pre Reading.

1. What do you know about the Quaid-e-Azam Muhammad Ali Jinnah?

Ans. I know that Quaid-e-Azam Muhammad Ali Jinnah is the founder of Pakistan.

2. What was his main contribution?

Ans. His main contribution was the creation of new state for the Muslim community.

3. What was his vision for Pakistan?

Ans. My guiding principle will be justice and complete impartiality and I am sure that with your support and cooperation, I can look forward to Pakistan becoming one of the greatest nations of the world.

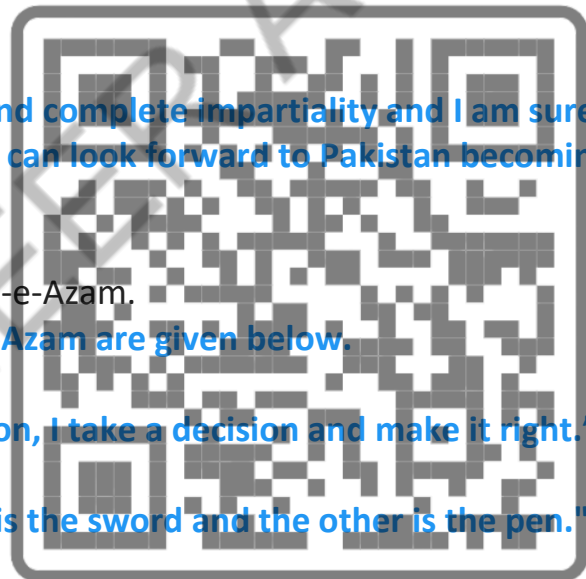
4. Share some famous quotes of the Quaid-e-Azam.

Ans. Some famous quotes of the Quaid-e-Azam are given below.

"I do not believe in taking the right decision, I take a decision and make it right."

"There are two powers in the world; one is the sword and the other is the pen."

"Think a hundred times before you take a decision, but once that decision is taken, stand by it as one man."



Unit 1.1. "

Quaid on 11th August 1947."

Exercise 1

Work in pairs and deduce contextually the meaning of following words. After completing, share your work with your partner.



No. Word. Meaning

- | | |
|-------------------|---------------------------------------|
| 1. Unprecedented. | unmatched, never known or done before |
| 2. Sovereign. | supreme, absolute |
| 3. Monster. | a large and ugly creature |
| 4. Starvation. | Famine |
| 5. Colossal | huge, massive |
| 6. Nepotism. | favouritism (relatives) |
| 7. Onerous. | severe, heavy, hard |
| 8 Titanic. | exceptional strength, size or power |
| 9. Gravest. | serious, important |
| 10. Relentlessly. | continuously |

Exercise 2

Work in pairs, read the following phrases and idioms which have been taken from the text. Match the phrases and idioms in Column A with corresponding meanings in Column B and write answers in Column C. After you have completed, compare your answers with your partner. First one has been done as an example.

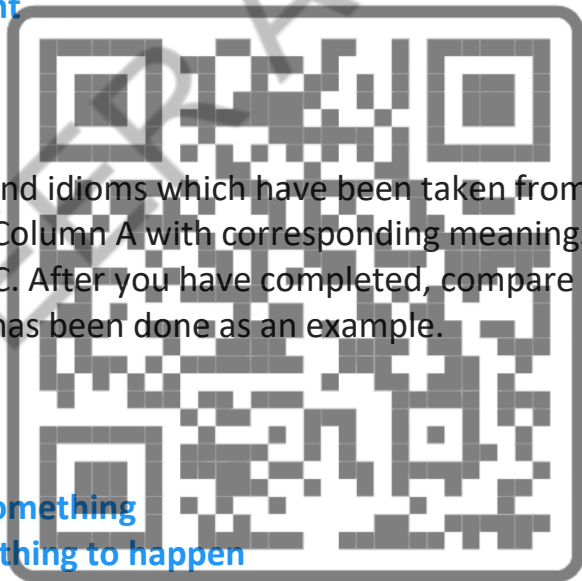
Idioms and Meanings

- | | |
|---------------------------|-------------------------------------|
| 1. Put down. | E. stop holding something |
| 2. Bring about. | D. to cause something to happen |
| 3. Go through. | J. read or examine thoroughly |
| 4. Conferred upon. | A. grant of something for |
| 5. Bound to. | B. be certain to |
| 6. with an iron hand. | H. with full force |
| 7. To tackle the monster. | F. to deal or face great problem |
| 8. Bring to bear. | G. have an effect of something |
| 9. To bury the hatchet. | C. to end fight to make peace. |
| 10. To lead someone to. | I. encourage to do an expected task |

Exercise 3.

Read the statements and encircle the right option.

- i. The Quaid-e-Azam was speaking to the Constituent Assembly at _____.



a. **national level** b. regional level. c. global level. d. provincial level

ii. The main function of the Constituent Assembly was to_____.

- a) make country as example
- b) honour assembly members
- c) **make constitution**
- d) practice constitution

iii. According to the Quaid-e-Azam, 'cyclonic revolution' meant a wave of -_____.

- b) **revolt**
- a) discrimination
- c) elections
- d) legislation

iii. The main task of the Govt. according to the Quaid-e-Azam is to_____.

- a. make constitution for provinces
- b) stop black marketing
- c) curb bribery
- d) **make law and order**

v. According to the Quaid-e-Azam, the poisonous thing is_____.

- a) corruption
- b) black-marketing
- c) nepotism
- d) **law and order situation**

vi. The colossal crime monster as stated in the text is_____.

- a) the law
- b) **black marketing**
- c) favouritism
- d) bribery

vii. On 11 August 1947, Quaid-e Azam was speaking to_____.

- a) already function assembly
- b) first legislative body
- c) **whole nation**
- d) embers of the provincial body.



viii) The first legislative body was bestowed with _____.

- a) full powers
- b) limited powers
- c) only make legislative powers
- d) only powers to curb bribery

ix) The thing that was already prevailing in the continent after partition was _____.

- a) bribery
- b) foodstuff
- c) nepotism
- d) starvation

x) The guided principles of the Quaid-e-Azam Muhammad Ali Jinnah are _____.

- a) support & cooperation
- b) justice & fair play
- c) prejudice & honour
- d) angularity of majority & minority

Post Reading

Exercise 4.

Read the text and answer the following questions

Q1. Why was the Quaid feeling honoured while addressing the First Constituent Assembly?

Ans: On 10th August 1947, the First Constituent Assembly was established in order to frame a constitution for Pakistan. The Quaid was made its first ever president. The newly born nation gave him right to deliver the inaugural speech. Thus he was feeling honoured while addressing the assembly.

Q2. Which is the greatest curses according to the Quaid-i-Azam?

Ans: According to the Quaid-i-Azam, Pakistan had inherited several curses i.e. black marketing, nepotism, jobbery etc. To him, one of the greatest curses was bribery and corruption.



Q3. What was the Quaid's vision about religious freedom?

Ans: The Quaid vision about the religious freedom was: "No power can hold another nation in subjection. Therefore, we must learn a lesson from this. You are free, you are free to go to your temples, you are free to go to your mosques or to any other places of worship in this State of Pakistan. You may belong to any religion or caste or creed - that has nothing to do with the business of the State. We are starting in the days when there is no discrimination, no distinction between one community and another, no discrimination between one caste or creed and another. We are starting with this fundamental principle that we are all citizens and equal citizens of one State."

Q4. According to the Quaid-i-Azam, what lesson should we learn?

Ans. According to the Quaid-i-Azam, we should learn the lesson of equality. There should not be supersession of one community to another. There should not be discrimination on the basis of religion, caste, creed or community. All citizens should try to give priority to the State rather religion or creed.

Q5. How for the key ideas of the Quaid's speech are applicable to the present scenario?

Ans. The key ideas of the Quaid's speech are:

Unification of all the residents of the State.

- Caste, creed and communities should be merged into one Nation.

All residents should think for the general welfare of the state but not for their particular religions.

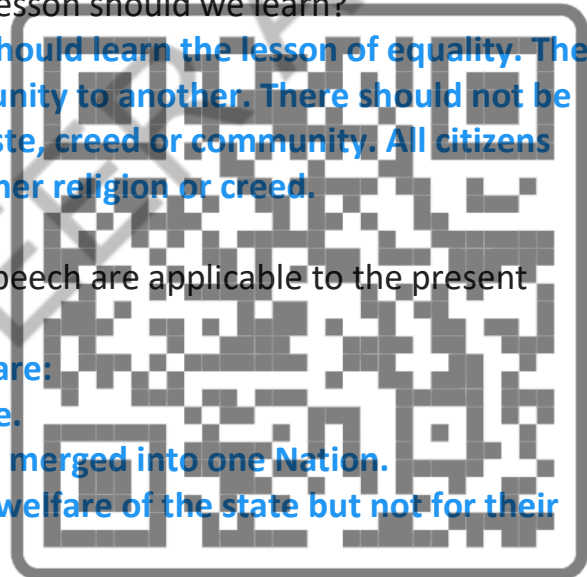
-The curses of bribery, corruption, jobbery, nepotism and black marketing should be rooted out.

The all above key ideas are applicable in the present scenario of Pakistan. Our State needs to adopt the ideas for the general well being of our country.

Q6. How can we make Pakistan prosperous in the light of the Quaid's vision?

Ans. We can make Pakistan happy and prosperous by forgetting the past and working for the well being of the poor and needy people of the country. We should cooperate to one another. We should not help one another on the basis of religion or caste but on the basis of equal citizens of the country.

Q7. "I shall always be guided by the principles of justice and fair play without any political language, prejudice and Ill-will." Elaborate these words.



Ans. Here the Quaid wanted to say that he would follow the principles of justice and fair play while dealing the citizens of the country. He promised to keep personal enmities away while dealing the people for the sake of a prosperous and peaceful Pakistan. He would never think of ill about any community but he would try to treat everyone equally.

Exercise 5.

The text of the Quaid's speech has some statements of facts and some of opinions. Work in pairs and read the following statements and write fact or opinion in the answer column. First one has been done as an example. After you have completed, share your work with your partner.

1. The Quaid-e Azam was president of the First Constituent Assembly. **(1. Fact)**
2. Hope that with your support we will make this Constituent Assembly as an example. **(2. Opinion)**
3. The first duty of Government is to maintain law and order. **(3. Opinion)**
4. All kinds of inhabitants are living in the sub-continent. **(4. Fact)**
5. Nepotism and jobbery are social evils. **(5. Fact)**
6. The mighty revolution that has taken place is unprecedented. **(6. Opinion)**

Exercise 6.

Do you think some of the ideas in this historic speech are not included? Work individually and search out the missed points of above speech using various sources and share these with the class.

Ans. I think following ideas are missed.

1. Islamic Ideology is missed.
2. Future plan about Kashmiris and other Muslim states is missed.
3. Quaid's philosophy about the new Muslim State is missed.
4. Over all secular ideology is focused, while Islamic Ideology is missed



Unit 2.1. "Once More to The Lake"

Pre Reading

1. Look at the pictures and compare and contrast them.

Ans. The pictures are of two lakes in Maine (USA). In the one picture a lake exists in its natural form while in another picture the lake is polluted through artificiality i.e. man-made buildings surround it. After replacing the lake into a residential area, it has lost its natural beauty and is not ready to survive more.

2. Guess the theme of the text you are going to study.

Ans. I guess that the theme of the text, we are going to read, is about the preservation of nature. One should not turn the natural beauty into polluted areas by building the residential or commercial areas around it. It should be just used for the purpose of picnic.

While Reading

Exercise 1.

Work in pairs and deduce the meaning of words given in column A and write their contextual meaning in column B.

Words

1. Marred.
2. Tarred.
3. Grooves.
4. Sneak.
5. Illusion.
6. Creepy.
7. Moss.
8. Jollity.
9. Sedative.
10. Petulant.

Meanings

1. Marred. spoil, ruin
2. Tarred. covered with tar
3. Grooves. channels, trenches
4. Sneak. move or go in a furtive or stealthy way
5. Illusion. hallucination
6. Creepy. frightening
7. Moss. a very small, green or yellow plant
8. Jollity. lively and cheerful activity or celebration
9. Sedative. calming
10. Petulant. bad-tempered



Exercise 2.

Read the statements and encircle the correct option.

1. The writer in the essay 'Once More to the Lake' is accompanied by his _____.
a. brother. b. son. c. wife. d. pet
2. In the beginning of 'Once More to the Lake', the writer characterizes himself as



- _____.
- a. [lake-water man](#). b. pond-water man. c. salt-water man. d. ordinary man.
3. The writer has referred the word 'placidity' in the context of _____.
a. peacefulness. b. [calmness](#). c. loneliness. d. idleness.
4. The _____ were/was tapping on the roof of the camp of writer.
a. mosquitoes. b. swam. c. [squirrel](#). d. mouse.
5. The writer felt in the end of the essay _____.
a. the fear of storm. b. the danger of life. c. happy. d. [the loneliness](#).
6. _____ caught two fish before lunch.
a. son. b. father. c. [both a and b](#) d. spinner.
7. The writer revisited the lake with his son in _____ season.
a. [summer](#). b. winter. c. autumn. d. spring.
8. The writer's son has been _____ while traveling by train.
a. weeds. b. [Lily pads](#). c. sheltered bay. d. wet woods.
9. The writer used to visit lake _____.
a. in New York. b. [in Maine](#). c. near his farm house. d. in his school.
10. For _____, the writer used to go to the lake.
a. [fishing](#). b. seeing waves. c. enjoying cool water. d. enjoying swimming.

Exercise 3

The writer has described the things of the past which he saw on the lake. He has also presented the scenario of that lake after few years. Read the text individually. First, write the five things that writer observed and loved in the past. Then, write five changes that took place later on. After you have completed, share your work with your partner.

Past scene of Lake

1. [The sheltered bay and streams.](#)
2. [The hills that the sun set behind.](#)
3. [The camp and the path behind the camp.](#)
4. [The cool and motionless lake early in the morning.](#)
5. [The long shadows of the pines.](#)

Later scene

1. [The noisy sound of the motor.](#)
2. [The worms and dragonfly on the boat while fishing.](#)
3. [Fishing scene.](#)



4. The tarred or pitched road

5. A school of fish and its shadow in the water.

Exercise 4

In this text, the writer has used similes and metaphors at many places. Now, work in groups. Analyse the text and write five examples of similes, and five examples of metaphors in respective columns. After you have completed, share your work with other groups.

Similes

1. Motors whined about one's ears like mosquitoes.
2. It is strange how much you can remember about places like that once you allow your mind to return into the grooves which lead back.
3. None of us ever thought there was any place in the world like that lake in Maine.
4. It was the arrival of this fly that convinced me beyond any doubt that everything was as it always had been, that the years were mirage and there had been no mirage.
5. I seemed to be living like a dual existence.

Metaphors

1. The boat would leap ahead, charging full fashion at the dock.
2. My groin felt the chill of death.
3. I was my father.
4. The lake seemed an enchanted sea.
5. The lake is constant and trustworthy body of water.

Exercise 5

Read the text and answer the following questions

1. Why does writer take a vacation at this particular lake?

Ans. The writer takes a vacation at this particular lake in order to forget the hard realities of life. The calmness of the natural lake provides him comfort. He loves it too much, because it takes him to the distant past when he used to go there with his father. With the help of it he tries to escape the mortality.

2. Which key concerns the writer has expressed in the text?

Ans: The following key concerns the writer has expressed in the text.

1. Love to the past memories or nostalgia.
2. Power of memory.
3. Transistorizes of life.
4. Inevitability of mortality/death.
5. Father and son relationship.
6. Past and present.
7. Greatness of nature.
8. Old technology vs. new technology.

3. How has the lake changed since he was a boy?

Ans: The lake has changed in following three ways since he was a boy.

First, the road where horses drew the wagon/vehicle has been tarred/ pitched fully.

Second, the waitresses of the restaurant have learnt to wash their hair due to the effect of the movie.

Third, the motorboats produce irritable and awful sound now unlike before. New boats have noisier engines.

4. What contrast does the writer make between the sea and the lake?

Ans. The contrast writer make between the sea and the lake is the stirred water. The sea water easily can be stirred while the lake water can't be stirred. The lake is constant and trustworthy body of water.

5. Why does writer repeatedly call the lake as wild lake?

Ans. The writer repeatedly calls the lake as wild lake in order to emphasize the cottages surrounded it. He says that it is not at a place where men can not reside. Men not only enjoy the calmness nature of the lake but also settled there cottages to live in the peaceful atmosphere of the lake which is not wild.

6 Why is the arriving at the lake less exciting now than in the past?

Ans. It was less exciting for the poet to revisit the lake accompanied with his son. This time he was not as much enthuse as before due to the age difference. Next, the artificiality and noise pollution has also spoiled the natural beauty of the lake. It was no more as peaceful as it was before.

7. How are the boat motors different in the present situation?



Ans. In the present situation, the motorboats produce irritable and awful sound now unlike before. New boats have noisier engines. In the former days motors were also indoors, but now they were outdoors by the campers.

8 The writer calls the lake as a 'holy spot'. How does he further develop this idea?

Ans: The essayist describes the lake as a holy spot because it provides him solace or peace. He further develops it by explaining it more that it makes him forget the worldly worries and takes him to his beautiful past. It reminds him of his beautiful childhood. It helps him to forget his mortality.

9. What kind of sensation persisted and grew in the mind of the writer?

Ans. While spending time at the lake, the essayist feels dual existence of himself. Memories of the past haunt him. He finds himself in his son and himself as his father. He is at the same time his father in imagination and his son's father in reality. Such creepy sensation persisted and grew in the mind of the writer.

10. What is the central idea of the text?

Ans. The central idea of the text is that the writer wants to show the relationship between sight and insight, observation and speculation through reminiscences of his boyhood summer. Especially in this essay, the writer displays the power of memory and the utmost fear of mortality.

Exercise 6

Work individually and recollect your past impression of natural things of your city or village. Enlist these all and also write the changes that have taken place now. Share all these with the class.

Recollected Past Natural Scenes

1. The greenery of the field.
2. A beautiful lake surrounded by trees.
3. The most impressive scene was the play during rain in mud with little comrades.

Changing

1. The greenery of the field into deserted area due to the insufficient water.
2. Trees are replaced into the buildings.
3. Little comrades are no more



Unit 3. MANAGING CHANGE

Unit 3.1. The Necklace.

Pre Reading

1. What makes you a happy person?

Ans. When I help the others, I always feel happy. "To help the others" makes me a happy person.

2. Do you think money can make a person happy?

Ans. No, money can not make a person happy. It rather, becomes the cause of misery in our life.

3. Have you ever borrowed anything precious and lost?

Ans. Yes, I borrowed a watch from my friend and I lost it somewhere. I was worried about the watch, but when I told to my friend he didn't show any reaction to it.

While Reading.

Work in pairs and deduce the meaning of words given in column A and write their contextual meaning in column B. Share with your after you have completed.

NO. Column A.

Column B

- | | |
|-----------------|--|
| 1. Elite. | Aristocracy, a set group of people. |
| 2. Fancy. | Elaborate in structure or decoration. |
| 3. Thrilled. | Cause (someone) to have a sudden feeling of excitement and pleasure. |
| 4. Embarrassed. | Humiliated, awkward. |
| 5. Retrace. | Go back over (the same route that has just taken) |
| 6. horrified. | Extremely shocked, filled with horror. |
| 7. scrub. | Clean, rub to clean something. |
| 8. shabby. | In poor condition through long use or lack of care. |
| 9. strolling. | Walking in a leisurely way. |
| 10. Clasp. | Grasp tightly someone. |



Exercise 2.

Read the statements and encircle the correct option.

1. _____ was working in education.
a. Mathilde. **b. Loisel**
c. Mansion. d. Forester
2. Mathilde belonged to a/an _____ family.
a. rich. b. poor
c. middle class. d. elite
3. Loisel give Mathilde four hundred francs to _____.
a. buy outfits. b. go to theatre
c. buy jewellery. d. help her friend
4. Matilde seemed happiest when she _____.
a. received the invitation. **b. danced in the party.** c. bought a new dress. d. borrowed the necklace.
5. The main theme of "The Necklace" is _____.
a. We suffer for our vanities. b. It is unwise to borrow things. c. Parties can lead to trouble. d. Friends should be honest with each other.
6. When she borrowed necklace, Mme. Loisel spent whole evening in _____.
a. talking with her husband. **b. watching rich people.** c. wishing she had not come. d. dancing with many men.
7. In order to pay the necklace, M. loisel does all of the following except _____.
a. contribute his entire inheritance.
b. make deals with loan swindlers.
c. borrowing money from the bank.
d. Paying his house loan.
8. Throughout the story, Mme. Loisel values _____.
a. love. **b. appearances.** c. knowledge. d. wisdom
9. When Mathilde had to return the Necklace, she was looking as _____.
a. rich. **b. proud.** c. peasant. d. miser.
10. Mathilde bought another Necklace for _____ francs.
a. sixty. b. fifty. **c. thirty six.** d. fifty six.

Exercise 3.

work individually. Read the text again and mark (✓) for true, and (X) for false against each statement given below.

No. Statement. **Answer**



1. At first Mathilde demanded a diamond necklace from her husband. (X)
2. Mathilde wept after returning from her friend's home. (X)
3. Poverty ruined Mathilde's life and looks. (✓)
4. The story of 'The Necklace' tells about greed and hope. (✓)
5. The idiom 'burst into tears' means weep intensely. (✓)
6. Sous and francs are the words that indicate currency. (✓)
7. After seven days, they decided to replace the diamond necklace. (✓)
8. In the end of story, the same diamond necklace was returned. (X)

Exercise 4

Read the text and answer following questions:

1. Why did M. Loisel expect his wife to be pleased to receive the invitation?

Ans. Mathilde was wife of Mr. Loisel. She belonged to a middle class family. She didn't have a good collection of dresses and jewellery. She always daydreamed about being rich. She was fond of attending the rich men's parties. So, when Mr. Loisel gave her the invitation of such a party, he expected his wife to be pleased to receive the invitation of a grand party, because she never had a chance to go at the party.

2. What was Mme. Loisel's reaction on reading the invitation?

Ans. Mme. Loisel became very sad after reading the invitation. She cried a lot and burst into tears, because she did not have a fancy dress to wear at the party.

3. How was the life of Mme. Loisel before the loss of the necklace?

Ans. Mme. Loisel lived a happy and contented life before the loss of the necklace. She was pretty, charming and seemed to be young and attractive. She was not



rich, but she had enough money to live a happy life. She daydreamed about being rich but remained satisfied in her life.

4. What efforts were made to find Mme. Forestier's necklace?

Ans. As Mme. Forestier's necklace had been lost by Mme. Loisel. She, with her husband, searched everywhere in the apartment. Her husband also retraced their steps. They tried from 4 a.m to 7 a.m, but were failed in their attempts to find the lost necklace.

5. Describe in your own words how the Loisel's life changed after they had paid for the new necklace.

Ans. Mr. Loisel and his wife were contended with what they had. They didn't have enough saving amount. When they lost the necklace, they borrowed money and bought a new one in order to replace and return it to its owner. After that, they lived a life of poverty to repay the borrowed amount. They both lived in a cheap apartment. Mr. Loisel did double jobs. Mme. Loisel did household work and did not spend extra money. After ten years, they succeeded to repay the debts.

6. What was Mme. Forestier reaction when seeing Mme. Loisel before she figured out who she was?

Ans. Mme. Forestier did not recognize Mme. Loisel (Mathilde). So, she was surprised when she called her nickname. She cried out and asked her how she was changed and become old.

7. How did Mr. and Mme. Loisel replace the necklace?

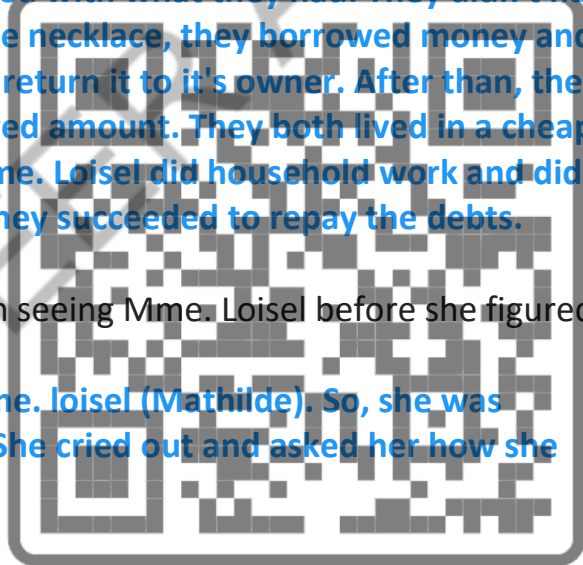
Ans. They borrowed money and searched the same shaped necklace. They bought it in thirty six thousand francs and returned it to Mme. Forestier in the place of the borrowed one. She did not notice the replacement of the jewellery.

8 What was Mme. Forestier's reaction when the necklace was returned?

Ans. Mme. Forestier behaved rudely when the necklace was returned. She did not open the box to confirm the jewellery. She let Mme. Loisel to feel that she had to return the jewellery earlier.

9. How did Mr. Loisel contribute to the cost of the new necklace?

Ans. Mr. Loisel had eighteen thousand francs inherited from his father. He gave all the amount to Mathilde for purchasing the new one necklace. The price of the



jewellery was thirty six thousand francs. He borrowed the rest amount from his friends, moneylenders and Money swindlers. Whatever money he had he sacrificed the all for the sake of his wife's mistake.

10. How had Mme. Loisel's sacrifices been in vain?

Ans. After purchasing the new necklace, Mme. Loisel had to live a life of poverty. She lived in a small apartment. She spent ten years in peasantry. At the end, when she met with Mme. Forestier who told her that the necklace she borrowed from her was fake and of five hundred francs. In such way, her ten hard working years had been in vain.

Exercise 5.

Work individually and describe the following characters in your own words in your notebook. Share your work with your partner after you have written

Mathilde Loisel Mme. Forestier

1. Mathilde

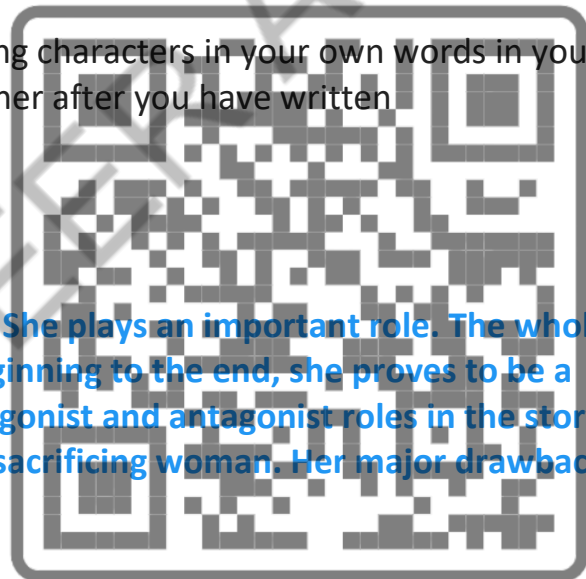
Mathilde is a main character of the story. She plays an important role. The whole story surrounds her personality. From beginning to the end, she proves to be a dominant character. She plays both protagonist and antagonist roles in the story. She is a good wife, a sincere friend and a sacrificing woman. Her major drawback is her greed. She is a greedy woman.

Her physical appearances.

Mathilde is an attractive, charming, pretty and beautiful lady. She is famous because of her beauty. Whosoever looks her, becomes an admirer of her attractive personality. But at the end, after bearing hardships, she losses her beauty and she becomes an old woman.

As an ordinary woman.

Mathilde is a greedy woman. She values appearances. She is greedy of being rich. She is fond of fancy dresses and diamond jewellery. She always remains in day dreams. She wants to attend the grand parties. She wants to dance with the rich people. It is the part of her negative role in the story.



As a wife.

No doubt, she is greedy, but after the fall of her family, she proves to be a sincere wife. She works hard and sacrifices all her wishes. She lives in a small apartment. She cooks her own meal. She sweeps her own house. All in all, she spends ten years in peasantry.

As a friend.

Mathilde was a good friend. She respects her friends a lot. When she goes to Mme. Forestier, her fast friend, for a diamond necklace, she receives without denial. It proves that she is reliable among her friends. After losing the jewelry, she purchases another one and replaces it to her friend. In short, she is a trusted friend.

As a sacrificing woman.

Mathilde is a sacrificing lady. She sacrifices her ten years of life because of a minor mistake. She does not complain her life of poverty. She faces criticism silently.

2. Loisel.

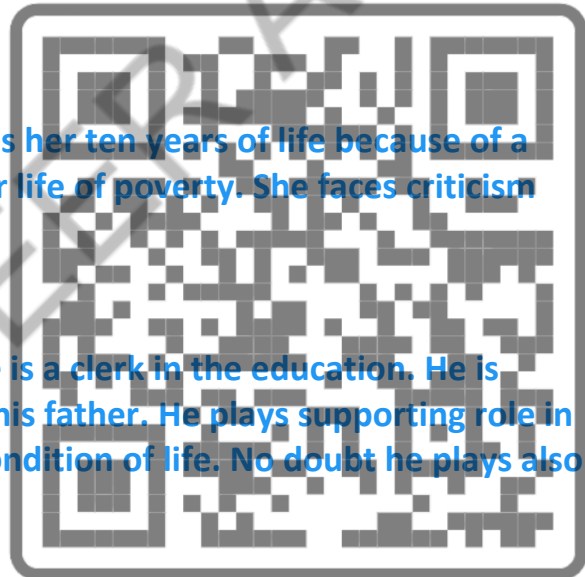
Loisel belongs to a middle class family. He is a clerk in the education. He is inherited a small amount of money from his father. He plays supporting role in the story. He supports his wife in every condition of life. No doubt he plays also an important role.

As a loyal husband.

He is a loyal husband. He supports his wife in every situation of life. He can't see his wife in misery. He encourages his wife to go to the party. She does not have money to purchase a new party dress, he gives her the amount which he saves for purchasing a new rifle. He sacrifices his own wishes in order to fulfil his wife's wishes. After losing the necklace, he gives her all the inherited amount. He also does double jobs to repay the debts. He stands with his wife and faces every hardship.

3. Mme. Forestier.

Mme. Forestier is a rich lady. She also plays a major role in the story. Because of her, Mathilde spends ten years in poverty. She offers Mme. Loisel the jewelry in order to prove a sincere friend but it becomes the climax in Mathilde's life. All in



all, she plays an important role to strengthen the plot of the story.

As a friend.

She is a good friend. She does not deny to give her friend Mathilde any jewelry. She gives her everything but she also cheats her not to telling her that the Necklace is fake. When, Mme. Loisel comes to return her replaced necklace, she also shows rudeness. At the end, she informs about the fake necklace. All in all, she is a good but not a sincere friend.

Exercise 6

Work in groups and read the story, 'The Necklace'. Underline the key points and summarize it in your own words. After you have completed, share your work with other groups.

Summary

The story starts with the introduction of Mathilde, the heroine of the story. She was pretty, charming and beautiful girl. She belonged to a middle class family. She married to a clerk in education. She always daydreamed of being rich. She was fond of wearing fancy dresses and jewelry. One day, her husband received an invitation card of attending a grand party. She became worried having no new dress. Her husband gave him his saving for purchasing a new party dress. And she also borrowed a diamond necklace from her one rich friend. She attended the party, danced joyfully and enjoyed a lot. Because of her attractiveness, she became the centre of every eye. When she returned the home, she saw the necklace was missed. She, with her husband searched everywhere but could not found the jewelry. At last, they bought a new one necklace in the place of the lost one. They borrowed high amount for the replacing of the jewelry. Mathilde returned the necklace to her friend.

After that, the next ten years, they lived a life in poverty. They sacrificed their wishes. Mr. And Mme. Loisel hired a cheap apartment. They lived there poorly. He did the double jobs, while she kept doing all household chores. After ten years, they repaid the debts, but she became old now. When she was going for a walk, she saw Mme. Forestier, her friend who gave her a necklace. After greetings, she told that the Necklace was fake. Mathilde was shocked. The story also ends there.

Exercise 7

Work individually and imagine yourself in the same situation like that of the story. What strategies would you adopt to get out of it. Mention only two strategies. After completing, share your work with the class.

Ans. If I would be in the same situation of borrowing a precious thing and having missed it somewhere, I will follow the following strategies.

1. Revealing a truth.

First of all, I will reveal the truth to my friend. I will inform him/her about the incident of missing the precious thing. If, he/she readily forgives me, I will be thankful to him/her. If not, I will apply another strategy.

2. Working hard and quitting vanities.

I will purchase another precious thing or I will pay the amount of the lost one to its owner. I will try not to borrow the money. In case, if I borrow, I will reduce my expenses. I will quit all my vanities. I won't spend a lot of money to fulfil my wishes. I will adopt every step to save the money and pay my debts. After paying all the debts, I will start to live normally as I was living before. And I will never again borrow anything precious from any one.

Exercise 8

Work in pairs and analyze the story of 'The Necklace' according to the elements of story mentioned in the below diagram.

Ans. The Elements of a story and "The Necklace".

1. Exposition (Beginning of the story where characters and setting is introduced)

The story of "The Necklace" starts with the introduction of Mathilde, her physical appearances and intentions. Its setting starts from the house of Mr. Loisel, a clerk and husband of Mathilde. She is the main character of the story. It goes to the rising action when her husband brought an invitation card of a grand party.

2. Rising Action (Where a main character faces a series of conflicts)

She didn't just receive the invitation card, along with she received a series of conflicts too. The story rises from here to the climax. She did not have a new dress and jewelry. She had to spend all the amount of her husband in order to purchase the costumes for attending the party. They faced all conflicts bravely. But the major problem arose when she lost the necklace which she borrowed



from one of her rich friends.

3. Climax (The most exciting part of the story when we learn the outcome)

It was the climax of the story. The story reached to its climax when she lost the necklace. They both searched the lost jewelry but could not find. After then they were in height of tension. They borrowed money, they changed the house (from better to worse), at last, after one week, they purchased a new expensive diamond necklace in place of the lost one. From then, the scene goes to the falling Action.

4. Falling Action (Events leading to the end of the story)

Now the life of Mathilde is changed. She bears the brunt of the climax. She, with her husband, tried to repay the debts. Orderly, they lived a sacrificing lives. They tried to overcome the problems. At last, the story turns to the resolution.

5. Resolution (End of the story)

After ten years, Mathilde, with her husband succeeded to resolve the problems. They repaid all the debts. Their story also ends with the shocking news of the lost necklace which was fake and of five hundred francs. It was very shocking ending for the main character who spent her ten years in misery. The resolution is tragic.

Unit 4 TECHNOLOGY SMART & TECH-SAVVY

Unit 4.1. "Technology"

Pre-Reading.

1. What does this picture show? Think out a minute and write down the names of devices.

Ans. Modem, Webcam, Microphone, Smart Phone, Remote Control, Wireless Charger, Bluetooth Speaker, Wireless Mic, Selfie Stick, Mobile Cover, Mobile Stand, Mobile Box, Digital Watch.

2. How has technology evolved over the period of time?

Ans. Over the period of time, how we communicate has evolved immensely. Today, many of our inventions are focused on creating faster ways of



communicating with each other, and in the process, we're creating more data than humans can comprehend. Now, a new tool, artificial intelligence, is emerging at the nexus of all this.

3. List down technologies recently discovered/invented.

Ans. 3D printing, VPN, Videoconferencing, Biometrics, 6g Cellular communication, etc.

While Reading.

Exercise 1.

Work in pairs and deduce the meaning of words given in column A and write their contextual meaning in column B. Share with your partner once you have completed.

No.	Column A.	Column B.
1.	innovation.	a new method, idea, product, etc.
2.	optimist.	hopeful and confident about the future.
3.	manipulate.	operate, handle
4.	heralded.	be a sign that (something) is about to happen
5.	hazards.	a dangers or risks.
6.	hurricanes.	a storm with a violent wind
7.	proliferated.	increased rapidly in number; multiplied.
8.	impending.	about to happen; forthcoming
9.	calamities.	disasters
10.	lessen.	to diminish.

Exercise 2.

Read the text carefully. There are certain words that related to word 'Tele' means 'far'. First, underline these words in the texts and then write description of these words. Ab example has been given for you.

Example:



1. Tele+phone: Telephone.

A device used for speaking to distant places by means of electrical signals.

2. Tele+poinetrs: Telepointers.

“An interaction style for presentation system interactive television, and other systems, where the user is positioned at a remote site from the display”

3. Tele+com: Telecom

Telecommunications, also known as telecom, is the exchange of information over significant distances by electronic means and refers to all types of voice, data and video transmission.

4. Tele+vision: Television

A devise used to convert distant visual images by means of electrical signals.

5. Tele+school: Teleschool

Teleschool is a new way of teaching and learning through the means of internet technology.

6. Tele+medicine: Telemedicine.

Telemedicine is a technology used for the remote diagnosis and treatment of patients by means of telecommunications technology.

7. Tele+presence: Telepresence

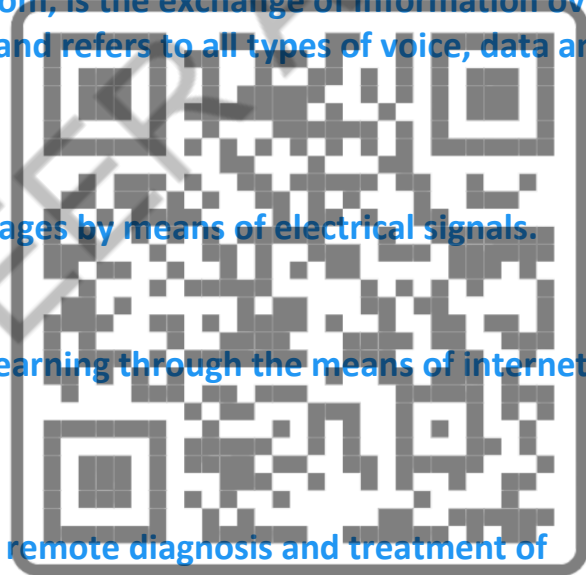
The use of virtual reality technology, especially for remote control of machinery or for apparent participation in distant events.

8. Tele+work: Telework

The action or practice of working from home, making use of the internet, email, and the telephone.

9. Tele+marketing: Telemarketing

The marketing of goods or services by means of telephone calls, typically unsolicited, to potential customers.



Exercise 3.

Read the statements and encircle the correct option.

1. Digital revolution mainly depends on _____.
a. physical nature. b. improved life. c. hardware innovations. d. integrated circuit.
2. During World War-II, transmission of information was in _____ form:
a) material b) analogue c) electric d) catalogue
3. _____ is the technological option to work in dangerous situation.
a) Telephone b) Telecom c) Telepresence d) Television
4. It is technology that people get things better according to their _____.
a) market demand b) environment. c) needs d) work
5. E-learning can only be possible through _____.
a) portals b) internet c) smart adaptation d) innovative system
6. People get information through _____ to help them better understand a medical condition.
a) internet b) integrated apps c) telemedicine d) visual images
7. Bits used to record or transmit information in _____ form.
a) binary b) digital c) analogue d) logical
8. _____ is an example of hydrological disaster.
a) Earthquake b) hurricane. c) floods d) wildfire
9. _____ technology assesses environmental changes and disease predictions.
a) remote sensing b) satellite c) circuit d) visual images
10. A bulk of population at disaster risks may be located by _____.
a) telecom b) satellite images c) actuators d) smart phones

Exercise 4

Work individually. Read the text again and mark (V) for true, and (X) for false against each statement given below.

No.	Statement	Answer
-----	-----------	--------

- | | | |
|----|---|-----|
| 1. | Use of technology can be harmful for our environment. | (X) |
| 2. | First use of technology was related to waves. | (✓) |
| 3. | During World War II, the use of technology was not familiar. | (✓) |
| 4. | All tele devices may function with traditional type. | (X) |
| 5. | An e-learning can only be possible without internet. | (X) |
| 6. | People can also purchase and sell things via internet. | (✓) |
| 7. | Renewable things are those which cannot be utilized again. | (X) |
| 8. | Telework and telepresence are the internet ways to work in hazardous situation. | (X) |



Post-reading

Exercise 5

Read the text and answer the following questions.

1. What do you mean by technological revolution?

Ans. A technological revolution is a period in which one or more technologies is replaced by another, novel technology in a short amount of time. It is an era of accelerated technological progress characterized by new innovations whose rapid application and diffusion typically cause an abrupt change in society.



2. Why did innovation information remain scarce at the time of World War-11?

Ans. Many innovation information remained scared at the time of World War 2. The reason was that the processing of information relied on "atoms" to record or transmit information in analog form rather than the "bits" (binary digits of '1s' for on and '0s' for off) used to record or transmit information in digital form.

3. How is the technology boon for students?

Ans. Technology is boon for the students. It has provided a huge platform for learners to explore their talents. It has also helped the students to overcome their fear, arrogance, reluctance and shyness. They can also learn from teleschool. All things are possible because of new technology.

4. What are the benefits of E-commerce in today's world?

Ans. Today, technological revolution is giving people a wide variety of choices, enabling them to get the kinds of products and services that fit their needs. Tele work and telemarketing have given people the chance to move beyond the limits. E-commerce lets people buy a vast array of goods and services that previously might have been difficult to find at local stores.

5. How does technology work in environmentally risk areas?

Ans. The remote sensing technology could monitor environmental changes and disease predictions. The satellite images, aerial photographs, and on-the-ground inspections, can be used to locate populations in dangerous or environmentally unstable places and determine how to respond after disaster strikes. Though technology cannot prevent the onset of the pandemics; however, it can help prevent the spread, educate, warn, and empower those on the ground to be aware of the situation, and noticeably lessen the impact.

6. How has technology greatly supported doctors & medical practitioners?

Ans. Technology has greatly supported doctors and medical practitioners to information and the treatment of any disease. It has helped improved medical care by making it easier for doctors to provide evidence-based medicine. People also get information through telemedicine to help them better understand a medical condition in order to take early care.



7. How does technology secure humans from calamities?

Ans. Epidemics, pandemics or other hazards have threatened the human mace

time and again. The outbreaks of these calamities left enormous burdens on our lives, economies, and societies at large. In such a scenario, technologies enable secure access to data, enterprise applications, virtual meetings and cloud conferencing. Smart cities could be made and equipped with some sorts of devices which include sensors, processors, wearable, electronics, software, actuators, vehicles, cell phones and computers. The remote sensing technology could monitor environmental changes and disease predictions. The satellite images, aerial photographs, and on-the-ground inspections, can be used to locate populations in dangerous or environmentally unstable places and determine how to respond after disaster strikes. Though technology cannot prevent the onset of the pandemics;

8. Some people have opinion that youngsters are not safe in the technological era? Give reasons for your agreement or disagreement.

Ans. I don't agree to the idea that youngsters are not safe in the technological era. No doubt there are some negative impacts of the new technology. As the over use of the net causes the following effects.

- Lower attention span...
- Increased risk and lack of privacy...
- Risk of depression...
- Obesity...
- Falling grades ...
- Bullying ...
- Social interaction issues...



It is because of the misuse and excessive use of the technology. If the youngsters are prudent users they won't find the net harmful for them.

9. Which technology innovation has impacted you profoundly and how?

Ans. Almost all new technological innovations have impacted me profoundly. But the most of all is Printing Press. I am lover of reading more and more books. And I use to print out all materials which I get from the net. I am weak in to read out the books on the net. So that, firstly I take the print of the books, then I start to read and gain ample knowledge. It really changed my way of living.



10. How did technology contribute in keeping peoples' lives safe during the recent pandemic or disaster?

Ans. Though technology cannot prevent the onset of the pandemics; however, it can help prevent the spread, educate, warn, and empower those on the ground to be aware of the situation, and noticeably lessen the impact.

Exercise 6

Though use of technology has many advantages to ease living, it has some disadvantages too. Now, work in groups. First make outlines related to only disadvantages of technology, and then expand each outline in short paragraphs.

Disadvantages of technology.

1. Negative impact on the studies
2. Fraudulent companies cheating people.
3. Lack of quality communication.
4. Effects on Physical, mental and psychological disorders.
5. Help to increase the crime ratio.

1. Negative impact on the studies

The injudicious use of the technology often results in persistent incomplete school assignments, tardy work, and a poor academic performance. Moreover, when a lot of pending work gets piled up, students often resort to online websites and cut and paste options.

2. Fraudulent companies cheating people.

With regard to business, while the social media has facilitated online business and promotion of skills and talents, one may get cheated by fake virtual companies and organizations. Hence, despite innumerable benefits of online business, it may be misused by fraudulent companies. People may suffer financial loss by paying for goods that may be of poor quality and materialize.

3. Lack of quality communication.

Humans are social animals, and for strengthening social bonds, physical sharing of moments of joy and grief is important. Increased time on the social has limited



face-to-face communication and compromised relationships. People are spending more and more time on the social media, which has caused a significant deterioration in the frequency and quality of close, one-to-one communication between both immediate and the extended family members, who occupy an important place in the Pakistani family structure. While social networks enable interaction with a large number of people, in a short span of time, these interactions are shallow and cannot adequately replace everyday face-to-face communication. This lack of quality communication can weaken relationships that may, in turn, have damaging consequences.

4. Effects on Physical, mental and psychological disorder.

Impact on physical health, mental and psychological disorder is another major area of concern. When the social media is used disproportionately, the users constantly remain deskbound or limited to the comfort of the couch or a bed. This excessive use causes obesity. It causes to major health Problems. It also leaves negative impacts on mentality and psychology of a man. A man becomes jealous of other people's success. A selfie trend also can affect the psychology of a people.

5. Help to increase the crime ratio.

It also helps to those who are criminal mind. They keep in contact while doing any crime

UNIT 5 CIVIC SENSE AND CIVIIC ACTIVITIES

Unit 5.1. "My Bank Account"

Pre Reading

1. Look at the picture and quickly describe different activities.

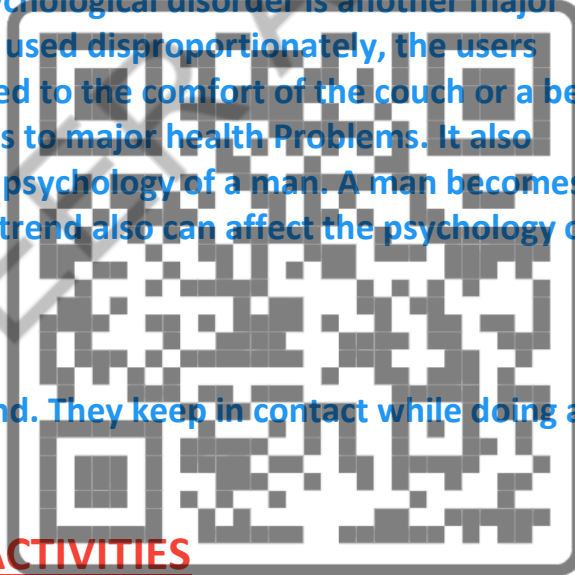
Ans.

1. A boy is using ATM for the purpose transaction money.

2. Some customers are in two lines for the purpose of opening a bank account and withdrawing amount by using checks.

Exercise 1

Work in pairs and deduce the meaning of words given in column A and write their contextual meaning in column B. Share with your partner once you have



completed.

No. Column A Column B

- | | |
|----------------|--|
| 1. solemnly. | in a serious manner. |
| 2. terrible. | dreadful |
| 3. detective. | investigator |
| 4. mysterious. | difficult or impossible to understand, explain, or identify. |
| 5. whispered. | murmur, speak slowly |
| 6. painful. | hurt |
| 7. astonished. | Surprised, amazed. |
| 8. hallow. | without real significance or value, empty. |
| 9. temper. | a person's state of mind seen in terms of their being angry or calm. |
| 10. rival. | against. |

Exercise 2.

Work in pairs. Match the following bank-related words of column A with their meanings given in column B and write answers in Column C. After you have completed, share your work with your partner.

No. Column A Column B Column C

- | | | |
|------------------|--|-------|
| 1. bank manager. | F. one who has control of all resources in the bank. | (1_F) |
| 2. accountant. | E. one who maintains audits business accounts. | (2_E) |
| 3. clerk. | A. one who maintain all written record. | (3_A) |
| 4. cheque. | G. a written order directing a bank to pay money. | (4_G) |
| 5. transactions. | C. dealings and exchanges. | (5_C) |
| 6. deposits. | B. to put money in the account. | (6_B) |
| 7. cheque book. | D. a small book having checks to draw money. | (7_D) |



Exercise 3

Read the statements and encircle the right options.

1. The writer visited the bank

- a. frequently **b. first time.** c. in a month d. yearly

2. The writer's salary was raised to _____ a month.

- a. Sixty dollars **b. fifty dollars** c. thirty dollars. d. fifty-six dollars

3. _____ presumed the writer to be a detective.

- a) clerk **b. manager.** c. accountant. d. rich man.

4. The writer first met the _____ in the bank.

- a) accountant** b. manager. c. clerk. d. security guard.

5. The writer had _____ dollars at the time of opening the account.

- a. six. **b. fifty six.** c. fifty. d. sixty

6. Mr. Montgomery was a/an _____.

- a. manager. **b. accountant.** c. clerk. d. detective

7. The _____ of the author made the manager think that he was a detective.

- a. mysterious manner.** b. simplicity. c. harsh behaviour. d. boldness.

8. The author wrote, fifty-six dollars instead of six dollars due to _____.

- a. fear.** b. haste. c. anxiety. d. madness.

9. The text 'My Bank Account' is an example of _____ tale.

- a. detective. **b. humors** c. moral. d. fictitious.

10. After returning from the bank,
the writer put his savings in _____.

- a. bank. b. pocket. c. silver box. **d. sock**



Exercise 4

Work in pairs. Read the text again carefully and write the sequence of events of the story. After completing, share your work with your partner.

Firstly, **the writer enters in the bank for opening an account.**

Secondly, **he meets the accountant and asks for the manager.**

After That, **he sees the manager alone and tells him that he wants to open an account.**

Then, **he meets again to the accountant who send him to the clerk.**

Later, **he gets a form, fills it and opens and withdraws his all amount.**

Finally, **he reopens the and leaves the bank.**

Post Reading

Exercise 5.

Read text and answer the following questions.

1. What is effect upon the author of entering the bank to do business?

Ans: According to the author, he has bank phobia. When he enters into the bank he gets a frightened. The clerks frighten him; the desks frighten him; the sight of the money frightens him; everything frightens him. The moment he passes through the door of the bank and attempts to do business there, he becomes an irresponsible fool.

2. Why did the author decide to open an account?

Ans: The author knew Very well about his bank phobia. But when his salary had been raised to fifty dollars a month, so he felt that the bank was the only place for it's savings. Thus the decided to open an account in a bank.

3. What was the manager's reaction when the author told him that he would like to see him alone?

Ans. When the author told the manager that he would like to see him alone, he became anxious and felt that he had a terrible secret to share. The manager also supposed him one of the Pinkerton's detectives.

4. Why did the manager look relieved when he knew the purpose of the author's visit?



Ans. The manager supposed the author a detective. But when the author told him that he went there to open an account, the manager looked relieved for knowing that the author did not come for any investigation.

5. What is the equivalent of fifty American dollars in Pakistani currency?

Ans. {26_09_2022} The one dollar is equal to 235 Pakistani rupees. So, the 50 dollars are equal to 11750 PKR.

6. What mistake did the author make when he wrote the cheque?

Ans. The author deposited 56 dollars in his new account. He wanted to withdraw 6 dollars for personal use. But in fear, he wrote 56 dollars instead of 6 dollars. In such way, he withdrew all his amount.

7. Explain the meaning of the clerk's question, "How will you have it?"

Ans. The clerk wanted to know in what way the author liked the denomination of the money; either in notes or in coins?

8. Why was there a roar of laughter when the author left the bank?

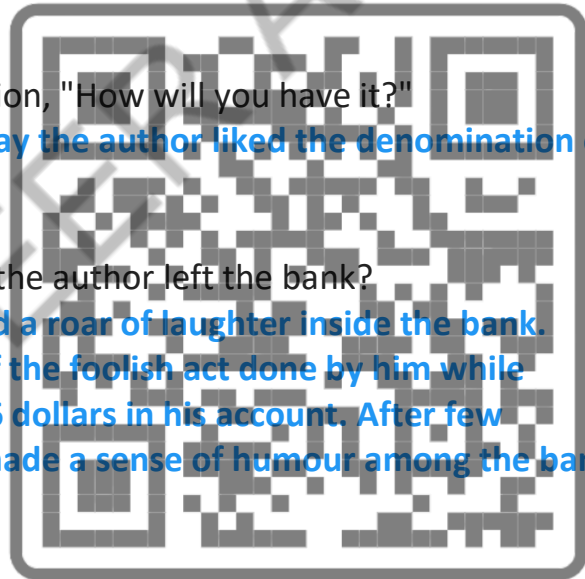
Ans : As the author left the bank, he heard a roar of laughter inside the bank. There was the roar of laughter because of the foolish act done by him while withdrawing his amount. He deposited 56 dollars in his account. After few minutes, he withdrew all his amount. It made a sense of humour among the bank Workers.

9. The author, Stephen Leacock, was a respected university teacher and a highly successful writer. Do you think this is a true story?

Ans: The author, Stephen Leacock was a respected university teacher and highly successful writer. He was a good humorist. He knew the art of creating humour. In this story he criticized the bank and its artificial environment. It was the atmosphere of the bank which made him confused. This is a fictional story in order to amuse the readers and let them know how to deal in such type of artificial environment.

10. Why is it wiser to keep one's money in a bank than to hoard it in one's home?

Ans: It is Wiser to keep one's money in bank because it remains safe there. And, if the account is saving, the money will be also increased on monthly basis. While at home the money can be lost through the act of robbery or stealing.



Exercise 6.

Work in groups. Fill in the required information in the given application form. Once you have filled in, exchange it with other groups.

(Self Work)

Exercise 7.

There are many advantages of using Bank. Work in groups, first collect some points on the topic: Advantages of Using Bank. Then, present these opinions front of the class.

Ans.

1. To save the money from robbery or stealing.
2. To increase it on monthly basis.
3. To withdraw it during the required time

UNIT 6 RESPECTING SELF AND OTHERS

Unit 6.1. Self-Reliance.

Pre-reading

1. Think of an event occurred in your life that has positively impacted you and share it with the class.

Ans. When I was a child, I used to go to my maternal uncle's house in Karachi in summer vacations. An educated family was neighbor to my Uncle's house. They used to speak English. Once, they were speaking English in my presence. It impressed me a lot. I made my mind to learn English. It changed my life.

2. According to you, what is required to succeed in the life?

Ans. I think self confidence is much more required to succeed in life.

While-reading

Exercise 1.

Work in pairs. Find at least ten new words from the text and write their meaning



contextually. After you have completed, share your work with your partner.

No. Word Contextual meaning

1. Genius. **exceptional intellectual or creative power or other natural ability.**
2. Latent. **conceal**
3. conviction. **Judgement, opinion.**
4. Alienated. **Experiencing feelings of isolation or estrangement**
5. Detect. **Discover or identify the presence or existence of.**
6. Ignorance. **lack of knowledge or information.**
7. Continual. **repeated**
8. Unique. **being the only one of its kind; individual; distinctive**
9. Solstice. **position of the sun**
10. Imitate. **to copy, follow**



Exercise 2

Work individually and write the antonyms of the following words. After completing, share your work with your class fellows.

No. Word Antonym

1. arduous. **Easy, effortless**
2. Barbarous. **civilized**
3. betray. **conceal, be loyal to.**



4. solitude. **company**
5. noble. **ignoble**
6. Aboriginal. **adopted. alien**
7. civilized. **uncivilized, barbaric**
8. Temporary. **Permanent**
9. Ignorance. **knowledge**
10. Recedes. **advance**

Exercise 3

Read the statements and encircle the correct option.

1. In every work of genius, we recognize our own rejected _____.
a) ideas b) **thoughts** c) concepts d) motives
2. According to the author, envy is _____.
a) bliss b) evil. c) suicide. d) **ignorance**
3. Insist on yourself; never _____.
a) **imitate** b) indicate c) initiate d) imply
4. According to the author, it is _____ in the world to live after the world's opinion.
a) important b) unimportant. c) **easy** d) difficult
5. Society undergoes _____ changes.
a) continuous b) **continual** c) collective d) creative
6. Every great man is _____.
a) simple b) **unique** c) rare d) common



7. Society acquires new arts, and loses old _____.
a) ways b) methods c) instincts d) approaches
8. Civilized man has lost his _____ strength.
a) aboriginal b) original c) real d) physical
9. The civilized man has lost the use of his feet because he has built _____.
a) car b) coach. c) crutches d) castle
10. A solstice is a _____.
a) position of moon b) position of sun c) time of the day. d) period of year

Exercise 4

Work individually. Read the text again and mark (v) for true, and (X) for false against each statement given below.

No.	Statement	Answer
1.	In Self-Reliance, he urges people to trust themselves.	(✓)
2.	According to the author, the greatest obstacle to trust yourself is society.	(✓)
3.	The author exhorts human beings to strive for absolute consistency.	(X)
4.	We should abide by our own thoughts and opinions.	(✓) confirm plz
5.	Great man always remains in solitude for perfection.	(X)
6.	Society always undergoes constant changes from better to worse and vice versa.	(✓)
7.	Every man is responsible to make for himself and his own.	(✓) check plz



Exercise 5

In 'Self-Reliance' Ralph Waldo Emerson distinguishes between internal and external causes of behaviour. Work in groups. Read the text again and re-write the two internal causes and two external causes of behaviour and note these behaviours in your notebook. Compare the written responses with another group.

Post-reading

Exercise 6

Read the text and answer the following questions.

1. What makes a man great according to the author?

Ans. According to the author, self reliance makes a man great. The power is within the man. One should peep into one's insight in order to know the power of one's life.

2. Why is self-reliance important for one's development?

Ans. Self-Reliance is important for one's development. Learning to be self-reliant is important to be taught is at a young age so it can develop, as they grow older. Being self-reliant is presented to be the ability to take control over your life, being motivated from within, and being able to take care of yourself.

3. What is mark of genius according to the author?

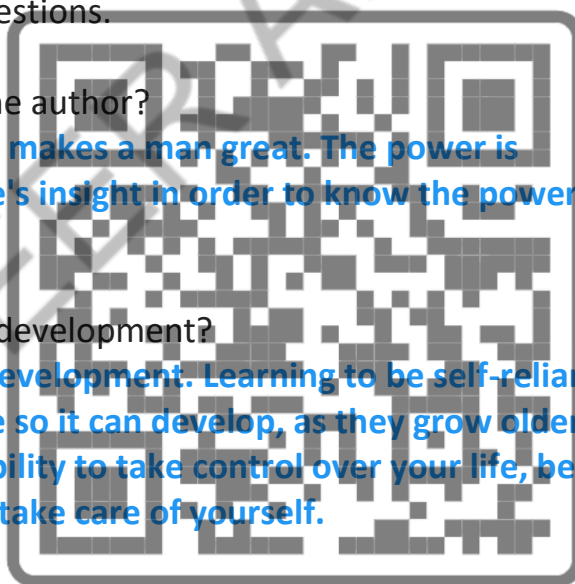
Ans. According to the author, "to believe your own thought, to believe that what is true for you in your private heart is true for all men—that is mark of genius."

4. What happens when a person doesn't value one's own qualities?

Ans. When a person does not value his own qualities, he will not live a satisfying or gratifying life. Tomorrow a stranger will say masterly good sense precisely what he has thought and felt all the time, and he shall be forced to take with shame his own opinions from another.

5. Why does the author emphasize on developing one's own individuality?

Ans. Emerson begins the essay by explaining the importance of being confident and expressing ideas and opinions without concern for how they will be perceived



by others. If a person refuses to be true to their own individual beliefs, then they will not live a satisfying or gratifying life. Emerson believes that each person has a true purpose and that it is the individual's job to resolutely fulfill that purpose without fear.

6. How can a person be happy according to the author?

Ans. According to the author, a person can be happy when he puts his heart into his work and done his best.

7. "What I must do is all that concerns me, not what the people think." Do you agree to this statement? Give reasons for your agreement or disagreement.

Ans. I agree to this statement, "What I must do is all that concerns me, not what the people think." This rule, equally arduous in actual and in intellectual life, may serve for the whole distinction between greatness and meanness. It is the harder, because you will always find those who think they know what is your duty better than you know it. It is easy in the world to live after the world's opinion; it is easy in solitude to live after our own; but the great man is he who in the midst of the crowd keeps with perfect sweetness the independence of solitude.

8. What kind of changes does a society undergo according to the author?

Ans. Society never advances. It undergoes continual changes; it is barbarous, it is civilized, it is religious, it is rich, it is scientific; but this change is not for better. It acquires one thing, while lost the old thing. It makes people civilized while it keeps away the man from crude nature.

9. How do you relate the message of essay to your life?

Ans. "Self-Reliance" is Ralph Waldo Emerson's treatise on individualism. In it Emerson explains that people must believe in their own intuition and reject the opinions of others in order to transcend the bounds of the physical world. The above message teaches a lot to me. It is related to my life. Because, whenever, I listen to others except self, I face the problems in my life. I also loss confidence of doing what is in my heart. I have learnt the lesson that whatever I do I will follow myself. I will not blame on anyone.

10. Write a brief summary of the arguments presented in the text?

Ans. "Self-Reliance" is an essay by Ralph Waldo Emerson which explores the values of transcendentalism. Emerson explains to the reader that true direct



knowledge can only come from within. Any knowledge that a person learns from another person or a book is not true knowledge. The more people use their intuition and believe in themselves, the better society will be.

Exercise 7

Work in groups. Read the whole text and pick any five ideas that you like the most. Share your work with other groups and check each other's work.

1. **Speak your latent conviction; and it shall be the universal sense; for always the inmost becomes the outmost.**
2. **What I must do is all that concerns me, not what the people think.**
3. **Trust thyself; every man vibrates to that iron string.**
4. **Insist on yourself; never imitate.**
5. **The civilized man has built a coach, but has lost the use of his feet.**

UNIT 7 SELF GROOMING

Unit 7.1 "Struggle for an Education"

Pre-reading

1. Why do you attend school, college or institution?

Ans. I attend college to gain the education.

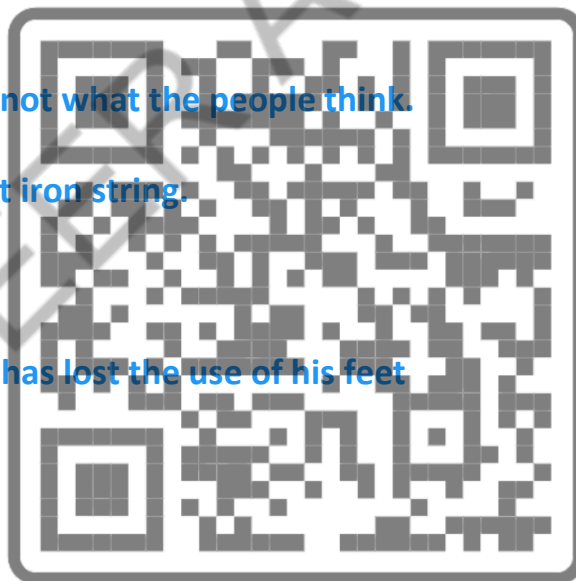
2. Why is it essential to receive an education?

Ans. Receive an education is essential because it teaches us how to behave...

3. How can you shortly describe an illiterate?

Ans. An illiterate is person who does not know how to survive in a society.

4. Do you know why he/ she did not receive an education?



Ans. Our many relatives did not receive education in order to lack of awareness.

5. What are the issues that may prevent a child from receiving an education?

Ans. The following are the issues that may prevent a child from receiving an education.

- 1. Financial Issues.**
- 2. Lack of motivation.**
- 3. Lack of awareness.**

6. Guess which text you are going to read?

Ans. I think I am going to read the text about the importance of education.

While-reading

Exercise 1

Work in pairs and deduce the meaning of words given in column A and write their contextual meaning in column B. Share your work with your partner once you have done the exercise.

No. Column A. **Column B**

1. pretentious. **Affected**
2. furnace. **An enclosed structure in which heat is produced**
3. frankness. **The quality of being open, honest, and direct in speech or writing.**
4. slipshod. **Characterized by a lack of care, thought, or organization.**
5. exhaustion. **A state of extreme physical or mental tiredness.**
6. elevated. **raised**
7. satchel. **a bag carried on the shoulder by a long strap and closed by a flap, used especially for school books.**
8. tramp. **a person who travels from place to place on foot in search of work or**



as a vagrant or beggar.

9. linger. stay in a place longer than necessary because of a reluctance to leave.

10. Yankee. an American.

Exercise 2

Read the statements and encircle the correct options.

1. _____ were discussing about school during work.

a) Coloured people b) Miners. c) Brooker. d) Lewis

2. The school was providing _____.

a) proper education b) education and skills c) physical training d) costs

3. _____ type of students were studying in the school of Virginia.

a) Poor. b) Wealthy c) Workers d) All types of students

4. At _____ salary did the writer work at the house of General Lewis Ruffner.

a) one dollar per day. b) 5 dollar per month c) fifty dollar per month. d) fifty cent per month

5. _____ city was eighty-two miles away from Hampton.

a) Maldon b) Richmond c) Washington d) Virginia

6. The writer spent first night of travel of Hampton at _____.

a) large city b) step-father's house c) sidewalk near the port d) in the school

7. Writer _____ to get money for breakfast.

a) swept the room b) loaded the vessels c) made the pillow. d) worked in industry

8. _____ helped the writer in getting reception.

a) Lewis b) Step father. c) Captain d) Head teacher

9. _____ was the Head teacher's impression of writer after cleaning the room.

a) Good b) Bad c) Lazy d) Unusual



10. The writer accepted the cleaning of recitation room because he wanted to _____.

- a) took it as challenge. b) impress the Head. c) get admission. d) get proper food.

Exercise 3

Below are given some places where the boy went or worked. Work in pairs. Think of the main event that took place there and write them in the order given in the story. Share your work with your partner after you have completed.

Name of Place	Main event	Order in the story
Hampton.	A city in America, where the writer wanted to go.	(02)
General Lewis Ruffner's house.	The salt-furnace and coal mine's owner where the writer got the job.	(03)
Coal mine.	The writer was listening the two coal miners who were discussing about the red coloured school.	(01)
City of Richmond.	The city where the writer took a short pause of rest.	(05)
Malden.	The city the writer saw way to Hampton.	(04)

Exercise 4

Work individually and match the statements of Column A with Column B and write the answers in Column C. After you have done share your work with your class fellows.

No Column A. No. Column B. Column C

1. The writer first worked. D. in coal mine as worker.



2. The school where he first studied. **F. was also teaching some trade or industry**
3. Mother applied for vacant position which.
A. she heard during the work
4. First, Mr. Lewis Ruffner wanted things promptly. **H. at the bottom absolutely honesty and frankness.**
5. No passer-by could be seen. **G. before I could took it before**
6. When I appeared for assignment the Head teacher. **C. said recitation room need cleanliness**
7. She neither admitted nor. **E. refused to enter the institution**
8. I took best breakfast. **B. and slept all night smoothly.**

Post-reading

Exercise 5

Below are some of the action statements of the story 'Struggle Education'. Work in groups, write the cause or reason before action statement. After completing, share your work with other groups.

No. Action statement Reason/ cause

1. Coal miners were taking one of the school as great because they had not such a fine school before.
2. The writer came out from anxiety to go Hampton because he was hired at salary of 5 dollar per month.
3. The writer had few clothes and expense because he was from red coloured race. He was poor.
4. The Writer begged in wagons and cars because he did not have money to Hampton.



5. The writer spent night at the side walk because he was new in the city and he did not have money to live in any hotel.
6. The Captain desired for working continuously because he felt sympathy with the writer who was hardworking and did not have any amount of money.
7. The impression of boy to head teacher was not suitable because he had been so long without proper food, a bath and change of clothing.
8. The Head teacher rubbed the woodwork because she tried to know if the author had made any mistake during the work of cleanliness.
9. The boy took hard work in the vessels because he had no money to eat breakfast.
10. The Head teacher guessed that the boy would enter the institution because he showed honesty, frankness, and hard working.

Exercise 6

Read the text and answer the following questions.

1. Why was the boy inspired to go to Hampton?

Ans. The boy was inspired to go to Hampton in order to join the school there after overhearing the beautiful description of the school by the two miners. It appeared to him more pretentious than the little coloured school in their town.

2. What did he learn during work?

Ans. During work, he (author) learnt the importance of discipline and system. The Head teacher taught him honesty and frankness. He also learnt the importance of cleanliness.

3. What happened to the money he had earned at Mrs. Ruffner's house?

Ans. The small amount he had at Mrs. Ruffner's house, had been consumed by his stepfather and the remainder of the family, with the exception of a very few dollars, and so he had very little with which to buy clothes and pay his traveling



expenses.

4. What did he do in Richmond in order to reach to Hampton city?

Ans. When he reached Richmond he was completely out of money. He has not a single acquaintance in the place. He started to work of unloading the goods from the vessels near the port in order to reach Hampton. He used to sleep in the street under the broad sidewalk.

5. Why did the boy thank the captain of the ship?

Ans. When the boy was hungry he had nothing to buy breakfast to eat. So he went to the captain for work. He settled him at the work of unloading. He supported him a lot. When the next time, he needed the work, the captain of the ship again gave him work. So that he thanked him for his kindness.

6. Why did the writer not make a favourable impression on the head teacher?

Ans. When the writer presented himself before the head teacher for assignment to a class, he had been so long without proper food, a bath and change of clothing. So that he could not make a favourable impression on the head teacher.

7. What did he have to go through in order to get admission at the Hampton Institute?

Ans. Washington was an African coloured man. He was working in a coal mine. He had no money with him. Whatever he earned, was taken by his step father and the rest of the amount consumed in family affairs. When he heard from the two miners about the institute for coloured people, he determined to go there. He had to travel on foot or in wagon and cars when he requested the drivers there. He reached Richmond any how. At that time he was hungry, tired and without money. He had to sleep empty stomach because the food sellers demanded money. He went to the captain of a ship and requested him to help him to unload the ship so that he could earn enough money for his food. The captain was very happy with his hard labour. He allowed him to work there continuously. He worked on the ship during the day and at night and he slept under the side-walk. After saving enough money he reached Virginia. There at the institute the head teacher asked him to sweep the recitation room. Washington was looking for an opportunity so that he could make a good impression on the teacher. It was his best test he had ever passed. He cleaned the room four times. He dusted the furniture around the wall and left no particle of dust. The head teacher inspected



his work. She told him that he could do the good in the institute.

8. Write down the central theme of the above read text in your own Sentences?

Ans. The central theme of the above text is "the power of sheer determination and courage. If we are determined enough to reach our goal, then no obstacle can hinder our path. Hardships and struggle are a part of life. Instead of losing hope in the difficult time, one should be courageous."

Exercise 7

Work individually. Write a short journey of your education to reach your institution in your own words and read out before the class the next day.

Ans. I belonged to a poor family. My father was a poor farmer. My mother used to sew the clothes. I used to graze buffaloes. I was interested in education. I worked hard during my early years. I used to take the notes while I went to field with my buffaloes. I passed the matric after hard working. After that I started to do work of taking mud for making the buildings. I collected some amount, and paid the fees of the university. I sacrificed my all wishes of wearing fancy clothes, shoes and some other costumes. I spent four hard and difficult years. I passed the university life. Now I am happy.

Exercise 8

Your school/ college is going to organize a speech competition on the topic 'To empower women with education is to empower the Nation' to commemorate world-woman-education day. Work individually prepare a speech on the above topic and deliver before the class.

"Women Empowerment Speech"

Hello everyone, I am here to present women empowerment speech. Indian culture gives women the utmost respect. Many of our gods are female and they have been worshipped as a deity by many faithful people. The goddess of wealth is Laxmi, the goddess of power and strength is Durga and the goddess of wisdom is Saraswati. Women are the epitome of wealth and power. Women play an important role in society and the whole family is dependent on women for its daily activities. They play the role of mother, wife, homemaker, cook, teacher, friend, Nurse all at the same time while catering to every body's needs.



The women who are in a job have to also fulfill the job responsibilities while managing home & family. The life of women is very hard, but she gets little or no appreciation. There are a lot of women who are extremely talented & multitasker but have no recognition in society.

Gender Inequality

One of the major hindrances in the growth and advancement of women is gender inequality. This means that we treat males and females unequally even for the same task. This is generally in the case of rural societies. A male child is always encouraged by family to go to school, while the female child is told to learn household works.

Domestic Violence

As divorce is still a taboo in Indian society many women are suffering from abusive marriages. As they are not empowered, they fear to stand up for their right. If we want to empower women then domestic violence has to be stopped at any cost.

Economic Independence

As females were given poor education or no education they are not able to get good jobs. Thus either they have to stay at home or do lesser paid jobs. Thus the male always remains the bread earner of the family. So the women hardly get economic independence.

If we wish to see a nation that develops economically on the global front, then it's very important to have "Women empowerment". The actual women empowerment will come by making the women economically independent.

Women and Education

Quality Education is the key to women's empowerment. Slowly with the increase in literacy level and awareness, society has started giving importance to education. Many parents today want to educate their daughters equally as their son. Many women today are scientists, lecturers, collectors, etc.

Women and Decision Making

The women empowerment also means when the society will also accept women as decision-makers for the economic and financial decisions of the family. We



shall encourage women from all the sections of society to make their own decisions. They need not take permission from men.

Conclusion

The government and several NGOs are making efforts to empower women by creating awareness. The government is running a large no. of projects for education and skill development of women so that can get economic independence.

Thinking of society is also changing slowly. More and more no. of women are getting a quality education. But the true meaning of women empowerment will be achieved when gender inequality will be eliminated. We need to give equal opportunities to women for equal pay, equal respect as equal to men. We look forward to such a nation. (Copied from net)

Unit 8. Places of Historical/Cultural Importance.

Pre Reading.

1. Which country you would like to visit and why?

Ans. I would like to visit New Zealand in order to see the Kiwis and the beautiful scenery of the Pacific Ocean.

2. Have you ever heard about the 'City of Lions?'

Ans. I have never ever heard about the 'City of Lions.' I read it in this chapter.

Unit 8.1 A Voyage to the City of Lions.

While-reading

Exercise 1

Work in pairs and deduce the meaning of words given in column A and write their contextual meaning in column B. Share with your partner once you have completed.



No. Column A **Column B**

1. shimmering. **shining with a soft, slightly wavering light.**
2. anchored. **moor (a ship) to the sea bottom with an anchor.**
3. moth. **an insect with wings that is similar to a butterfly, usually flies at night, and is attracted to light.**
4. haggle. **dispute or bargain persistently, especially over the cost of something.**
5. hail. **Pellets of frozen rain. root (for), support.**
6. causeway. **a raised road or track across low or wet ground.**
7. incessantly. **without interruption; constantly.**
8. transgressions. **an act that goes against a law, rule, or code of conduct; an offence.**
9. serene. **calm, peaceful, and untroubled; tranquil.**
10. vessel. **a ship or large boat.**
11. docked. **brought (a ship or boat) into a dock.**
12. crew. **a group of people who work on and operate a ship, aircraft, etc**



Exercise 2

Work in groups. Read the text and find out the following information mentioned in the text and note down.



Name of Cities.

1. **Singapore City.**
2. **Karachi.**

3. Kiamari.
4. Johor (Malaysia)
5. Hong Kong City

Name of Communities

1. Muslims
2. Buddhists
3. Hindus
4. Christians.
5. Sikhs.

Products.

1. Fuel
2. Agricultural products
3. Minerals
4. Food products
5. Raw materials

Transport Resources.

1. Motorboats.
2. Trucks
3. Barges
4. Ships
5. Buses
6. Trains
7. Cars

Educational Activities.

1. Debates
2. Speeches
3. Sports.

Famous Places.

1. Port Klang
3. Change Alley
4. Raffles Pulse
5. Arab Street

JOIN
FOR
MORE!!!



6. **Island of Manora**

7. **Masjid Sultan**

8. **Changi Village**

Exercise 3

Read the statements and encircle the correct option.

1. Singapore is located in _____.

a) **South Asia**

b) Africa

c) Central Asia

d) Europe

2. _____ is not a national language of Singapore.

a) English

b) **French**

c) Chinese

d) Malay

3. _____ the population of Singapore is living far away from the port.

a) **20%**

b) 30%

c) 50%

d) 80%

4. One of the largest markets in Singapore is _____.

a) Change alley

b) Changi

c) **Raffles pulse**

d) Barges

5. Singapore is called Mr. Clean because of _____.

a) rows of flowers

b) greenery

c) **cleanliness**

d) seeing sights



6. _____ street of Singapore is reasonable for purchase.

- a) [Arab](#)
- b) Club
- c) Amoy
- d) Bugis

7. _____ city is one mile away from Singapore.

- a) Kiamari
- b) [Johor](#)
- c) Jatty
- d) Raffles pulse

8. The land of Singapore consist of _____.

- a) [225 square miles](#)
- b) 2025 square miles
- c) 200 square miles
- d) 2005 square miles

9. In Singapore, we can find every currency of the world in _____.

- a) [Change Valley](#)
- b) Raffle Pulse
- c) Mr. Clean
- d) Arab Street

10. Which one is common in Singapore markets?

- a) fixed prices
- b) [bargaining](#)
- c) free discounts
- d) Govt. subsidy



Post-reading

Exercise 4

Read the text and answer the following questions.

1. What is the geographical location of Singapore city?



Ans. From a geographical perspective, Singapore is located at a maritime crossroads where almost every ship sailing to or from the Pacific to the Indian Ocean or South China sea anchors here. It's a free port as well as a major centre of fuels for ships.

2. What are barges and how are these operated?

Ans. Barges are small type of boats, having no engines, carry the cargo from the buses to the ships. In Singapore, as the Cargo was loaded into trucks, which arrived at the river, from where it was sent to ships through barges. These barges did not have any engines. When four to five barges were loaded, a large motorboat pulled them to ships. From afar, they looked like camel caravans.

3. How is Singapore connected to Malaysia?

Ans. The island of Singapore is not far from Malaysia. It has the same relation as the Island of Monora has with Karachi. As we have Kiamari, so is the Malaysian city of Johor, which lies just a quarter of a mile away from Singapore. There is a bridge that connects Johor with Singapore. Just cross the bridge, and you can jump from one country to another. There is a causeway as well as a railway track along the bridge

4. Describe briefly the significance of Singapore port?

Ans. Singapore port is a free port as well as a major centre of fuel for ships. It seemed like an earthen lamp, surrounded by moths. The most population in Singapore live around the port. The port is centre of attention for the tourists and traders. It remains always busy due to the tourists; importing and exporting the goods.

5. What are reasons for prosperity of Singapore in spite of very little area?

Ans. Singapore is known in the world as one of the prosperous and wealthiest countries in the area. The reasons of it's prosperity are given below.

Singapore is a small island, which is just like a dot on the world map. Like Japan, she imports every raw material and most of the food products. However, like Japan, she is wise in matters of money and wealth. Much of her income depends on the arrival of tourists, trade, and ships from overseas. Tourists and traders from all over the world come here for business, shopping, and leisure.



6. How is Singapore one of the attractive areas for tourists?

Ans. Singapore is one of the attractive areas for the tourists. Its markets, delicious foods and cosy transport system attract the tourists more. Singapore is a shoppers' paradise where one can buy almost everything at cheaper rates than even the country of its origin. Tourists stay in big hotels but eat meals in small restaurants to enjoy the cuisine of the East and the West. Most of Singaporean workforce depends on the outsiders in different ways. Comfortable and spacious public buses ply on roads to ease traffic on the roads. Even, wealthy people and high officials often travel in these buses instead of their own cars. Many of these buses are air-conditioned, but the fare is quite low.

7. How does Singapore keep itself clean?

Ans. Although the rain falls almost incessantly, Singapore is very clean. One can see the cleanliness, greenery, and rows of flowers to each house. Singapore is recognized as the 'Mr. Clean' of the world. The spirit of cleanliness is present in everyone, from children to elders. The Japanese saying that 'keep your house and the front of the street clean so you see the whole city clean' is practiced here in letter and spirit by the people. Besides, the government is also strict in the matter of cleanliness. Large fines are imposed on small transgressions: fifty dollars on spitting, and huge penalties or even jail terms for littering on roads. Garbage bins are placed in every nook and corner.

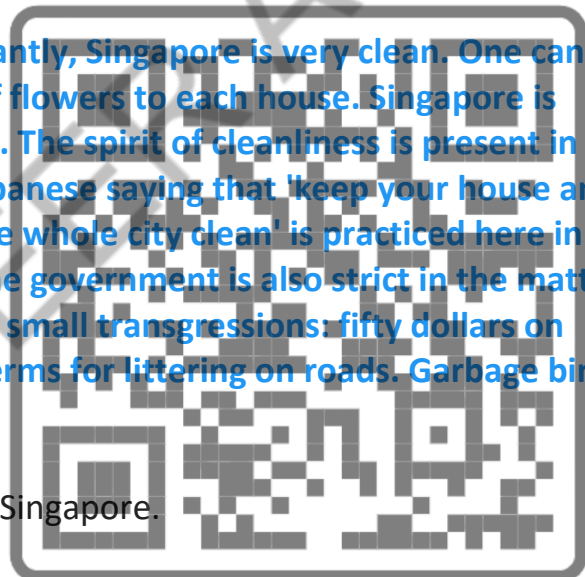
8. Describe any four interesting aspects of Singapore.

Ans.

1. Singapore is called "The City of Lions" as the statues of lions are everywhere in the city.
2. It is called as "Mr. Clean" because of its cleanliness.
3. It is a Shoppers' paradise where one can purchase the cheapest things of the world.
4. It is called the fusion of East and West.

9. Why is Singapore called the fusion of the East and the West?

Ans. Singapore is called the fusion of the East and the West because one finds modern buildings and lifestyles coexisting with the traditional way of life. Tourists stay in big hotels but eat meals in small restaurants to enjoy the cuisine of the East and West.



10. Describe briefly the education in Singapore.

Ans. Government spends twenty-five percent of its income on education. Citizens are encouraged to get education, and there is enough provision in schools to accommodate every child of the country. Besides providing them quality education, students are encouraged to participate in debates, speeches, and sports. We visited one such speech competition, and we were quite impressed with the students' talent and confidence.

Exercise 5

Work individually and read the given idioms and phrasal expressions in the text. Write their meanings and use them in your own sentences. After you have completed, share your work with your class fellows.

- | No. | Idiom/Phrasal Expression | Meaning | Sentence |
|-----|--|---------|----------|
| 1. | narrow and dark. <u>(Congested place)</u>
The Change Alley is a narrow and congest market of exchanging currencies. | | |
| 2. | every nook and corner. <u>(Somewhere, nowhere, everywhere)</u>
The police searched for the thief in every nook and corner of the town but found him nowhere. | | |
| 3. | hustle and bustles. <u>(A large amount of activity and work)</u>
Come and enjoy the hustle and bustle on the first Saturday of every month | | |
| 4. | fusion of the East and the West. <u>(Having both eastern and western qualities)</u>
The traditional meal of Singapore has the cuisine of the East and the West. | | |
| 5. | dot on the map. <u>(Very small country on the map (area wise)</u>
Area wise, Singapore is dot on the map. | | |
| 6. | earthen lamp surrounded by moths. <u>(The place of lights)</u>
The port of Singapore seems like an earthen lamp, surrounded by moths. | | |
| 7. | in letter and spirit. <u>(To obey)</u>
This will allow us to comply with the letter and spirit of the law. | | |



8. shopper's paradise. (A market where every kinds of shops is available)
Singapore is a Shoppers' paradise where every kind of good can be purchased in the cheapest rate of the world.

Exercise 6

Work in pairs and read the text again. Write the names of places that the writer has mentioned and what did he see there? After you have completed, share your work with your partner.

Ans.

1. Singapore Jetty. It was a place seen by the traveller. It was used to exchange the goods.
2. Masjid Sultan. He saw the most beautiful and biggest mosque of Singapore.
3. Change Alley. The traveller sees the place where people can exchange the currency.
4. Raffles Pulse. He saw the largest market Raffles Pulse which was full of shops.
5. Arab Street. He saw Arab Street known throughout Singapore for reasonable prices.
6. Changi Village. A village at the end of Island, full of natural beauty.
7. 'Statues of the Lions'. The visitor saw many statue of Lions everywhere in the country



Unit 9. Choosing Career.

Unit 9.1. Choosing Career.

Pre Reading

1. What comes to your mind after seeing the above pictures?

Ans. Different professions come to my mind after seeing the above picture.



2. List down the occupations according to the above picture.

Ans.

1. Carpenter.
2. Teacher.
3. Air hostess.
4. Sweeper.
5. Doctor of animals.
6. Wood cutter.
7. Judge.
8. Chef.
7. Gardner.
8. Engineer.
9. Nurse.
10. Lawyer.
11. Waiter.
12. Doctor.
13. Plumber.
14. Singer.

**JOIN
FOR
MORE!!!**



3. Which of these professions you would like to have for your career?

Ans. I would like to have singer for my career.

While-reading

Exercise 1

Work in pairs and deduce the meaning of words given in column A and write their contextual meaning in column B. Share with your partner once you have completed.

No. Column A Column B

1. speculative. **Risky, hazardous**

2. peers. **Appears**



3. interchangeable. **Alike, similar**
4. embarking. **Commencing**
5. prevailing. **current, existing in a particular time.**
6. extroverted. **an outgoing, socially confident person.**
7. introverted. **A shy, reticent person.**
8. aptitude. **Natural ability to do some thing.**
9. veteran. **Experienced and familiar person**
10. retrospection. **Reviewing past**

Exercise 2

Read the statements and encircle the right option.

1. Job is a _____ term strategy.
- a) long
 - b) **short**
 - c) medium
 - d) none of these
2. Many students choose a particular field because of _____.
- a) prevailing social trends
 - b) insistence of family
 - c) peer pressure
 - d) **all of these**
3. An introverted person requires _____ interaction.
- a) much



- b) [less](#)
- c) no
- d) constant

4. Engineering may be a good field for someone who likes to do _____ work.

- a) [practical](#)
- b) theoretical
- c) analytical
- d) creative

5. Study of computer science requires _____ skills.

- a) accounting
- b) chemistry
- c) [logical](#)
- d) imagination

6. Choosing career requires _____.

- a) interest
- b) personality
- c) skills
- d) [all of these](#)

7. Professional career counsellor may _____.

- a) give you a job
- b) decide your career
- c) [guide you](#)
- d) give you scholarship

8. SAT stands for _____.

- a) [Scholastic Assessment Test](#)
- b) School Aptitude Test
- c) Scholarship Achievement Test



d) Selection & Admission Test

9. To get information about admission one should _____.

- a) ask other students
- b) [visit university websites](#)
- c) read books
- d) consult parents

10. If you don't succeed you should _____.

- a) give up
- b) try with same method
- c) [rethink strategy](#)
- d) sit idle

Post-reading

Exercise 3

Here are some exciting careers. Work in pairs and match the profession with the description. After you completed, share your work with your partner.

No. Column A: Profession. Column C: Answer

- 1. Actuary [e. calculates insurance risks and premiums \(1_e\)](#)
- 2. Astronaut [j. travels in a spacecraft. \(2_j\)](#)
- 3. Veterinarian [a. cures sick animals. \(3_a\)](#)
- 4. Chef [i. cooks food. \(4_i\)](#)
- 5. Ecologist [b. studies environment. \(5_b\)](#)
- 6. Ornithologist [h. studies birds. \(6_h\)](#)



7. Programmer **c. makes computer software.** (7_c)

8. Editor **d. corrects texts of films.** (8_d)

9. Palaeontologist **f. studies fossils.** (9_f)

10. Pharmacist. **g. makes medicines.** (10_g)

Exercise 4

Read the text and answer following questions.

1. What are the differences between a job and a career?

Before embarking on a journey to choose a career, it is essential to understand the difference between a job and a career. Though jobs and careers are considered synonymous and interchangeable, there is a subtle difference between the two. A career is not merely a job; there is much more to it. A job is the work one does to earn money. It may be full-time to make a living or part-time to support a student during the academic term. It is a short-term strategy and does not necessarily require a professional degree or future planning. On the other hand, a career is a long-term journey based on one's passions, future growth, and personal advancement. For a career, one needs a certain level of education, a professional degree, or, at least, a definite skill set.

2. Why should you choose a career that interests you?

Ans. The first thing you should do while choosing a career is to make sure it interests you- something which brings you satisfaction and happiness. You will be more successful, fulfilled, and productive if you are enthusiastic about your chosen path. Every field offers potential growth, success, and satisfaction if you excel in it by putting your heart and soul into it.

3. What causes de-motivation in career?

Ans. Many students choose a particular field based on prevailing social trends, the insistence of family, peer pressure, or lack of information about other choices, not because of their genuine interest in that field. Ultimately, after some time, they



find no motivation to continue. In the long run, this lack of motivation leads to dissatisfaction and negative emotional experience. Every field offers potential growth, success, and satisfaction if you excel in it by putting your heart and soul into it.

4. What are the examples of personal values given in the text?

Ans. Some following examples of personal values are given in the text.

1. Some like Independence.
2. Some like Recognition or Leadership.
3. Some wishes to help humanity.
4. Some desire intellectual, scientific, or artistic achievements.

5. What is the difference between an extroverted person and an introverted person?

Ans. An extroverted person finds a social, customer-oriented workplace more appealing. In contrast, an introverted person may be more at ease in career that requires less social interaction and more independent analytical tasks.

6. What are the core skills required for a chartered accountant and a visual artist?

Ans. The core skills required for a chartered accountant is good knowledge of accounting. Likewise, if you are interested in the visual arts, you should be creative and artistic -attributes that can e displayed through your work.

7. What is an aptitude test? How does it help in choosing a career?

Ans. An aptitude test is a way for employers to assess a candidate's abilities through a variety of different testing formats. Aptitude tests will test your ability to perform tasks and react to situations at work. This includes problem-solving, prioritization and numerical skills, amongst other things. It will help you to reach a suitable decision. So one should make sure that one's abilities and interests are compatible with your intended career path.

8. Why is it necessary to consult a veteran of the field before choosing a career?

Ans. Sometimes, we have a very idealistic and unattainable perception of our dream career. Therefore, it is always helpful to talk to someone who has experience in the career you want to pursue. By consulting a veteran of the field, you may gain valuable insight into the particular field's expectations, procedures, difficulties, and rewards. For instance, if you are interested in pursuing a career in



academia, then it would be appropriate to approach your teacher to guide you towards your intended path. He or she may be able to tell you about the institutions, processes, and some helpful tips to achieve your goal.

9. How can a professional career counsellor help you?

Ans. An aspirant of any career should attend career counselling seminars or seek the help of a professional career counsellor. He or she may not only be able to help you to choose your career but may also guide you through the admission process with suggestions for suitable institutions, methods to obtain scholarships or inform you of the eligibility criteria of financial aid if need be.

10. Why is it wiser to have a backup plan?

Ans. However, sometimes, despite our genuine efforts, we are unable to achieve our goals. It is also necessary to remain realistic about other potential opportunities and have a backup plan. This does not mean giving up on your dreams. Instead, it simply means to have a serious retrospection, and if required, redesign your goals.

Exercise 5

Work individually and match the personality type with their corresponding description. After you have completed, share your work with your class fellows.

No.	Personality type.	Description
1.	Realistic.	likes to work with their bodies and do practical.
2.	Investigative.	likes to organize things and check details.
3.	Artistic.	likes to create new things and express their ideas.
4.	Social.	likes to work with and help other people.
5.	Enterprising.	likes to lead and influence other people
6.	Conventional.	likes to work with ideas and problems.



Exercise 6

The following steps shall help you to identify the best career for you. Work individually on the following steps and choose a career for yourself. After you have completed, share your work with your class fellows.

a. Make a list of your career-related interests and values.

Career Related Interests

I want to teach practically.

Except teaching I try to make my students engage in debate, speech or any other competitive work.

I like to play cricket and to read the historical books at my free time.

Career Related Values

Adventure: I want a career with high levels of excitement and risk-taking.

Enjoyment: I want a high level of personal satisfaction.

Expertise: I want to become a subject-level expert in my field.

Location: The geographic location of my work is important to me.

Entrepreneurship: I want to develop my own projects and ideas.

Structure: I want to work with clearly defined policies and procedures.

Family/personal life: A balance between personal and work is important.

Challenge: I want to solve difficult but interesting problems.

Social service: It is important that my work benefits society.

Recognition: It is important that my accomplishments are acknowledged.

Variety: I prefer to work on many different things all the time.

Wealth from income: Income from my job is very important.

Creativity: Creating new ideas, objects, or programs is important.

Job stability: I want a reasonable assurance of long-term employment.

People contact: I want to work directly with a large number of people.

Independence: I work best on my own by doing things my own way.

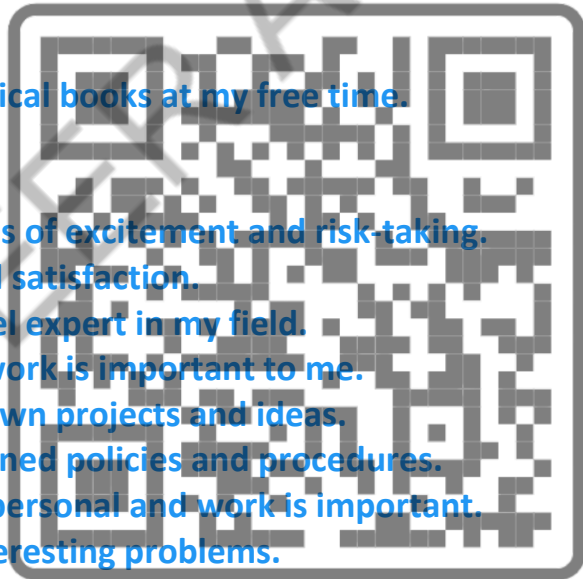
Pace: A fast-paced, high-pressure environment is where I work best.

Authority: I want to make decisions, set policies, and guide others' work.

Ethics & values: My work must match my personal values and beliefs.

Advancement: I value the chance to advance rapidly in my field.

Knowledge: In my job I want to learn more and expand my skills.



Aesthetics: I need to be involved in an aesthetic environment.

b. Write down your natural skills and abilities.

Ans.

Research mind.

Problem solving.

Project management.

Communicating complex ideas.

c. Consider your personality type and career-related values.

Ans. I am a teacher. I have to maintain the personality which suits to me. I will follow the follow career Related Values.

Knowledge: In my job I want to learn more and expand my skills.

Ethics & values: My work must match my personal values and beliefs.

People contact: I want to work directly with a large number of people.

Creativity: Creating new ideas, objects, or programs is important for my personality.

UNIT 10 PRACTICE POSITIVE WORKS ETHICS

Unit 10.1 "Pearls of Wisdom (Sheikh Saadi)"

Pre Reading

1. What comes in your mind after reading following quotations given in the bubbles?

Ans. After reading following quotations it comes in my mind that something useful material I am going to read. The text I am going to read will be full of morals for the readers.

While-reading

Exercise 1

Work in pairs and find out the words from the text and match with their corresponding descriptions. After you have completed, share your work with your



partner.

No.	Description	Words
-----	-------------	-------

1.	extremely poor and lacking the means to provide for oneself.	(destitute)
----	--	-------------

2.	shaking slightly in a way that one cannot control.	(Tremble)
----	--	-----------

3.	bringing or restoring to a state of peace or tranquillity.	(Pacify)
----	--	----------

4.	happening especially as if by fate.	(befallen)
----	-------------------------------------	------------

5.	stimulating drug that can cause illusions.	(Ecstasy)
----	--	-----------

6.	decorated or beautified, as by ornaments.	(adorned)
----	---	-----------

7.	the quality of having or showing good powers of judgement.	(Wisdom)
----	--	----------

8.	becoming involved with or take part in something.	(Partake)
----	---	-----------

9.	skill or expertise in a particular activity or field.	(Profession)
----	---	--------------

10.	repository for grain, especially after it has been threshed.	(granary)
-----	--	-----------



Exercise 2

Work individually. Read each text and suggest the appropriate title by writing before each text number. After you have completed, share your work with your class fellows.

NO.	Text No.	Suggested title
-----	----------	-----------------

1.	Text-I.	Freedom is a great blessing.
----	---------	------------------------------

2.	Text-II.	Self done is well done
----	----------	------------------------

3.	Text-III.	Live for need not for desire.
----	-----------	-------------------------------



4. Text-IV. **Profession is wealth**
5. Text-V. **To interrupt is a fool man's act.**

Exercise 3

Read the statements and encircle the correct option..

1. The second brother was living by

- a) serving sultan
b) doing Govt. service
c) doing labour
d) selling belts

2. _____ said that it is better to eat barley than to gird with golden belts.

- a) elder brother
b) sultan
c) wise man
d) servant

3. "To gird with golden belts", this phrase indicates to live _____.

- a) hard life
b) healthy life
c) wealthy life
d) slavery life

4. The _____ was fearful during travel in the vessel.

- a) king
b) sultan
c) slave
d) Wiseman



5. The slave was thrown in the sea to _____.

- a) catch fish
- c) go drowning
- b) gain experience**
- d) save boat

6. The Arab became happy after _____.

- a) finding bag**
- b) gaining grain
- c) finding water
- d) seeing pearls

7. The sage gave advice to his student that _____.

- a) property can be made
- b) silver and gold are necessary
- c) riches can be relied
- d) profession is wealth**

8. "Little drops make an ocean." This proverb is appropriately depicted in _____.

- a) Text-1
- b) Text-III
- c) Maxim-V**
- d) Maxim-III

9. A group of people travelling together is called as _____.

- a) sages
- b) caravan**
- c) crew
- d) shrewd men

10. _____ may be the suitable message of text-II.



- a) 'Self-done is well done,'
- b) 'Brave deeds need no show,'
- c) 'Small wit great boast,'
- d) 'Silent water run deep,'

Post-reading

Exercise 4

Read the texts and answers the following questions.

1. What did the wealthy man ask the poor brother and what was his reply?

Ans. The wealthy man in the service of sultan while the poor brother liked to work with his own arm. Once, the wealthy brother asked his poor brother why he did not serve the sultan in order to be delivered from the hardship of labouring. The poor man replied that he wanted to live independently rather to live the life in slavery.

2. Why could the slave not be pacified even though he was in the same boat with the king?

Ans. The slave had never been at sea and experienced the inconvenience of a vessel. So, he started to tremble and could not be pacified even though he was in the same boat with the king.

3. What did the wise man do to make the slave realize about the security of boat?

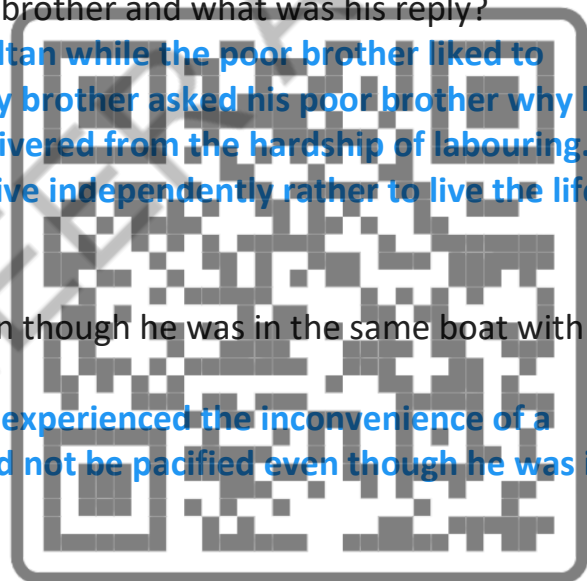
Ans. The Wise man ordered the slave to be thrown into the water so that he swallowed some of it, whereon he was caught and pulled by his hair to the boat, to the stern of which he clung with both his hands. In such way, the slave realized the security of boat and sat down silently in a corner.

4. What kind of virtue the sage wanted to teach to his students?

Ans. A sage wanted to teach the virtue of professionalism to his students. A skilful or professional person can never die because of hunger.

5. How does the professional man earn respect according to the sage?

Ans. The professional man has skill through which he can earn money in any time. Property and precious materials are not permanent. These can be stolen or



vanished away. But a profession which is a skill can never be stolen. A man can earn his respect by using his talent and skills in any time.

6. Who is lucky and unlucky according to the maxim?

Ans: According to the maxim, 'he is lucky who has eaten and sowed but he is unlucky who has died and not enjoyed.' It means the life is to enjoy. One should be generous and take the benefits from the blessings of nature. A sting and miser person misses to enjoy the benedictions blessed to him. He ruined his life.

7. Confide not to a friend every secret thou possess. How know you that he will not some time become thy foe? How far do you agree and why?

Ans. I am totally agree to the maxim. In this maxim, Sheikh Saadi forbids to tell secret to any one. A man should not reveals his secret to his friends or any other trusting person. Because, it is not confirm that the person whom you reveal secret, will ever remain your friend. He might be your enemy one day and he may harm you in any way.

8. Identify the maxim which reflects the value of real thing never fades or shatters.

Ans. The maxim 4 reflects the value of real things never fades or shatters. If the jewel will be thrown in the mud it will not loss it's preciousness. It will remain same in every condition.

9. What kind of suggestion did Imam Ghazali give to the people?

Ans. Imam Ghazali gave the suggestion to the people that never feel ashamed while asking any things about whom you are unaware.

10. Which tale from the above texts do you like the most? And why?

Ans. I like the tale of two brothers most. It teaches us the lesson of freedom. Free life is thousand times better than life of slavery. Poverty or richness do not matter. The matter is of slavery and liberty. A poor free man is happier than a rich slave man.

Exercise 5

Work in pairs and write the concise central theme against each text. After you have completed, share your work with your partner.



No. Text Central Theme

1. Text-I. **Freedom is the central theme of this text. A poor free man is better than a rich slave man.**
2. Text-II. **Self experience is the central theme of the text. One cant learn until he/she do not bear the burnt of the situation.**
3. Text-III. **Try to get basic needs is the central theme of**
4. Text-IV. **Art or profession and its importance is the central theme of this text. A skillful person will never be hungry in his/her life.**
5. Text-V. **Interruption is a bad habit is the central theme of the text. A man should not interrupt while two persons are speaking. It is a foolish act**

**JOIN
FOR
MORE!!!**



SECTION-B: POETRY

All 7 Poems notes of first year English
New Book (STBB)

**JOIN
FOR
MORE!!!**



SECTION-B: POETRY

Poetry.

"Expression of feelings and ideas in an imaginative style with distinctive rhythm, rhyme, and meter."

ELEMENTS OF POETRY

1. Line
2. Foot
3. Meter
4. Stanza
5. Rhyme
6. Rhyming pattern
7. Free verse

FORMS AND GENRES OF POETRY

1. Lyric
2. Sonnet
3. Elegy
4. Ode
5. Ballad
6. Epic

POETIC DEVICES AND FIGURES OF SPEECH

1. Simile
2. Metaphor
3. Personification
4. Hyperbole
5. Alliteration
6. Onomatopoeia
7. Oxymoron
8. Irony
9. Symbol



10. Imagery

Exercise 1

Answer the following questions. Write down your answers in your notebook, and share it with your class fellows once you have completed.

1. What is meant by rhyme in poetry?

Ans. 'The same sound at the end of poetic lines' is meant rhyme in poetry.

2. What is meter in poetry?

Ans. Meter functions as a means of imposing a specific number of syllables in a line of poetry.

3. What are different kinds of stanza?

Ans. Stanza is the division of a poem in a certain number of lines having the same meter, rhyme, and a unifying idea or image. Stanza is of the following kinds.

1. A couplet (two lines stanza)
2. A Tercet (three lines stanza)
3. Quatrain (four lines stanza)
4. Quaintain (five lines stanza)
5. Sestet (six lines stanza)
6. Octave (eight lines stanza)

Q4. What is a sonnet?

Ans. The word Sonnet means a little song. Sonnet is a 14 line lyrical poem divided into two stanzas: an octave and sestet. The sonnet's three main types are the Italian, the English and the Spenserian.

Q5. What is function of the poetic devices?



Ans. The main function of the poetic devices to enhance the meaning or mood of the poem.

Exercise 2.

Q1. What type of poem is it? Explain and justify your answer?

Ans. "The Sonnet Composed Upon the Westminster Bridge" is a natural poet. It reveals the morning nature of London. Wordsworth was the poet of nature. He depicts the natural beauty of the commercial city early in the morning, when there is everyone in deep sleep. He stands on the bridge above the river Thames. From the bridge, he emphasizes the pure nature free from pollution of smoke from ships, mills and other buildings.

Q2. How many stanzas are there in the poem and what are they called?

Ans. There are two stanzas in the poem. They are called Octave (first eight lines) and Sestet (second six lines). Because the poem is a sonnet.

Q3. Write down the rhyming scheme of the poem?

Ans. The first eight lines rhyming scheme is: ABBA, ACCA. And the next six lines rhyming scheme is: ABABAB.

Exercise 3.

Work individually, read the elements of poetry and find out which of the following statements are correct and incorrect. For correct statements put a tick (✓) and for incorrect ones, put a cross (X). After completing, compare your answers with your partner.

No.	Statements.	Correct/incorrect.
-----	-------------	--------------------

1.	Two lines which rhyme at the end are called a couplet.	(Correct ✓)
----	--	-------------



2. There is no convenient way of setting out a pattern of rhymes. **(incorrect X)**
3. Imagery is the use of figurative language to represent objects, actions, and ideas. **(incorrect X)**
4. Usually a sonnet is comprised of 14 lines having certain rhyming scheme. **(Correct ✓)**
5. Ballad is expressed for sorrow, grief or death. **(Incorrect X)**
6. A metaphor states explicitly that one thing is like another. **(Correct ✓)**

JOIN

FOR

MORE!!!

Exercise 4

Work in pairs. Read the following examples of various figures of speech and write the name of corresponding figures of speech against each. Once you have completed, share it with your partner.

Examples Figures of Speech

1. To enter in the thoughts of desperate men. **(Personification)**
2. They speak like saints and act like devils. **(Simile)**
3. How could he be a king, a soldier and a peon? **(Anti Climax)**
4. How high, his highness holds his haughty head. **(Alliteration)**
5. What avail me, all my Kingdoms? **(Hyperbole)**
6. Hasten slowly. **(Oxymoron)**
7. Not that I loved Caesar less, but that I loved Rome more. **(Antithesis)**

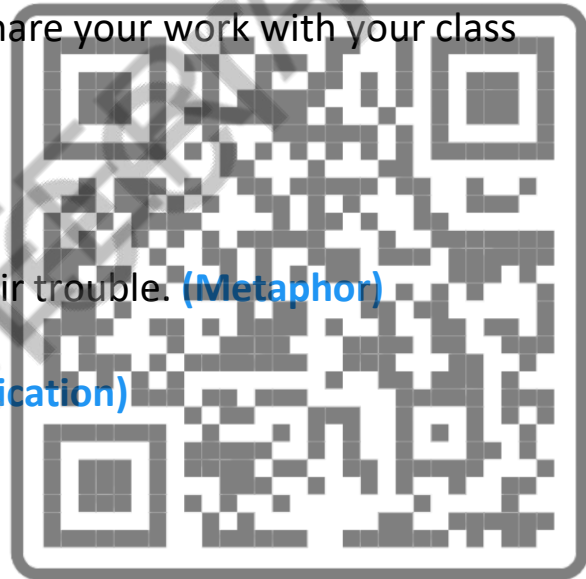


8. Life is a dream. (**Metaphor**)
9. She was as proud as a peacock. (**Simile**)
10. More haste, less speed. (**Paradox**)

Exercise 5

Work individually. Read the following sentences and convert them as directed in the brackets against each. You can add new words in these sentences while converting these. Share your work with your class fellows once you have completed.

- 1) He is as sober as a judge. (**Simile**)
- 2) She was a tower of strength in their trouble. (**Metaphor**)
- 3) Necessity knows no law. (**personification**)
- 4) He is the wisest fool of them all.
(**Oxymoron**)
- 5) The professor's ideas are as old as the hills. (**Hyperbole**)
- 6) The fire station burned down last night. (**Irony**)



Exercise 6

Most of the figures of speech are very common in our daily use. Work in pairs and collect as many other common examples of above mentioned figures of speech in Exercise 4. Once you have done, display them in front of the class by writing on the charts



Poem 1 "The Character of a Happy Life."

Exercise 1.

Column A has words from the poem, underline these words in the poem. Column B has the contextual meanings of these words, but they are jumbled up. Work in pairs. Try and match the appropriate meaning of each word, and write your answer in Column C. Share your work with your partner after you have completed.

Words

1. Passions

2. Armor.

3. Rumors.

4. Conscience.

5. Retreat.

6. Servile bonds.

7. Envy.

8. Ruin.

Meanings

strong emotions (1h)

A metallic covering to protect from attack. (2d)

Unverified or doubtful information. (3a)

Moral sense of right and wrong. (4e)

Move back. (5b)

Slavish bonds (6g)

Jealous (7c)

destruction (8f)



Exercise 2.

Work in pairs and read the above poem again. Comprehend it thoroughly and paraphrase it in simple words. After you have completed, share it with your partner. The stanza-1 is paraphrased for you as an example.

Stanza 1.

In the first stanza of the poem 'The Character Of A Happy Life ' Sir Henry Wotton says that a happy man does not rely on others. He does not work according to others' will. He is neither a slave nor needs any weapon to protect himself. His honesty is his only weapon. He believes in simple truth of life. This simple truth is his reliable skill.



Stanza 2.

In the second stanza of the poem 'The Character Of A Happy Life ' Sir Henry Wotton says that how a happy man should regard his passions. They shouldn't be his masters. He should be the master of his passions or emotions. He should Control the passionate life. Further he says that a truly happy man does not aspire for the love of the worldly fame. He also does not care for the criticism against him in his absence. He always remains ready for the imminent death.

Stanza 3.

In the third stanza of the poem 'The Character Of A Happy Life ' Sir Henry Wotton says that a happy man is neither jealous of those who are bestowed success by chance, nor does he envy those who achieve success by adopting unfair or wicked means. He is happy with what does he has.

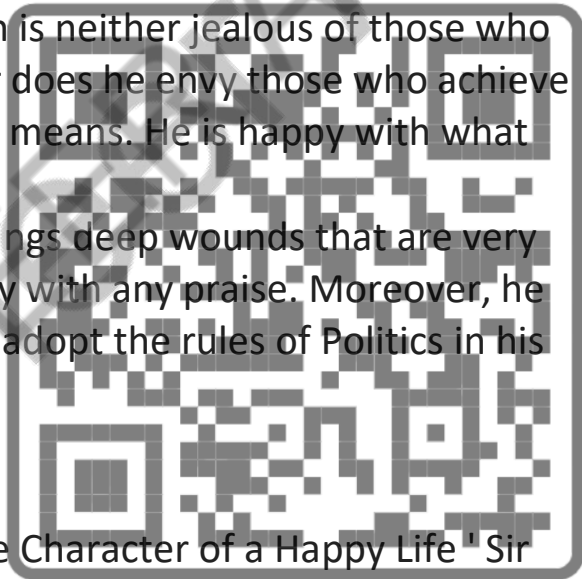
He knows that false praise always brings deep wounds that are very difficult to heal. So he never be happy with any praise. Moreover, he follows the rules goodness and does adopt the rules of Politics in his life.

Stanza 4.

In the fourth stanza of the poem 'The Character of a Happy Life ' Sir Henry Wotton says that a happy man is free from rumors. He neither tries to come into contact with those who spread the rumors nor influenced by them. He always listen to the voice of conscience and is guided by it. He possesses a well-balanced mind. Neither flattery nor the fear of ruin can change the state of his mind. He remains firm in every situation of life.

Stanza 5.

In the fifth stanza of the poem 'The Character of a Happy Life ' Sir Henry Wotton says that a happy man always prays to God every day early in the morning and late in the evening in order to lead a happy life. He



does so to obtain the grace of God rather to worldly fame. He enjoys free time by reading the holy books and giving time to his friends. He avoids to harm or to backbite in his free time.

Stanza 6.

In the sixth and last stanza of the poem 'The Character of a Happy Life' Sir Henry Wotton says that a happy man lives a life free of slavery. He is independent in his thought and action. He is free from all kinds of hopes and fears. He does not feel overjoyed by his achievement, nor does he get hurt by failure. He possesses a self-controlled life. Though he does not have any property, even he enjoys the life of a king because he is the emperor of his own life. So he does not have any material property but he is rich in spiritualism.

Exercise 3.

Read the poem again and encircle the right option.

1. The strong retreat for a happy man is his _____.
a. Heart. b. Thought. c. Mind. d. **Conscience**
2. According to the poet, a happy man cares much about _____.
a. Worldly needs. b. Material uplift. c. **Character**. d. Finance
3. A happy man's armor is his _____ thought.
a. Clever. b. **Honest**. c. Deep. d. Lofty
4. A happy man's days are _____.
a. Joyful. b. Carefree. c. **Harmless**. d. Playful
5. _____ is the utmost skill of an honest man.
a. **Truth**. b. Honesty. c. Simplicity. d. Wisdom.
6. A happy man does not serve another's _____.
a. Order. b. Direction. c. Wish. d. **Will**
7. A happy man's soul is always prepared for _____.
a. Exams. b. Fight. c. Quarrel. d. **Death**
8. According to the poet, the deepest wounds are always given by _____.
a. Back-biting. b. **Praise**. c. Trust. d. Friendship



Exercise 4.

Work in pairs and pick out the line(s) from 'The Character of a Happy Life' in which the poet has identified each of the following characteristics of a happy man. Write their corresponding character against each quality in the table given below. Once you have completed, compare your work with your partner.

Characteristics line(s)

1. That serveth not another's will
2. Whose armor is his honest thought.
3. Simple truth is his utmost skill
4. Whose passions not his masters are.
5. Untied unto the world by care of public fame, or private breath.
6. Who envies none that chance doth raise, nor vice:
7. This man is freed from servile bands
Of hope to rise, or fear to fall.
8. Who God doth late or early pray
More of His grace than gifts to lend.



Qualities.

1. Independence
2. Honesty
3. Truthfulness
4. Ambition
5. Self-control
6. Envy
7. No greed
8. Piety



Exercise 5

Read the poem again and answer the following questions.

1. What does the poet mean when he says that happy man does not serve another's will?

Ans: A Happy man does not serve another's will. Here the poet means that a happy man always listens to his heart. He does not act upon the directions given to him by others. He never listens to other while deciding the cases of his life. He is the king of his life.

2. Explain briefly, how Sir Henry Wotton's happy man is 'having not yet has all'?

Ans. The poet wants to say that the happy man is free from all kinds of the worldly restraints. He is contented within his means. He is the master of his will. He has a spiritual power. He has no wealth, land and property, but he has a constant conscience that keeps him happy in condition of life.

3. What a happy man is taught from his very birth?

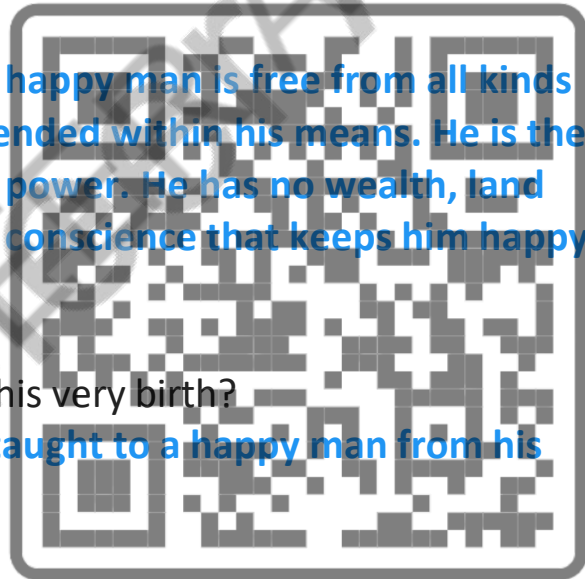
Ans. 'Don't follow another's will' is taught to a happy man from his very birth.

4. Write the central idea of the poem 'The Character of a Happy Life'.

Ans. The poem "The Character Of A Happy Life" gives us an idea that a happy life is obtained by establishing a character with good qualities of a peaceful life. A person who always speaks the truth, thinks and acts in a free manner and does not care about worldly temptations; but remains thankful, humble and patient within his/her life: truly represents the character of a happy life.

5. Write the rhyming scheme of the poem.

Ans. The rhyming scheme of the poem is. abab, cdcd and so on (similar things or etc)



6. What are the sources of happiness other than those mentioned in the poem?

Ans. Other sources of happiness are keep your parents happy. To offer pray deeply.

Exercise 6.

Work individually and identify the poetic devices in the poem. Make a list of and use them in your sentences. Share your work with your class follows after you have completed.

Ans. The poetic devices used in the poem are given below.

- 1. Alliteration. (Repetition of same sound words. 'flatters feed, fear and fall)**
- 2. Repetition (some words are repeated in a line. 'rules'**
- 3. Anaphora (repetition of words but having distances. 'whose')**

Exercise 7.

Work in pairs and give a critical appreciation of the poem based on the following aspects. After you have written, compare your work with your partner.

1. Poetic Diction.

2. Theme.

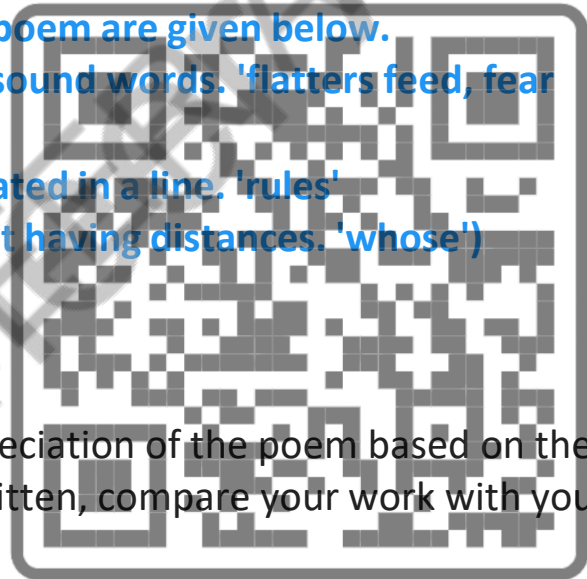
There are two prominent themes in the poem i.e. Freedom and Morality.

Freedom.

He sees freedom – from other's control, of thought, from emotions, from other's opinions.

Morality:

He believes that people should strive towards the truth and honesty.



The other themes of the poem can also be: happiness, joy, simplicity, and religion.

3. Structure.

The Character of a Happy Life' by Sir Henry Wotton is a six stanza poem that is divided into sets of four lines, known as quatrains. These quatrains follow a simple rhyme scheme of ABAB CDCD, and so on. He also uses the poetic devices as repetition, alliteration and anaphora.

4. Message.

The Character of a Happy Life' is a simple, straightforward poem in which Sir Henry Wotton sets out the principles of a good life and what a man should avoid at all costs. The poem addresses themes of happiness, joy, simplicity, and religion.

Exercise 8.

Work in groups of three. Compose your own poem on the theme of happiness using elements of poetry based on three stanzas. Each member of the group should compose one stanza. After your group has composed the poem, exchange it with other groups. (Self Work)

Exercise 9.

Work individually and explain the following stanzas. Wrote down your work in the note book and share it with your class fellows after you have completed.

Stanza 1. Explanation

The poet says that a happy man is the one who is independent in his thinking and action. He is not a slave of other man. He does not act as other wants him to. He is honest in his conduct and deal with someone ever.



Honesty is the only weapon with which a happy man protect himself. He is truthful and lives a happy and honorable life. Truthfulness is his greatest quality for which he is honored. Due to such qualities he leads a happy life free from any kinds of negativity.

Stanza 2. Explanation.

the poet says that the man who is not affected by his passion is a happy man. He is not moved by a strong desire such as anger and hatred and love. He has a balanced temper. His sound is not filled by death.

A truly happy man does not aspire for the love of a prince nor does he care for the criticism of the common man. In other words, he does not care for the worldly pleasures of our sorrows. Nothing affects his goal of life. Such qualities help him lead a happy life forever.

Stanza 3. Explanation

The poet says that a happy man is never jealous of those who have risen to eminence by sheer chance and not by their merit or hard work.

Nor does he envy those who achieve success by adopting unfair or wicked means. A happy man is free from bad habits. The world is full of deceitful people, who praise in our face and stab us in the back.

He knows that false praise always brings deep wounds that are very difficult to heal. Moreover, he does not carry for the so-called rules formed by the autocratic government which are not in the interest of the people. A happy man observes the rules that are based on goodness and righteousness and promote the well-being of mankind.



Stanza 4

Explanation

The poet says that a happy man is free from rumours. Neither he believes in them nor is he influenced by them. He always listen to the voice of his conscience and is guided by it.

He possesses a well-balanced mind that is free from worldly anxieties and worries. He is very careful about flatters. He is not influenced by false praise and flattery does not feel him with pride.

Even cruel and unjust people cannot cause him any harm because he does not believe in them. Such a man is, does, always a happy man.

Stanza 5

Explanation

The poet says that in order to lead a happy life, a man should pray to God everyday in the morning as well as in the evening.

He should do so not to seek worldly things about to obtain God's blessings and mercy. He should not harm anybody, at any time in the whole day.

Instead, he should indulge in entertaining himself for bypassing his time in reading good books or in the company of good friend such a man can lead a happy life.

Explanation

In this stanza, the poet says that in order to lead a happy life, a man should be free from the chance of slavery. He should be independent in his thought and action.



A happy man is free from all kinds of hopes and fears. He does not feel overjoyed by his achievement, nor does he get disheartened by failure.

He will possess self-control, though, he does not have any property in his position. He may not be the master of wealth or land, but he is always self-contented. Though he may be poor, he has self-respect and freedom.

DON'T QUIT

JOIN

Pre Readings

1. Read about the following famous personalities who turned their failures into success.

Ans: Abraham Lincoln, Albert Einstein and J.K. Rowling.

2. What comes to your mind after reading them?

Ans: After reading them it comes to my mind that come what may happen one should not quit...



Exercise 1.

Column A has words from the poem; underline these words in poem. Column B has the contextual meanings of these words, but they are jumbled up. Work in pairs. Try and match the appropriate meaning of each word, and write your answer in Column C. Share your work with your partner after you have completed.

Words. Meanings

1. trudge. **to walk slowly**
2. quit to **stop**
3. queer. **strange**



4. Pace. **speed**
5. twist. **An unexpected change**
6. Stuck. **caught**
7. tint. **shade**
8. sigh. **a long deep breath.**

Exercise 2

Read the poem again and encircle the right option.

1. The figure of speech in "The silver tint of the cloud of doubt" is _____.
a. **personification**. b. metaphor. c. onomatopoeia. d. simile
2. 'When things seem worst', we should _____.
a. run away. b. take some other way. c. stop moving ahead. d. **stick to them.**
3. "You might succeed with another blow", means you _____.
a. give the blow. b. receive the blow. c. **continue struggle.** d. withdraw the struggle
4. The struggler learns too late that he _____.
a. was unable to struggle b. **was close to his victory** c. should have taken rest. d. should have quit
5. The moral of the poem is that we should _____.
a. **face challenges of life** b. enjoy success. c. run away from the hardships of life. d. **only think positively**
6. 'So stick to the fight when you're _____.
a. **hardest hit.** b. betrayed c. unhappy. d. unlucky
7. The phrase 'golden crown' means _____.
a wealth



- b. power
- c. victory
- d. throne

8. In the first stanza of the poem, the word 'sigh' symbolizes_____.
a. happiness b. regret c. courage d. pain

Exercise 3

Work in pairs and read the above poem again. Comprehend thoroughly and paraphrase it in simple words. After you have completed, share it with your partner.

Stanza 1

In the first stanza of the poem "Don't Quit" Edgar A Guest says that a man should not give up come what may happen. He should continue his struggle to achieve success. If his debts are higher than his funds. If he wants to smile but he can't. If his way to the destination is hard. He must take a break for sometime, but shouldn't stop his efforts...

Stanza 2

In the second stanza of the poem "Don't Quit", the poet Edgar A Guest says that life is full of ups and downs. It teaches us that after failure comes the utmost success. So one should not leave his struggle, if sometimes, speed is slow. At last he will achieve the success in life.

Stanza 3

In the third stanza of the poem "Don't Quit", the poet Edgar A Guest says that a man's goal is closer but he does not know due to his changing mind. A failure person often leaves his struggle when the victory is close him, because he is not determined. So one should never give up in his life till the last breath.



Stanza 4

In the fourth and last stanza of the poem "Don't Quit", the poet Edgar A Guest talks about success. Success is inside the failure. Of one fails, one should not worry about because success comes after failure. One should continue his efforts ultimately he will achieve success.

Exercise 4

Read the poem again and answer the following questions.

1. What is the poet's message in the first stanza?

Ans. The poet's message in the first stanza is that a man should not worried about his condition. Whatever tension he does have he should not take his steps back. He should set out his plan and should continue his efforts to achieve his target till the last breath of his life.

2. Which lines of the poem do you like the most and why?

Ans.
Life is queer with it's twists and turns,
As everyone of us sometimes learns,

I like the above lines of the poem most because they are based on the realities of life. Our life is full of ups and downs and we learn a lot while going through them.

4. Find similes, metaphors and alliterations in the poem.

Ans.

Similes

"When things go wrong, as they sometimes will."

Metaphor

'Success is failure turned inside out.'

The silver tint of clouds of doubt.



Alliteration:

"Life is queer with its twists and turns"

5. Discuss how the poem helps the reader to be optimistic in every situation.

Ans. The poem helps the reader to be optimist in every situation of life. Repeatedly, it bounds the them to continue their struggles. Come what may happen they should not give up in their efforts. To face the challenges of life positively is the main purpose of the poem.

6. What effect does the poem create on the reader?

Ans. The poem creates a positive effect on the reader. It teaches that in every situation of life a man should be optimist.

7. What is the message of the poem?

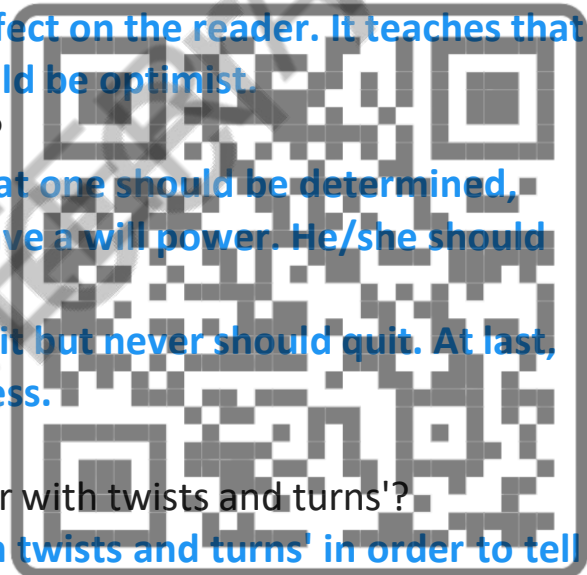
Ans. The message of the poem is that one should be determined, persevered, optimist, and should have a will power. He/she should not give up while time goes against him/her. He/she should wait but never should quit. At last, he/she will achieve an utmost success.

8. Why does the poet term life 'queer with twists and turns'?

Ans. The poet terms life 'queer with twists and turns' in order to tell us that the life is full of ups and downs. So we should not be worried while downs or ups come in our life.

9. What is the benefit of not quitting as suggested in the poem?

Ans. The benefit of not quitting as suggested in the poem is utmost success. If one does not quit come what may happen, one will definitely reach to its destination.



Exercise 5

Work individually and identify the poetic devices in the poem. Make a list of them and use them in your sentences. Share your work with your class fellows after you have completed.

Ans. The following Poetic devices are used in the poem

1. Antithesis

Example

When the funds are low and the debts are high.

2. Anaphora

Example

When things go wrong, as they sometimes will, When the road you're trudging seems all uphill, When the funds are low and the debts are high

3. Alliteration :

Example.

"Life is queer with its twists and turns".

4. Simile:

Example

"When things go wrong as they sometimes will".

5. Personification.

Example.

"The silver tint of the clouds of doubt"

6. Metaphor.

Example.

**"Success is failure turned inside out
The silver tint of the clouds of doubt".**



Exercise. 6

Work in pairs and give a critical appreciation of the poem based on the following aspects. Compare your work with your partner.

1. Poetic Diction

In the poem the familiar words are used. The vocabulary is simple but figurative. So many figurative devices are used. The poet enjoys while using the concerned diction in the poem.

2. Theme

The theme of this poem is perseverance. No matter what one is dealing with within one's life, it is important to be determined, confident, and try not to quit, no matter what the outcome seems to be.

3. Structure

'Don't Quit' by Edgar Albert Guest is a four-stanza poem. Each stanza has six lines. It is thoroughly divided into twenty four verses. A perfect rhyming scheme is also used. The rhyming scheme is AABBC and so on.

4. Language

The poet has used figurative language in the poem "Don't Quit." Multiples figures are used to beautiful the poem. The difficult words are not used but the words which are used have hidden meanings. All in all, the language is understandable.

5. Message

The message of the poem is that one should be determined, persevered, optimist, and should have a will power. He/she should not give up while time goes



against him/her. He/she should wait but never should quit. At last, he/she will achieve an utmost success.

Exercise 7

Work individually and explain the following stanzas. Write down your work in the notebook and share it with your class fellows.

Stanzas. **Lines**

1. When things go wrong but don't you quit

In the first stanza of the poem, the reader should immediately take note of the poet's use of anaphora. This occurs when the writer repeats the same word or phrase at the beginning of multiple lines. In this case, four of the five lines of the first stanza begin with the word "when."

These lines set up a series of instances in which readers are going to have to persevere through the hardest moments in their lives. For example, the poet says that when "the funds are low, and the deaths are high" or when "the road you're trudging seems all uphill," it is important to rest "if you must, but don't you quit."

The main theme of the poem is revealed in the fifth line of the stanza. Readers should walk away from the poem after they finish all four stanzas with newfound strength and determination to persevere through any hardship they might have to deal with.

2. Life is queer with another blow

In the second stanza, the speaker emphasizes how complicated life is. It is not going to play out the way that one expects. The speaker describes



a “fellow” who turns away from hardship rather than persevering. This person would’ve “won” if he had “stuck it out.” The speaker uses this very vague example as a way to inspire readers to persevere, no matter if the issue they’re dealing with seems impossible. In combination with descriptions of perseverance, the speaker uses endurance-based images that compare working hard to get through a tough time to running at a consistent speed, or “pace.”

The second stanza ends with the speaker saying that often, the end is closer than it seems, especially when one is “faint and faltering” (a great example of alliteration and imagery)

3. Often the goalto the golden crown.
The third stanza is the shortest of the three. It returns to the same images that the poet used in the previous two stanzas, asking readers to remember how important it is to continue working hard no matter how negative the situation is. Just like the “fellow” in the previous stanza, here, the speaker refers to a “struggler” who would’ve captured the “victors cup” if he had not given up. The speaker also uses metaphors like “the golden crown” to refer to success in the broadest of terms. This could be a financial success, success in a relationship, a difficult family matter, or any other issue that one has to deal with.

4. Success is failure.....
that you mustn't quit.

In the final stanza, the speaker says that “success is failure turned inside out.” Here, the speaker is trying to emphasize the fact that in failure or in struggle, success is always there. One has to see the “silver tint of the clouds of doubt” and know that happiness and success are close by. It’s when things seem the hardest that one “must not quit.”



The poem ends with the same few words that the first stanza used in its final line. This helps create a unified feeling and reminds readers of the central theme that they were introduced to at the beginning of the poem.

Exercise 8

Work in groups of three. Compose your own poem on the theme of 'Don't Give Up', using elements of poetry based on three stanzas. Each member of the group should compose 1 stanza. After your group composed the poem, exchange it with other groups. (Self Work)

Poem 3. OZYMANDIAS

Pre Reading.

1. Read the following quote and guess the theme of the poem.

"Graveyard are full of the people who thought themselves indispensable".

Ans. I think the theme of the poem would be definitely about the mortality of all things in the world. In the graveyards you will find the graves of those people too who thought themselves as the lord of the world.

Exercise 1.

Column A has words from the poem; underline these words in the poem. Column B has the contextual meanings of these words, but they



are jumbled up. Work in pairs. Try and match the appropriate meaning of each word, and write your answer in Column C. Share your work with your partner after you have completed.

Words. **Meanings**

1. frown. **a displeasing or concentrating face (d)**
2. visage. **a human or animal face (g)**
3. sculptor. **an artist who makes sculpture (b)**
4. mock. **make fun of (e)**
5. pedestal. **the base of sculpture (f)**
6. colossal. **huge (c)**
7. remains. **the parts left over (a)**

Exercise 2.

Read the poem again and encircle the correct option.

1. 'Ozymandias' is a poem depicting that the life is _____.
a. beautiful. b. **transient**. c. attractive. d. alluring.
2. The poet met a traveller from _____.
a. **an ancient land**. b. aboard. c. a neighbouring country. d. a desert.
3. The traveller told the poet that he had seen _____ in the desert.
a. **a statue**. b. a sculptor. c. an oasis. d. a snake.
4. The words on the base of statue tell us that the king Ozymendias was a _____ king.
a. kind. b. humble. c. **proud**. d. cruel.
5. The message of the poem for all powerful authority and glory is _____.
a. 'sands stretch far away'. b. 'frowned and wrinkled lips'. c. **'nothing remains'**. d. 'stamped on these lifeless things.'
6. In the poem 'Ozymandias', the condition of the statue is _____.
a. good. b. **bad**. c. excellent. d. marvellous.
7. 'My name is Ozymandias-king of kings', is _____ literary device.
a. Simile. b. **irony**. c. personification. d. metaphor



8. One of the following lines does NOT make use of alliteration in the poem.

- a. The lone and level sands stretch far away.
- b. I met a traveler from an antique land.
- c. Nothing beside remains. Round the decay.
- d. Half sunk, a shattered visage lies, whose frown.

Exercise 3

Work in pairs and read the above poem again. Comprehend it thoroughly and paraphrase it in simple words. After you have completed, share it with your partner.

Ans. In the first eight lines (octave) of the sonnet Ozymandias, the poet PB Shelley tells a story of a statue of Ozymandias, told to him by a traveller from an ancient land. He told that he saw two vast fitted legs on the pedestal in a desert. There was also a shattered head beside the legs. The sculptor had nicely figured the characteristics of proud, sneer and frown on the face of the statue. These expressions remain forever, when the real king would return never ever.

In the next six lines (sestet) the poet tells about the ironical words written on the pedestal. "My name is Ozymandias, the King of Kings". The poet further tells that nothing is permanent. All his work, his power and every other thing connected to him are passed away. Nothing is remained except the sculptor's statue in bad condition. Simply at the end, the poet focuses on the transiency.

Exercise 4

Read the poem again and answer the following questions.

1. What did the traveller see in the desert and whom he told about it?

Ans. The traveller a broken and shattered statue in the desert. He told it to the poet (PB Shelley).

2. How can you say that the sculptor was a great artist?



Ans. It can be said that sculptor of the statue of Ozymandias was really a great artist. He figured out the humanistic characteristics on the face of the head of the king, in a way, that anyone can easily guess that what type of the king was.

3. What was written on the pedestal of the statue of Ozymandias?

Ans. "My name is Ozymandias, the King of Kings" was written on the pedestal of the statue of Ozymandias.

4. What is the meaning of the phrase in the poem "the heart that fed"?

Ans. "The heart that fed" here means the heart of king Ozymandias which gave birth to those passions as were mocked, reproduced or copied by the sculptor on the stone.

5. What is ironic about the fate of Ozymandias?

Ans. The condition of the statue and the inscription on the pedestal are ironical. The statue was completely shattered. Only two vast legs stood on the pedestal and the head was lying in the sand. Whereas the inscription said 'look upon my work ye Mighty and despair' and 'king of kings'.

6. What is the message of the poem?

Ans. The message in the poem is that everything here in the world is temporary. No matter, how powerful a person is. He or she will surely leave this world. PB Shelley wants to give the philosophy of transience through this poem.

7. How does this poem relate to your life?

Ans. This poem is about the mortality of the world. Everyone has to die in the world. It is related in this sense that we will also die one day. So we should do as much good work as we can do.

8. The proud Ozymandias lies forgotten in the desert. Comment.



Ans. The Ozymandias was a powerful king in the ancient history of the world. He called himself as the king of Kings. He never thought that he would be vanished. But it was his illusion. He died and is forgotten now forever. No one mentions his name in these days. All in this world is changing. One will be superseded by another. So never be proud.

Exercise. 5

Work in pairs and give a critical appreciation of the poem based on the following aspects. Compare your work with your partner after you have done it.

1. Poetic Diction.

Diction means choice of words. The diction in Ozymandias is lofty, slightly unusual, and it paints vivid pictures.

By "lofty," means the author often chooses longer words that would be familiar to an educated person. For example, the author uses "antique" instead of "ancient," "visage" instead of "face," and "colossal" instead of "huge." This is formal, classroom diction, not the diction of the home or street.

Sometimes these slightly odd word choices help the rhythm or rhyme of the poem. For example, "Nothing beside remains" is used in order to maintain the syllables."

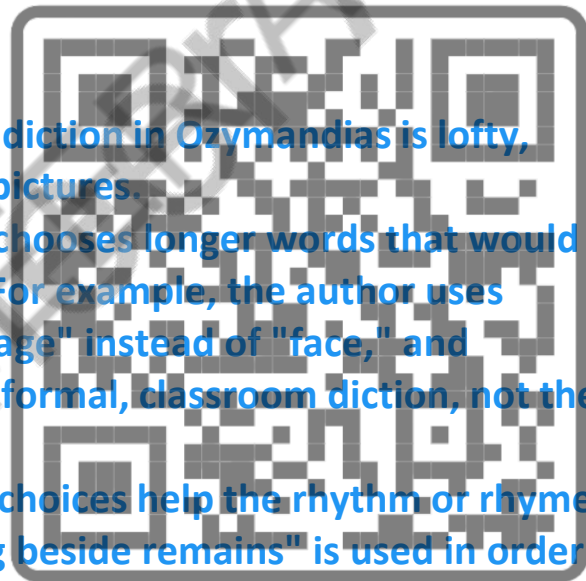
"Stone in a desert does not really decay, but "Round the decay" rhymes with "far away" later, and matches it thematically as well. Finally, sometimes the author's diction allows him to paint a vivid picture more quickly than with more ordinary words.

2. Theme

Death and mortality: no human is powerful enough to escape death.

Power: The speaker explores different types of power in the poem.

Shelley's own radical political beliefs led him to reflect on the transient (short lived/ temporary) nature of power.



3. Structure

Ans. The poem is a sonnet and is written in iambic pentameter. Its sonnet structure is unconventional and has features of the Petrarchan and Shakespearean sonnet. It is partly a Petrarchan sonnet as it has an octave (8 lines) followed by a sestet (6 lines). There is a turning point/volta at line 9 (similar to a Petrarchan sonnet) 'And on the pedestal these words appear'. Sometime, the poet also misses the rhyming scheme.

4. Language

Oxymoron - 'colossal Wreck' - the adjective 'colossal' means 'like a colossus, a larger than life statue, colossi were always meant to be tall and majestic structures that commanded awe from the people who looked upon them. The fact that this one is broken with the pieces turned on their sides and 'half sunk(en) into the sand undermines its once impressive power.

Extended metaphor - the fallen statue of Ozymandias that is sinking back into the desert stands as an extended metaphor for the way in which political and personal power fades into history over time - the desert itself erodes the physical structures of Ozymandias' reign in the same way in which time erodes his memory. The lone and level sands' use an alliterative visual image to describe the vastness of the desert and demonstrate that his kingdom has long eroded back into the sand: "Nothing beside (the statue) remains. The fricative T sounds emphasize the flat, long stretches of desert that surround the broken statue.

Symbolism - the poem contains many examples of symbolism, one of the most prominent being the visual image of the shattered visage, the broken face of Ozymandias. The adjective 'shattered' here refers to the face of the sculpture, but it also symbolically extends to



represent the idea of the king himself - his reputation, fame, glory, and power are all lying equally in tatters as the memory of him fades into nothingness.

The semantic field of destruction - there is a continual sense of destruction in the poem through words that evoke erosion and degradation: 'half sunk, 'shattered visage, 'decay. This has the effect of suggesting the slow process of decay which eventually destroys all-powerful entities, interestingly this destruction occurs not because of other people but instead because of the continual progress of time and natural forces.

5. Message

The message in the poem is that everything here in the world is temporary. No matter, how powerful a person is. He or she will surely leave this world. PB Shelley wants to give the philosophy of transience through this poem.

Exercise 6

'Every rise has a fall.' Work in pairs and discuss it in the light of the poem.

Ans. 'Every rise has a fall' is a quote that means no one is permanent here in the world. Man, either weak or powerful, has to die. The powerful position does not persist forever. It has ending. Come very high you may go you have to come down one day. You will be buried in the sand of land. So one should not be proud as Ozymandias in the poem is shown. He was powerful king. He thought himself as the supreme king. He was also died and could not save himself. So the world is changing. Rise and fall are the parts of these changing.



Exercise 7

Work individually and explain the following lines. Write down your work in the notebook and share it with your class fellows.

Stanzas. Lines

1-8.

I met a traveler.....and the heart that fed;

Explanation

These lines have been taken from the poem Ozymandias written by Percy Bysshe Shelley.

In these lines, the poet tells that he met a traveler from an old and deserted land. The traveler told him that he saw two big legs standing in the desert. The two huge legs, which were made of stone, were standing without the upper part of the body. The other part of the statue lay nearby. The arms and the face were broken and it was in a miserable condition. It was half sunk into the sand. The sand and dust covered the body. Yet the signs of displeasure and expressions of ruthlessness and pride could be noticed on the face of the sculpture.

The poet says that the skillful hands of the sculptor had left the accurate expression of the man into his sculpture. The expression of aggression, power, and pride was even obvious on the lifeless body of the King. The poet has tried to explain that immorality has a permanent impression on our body as well as on our soul. So, it cannot be erased even we pass away

9-14.

And on the pedestal stretch far away.

Explanation

These lines have been taken from the poem Ozymandias written by Percy Bysshe Shelley.



In these lines, the poet has described what we can call the message of the poem. As the traveler continues to describe what he saw in the desert, he says that there were some texts written in the base of the statue. It read as the texts tell that the name of the king was Ozymandias. He was the most powerful king. He ordered the kings to see his statue and feel belittled. But the tragedy is that now nothing remains except a lifeless statue of the king. The huge statue itself tells about the glory of the king. But now this huge and splendid statue has fallen the victim of nature.

The broken pieces of the statue are being vanished in the sand. The sand is stretching far away and the statue of King Ozymandias is getting a thick layer of sand on it. It cannot be seen anywhere

Exercise 8

Work in groups of three. Compose your own poem on the the theme of 'Don't Give Up', using elements of poetry based on three stanzas. Each member of the group should compose 1 stanza. After your group composed the poem, exchange it with other groups. (Self Work)

Poem 4. " Good Timber"

Pre Reading.

1. "The stronger the wind, the stronger the tree."

Read the line and guess the theme of the poem.

Ans. I think the theme of the poem would be the uses of adversity. As much difficulties you will face as much stronger you will be, because good qualities always develop in difficulties.



Exercise 1.

Work in pairs and find out the meaning of the following words by using dictionary. Read the poem carefully and write the contextual meanings against each word. After completing Share your work with your partner.

Words. meanings

1. timber. **wood**
2. scrubby. **inferior in size or quality**
3. toil. **hard work**
4. patriarchs. **male head of a family**
5. counsel. **advice**
6. scars. **marks**

Exercise 2.

Read the poem again and encircle the right option.

1. The poem explains to us that good qualities always develop in _____.
a. **hardships**. b. ease. c. idleness. d. illness
2. "Never became a forest king" means never _____.
a. became a lion. b. **acquired a prominent position**. c. possessed coverage to fight. d. enjoyed life
3. "But lived and died as began" points out towards _____ human being.
a. a courageous. b. **an effortless**. c. a wealthy. d. a successful.
4. In the poem 'Good Timber', the poet discusses themes of _____.
a. nature, wealth and defeat. b. power, relationship and hope. c. **nature, struggle and fulfilment**. d. nature, nurture and chaos.
5. The poem teaches us that the people reach their true potential by overcoming _____.
a. feelings. b. enemies. c. desires. d. **adversities**
6. "But lived and died a scrubby thing" means lived a/an _____ life.
a. **unimportant**. b. high status. c. useful. d. comfortable.
7. 'By sun and cold, by rain and snow' is _____ literary device.



- a. Metaphor. b. Oxymoron. c. Alliteration. d. Simile.
8. "Broken branches" in last stanza is the example of _____.
a. Simile. b. Metaphor. c. Hyperbole. d. None of them

Exercise 3

Read the poem again and answer the following questions.

1. What is the significance of the title of the poem?

Ans. The title of the poem 'Good Timber' holds significance with respect to the message of the poem. The poet has artfully compared good timber with good people. He believes that it is not easy for both, timber and people to become good without going through hard times. It is a bare fact that the more they suffer, the more they become worthwhile and beneficial for the society.

2. What happens to the people who work hard?

Ans. The people who work hard face many difficulties in the life. They work hard for a better life, but it does not come easily. One has to bear hardships in order to live a perfect and meaningful life. So, when he starts hard working, the challenges appear one by one in every step of his life. He faces every challenge that makes his life meaningful.

3. How can one achieve one's true potential in life according to the poem?

Ans. One can achieve his true potential only when he faces hardships, difficulties and tough times with courage and determination.

According to the poet, a man becomes strong when encounters and overcomes adversity in life. Hardships, unfavourable conditions and difficult situations polish our abilities and capabilities. A person does not become strong if he gets everything easily without putting in hard work. A person should learn to achieve such qualities from a good timber.



4. Why does the poet suggest people to be like Good Timber?

Ans. The poet wants to reveal a useful message for his readers. He compares an ordinary tree to a good timber. An ordinary tree does not have any prominent position in the forest because it spend its time as it came to this world. It neither tries to change the position nor dares to bear hardships for a better position. On the other hand, a good timber remains ready to face hardships of life. It becomes more perfect when faces more storm. So the poet suggests the people to be like good timer and face the difficulties of life. In such way your position will be strong and meaningful.

5. Which poetic devices are used in the poem?

Ans. There are several poetic devices used in the poem "Good Timber". But the most prominent are given below.

1. Metaphor.
2. Personification.
3. Hyperbole.
4. Alliteration.

6. Write central idea of the poem?

Ans. The central idea of the poem 'Good Timber' is that in order to become good and beneficial one has to face hardships and difficulties in life. Both timber and man have to overcome adversity with courage and determination. Struggle is a key to success to live a perfect, valuable life otherwise both of them die without achieving anything worthwhile in their life.

7. How does this poem relate to your life?

Ans. A man always ignores to face the difficult situation of life. When a situation comes, he/she turns his face from and starts another work. Resultantly, he/she creates a habit of doing easy thing. So, when, a difficult problem occurs, we become helpless to face it because we



have not made ourselves habitual of facing such difficult problems. It is related to every second person of our country. In this sense poem is related to us. It tells us our draw-backs. We should be like a good timber which teaches us to face the difficult problems.

Exercise 4

Work individually and identify the poetic devices in the poem. Make a list of them and use them in your sentences. Share your work with your class fellows once you have completed.

Ans. Throughout 'Good Timber' Malloch makes use of several literary devices. These include but are not limited

1. Metaphors,
2. Alliteration,
3. Hyperbole. (They hold counsel with the stars)

This entire poem is one extended metaphor comparing trees to human beings. The tree mentioned in the first stanza represents someone who has never had to fight for anything in their life. This man had more than enough "sun and sky and air and light." Although this initially seems like a good thing, the speaker turns the text in a different direction.

Alliteration is an interesting formal device that can be seen through the repetition of consonant sounds at the beginning of multiple words.

For example, in the poem "broken branches" in stanza four and "storm" and "strength" in stanza three.

Exercise. 5

Work in pairs and give a critical appreciation of the poem based on the following aspects. Compare your work with your partner.



1. Poetic Diction.

The poet has avoided bombastic words in his poetry. He used up to dated words. Timber is simply meaning of wood but it is used metaphorically that is why it is a little difficult to understand.

2. Theme

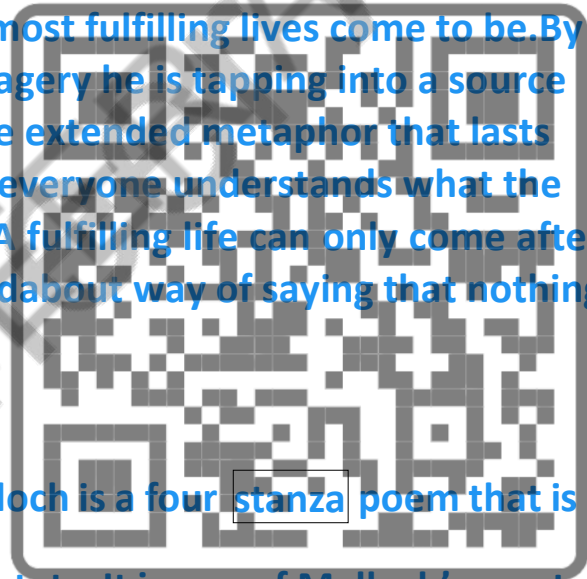
Ans. In 'Good Timber' Malloch explores themes of struggle, fulfillment, and nature. Those who live through "broken branches" and storms will become "Good timber." This theme is common within Malloch's work. He was often concerned with depicting different ways life can be lived and how the most fulfilling lives come to be. By using nature as the source of his imagery he is tapping into a source that all people are familiar with. The extended metaphor that lasts throughout this poem ensures that everyone understands what the strength is that he's talking about. A fulfilling life can only come after one has worked hard. This is a roundabout way of saying that nothing worth having comes easy.

3. Structure

Ans. 'Good Timber' by Douglas Malloch is a four stanza poem that is separated into sets of six lines or sextets. It is one of Malloch's most well-known pieces and follows a consistent and structured rhyme scheme. The lines conform to a pattern of aabbcc, alternating as the poet saw fit from stanza to stanza. This was a common structure for Malloch. His rhyming pairs carry a reader through the piece from beginning to end. The couplets give the poem a sing song-like sound, resembling a song lyric.

4. Language

The language used in the poem is not the language of common people



but it is the language of well bred people. Figurative language used in the poem is difficult to understand easily. Many poetical devices are

**JOIN
FOR
MORE!!!**



used. The figurative language is used orderly to enhance the meaning of the loftiest theme of the poem.

5. Message

The message of the poem 'Good Timber' is that in order to become good and beneficial, one has to face hardships and difficulties in life. Both timber and man have to overcome adversity with courage and determination. Struggle is a key to success to live a perfect, valuable life otherwise both of them die without achieving anything worthwhile in their life.

Exercise 6

Work in groups of three. Compose your own poem on the the theme of 'When life gives you lemons, make lemonmade', using elements of poetry based on three stanzas. Each member of the group should compose 1 stanza. Once your group has composed the poem, exchange it with other groups. (Self Work)

Exercise 7

'Life grows when a person comes out of comfort zone.' Elaborate this statement in the light of the poem 'The Good Timber'. Note down your points in the notebook and share it with your class fellows.

Ans. It is a human nature that a man does not strive for a new thing, while he is already in comfort. Comfortable man has not enthuse for doing work. When someone comes out of the comfortable life into the hard realities, he/she starts to think the way to save himself or herself from the hard realities of life. In hardships, one person learns more and more. Because, adversity makes a man perfect.



Exercise 8

Work individually and explain the following lines. Write down your work in the notebook and share it with your class fellows.

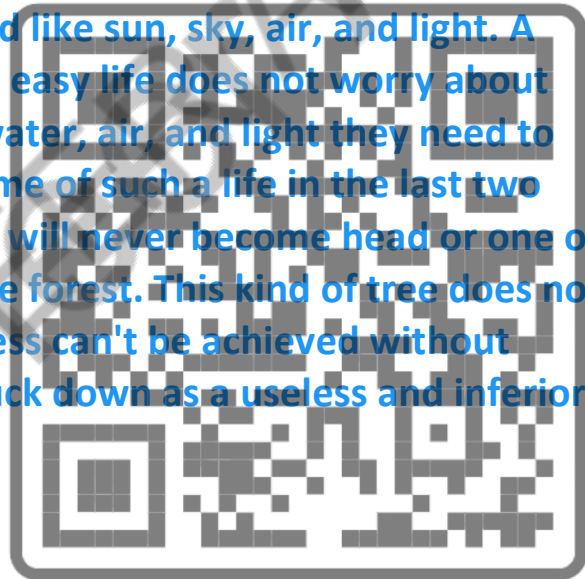
Line no. Lines

1-6.

The tree thata scrubby thing.

These lines have been taken out from the poem of "Good Timber", which is written by Douglas Malloch.

In these lines, the poet uses a tree as a metaphor that represents someone who had never had to fight for anything in his life. This tree had more than enough its basic need like sun, sky, air, and light. A coddled person or tree who lives an easy life does not worry about resources. They have all the food, water, air, and light they need to survive. The poet reveals the outcome of such a life in the last two lines of the stanza. This type of tree will never become head or one of the largest and strongest trees of the forest. This kind of tree does not have any greatness because greatness can't be achieved without struggle. This type of tree often struck down as a useless and inferior creature.



7-12.

The man whodied as he began.

These lines have been taken out from the poem of "Good Timber", which is written by Douglas Malloch.

In these lines, the poet talks about a person who never became hardworking and disciplined in his life. The poet describes a man who was given opportunities to gain and grow and develop his personality and future a person who does not struggle for a better future, significant personality and unlimited worldly resources never becomes a brave man and always lives a bad life without development. His position socially, economically, and morally does



not improve because he does feel the need to go beyond his readily available resources.

13-18.

Good Timber does not good Timber grow.

These lines have been taken out from the poem of "Good Timber", which is written by Douglas Malloch.

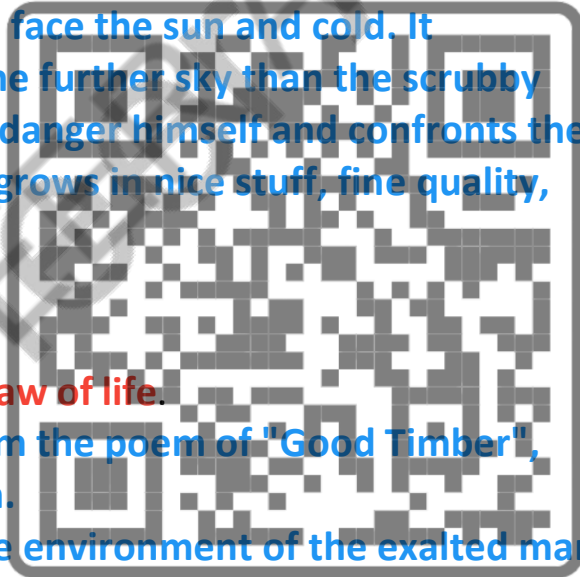
In these lines, the poet describes the elements and ways through which fine stuff and good timber grow. The development of successful life lies in facing hardships and in overcoming hurdles. The poet compares a man to a tree who gets its strength through snowy storms and strong winds. It has to fight and face the sun and cold. It encounters throughout its days in the further sky than the scrubby thing ever did a tree or man who in danger himself and confronts the tragic realities of the world, at last, grows in nice stuff, fine quality, and good timber.

19-24.

Where thickest lies common law of life.

These lines have been taken out from the poem of "Good Timber", which is written by Douglas Malloch.

In these lines, the poet describes the environment of the exalted man and the good timber tree. Where there is a cluster of great personalities, we can find forefathers of good timber and successful man. Due to their loftiness, they seem to consult with stars. They tap into a deeper knowledge and talk intimately with forces that others cannot understand the tree and men share their loss and wounds of hardships and hostility of their lives which have become common law. It reveals who they are and who they lived.



Poem 5. LUCY GRAY.

Pre Reading.

1. Look at the picture and express what you observe in it.

Ans. I observe an obedient child is going to some where. She has a lantern in order to see the track. Surrounding to the child a storm can also be felt.

2. How can you describe an obedient child?

Ans. An obedient child never says 'no' to it's parents. It sacrifices it's life for the sake of parents. It heartily respects to it's elders.

3. How much are your parents attached to you?

Ans. My parents are totally attached to me. They never force me to do any work. They give preference to my will. They really respect me a lot.

4. Does anyone among you know a story related to a child?

Ans. Ye I know a story related to a child of our village. She was 9 years old. She was the daughter of a farmer. Near to our village, there was a well. On night, she went out to buy things from near by shop. She didn't return for a long time. When her parents went for search, they saw her body floating in the well. It was very mournful night of our village.

5. What do you know about William Wordsworth?

Ans. I know that William Wordsworth was a romantic poet. He was born in the lake district of England. Thus he was also called the Lake poet. He started new type of poetry called romantic poetry. He was really a great poet.



Exercise 1.

Work in pairs and find out the meaning of the following words by using dictionary. Read the poem carefully and write the contextual meanings against each word. After completing Share your work with your partner.

Words. Contextual Meanings

1. solitary. **Single, only, alone**
2. wretched. **ruined**
3. comrade. **Friend or mate**
4. wanton. **Play, wilful**
5. tripping. **Stumbling**

Exercise 2.

Read the poem again and encircle the right option.

1. The poet chanced to see Lucy _____.
a. **at the break of day**. b. in the evening. c. in the afternoon. d. at night.
2. Lucy's father asked Lucy to go to the town with a lantern to bring her _____.
a. aunt. b. sister. c. bother. d. **mother**
3. Lucy replied to her that she would _____ go to the town to take back her mother.
a. **gladly**. b. sadly. c. unwilling. d. probably.
4. Lucy could not reach the town because _____.
a. it was late. b. she did not get any conveyance. c. her mother reached home. d. **she lost her way in storm.**
5. The wooden bridge was at distance of _____ from Lucy's home.
a. a mile. b. **a furlong**. c. a kilometer. d. a few feet.
6. Lucy's parents became certain of her death when they saw _____.
a. **her foot prints**. b. her body. c. Her lantern. d. her shoes
7. Some people still believe that Lucy can be seen _____.
a. in mountains. b. **in wind**. c. in town. d. on bridge.
8. People believe Lucy can be seen doing these activities except _____.



a. looking straight. b. singing songs. c. moving rapidly. d. talking to people.

Exercise 3

Read the poem again and answer the following questions.

1. Where did Lucy live and what kind of child she was?

Ans. Lucy lived on wild moor. She was solitary child. She does not have any friend or partner.

2. Where did Lucy's father send her and why?

Ans. Lucy's father sent Lucy to the town to bring her mother back.

3. What did Lucy mean when she said 'yonder is the moon'?

Ans. "Yonder is the moon" Lucy means to say that there is yet enough time for the night to fall.

4. Why did Lucy take lantern with her?

Ans. Lucy had to go to the town to bring her mother back. She took lantern with her in order to see the path in a stormy weather. Because, the storm was also expected.

5. Do you think that the tragedy would have been prevented if Lucy's father himself had gone down the town?

Ans. Lucy's father was experienced and aged person. He was familiar with the tracks of the town. So, If he, instead of Lucy, had gone down to the town, the tragedy would have been prevented.

6. What happened to Lucy while she was going to the town?

Ans. Lucy Gray's feet were slipped down and she wandered up and down. It was an unexpected storm before the time. She lost her way and fell from the hills. She tried to climb the hills but could not reach the town.



7. What efforts did Lucy's parents make in finding her?

Ans. Lucy's parents searched her far and wide. They shouted all the night. After a long search, they succeeded to trace the her feet on the bridge. The feet led them snowy path to the hawthorn hedge of the bridge, where their daughter was slipped down and died.

8. What led the Lucy's parents to the bridge?

Ans. Lucy's footmarks led her parents to the bridge.

9. What do people still believe (maintain) about Lucy Gray and why?

Ans. Lucy had become immortal because after her death the people began to believe that she was still a living child who could be seen alone at the break of the day only those who had the deep concern with natural beauty. She was seen by singing a solitary song in the moor, walking rough and smooth and never looked behind.

Exercise. 4

Work in pairs and give a critical appreciation of the poem based on the following aspects. Once you have written compare your work with your partner.

1. Poetic Diction.

2. Theme

Ans. Two of the main themes throughout Wordsworth's poem concern nature and the loss of a loved one. Lucy not only lives away from society on the moors, but she also travels through the wilderness. It is suggested that she enjoys nature because people claim to hear her playfully whistling on her journey to town.



3. Structure

Lucy Gray was written in 1799, appeared in the second edition of the Lyrical Ballads, published in 1800. This is opposite to The Abbot of Canterbury, which is traditional ballad. The ballad is divided into 16 stanza, 64 lines. Each stanza has divided into four lines (quatrain). The rhyming scheme is abab and so on. The ballad is simple tragic story of a lonely girl.

4. Language.

The language in the poem "Lucy Gray" is plain and simple. Form and language in their bare simplicity, contribute to the bleak tone of the poem-the story of a simple tragedy in a cold bleak countryside beneath the snow.

5. Message

In this poem the poet believes that Lucy Gray's soul becomes the part of nature after her death. Her soul still haunts the hill and sings a sweet song to guide the people in stormy nights.

Exercise 5

How should elders guide their children to save themselves from some forcible dangers? Work in pairs and discuss about it.

Ans. Elders should totally focus on the environment of their house. Firstly they should create an environment safe from abuses and odd words. They should not talk with one another harshly and loudly in front of their children. Because, the children always try to copy their elders. They act what they learn from their parents.

Secondly, they should try to keep cooperative behavior with their children. As the children can easily share problems with their elders. In such way the parents will be able to know the problems of their children. And in critical conditions, elders should help them in every way.



Exercise 6

Work individually and explain with reference to the context the following stanzas. Write down your work in the notebook and share it with your class fellows after you have completed.

Line no. Lines.

1.

Oft I had heard..... the solitary child.

Reference to Context:

Reference

These lines have been taken from the poem "Lucy Gray" written by William Wordsworth.

Context

In this poem poet tells the story of a small girl who went to fetch her mother from town. But she was lost in storm of snow. Her foot prints went up to a stream, perhaps she was drown in it. Poet believes that her soul still haunts the hill and sings a sweet song to guide the people in stormy nights.

Explanation:

In these lines poet says that he had often heard about small girl named Lucy Gray. One day when he was crossing the wild plain. He happened to see her walking all alone.

2.

No mate, no comrade Lucybeside a human door.

Reference to Context (same as above)

Explanation:



In these lines poet says that Lucy was alone for she had no companion or friend. She lived with her parents on a vast plain she was most beautiful child ever born on earth.

3.

You yet may spy will never more be seen.

Reference to Context (same as above)

Explanation:

In these lines poet says that if you have seen fawn the young one of deer jumping on the green lawn or if you have seen a hare scampering on the ground with joy, you may know what real beauty is. Fawn is still there, hare is still there but you would not be able to see the beautiful and charming face of Lucy Gray any more.

4.

"Tonight will be..... through the snow."

Reference to Context (same as above)

Explanation

In these lines poet tells that one afternoon Lucy's father told her that he expected a snow storm that night he was worried about his wife because she had not yet returned from the town. He therefore asked her to take lantern and guide her mother back home.

5.

"That, father, will I gladlyyonder is the moon."

Reference

Context (same as above)

Explanation:

In these lines poet tells that she replied to her father that she would gladly undertake that duty. It was still midday and the church clock



had struck two. So she thought that there was enough time to go on that journey. As the moon was visible, so she would go after some time.

6.

At this the father lantern in her hand.

Reference to context (same as above)

Explanation:

In these lines poet tells that Lucy's father took his hook and began to cut off some branches of tree. He was doing his work when Lucy took the lantern in his hand and went to the town.

7.

Not blither is the mountain rises up like smoke.

Reference to Context (same as above)

Explanation:

In these lines poet says that Lucy began to walk quickly in the manner of a mountain deer. As she walked playfully on the snow it was scattered by her bursting feet and rose like the smoke from chimney

8

The storm came on..... reached the town.

Reference to Context (same as above)

Explanation

In these lines poet tells that the storm came much before the expected time. Poor Lucy roamed about and lost her way. She climbed up and down many mountains, but she could never reach the town.



9

The wretched parents..... serve them for a guide.

Reference:

These lines have been taken from the poem "Lucy Gray" written by William Wordsworth.

Context

In this poem poet tells the story of a small girl who went to fetch her mother from town. But she was lost in storm of snow. Her foot prints went up to a stream, perhaps she was drown in it. Poet believes that her soul still haunts the hill and sings a sweet song to guide the people in stormy nights.

Explanation:

In these lines poet tells that the parents of Lucy were much worried, when she did not return home. They went out shouting every where all that night in search of Lucy. But their efforts bor no fruit and they could not find their daughter.

10

At daybreak on..... furlong from their door.

Reference to Context. (Same)

Explanation:

In these lines poet tells that her parents searched for her all the night. On the following day they climbed up a hill. They went on its top and looked down the plain below. From there they saw a wooden bridge a furlong from their home. They guessed that the girl might have been lost there.

11

They wept-and, turning Of Lucy's feet.

Reference to context. (Same)



Explanation:

In these lines poet tells that when they did not find their daughter, they wept bitterly and returned home. They thought that they could no longer find their daughter and that they would meet her in paradise. As they were going back her mother found traces of her feet in snow.

12

Then down words..... long stone-wall:

Reference to context (same)

Explanation:

In these lines poet tells that then the parents of Lucy traced their daughter's foot prints from the slope of the hill to it's extreme end. They search for her even by the long wall of stone and the broken hedge of hawthorn in the hope of finding her dead body.

13

And then an open..... they came.

Reference:

These lines have been taken from the poem "Lucy Gray" written by William Wordsworth.

Context

In this poem poet tells the story of a small girl who went to fetch her mother from town. But she was lost in storm of snow. Her foot prints went up to a stream, perhaps she drown in it. Poet believes that her soul still haunts the hill and sings a sweet song to guide the people in stormy nights.

Explanation:

In these lines poet says that then the parents of Lucy crossed an open field. Even now her foot prints could be seen in the same position they traced the marks towards and came to the bridge.



Exercise 7

Work in groups of three. Compose your own poem on the the theme of 'Self Awareness', using elements of poetry based on three stanzas. Each member of the group should compose 1 stanza. Once your group has composed the poem, exchange it with other groups. (Self Work)

Poem 6. THE ABBOT OF CANTERBURY.

Pre Reading.

"That a fool he may learn a wise man wit."

Predict the theme of the after reading the line.

Ans. I think, the theme of the poem would be that the wisdom is not the legacy of any particular faction of the people. It is for the people who try to get it.

Exercise 1.

Column A has words from the poem; underline these words in the poem. Column B has the contextual meanings of these words, but they are jumbled up. Work in pairs. Try and match the appropriate meaning of each word, and write your answer in Column C. Share your work with your partner after you have completed.

Words.	Meanings
1. ancient.	primitive (F)
2. merry.	happy (H)
3. anon.	soon (A)
4. renown.	fame (J)
5. fold.	enclosure (I)
6. gallant.	brave (G)
7. jest.	joke (E)

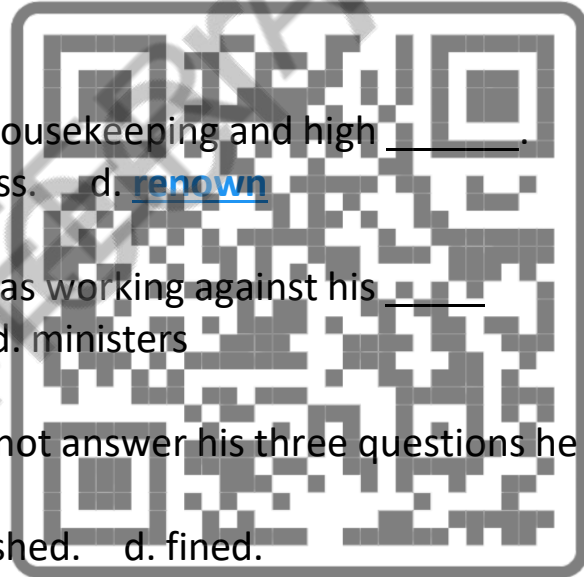


- 8. pardon. **forgiveness (D)**
- 9. liegeman **nobleman (B)**
- 10. devise. **plan (C)**

Exercise 2.

Read the poem again and encircle the right option.

1. The ballad "The Abbot of Canterbury" is narrated in _____ person.
a. first. b. second. c. third. d. **first and third**
2. The poet says to the reader that he is going to tell a _____ story.
a. sad. b. **funny**. c. terrible. d. folk
3. King John was jealous of Abbot's housekeeping and high _____.
a. character. b. respect. c. business. d. **renown**
4. King John feared that the Abbot was working against his _____.
a. people. b. Policies. c. **crown**. d. ministers
5. King John told the Abbot if he did not answer his three questions he would be _____.
a. **beheaded**. b. poisoned. c. banished. d. fined.
6. After listening to the King's questions, the Abbot rode to _____ universities.
a. Oxford and California. b. Oxford and Canterbury. c. Oxford and Campbell. d. **Oxford and Cambridge.**
7. The Abbot requested the king to give him _____ week's space.
a. **three**. b. four. c. five. d. six
8. While going back to his hometown, the Abbot met a _____.
a. farmer. b. friend. c. neighbor. d. **shepherd**.



9. The shepherd demanded Abbot's _____ to answer king's questions.
a. lands. b. house. c. horse and dress. d. wealth.

Exercise 3.

Work in pairs and read the lines given below carefully. Write down the number of the stanza against each statement in which the given information appears.

No	Statement.	Stanzas
1.	Abbot is a very rich person.	(03 "12")
2.	Abbot seems satisfied in the court.	(05 "20")
3.	Questions are very difficult to answer.	(09 "36")
4.	Abbot tries to find out the answers.	(11 "44")
5.	Abbot is sure to have his punishment.	(12 "48")
6.	The king rewards the shepherd.	(25. "104")

Exercise 4

Read the poem again and answer the following questions.

1. What was the dispute between the King and the Abbot?

Ans. The dispute between the two, the king and the Abbot, was about the wealthy and luxurious life style. When the king heard about the renowned life of the Abbot, he started to envy him and his wealth. He thought, though he was the King, yet he did not live as luxuriously as the Abbot live. So that he brought the Abbot in trial for his luxurious life.



2. What efforts did the Abbot make in order to save himself?

Ans. The Abbot paid visit to the scholars and doctors of Oxford and Cambridge universities.

3. What were the questions that the King asked?

Ans. The king asked the following three questions.

1. What was the price of king?

2. How long would he take time to travel the world?

3. What was he thinking at that time?

4. What was the shepherd's answer to the first question of the King?

Ans. The shepherd's answer to the first question of the king was that the price of the king would be 29 pens. Because, the Christ was sold in 30 pens, so the king would be sold one penny lesser than the price of the Christ.

5. What was the shepherd's answer to the second question of the King?

Ans. The shepherd's answer to second question of the king was that he could travel the world in a day. Because, if he would start to walk early in the morning, he would surely return in the evening. So, there are 24 hours in a day. Thus he could travel the world as much as he could travel in 24 hours.

6. What was the shepherd's answer to the third question of the King?

Ans. The shepherd's answer to the third question was very funny. He told the king that he was thinking him Abbot, but he was his poor shepherd. And he begged pardon for shepherd.

7. How did the king express his emotions after being answered his all questions?

Ans. The king became so happy. He laughed loudly and swore by mass. Happily, he offered the post of Abbot to the shepherd.



8. Why did the shepherd not accept king's offer?

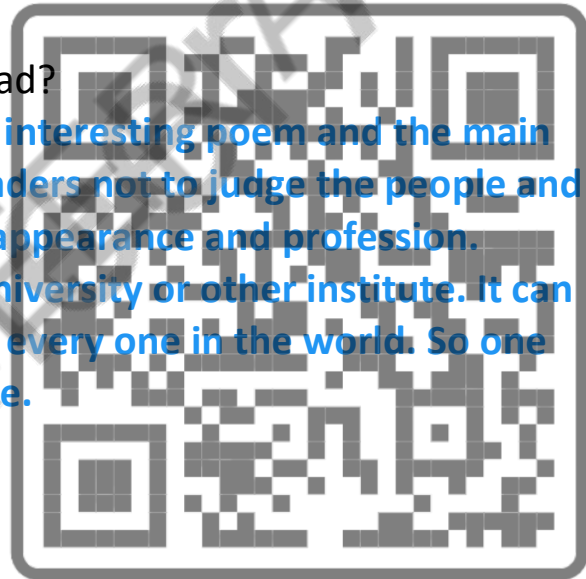
Ans. The shepherd did not accept king's offer because he was an uneducated. So he requested the King not to give him any high position which did not fit to his qualification.

9. How was the Abbot benefited by his shepherd's bold answers?

Ans. The Abbot's life was saved by his shepherd's bold answers. It was settled between the king and the Abbot that the Abbot would be beheaded if he could not answer the three questions. The shepherd gave and got pardon for his master Abbot.

10. What is the main idea of this ballad?

Ans. The Abbot of Canterbury' is an interesting poem and the main idea behind it is that it urges the readers not to judge the people and their wisdom on the ground of the appearance and profession. Education is not the legacy of any university or other institute. It can be gained from every where and by every one in the world. So one should try to learn from every where.



Exercise 5

Discuss the poem 'The Abbot of Canterbury' as a ballad? Note down your answer in the notebook. Once you have written, compare it with your partner.

Ans. The poem The Abbot of Canterbury, included in our book, is a ballad. Ballads have crude language because fine writing would not be suitable for the telling of this straightforward and amusing folk story. King John ruled England from 1199 to 1219, was a very unpleasant man and a thoroughly bad kind. It is a ballad of unknown telling an ancient story consisting of 100 lines of regular rhythm.



Exercise 6

'The Abbot of Canterbury' is an interesting poem that urges the readers not to judge the people and their wisdom on the ground of the appearance and profession.

Work in groups of three. Compose your own poem on the similar theme, using elements of poetry based on three stanzas. Each member of group should compose 1 stanza. After your group has composed the poem, share it with other groups. (Self Practice)

Exercise 7

Work in groups of three to enact the given story by playing different roles. Each group should rehearsal at least two times in the class. (Class Work)

Exercise 8

Work individually and explain the following lines. Write down your work in the notebook and share it with your class fellows after you have completed

Line no.	Lines.
	1_4.

An ancient story maintained little right.

Explanation:

(These lines have been taken from the poem "The Abbot of Canterbury".)

In these lines the poet starts with these words that he then wants to tell the story about King John. He ruled England by sheer force. He was responsible for doing much that was wrong, very little that was right.

5-8

And I'll tell you a story fair London town.

Explanation:



In these lines poet says that he tells us a very funny story about Abbot of Canterbury. The king heard about his great reputation and wealth. His officials brought him with great speed to London.

9-12

An hundred menwaited the Abbot about.

Explanation:

In these lines, the poet says that the king heard that the Abbot entertained a hundred man every day and the fifty servant dressed in the velvet and golden chains waited up on him.

13-16

'How now, father Abbot?against my crown.'

Explanation:

In these lines, the poet says that the king said to Abbot that he had heard that he lived even more magnificently than himself. He suspected that in order to win such reputation, he might be wrong treason against him.

17-20

'My liege', quoth the abbot.....true-gotten gear'.

Explanation

In these lines poet says that the Bishop replied that he had always spend only what belonged to him. He had always spent only what belonged to him. He hoped that his Majesty would not punish him for speaking his honestly earned wealth.

21-24

'Yes, yes, father abbotsmitten from thy body.

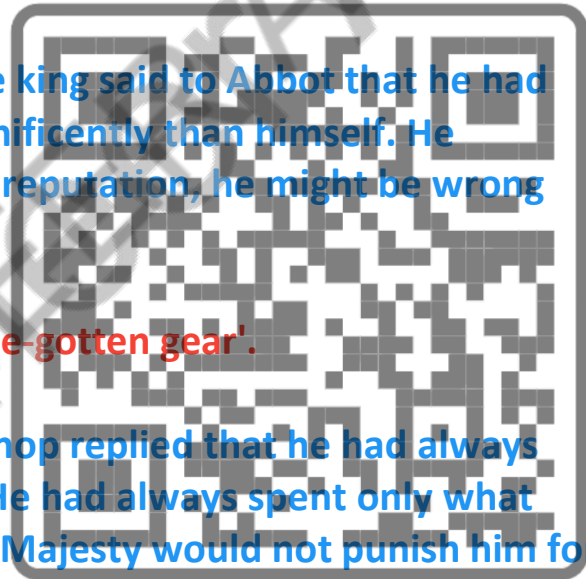
Explanation.

In these lines poet says that king said to the Abbot that he had committed a fmgreat crime and he deserved to die for it. If he would not reply his three questions he would be beheaded.

25-28

'And first,' quoth the kingpenny what I am worth.

Explanation



In these lines poet says that first of all he must tell him (king) to a penny what he is worth when sits among his noble subjects there with his precious crown on his head.

29-32

'Secondly,' tell me,what I do think.

Explanation

In these lines poet says that the king put second question before Abbot and asked that what time he would require riding round the earth. The third question asked by king before him was that what he was thinking at the time.

33-36

'O, these are hard questions answer your grace.'

Explanation

In these lines poet says that in response to three questions of king the Abbot replied that those were difficult question for a man of poor intelligence like him. He could not want to answer at the moment. So he would be given time of three weeks to answer.

37-40

Now three weeks' space to forfeit to me.

Explanation.

In these lines poet says that king asked that he gave him three weeks period. But it might be longest time that he lived, because if he failed to reply the questions at the end of that period. He would die and possessions would be confiscated.

41-44

Away rode the abbot an answer devise.

Explanation

In these lines poet says that the Abbot was sad and worried about the threats of the king and went away to find the answers of questions. He met many wise men at Cambridge and Oxford, but could not get answers from those learned men.

45-48

Then home rode good King John.



Explanation.

In these lines poet says that at last Abbot rode back home without finding any consolation. On the way he met his shepherd going to fold. He welcomed Bishop back home and asked him the news about the king.

49-52

Sad news, sad news..... from my body.

Explanation:

In these lines poet says that when Abbot returned home he told his shepherd that he was much grieved to tell him that he had only three days to live. Reason was that if he could not answer King's three questions within three days he would be beheaded.

53-56

The first is to tell him there.....he is worth.

Explanation

In these lines poet says that Abbot tells the shepherd about three questions of King which he had to answer. The first was that he had to tell the worth of king when he was sitting on his throne with his crown of gold on head and among his noble courtiers.

57-60

The second, to tell him,he does think.

Explanation:

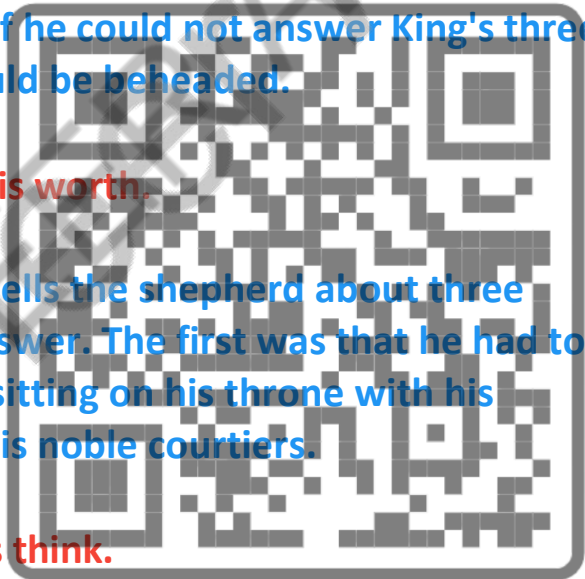
In these lines Bishop tells the shepherd about the second and third question put before him by King John. The second question was that in what period of time he would go round the world. The third question was that he might tell him unhesitatingly what he was thinking at that moment.

61-64

Now cheer up, sir abbot!answer your quarrel.

Explanation.

In these lines shepherd asks Abbot to be happy and says that had he never heard that even sometimes a fool may teach a wise man some



wisdom. Therefore he requested the Abbot to lend him his horse, his servants and his official dress and to allow him to go London in his place to answer King's questions.

65-68

Nay, frown not, if it hathfair London town.

Explanation:

In these lines shepherd requests the Abbot that he might not doubt his ability. He also asked him not to feel angry with because as people told that he resembled with him very closely. If he would only lend him his gown, he would look exactly like him and no body in the good city of London would recognize him that he was not Abbot of Canterbury.

59-72

Now horses and serving-men..... our father the Pope.

Explanation:

In these lines poet says that Bishop agreed with shepherd's suggestion. And told him that he would give him his horses and servants in their proper uniform. These brave and courageous men would serve him as attendants. The Bishop also promised him to give him his Crozier, miter, rochet and cope so that he might look exactly like true Abbot even before the Pope.

73-76

Now welcome, sir abbot ... saved shall be.

Explanation:

In these lines poet says that when shepherd reached in the court of King John in guise of Abbot no one recognized him. The king welcomed him as Sir Abbot. He appreciated his coming on the appointed day. King reminded him once again that his life would be spared and his property would be saved in case he was able to answer his three questions.

77-80

And first, when thou seest..... what I am worth.

Explanation:



In these lines poet says that the first questions which king put to shepherd was that he might tell him what was his worth while he was sitting on his throne among the courtiers of a noble birth and wearing the crown made of gold. King asked him to answer clearly, because he wanted to know his exact worth.

81-84

For thirty pence our Saviourpenny worse than He.

Explanation:

In these lines poet says that shepherd told the king that he had heard that Jesus the Christ was sold among the false Jews only for thirty pence. So his worth is twenty nine pence. Because he might be one penny lesser than the prophet of God.

85-88

The king he laughed, and whole world about.

Explanation

In these lines poet says that king laughed at the reply of shepherd. Then swearing by saint Bittel he said that he had never thought that he was worth so little. After it king John put his second question by asking that he should let him know how long it would take him to ride round the world.

89-92

You must rise with the sunyou ride it about.

Explanation:

In these lines poet has described the answer of the second question of the king John. Shepherd told the king that he should rise with sun and travel with its speed till it rises again in the next morning. In this way king would be able to travel round the whole world with in twenty four hours.

93-96

The king he laughed, and swore.....what I do think

Explanation:

In these lines poet says that when king heard the answer of shepherd to his second question he again laughed and swearing by Saint John



said that he had never thought that he could travel round the whole world in such a short time. Now he put his third question and asked the shepherd to tell him truly without any king of hesitation that what he was thinking about at that time.

97-100

Yes, that shall I do, and..... pardon for him and for me.

Explanation:

In these lines poet says that in response to king John's third question shepherd told him that he would certainly give him a proper answer which would also prove pleasant for him. He told the king that perhaps he was thinking that Abbot himself was in his presence. But actually it was only poor shepherd of his who was talking to him in the uniform of the Abbot. The shepherd begged his pardon for himself and for the Abbot of Canterbury.

101-104

The king he laughedwrite nor read."

Explanation:

In these lines poet says that on hearing shepherd's reply to third question the king laughed once again and said to the shepherd that he wanted to appoint him as Abbot of Canterbury in place of his master. But shepherd requested him that he should not take such decision in a hurry. Because he does not know reading and writing.

105-108

Four nobles a week, then,.....from good King John.

Explanation:

In these lines poet says that when shepherd did not accept the post of Abbot for himself then king announced a pension of four nobles a week for him as a reward for his merry jest. He also announced a pardon for old Abbot and asked shepherd to convey that happy news to his master the Abbot of Canterbury, from good King John when he returned back home



oem 7. Selections from Sur Khahori

Pre Reading.

1. Read the words given in the diagram and guess the theme of the poem.
2. Write the theme in the centre of the diagram.

Ans. Asceticism.

Exercise 1.

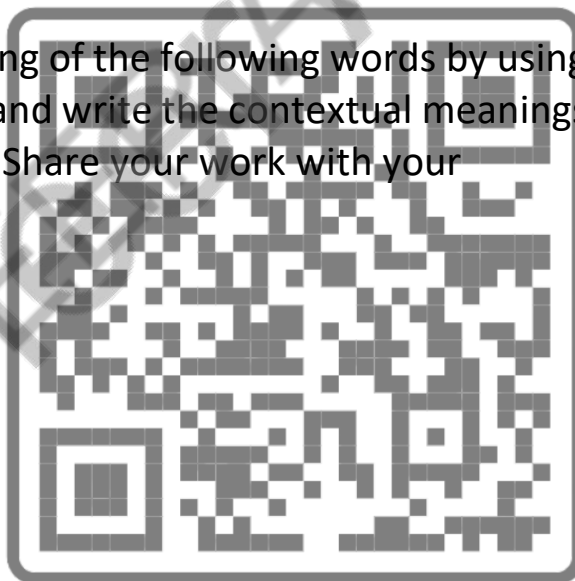
Work in pairs and find out the meaning of the following words by using dictionary. Read the poem carefully and write the contextual meanings against each word. After completing Share your work with your partner.

No.	Words	Contextual Meaning
1.	traversed.	Travelled across
2.	ascetics.	Self-denying
3.	ridge.	A long narrow hill top.
4.	desolation.	Barren
5.	grieving.	Mourning, lamenting
6.	highland.	Mountainous land
7.	Rambling.	Long winded
8.	Flicker.	Shine unsteadily.

Exercise 2

Read the poem again and encircle the correct option.

1. Khahoris trouble their bodies to attain their ____.



a. goal. b. class. c. earnings d. destination

2. Khahoris face severe _____ while achieving their goals.

a. criticism. b. conditions. c. hardships. d. all of them

3. Khahoris never take their _____ when they have goals.

a. property. b. care. c. followers d. none.

4. "Khahoris' faces are dry, on their feet are slippers old and torn" shows the _____.

a. struggle
b. emotion
c. hardships
d. pleasure

5. Khahoris recognition is like _____.

a. caravan in desert
b. raft in ocean
c. guide in mountains
d. safety in jingle

6. Khahoris can be found even where there is no trace of:

a. human beings
b. animals
c. birds
d. cattle

7. In fourth stanza, the word 'save' is used in sense of _____.

a. safety
b. preservation
c. together
d. except



8. True seekers can only be known to those who are for _____.
a. jungle dwelling
b. deserted abodes
c. mountain peaks
d. spiritual realm

Exercise 3

Work in pairs and read the above selection again: Comprehend it thoroughly and paraphrase it in simple words. After you have completed, share with your partner.

Ans. (Paraphrase)

In the above selected verses, the poet says.

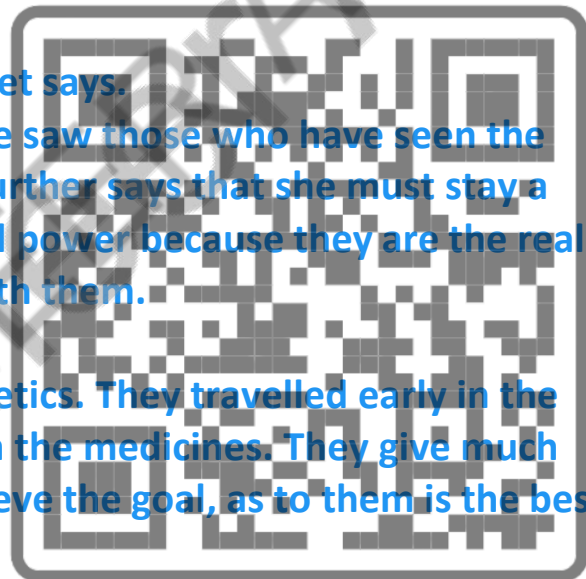
A daughter tells her mother that she saw those who have seen the one whom we urgently need. She further says that she must stay a night with them as she gain spiritual power because they are the real guide to take to the God; Who is with them.

They are called Khahoris means ascetics. They travelled early in the morning to the mountains to search the medicines. They give much pain to their bodies in order to achieve the goal, as to them is the best way to achieve the purpose.

They never take care while travelling. They went with unwashed face and bare footed. They go there, where the most elevated have not access to reach. They go secretly, to talk secretly, with whom who listen them secretly.

They lit fire there where a bird can't reach.

They will not be misplaced in jungle, they never forget the general path. They have given both worlds but they are full of knowledge.



Kahoris are still present among us. Those can find them who want to follow the spiritual path. When they found them they make their home close to them.

Exercise 4

Read the selection again and answer the following questions:

1. How is Khahori's character depicted by the poet?

Ans. Khahoris character is depicted according to their struggle. They have an ascetic character. They try to achieve that character by adopting many self denying activities. After a long period of struggle they succeed to achieve the spirit.

2. How do the Khahoris experience sleep?

Ans. If one night, we will sleep in the company of Khahoris, we will definitely achieve the spiritual power, because with them is the Lord of the world.

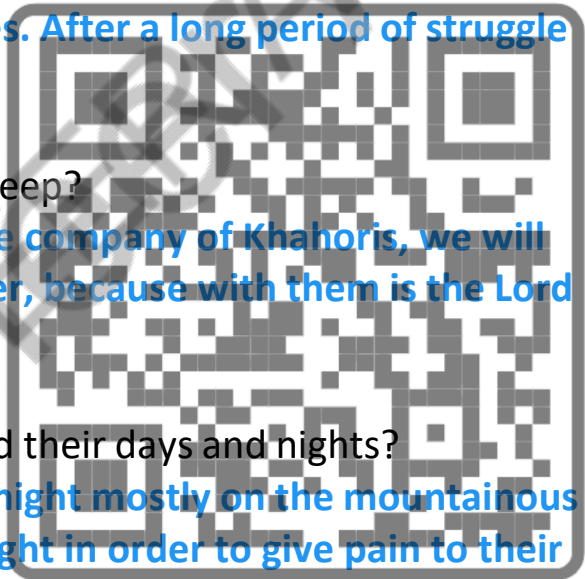
3. Where and why do Khahori's spend their days and nights?

Ans. Khahoris spend their days and night mostly on the mountainous places. They spend there day and night in order to give pain to their bodies. They use the philosophy of gaining spiritual power by giving pain to their external mass of the body.

4. What does the poet want to say when he says "Where not a trace of birds is seen, fire is lit"?

Ans. The poet here wants to tell the reader about the spiritual power of Khahoris. They have spiritual access that's why they can go there where no one can go easily. They reach there before the birds and make that place brighten.

5. What reward does a Khahori get after his hard work?



Ans. A Khahori gets spiritual power after his hard work.

6. Sur Khahori is the narration of Khahori's struggle. Elaborate.

Ans. Sur Khahori is one of 30 Surs of Shah Latif's poetry. In this Sur, Latif defines a Khahori and his struggle of satisfying his life. Khahori always tries to remain in search of spiritual power. He wants to make his soul permanent by giving up the desires of the world. In order to pious search, he sacrifices his worldly pleasures for the sake of his soul. He also gives pain to his body as though he can achieve the internal happiness.

7. Which poetic devices have been used in this poetry? Write with the examples.

Ans. The following poetical devices have been used in this poetry.

1. Metaphor.

Examples. Their recognition becomes a raft in this ocean of the world.

2. Hyperbole.

Example.

Those who gave up both the worlds.

3. Alliteration.

Example. Those on high way we're way land.

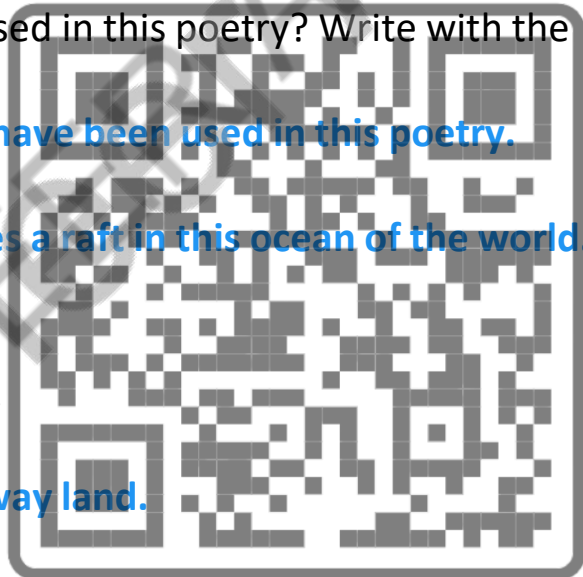
4. Irony.

Example. Where not a trace of birds is seen.

8. How do you express your emotions on the struggle of your friend or a family member?

Ans. I always become emotional when I see the struggle of the Carvans of Arbaeen. They travel the distance of Najaf and Karbala by walk. Their journey is spiritual. They also give pain to their body in order to gain the spiritual power.

Exercise 5



Work in groups of three. Compose your own poem on the theme of Search of Reality, using elements of poetry based on three stanzas. Each member of group should compose 1 stanza. Once your group has composed the poem, exchange it with other groups. [\(Self Work\)](#)

Exercise 6.

Work individually and write the central idea of the lines of Sur Khahori in your notebook. Once you have completed, exchange your work with your class fellows.

Ans. The central idea of the lines of Sur Khahori is that a man should not give up his efforts while walking on the path of truthful people. They should select the difficult path. As much as they bear hardships, they will reach hastily to their destination. After toughness and difficulty, one can achieve a very high and strong destination, which can't be shattered in future in any case.

Exercise 7.

Work in pairs and give a critical appreciation of the poem based on the following aspects. Compare your work with your partner.

1. Poetic Diction.

The diction used in the poetry is not difficult. The figurative diction is used. It furthers beautifies the poems.

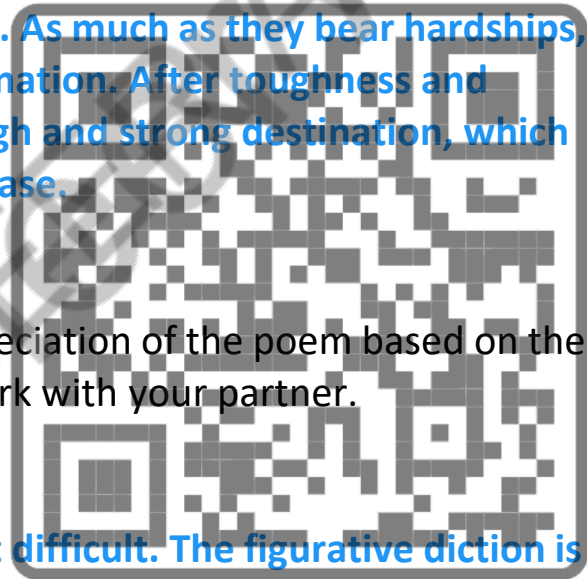
2. Theme

Ans.

There are two main themes in the poem which are 1. Ascetics and 2. Their Struggle to gain the Spiritualism. Kahoris are ascetics here, they select the path of difficulties to reach the spirituality.

3. Structure

The selections are mostly divided into three lines (Tercet) except a couplet (two line). The couplet has a rhyming scheme, while all other



verses are in free verse. The selection is from a Sur of Shah Latif's poetry.

4. Language

The language used in the poem is elevated. It directly transfers from this world to the spiritual world. Some peculiar words are also used as 'khahori' is itself a struggle related words. Very selective and far fetched words are used. All in all, Latif has used the language fit to the poetry.

5. Message

The message of the lines of Sur Khahori is that a man should not give up his efforts while walking on the path of truthful people. They should select the difficult path. As much as they bear hardships, they will reach hastily to their destination. After toughness and difficulty, one can achieve a very high and strong destination, which can't be shattered in future in any case.

Exercise 8

Work individually and identify the poetic devices in the poem. Make a list of them and use them in your sentences. Share your work with your class fellows after you have completed.

Ans. The following poetical devices have been used in this poetry.

1. Metaphor.

Examples. Their recognition becomes a raft in this ocean of the world.

2. Hyperbole.

Example.

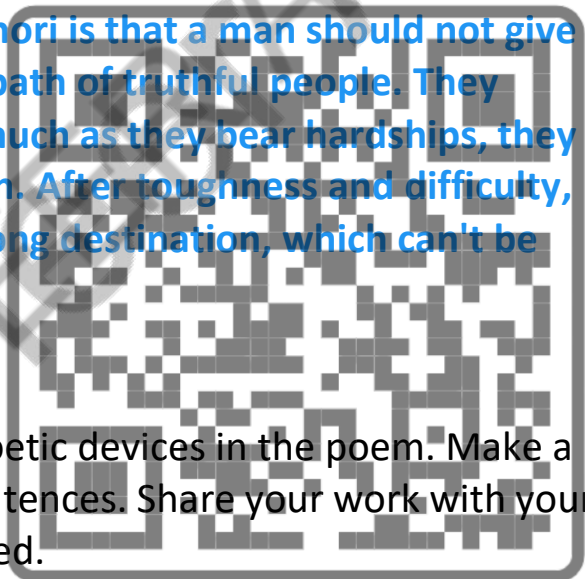
Those who gave up both the worlds.

3. Alliteration.

Example. Those on high way we're way land.

4. Irony.

Example. Where not a trace of birds is seen.



Exercise 9.

Work individually and explain the following lines. Write down your work in the notebook and share it with your class fellows once you have completed.

1-3

Mother! I saw those,raft in this ocean of the world.

Explanation.

These lines are from Sur Khahori of Shah Abdul Latif Bhitai. In these lines, the poet, through a girl, tells the approach of Khahoris. She tells her mother that she saw the people who are close to the creator. She desires to remain a night in the company of these people. They are like a raft in the ocean, which can save one's life. She also wants to save her life and is sure that the wanderers are the people who can save her by guiding the true path.

4-6.

Khahoris prepared..... they sought their goal.

Explanation.

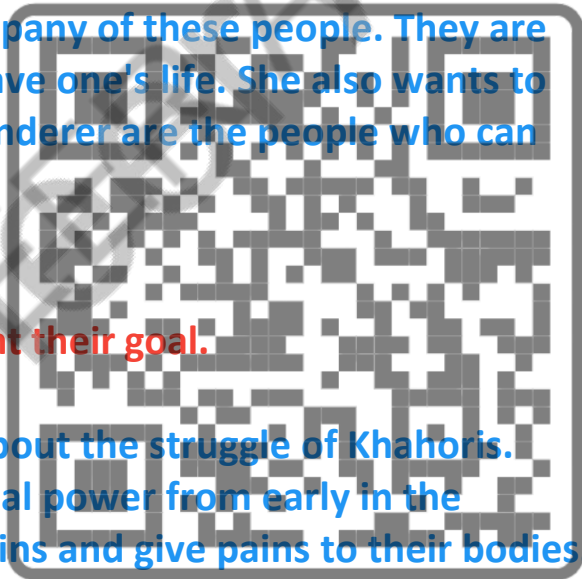
In these lines, the poet tells more about the struggle of Khahoris. Khahoris start their search of spiritual power from early in the morning. They travel to the mountains and give pains to their bodies. They are in view to be spiritually more and more strong. For achieving such strength they try to spend a difficult life. They prefer thorny path to the smooth one.

7-9.

Their faces are dry talk secrets of that far off land.

Explanation

In these lines the poet tells that Khahoris do not care about their outward personalities. They never wash their faces properly, they never put a good slipper in their feet. They travelled that place where all people can't go. They build inner personality, in which they



create secret language that helps them to communicate with their God.

10-11.

Where not a traceascetics can kindle it.

Explanation

In these lines, the poet tells that Khahoris try to go and spread knowledge there where even a bird can't go. They never fear to the hardships of life. They try to make the world bright every where.

12-14.

Those who went to jungleignorance saved.

Explanation

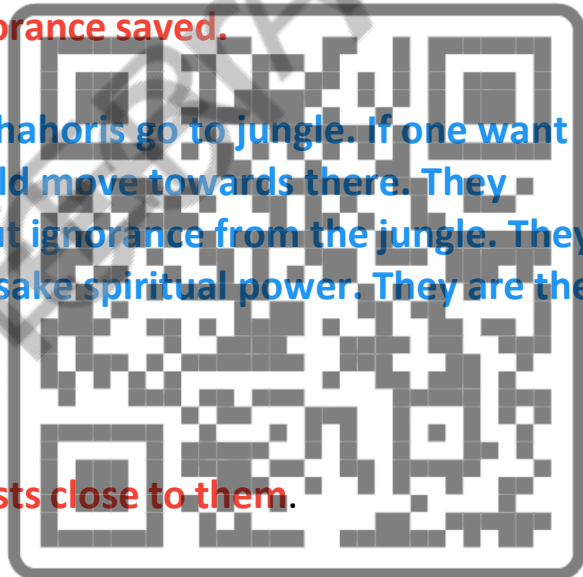
In these lines, the poet says that a Khahoris go to jungle. If one want to get spiritual awareness, one should move towards there. They prefer to go there in order to root out ignorance from the jungle. They have quitted the both world for the sake spiritual power. They are the sole to mitigate ignorance.

15-17

True seekers stillbuilt their nests close to them.

Explanation

These last lines are for the true seekers other than Khahoris. The poet says that if they want to search the truth, they should come close to their houses. From their houses they can search the spiritual realm.



ENGLISH NEW BOOK CLASS XI (STBB)

SECTION-C PLAY

“A VISIT TO A SMALL PLANET”

NOTES OF ALL EXERCISES OF
THE ABOVE PLAY

BY SIR AMEER ALI

JOIN
FOR
MORE!!!



SECTION-C: PLAY.

A VISIT TO SMALL PLANET.

Exercise 1.

Work in pairs and scan the text to write the synonym of the following words contextually. Use them in sentences. After completing, share your work with your partner.

No	Word.	Contextual Meanings.	Sentence
----	-------	----------------------	----------

1. impromptu.

Meaning. (unprepared.)

Sentence.

He made an impromptu speech about honor and responsibility.

2. lunatic.

Meaning. (a person who is mentally ill.)

Sentence.

He drives like a lunatic.

3. blazing.

Meaning. (Very hot.)

Sentence.

Quite a few people were eating outside in the blazing sun.

4. giddy.

Meaning. (feeling silly, happy, and excited and showing this in your behaviour.)

Sentence.

She was giddy with excitement.

5. reconnoitring.

Meaning: (Surveying, to obtain information about its geographical features or about the size and position of an army there.)

Sentence:

He was sent to Eritrea to reconnoitre the enemy position.

6. disposition.

Meaning: (The particular type of character that a person naturally has.)

Sentence:



She is of a nervous disposition.

7. primitive.

Meaning. (of, belonging to, or seeming to come from an early time in the very ancient past.)

Sentence.

The time when primitive man first learned to use fire.

8. seethe.

Meaning. (to feel very angry but to be unable or unwilling to express it clearly.)

Sentence.

The rest of the class positively seethed with indignation when Julia won the award.

9. unctuous.

Meaning. (excessively flattering or ingratiating; oily.)

Sentence.

He seemed anxious to please but not in an unctuous way.

10. fidgets.

Meaning. (uneasiness or restlessness as shown by nervous movements.)

Sentence.

There were two new arrivals, fidgeting around, waiting to ask questions.

11. sordid.

Meaning. (dirty and unpleasant.)

Sentence.

There are lots of really sordid apartments in the city's poorer areas.

12. resonant.

Meaning. (continuing to sound.)

Sentence.

His words were resonant with meaning.



Exercise 2

Read the statements and encircle the correct option.

1. The play takes place in a small suburb in _____.

- a. [Maryland](#)
- b. Washington
- c. Virginia
- d. Indiana

2. Spelding _____ flying object in space.

- a. accepts
- b. [denies](#)
- c. doubts
- d. confirms

3. Spelding criticizes John for growing _____.

- a. cabbage
- b. [walnuts](#)
- c. corn
- d. [peanuts](#)✓

4. Kreton appears to be in his _____.

- a. twenties
- b. thirties
- c. [forties](#)
- d. fifties

5. The impression of Kreton on seeing the inside of the house was _____.

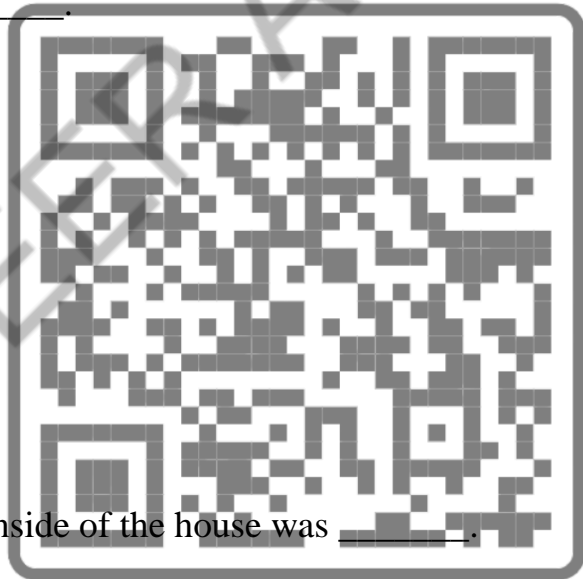
- a. disgusted
- b. [delighted](#)
- c. callous
- d. sorrowful

6. The spaceship landed in Mrs. Spelding's _____.

- a. [rose garden](#)
- b. petunia bed
- c. greenhouse
- d. vegetable garden

7. Kreton said that the earthmen were his _____.

- a. [hobby](#)
- b. ruination



- c. hope
- d. models

8. Kreton mistakenly thought that he had come to earth in the _____.

- a. 18th century
- b. 19th century
- c. 20th century
- d. 21st century

9. The first person who arrived to investigate the spaceship was _____.

- a. Powers
- b. Laurent
- c. President of the United States
- d. neighbour

10. Kreton said people on his planet did not _____.

- a. did not fight
- b. did not speak
- c. did not die
- d. did not love

11. Kreton's space ship was of _____ shape.

- a. elliptical
- b. oval
- c. circular
- d. triangular

12. John could not use the telephone because _____.

- a. Kreton had cut communication
- b. Spelding did not have any
- c. Powers declared martial law
- d. Spelding wouldn't give him permission

13. General Powers was thinking about _____.

- a. his promotion
- b. security of the country
- c. arrest of Kreton
- d. murder of the visitor

14. According to Kreton, civilization is just _____.



- a. at the ending
- b. at the beginning
- c. full bloom
- d. creeping

15. The elements of science fiction in this passage are most pronounced in _____.

- a. Kreton's supernatural abilities
- b. reactions to Kreton
- c. Kreton belongs to another breed of human
- d. hobbies of Kreton

16. Kreton placed an invisible wall around his spaceship because _____.

- a. the army told him to.
- b. the army was going to take it apart.
- c. the earth's atmosphere was damaging it.
- d. his own people had suggested it.

17. Powers accused Kreton of coming to earth _____.

- a. 100 years too soon
- b. to spread a mysterious disease
- c. to discover some natural resources
- d. to reconnoitre before an invasion

18. Kreton said John's thoughts about Ellen were _____.

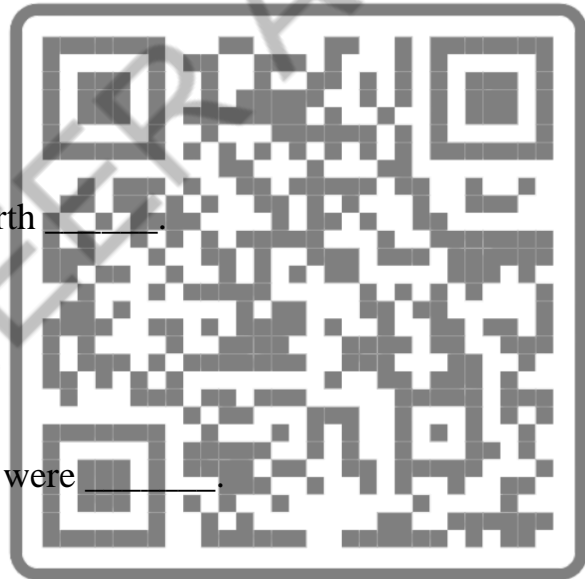
- a. black
- b. red
- c. purple
- d. yellow

19. Kreton considers human civilization _____.

- a. modern
- b. primitive
- c. conservative
- d. rational

20. Kreton intends to take charge of _____.

- a. rose garden
- b. Spelding's house
- c. USA



d. world

Exercise 3

Work in pairs. Skim through the text. First, write the name of respective character who said the following dialogues in Column B, and write the context of the dialogues in which character had said that particular dialogue in Column C. First one has been done as an example. After completing, share your work with your partner.

Column A (Dialogue)

1. Fair enough. All right, I'll stay on for a while.

Column B (character)

(**Kreton**)

Column C In the Context of

This statement or dialogue is said to Spelding when Spelding instructed him to stay because of General Power's interview.

2. He has no get-up-and-go. (Spelding)

This statement or dialogue is said to Ellen. Her father Spelding criticizes her Fiance John who is lazy.

3. I am a hobbyist. I love to gad about.

(**Kreton**)

This dialogue is said to Powers by Kreton in order to inform him his reason of visiting the Earth.

4. But I prefer the ones made of metal, the ones you used to wear, you know: with the feathers on top.

(**Kreton**)

This dialogue is said to Powers by Kreton. Kreton tells him about the costumes he want to wear.

5. Poor fragile butterflies, such brief little moments in the sun...

(**Kreton**)

The dialogue is said to Powers when he asks Kreton about the place from where



he comes.

6. I like his whiskers. They're so very... comforting.

(Mrs. Spelling)

This statement is said to Spelling when they were discussing about the alien and its physical appearance.

Exercise 4

Work individually and make a list of the elements of science fiction you find in the play. After you have done, compare your list with your class fellows.

1. Setting.

Setting of the play is America, which is perfect for science fiction.

2. Plot.

The plot of the play revolves around the Kreton (an alien) and his spaceship (a technological machine).

3. Characters.

(Kreton, Spaceship)

4. Examples

1. Kreton uses his scientific powers to land on the Earth.
2. He uses his technological powers to make an invisible wall around the saucer.
3. His scientific powers to stun the people.
4. The play also start with the broadcasting telling about the science and it's importance.

Exercise 5

Work in pairs and arrange the scrambled events in the order of their occurrence in the play by giving the number. After you have completed, share your work with your partner.

No	Events	Order
----	--------	-------

1.	Kreton arrives on the earth.	<u>(03)</u>
----	------------------------------	-------------

2.	General Powers comes with his Aide.	<u>(04)</u>
----	-------------------------------------	-------------

3. Kreton reads the mind of General Powers. [\(07\)](#)
4. General Powers orders to grab Kreton. [\(10\)](#)
5. John spots a spaceship. [\(02\)](#)
6. Kreton announces to take over the world. [\(09\)](#)
7. Spelding makes a broadcast and denies any spaceship landing on earth. [\(01\)](#)
8. Aide stops Spelding from making a call. [\(05\)](#)
9. Kreton reads the minds of John and Ellen. [\(08\)](#)
10. General Powers and Kreton have a conversation in the study. [\(06\)](#)

Exercise 6

Read the text and answer the following questions.

1. What is ironic about Spelding's broadcast at the beginning of the play?

Ans. Ironic about Spelding's broadcasting at the beginning of the play is that his own daughter has heard the broadcast but she has not understood even a single word of his father's broadcast. Example of the sentence said by Spelding reveals the clear use of irony. "It is not very flattering when one's own daughter won't listen to what one says while millions of people....."

2. Why is Spelding unhappy about the relationship between Ellen and John?

Ans. Roger Spelding is unhappy about the relationship between Ellen and John because he does not like his daughter's fiancé. John Randolph is not a hard worker ambitious. He is not an adventurer. Spelding does not like a person having no ambition. He is an adventurous man. He expects his son in law as an adventurous too...

3. Why did Kreton want to visit earth?

Answer: Kreton visited the earth to see the civil war in 19th century. Mistakenly he came one century later. To visit the Earth and her inhabitants was his hobby. Therefore, he took a lot of interest in Earth. He visited the Earth as a tourist, then he decided to take the charge of the world.

4. How is Kreton able to communicate with the people on earth?

Ans. Kreton is able to communicate with the people on Earth because he has power to read the minds of people. He reads the language inside the minds of people.

5. Describe the reaction of different characters to Kreton's visit?

Ans.

1. Roger Spelding believes it as a meteor.

2. Mrs. Spelding likes its personality but does not like its way of landing on her Rose Garden. He worries about her beautiful garden.

3. Ellen is fearful and excited to know about Kreton and his spaceship. She enjoys to be with the alien.

4. John also wants to be with the new strange thing. He wants to examine Kreton and its spaceship just for having fun. He is really excited to know more and more about the alien.

5. General Powers expects Kreton as a spy or a hostile enemy of men. He takes him as an invader.

6. Aide becomes confused and excited after looking the strange creature.

6. Why is General Powers paranoid about Kreton's visit?

Ans. General powers was paranoid about kreton's visit because he suspected kreton as an spy of outer planet who came here on the Earth to explore the secrets in order to invade and destroy the planet. He further suspected him to leak the secrets to another aliens to plan the destruction of the Earth.

7. What restrictions are imposed on Spelding's family?

Ans. The Spelding's house is kept under Martial Law. No one can leave the house. They are also forbidden to use the phone. For their movement they need to the permission of Powers.

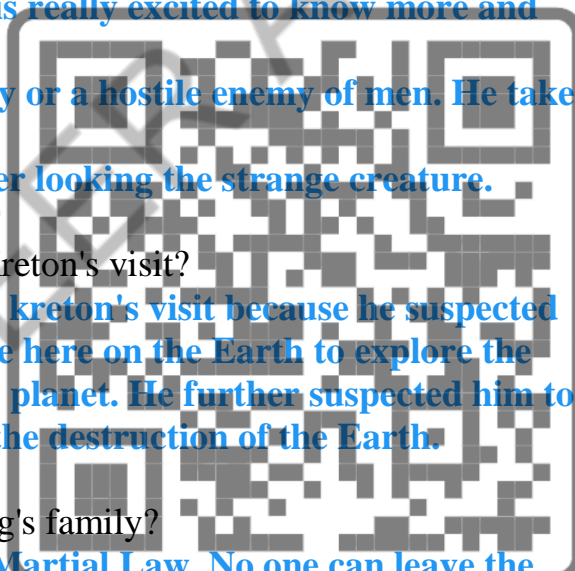
8. What extraordinary powers does Kreton possess, and how does he exhibit these powers?

Ans: Kreton is a wonderful creature. He proves his extraordinary powers in various ways. He has the following powers he shows on many occasions.

* He has power to take over the charge of the world. He tells it many times to Powers.

* He has power to read the minds of the people. He reads the minds of almost all the characters.

* He has power to create a shield around him and his spaceship. When his ship is ordered to be moved he makes a circle line round the spaceship and it can't be



moved by anyone.

* He has power to know all the languages of the world. Because he can read the mind of every person.

9. Why does Spelding want Kreton to stay?

Ans. Spelding wants Kreton to stay with him in his house because he shows hospitality to him. He thinks the visitor is tired after a long travel. Secondly, he also intends to interview this strange creature in his television broadcast.

10. Why did Kreton's friends consider him pervasive?

Ans: Kreton's friend considered him pervasive (perverse) because he was interested in earth primitive society. But it was his taste that he loved the people and he wanted to be native.

11. How does Kreton reveal that he does not have any favourable view of earthlings?

Ans. At the end of the play Kreton reveals that the people of his planet are not interested in visiting earth, but he is interested because he wants to take charge of earth and rule all of you.

12. How does Kreton foil General Power's attempts to confine him?

Ans. Kreton with his technological powers foils General Power's to arrest him. He makes General Power and Aide stun and challenges them to arrest him.

13. Who is Aide? What is his role in the play?

Ans. Aide is the captain in the army. He works under the custody of General Powers. He plays a minor role in the story. His role is just to follow the instructions of General Powers who instructs him to investigate the spaceship, arrest the Kreton, maintain the Martial Law, etc.

14. How did Aide describe Kreton's spaceship?

Answer: He described that Kreton's Spaceship was elliptical, with a fourteen feet diameter. And It was made of an unknown metal which shined and inside there was not anything.

15. Describe the main comic incidents of the play?

Ans. There are many comic scenes in the play 'A Visit to a Small Planet'. Actually, the play is comic in nature. Kreton and his Spaceship, are also comic creatures. The most comic incidents are the landing of Kreton. How he lands, how he looks like, his costumes, his whiskers and his way of talking are all comic in nature. Another comic incident is General Powers' visit to Spelding's house



and his meeting with Kreton. He starts the dialogue by calling Kreton as a joker. The story ends with a comic scene. Kreton's way of making stunned to the all worldly characters. After then, his yawning and noticing Mrs. Spelding's Rose Garden is also comic ending of the play.

16. How is media depicted in the play?

Ans. In the play, freedom of media is criticized. It is depicted as an unfair. The higher authority can control and use it as they want... The play starts with the broadcasting of Roger Spelding. In his whole broadcasting, he says those things which are instructed to him by General Powers. He does not feel freedom to say what he wants to say. As his wife says that they always like his broadcasting. He also uses the word Starve. It means if he does not follow the instructions during broadcasting, they will die of hunger.

17. The play is a satire on American society. Discuss.

Ans. "A Visit to a Small Planet" can certainly be read and enjoyed as a satirical play. Satire creates its effects by mocking human behaviors and assumptions in an effort to raise a reader or viewer's awareness of what the satirist sees as their foolishness. In the play the America society is targeted. The family system is not following any particular rules. Each three members of Spelding's family have different ideas opposite to each other. No one is ready to follow another. Only outward behaviours are respected.

The media is also satirized. The media works not freely, but it just works to follow the instructions of the persons who are in power. Army in particular and bureaucracy in general is targeted. The officer behaviour towards the inferior is not good. The Americans are also not ready to accept the importance of newness. In his satirical play, Gore Vidal tries to reveal a fresh life, full of technology, the American needs.

18. How does the playwright expose the inferiority of the present race to that of the future?

Ans. Kreton represents the future race. He exposes the weakness of the present race by calling it in its primitive stage. The residents of present age have not yet made the mind to change themselves as per need of the time. The coming race would be more powerful and aware how to control mind and emotions. As the people of the current age are impatient, stubborn and having no power to control their own ideas. They are lag behind in development from the upcoming advanced age.

19. Describe the arrival of the flying saucer in your own words.



Ans. The flying saucer slowly alights at the Rose Garden in the house of Mr. and Mrs. Spelding. The house is in Maryland, USA. It lands slowly and strangely. The pilot (Kreton) comes out patiently. He is in strange costumes.

20. How much advanced is the civilization of Kreton than of the Earth?

Ans. The civilization of Kreton is much more advanced than of the Earth. They have power to control their thoughts and emotions. They can use flying cars to travel. They are immortal. On the other hand, the Earth people are at the beginning of their civilization. They are mortal and do not have any control over their emotions and thoughts.

21. Why can the people of earth not compete with people of Kreton?

Ans. The people of Earth cannot compete with those of Kreton. They have not yet achieve the tricks and powers to handle the situation masterly because they are in their initial stage. They have to learn more and more for perfection. While the people of Kreton are well trained and much more advanced as compare to the Earth. They know the proper use of their minds. They know how to control and handle the people of other civilization.

22. What type of life do you foresee in the year 5000?

Ans. I foresee a wonderful life in the year 5000. The People will be perfect. Because of technological developments they will be able to travel in flying cars. They will have enough power to read and hear the human mind. They will make themselves immortal.

23. What are the literary elements used in "Visit to a Small Planet," and how they enhance the story?

Ans. The following literary devices are used in the play

Satire

"Satire" is any work of art that uses ridicule, humor, and wit in order to criticize and provoke change in human nature or social institutions. The play examines (and pokes fun at) contemporary ideas about war, the fear of "foreign" invasion, and attitudes towards inferior sex. Vidal satires military, bureaucracy and social media. Family system is also satirized.

Black Humor

"Black humor" refers to comedy created by means not usually regarded as proper subjects for laughter. For example, although Visit to a Small Planet is a comedy. The plot concerns an impending nuclear war and the destruction of the entire world for one person's amusement.



Irony

The play starts the ironical broadcasting. The ironical views of Spelding about the existence of spaceship. The irony of his daughter and mother when they confirm their attention towards the broadcasting they don't understand any single word. The play itself is an irony because the aliens are not yet confirmed as the creation.

24. Who is your favourite character in this play and why?

Ans. Ellen, the daughter of Mr. Spelding is my favourite character. She is energetic, caring and true lover. She becomes excited when she sees Kreton. She calls many times to John (her fiancé) as he can not be harmed by the strange creature. She cares a lot for her future husband because she loves him by heart. She teaches lesson that everybody should be caring and loving.

Exercise 7

Suppose an alien visits the Earth from another planet. Work in pairs and prepare a list of your questions that you would ask the alien. Next, prepare the alien's answers. After you have completed, share your work with your class fellows.

Ans. If an alien visits the Earth I will ask the following questions from him/her.

0. Who are you?

Alien. I am an alien.

1. What do people call you?

Alien. People call me Kreton.

2. Where are you from?

Aline. I am from another planet.

3. What is the life on your planet?

Alien. It is very simple life on our planet. People live cooperatively and never to harm another.

4. Why do you look like a joker?

Alien. It is because of my costumes. We wear such type of costumes different from yours so that I seem to you a joker.

5. Are all others on your planet wear such type of odd dress?

Alien. Yes. We all wear this type of dress. This is our traditional dress.



6. Why have you come here on our planet?

Alien. I like the greenery of your planet. I love it. So that I visited to your planet.

7. Are not you an spy?

Alien. No. On our planet, people never think or plan to harm others. So that I am not an spy. I just came here for enjoying the beauty of the planet.

8. Which thing do you like more on Our earth?

Alien. Your hospitality. I like the way you speak, behave and serve. It is really amazing.

9. What is famous on your planet?

Alien. 'Lambha Dancing' is famous on our planet. It is a type of dancing we use to do collectively on the beat of saucers.

10. Do you usually visit to our planet?

Alien. No. I was interested. But this is my first time to visit your planet.

Exercise 8

Work individually and sketch the following characters with the help of below given mind map. Once you have completed, share your work with your class fellows.

Characters.

a. Mr. Spelding

Mr. Spelding is a major character in the play. He has the following qualities.

Personality Traits

He is a middle-aged, unctuous and resonant.

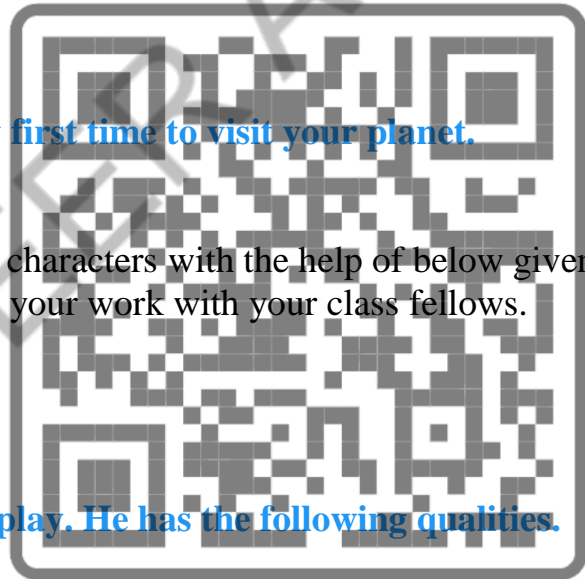
Role

He plays a role of TV Broadcaster in the play. He is a major character in the plays. He plays a vital role in the developing of story.

Actions

1. His broadcasting about the Spaceship. He denies the new technology.
2. His protest against the marriage relationship of his daughter Ellen and John.
3. His protest against the Martial Law at his house.

Others Opinion



Professionally, he is sincere and honest. He cares for his family a lot. He is an adventurous and ambitious. He is proud of American. He is an American in nature. Over all he is a sincere person.

b. Mrs. Spelding

Personality Traits

She is bored and vague. She knits passively while his husband talks at his desk.

Role

She plays the role of a wife of A TV Broadcaster and the owner of the Rose Garden where Kreton is landed with his spaceship.

Actions

She interrupts and favours her daughter against her husband. She also favours John while her husband is talking about him. She protests against the Kreton who spoils her Rose Garden.

Others Opinion.

She is fashionable lady. She cares her fashion a lot. When she sees Kreton she likes his whiskers a lot. For that she goes to her make up room and use it to beautify herself. She has no sacrificial sense. She always worries about her Rose Garden. Except, she has a sympathetic nature. She sympathizes with John and her daughter.

c. Ellen

Personality Traits

She is lively, energetic and beautiful girl of twenty. She fidgets as she listens.

Role

She plays as a role of a daughter of the TV Broadcaster whose house is used for the setting of the play.

Actions

She goes against her father in the matter of her marriage with John. She favours John and his work.

She interferes and requests Kreton to read her and John's minds.

Other Opinions.



She is a lover and always favours John, his fiancée. She is caring because she cares John a lot while he goes near to Kreton and his spaceship. She is sensitive and fanciful too. Over all, she is nice of nature.

d. John

Personality Traits

Young and energetic boy.

Role

He plays the role of a fiancée and the first person who notifies the appearance of Kreton and its spaceship.

Actions

Comes and witnesses first the appearance of Kreton and his spaceship. First person goes very close to the alien. Worries about the family who don't know where he is.

Others Opinion

He is hard worker but not ambitious. He has his own farmhouse. He sits and works there but never tries to do an adventurous work. He has purple thoughts about Ellen.

e. General Powers

Personality Traits

Middle-aged General, greedy of promotion and proud of America. He is disciplined and sober person.

Role

He plays a major role. In some sense he can be said a villain of the play. He plays an antagonist role against Kreton.

Actions

He comes with his equipped army to arrest the Kreton. He imposes Martial Law in the house of Spelding. He warns Kreton to surrender. He also talks to the president of the United States.

Others Opinion

He is an honest army officer. He works first for his country then for his promotion. He is boast of America. He represents a true American. Over all, he is disciplined and sober officer.



f. Kreton

Personality Traits

He is forty years old. He is a mild, pleasant looking man with side whiskers and dressed in the fashion of 1860.

Role

He plays major role in the play. He is the hero of the play. The play surrounds his role.

Actions

He reads the minds of the earthen people. He encounters with General Powers. He stuns the army of General Powers.

Others Opinion

He is kind and soft nature person. He speaks kindly to every one. He has full control over his mind and emotions. He never hurries to do the things. He does the things on the exact time.

Exercise 9

Work in pairs and compare and contrast between 'life on earth and on Kreton's planet'. After you have done, share your work with your partner.

Answer: The people of the two planets have no comparison as the people belonging to Kreton's planet are much more advanced than those of the Earth. They can operate cars without any instruments; they can travel huge distances in a day and can speak all languages. The people of the Earth cannot compete with them as they are far more learned and have progressed a lot. They are free from hatred and are not in the favour of violence. We can determine from the character of Kreton that they feel pride in the service of mankind and are highly sophisticated people. Furthermore, they possess extraordinary powers which are complete myths for humans. They can listen to the minds of other people and we see in the play that Kreton creates an invisible wall around the spaceship. He proclaims that the human civilization is just beginning and upholds the primitive traits. The statement is quite appropriate as we are far backward in comparison to the people of Kreton's planet.

Exercise 10

Work in pairs and summarize the play in your words. After you have summarized, exchange the work with each other.



The Play 'A Visit to a Small Planet' is written by Gore Vidal, an American playwright. It is a reflective comedy. It contains the elements of adventure, suspense, and Comments about the modern civilization. Kreton, a mystery character from other planet, is the central character.

The play starts with the broadcasting of Spelding in his own home in Silver Glen, Maryland (America). Roger Spelding, with his wife, a daughter and two technicians, denies the presence of spaceship. After broadcasting, they start to discuss the household problems. As, Ellen, his daughter, ironically praises the broadcasting of his father. He criticizes John with whom Ellen is going to be married.

Suddenly, the characters face conflicts, while they see an strange creature landing on the Rose Garden of their house. John points out the spaceship first. They have different ideas about it. Some call it a meteor while others deny it. The story goes towards the climax, when Kreton, an alien, comes out from the spaceship. Spelding calls out General Powers, an army man, who confirms to come soon. After a short discussion with Kreton, they notice the arrival of General Powers with his troops.

From here, the climax of the story starts. General Powers imposes Martial Law in the house of Spelding. No one is allowed to move from the house. The general warns Kreton to surrender otherwise, he will be destroyed.

From here the events leads to the ending of the story. Kreton, tells kindly the reason of his coming to the Earth. He confirms that he is neither an spy nor an observer. At last, when General Powers orders Aide to grab him, he shows his super powers. He makes an invisible wall around the spaceship, after it no one can touch it. He also stuns General Powers, Aide and all other Soldiers. At last, he goes to sleep. The play ends here. (Curtain)

Exercise 11

Work in pairs. Read the play again and identify the elements (i.e. plot, character, dialogue, and setting). After you have identified, write their examples from the text in the table given below.

Plot

Character

Dialogue

Setting



1. Plot.

The story of the play starts with Spelding's broadcasting. Over all, plot revolves

around the Kreton's visit to the Earth. Kreton, an alien, visits here to observe and enjoy this planet. General Powers, represents this planet, encounters the alien. The people of this planet try to resist the alien but fail due to the lack of technological advancement. The play ends with funny scene of stunning the earthly characters by Kreton.

2. Characters.

1. Roger Spelding (TV Broadcaster)
2. Mrs. Spelding (Wife of Roger Spelding)
3. Ellen (Daughter of Roger Spelding)
4. John (Ellen's fiancé)
5. General Powers (Army Man)
6. Aide (Captain and work under General Powers)
7. Kreton (Major Character)

Dialogue

Satirical, ironical, serious and some comic dialogues are used in the play.

Setting

The setting of play is pure American. The time mentioned is 19th and 20th century. The play starts and ends in Maryland, America.



ENGLISH NEW BOOK CLASS XI (STTB)

VIBRANT TIMES ACADEMAY
SIR AMEER ALI 0308-2908884

NOTES OF GRAMMAR SECTION

ALL EXERCISES SOLVED OF FOLLOWING UNITS

**JOIN
FOR
MORE!!!**

1.4

2.4

3.4

4.4

5.4

6.4

7.4

8.4

9.4

10.4



BY SIR AMEER ALI



UNIT 1.4 GRAMMAR

Use of Colon (Advance Usage)

Colon is used to draw attention to specific information that follows.

Uses

to introduce items in a long list

Example:

I will bring for you: pop, chips, napkins, and plates.

to introduce a quotation

Example:

Now, no expert agrees to: "Spare the rod; spoil the child."

> to introduce an explanation or definition

Example:

The dog and cat finally found something in common: enjoying a peaceful sleep in front of a warm fireplace.

Example:

The dog and cat finally found something in common: They both enjoy sleeping in front of a warm fireplace.

► to highlight a situation, especially if it seems a bit dramatic.

Example:

Running along the cliff, the hiker knew he had only one chance to escape from the charging beast: jump.

(Solved)

Exercise 1

Work in groups and punctuate the following sentences by inserting a colon where appropriate. After completing, share your work with other groups.



1. There is only one reason for this problem: he never learned to drive properly.
2. My morning routine looks like this: wake up, brush my teeth, and run to school.
3. We have set a house rule: do your homework before watching television.
4. My final answer still stands: "No!"
5. I enjoy reading novels by Jane Austen: they are among my favorites.
6. I gave you the spray bottles for one reason: to clean the windows.
7. You will need the following ingredients: milk, sugar, flour, and eggs.

Transitive and Intransitive Verbs

Transitive Verbs

A transitive verb transfers an action to its object

For Example:

We played basketball.

S V O

In the above example, the verb **played** transfers action to its object-basketball.

You can figure out the direct object by using this question format: "The subject did what?" or "The subject [verb] what?" For example, 'What did you eat?' or 'With whom did you play basketball?'

By asking these questions, you are asking, who or what' receives the action of the verb.

Direct and Indirect Objects

A transitive verb can take more than one object.

Example: Deevan gave his sister (indirect object) a laptop (direct object).



Intransitive Verbs

An intransitive verb does not take an object because it does not transfer any action

For example

We walked.

S V

In the above example, the verb does not have an object to receive the action.

Note: Some verbs are used both as transitive and intransitive

Exercise 2

Work in pairs and determine if the italicized verb in each sentence is transitive or intransitive. After you have completed, share your work with your partner.

No.	Sentence	Transitive/Intransitive
-----	----------	-------------------------

1.	Sara found the purse. (<i>Transitive</i>)	
----	---	--

2.	I lived in Islamabad for a very brief period. (<i>Intransitive</i>)	
----	---	--

3.	I make an excellent chicken curry. (<i>Transitive</i>)	
----	--	--

4.	Nabeel heard a lovely song in the morning. (<i>Transitive</i>)	
----	--	--

5.	The prosecution proved the defendant's guilt. (<i>Transitive</i>)	
----	---	--

6.	He delivered presentation. (<i>Transitive</i>)	
----	--	--

7.	I worked for ten hours yesterday.	
----	-----------------------------------	--



(Intransitive)

8. She advised me to consult a doctor.

(Transitive)

9. Let us invite your cousins as well.

(Transitive)

10. I waited for an hour.

(Intransitive)

11. I received your letter in the morning.

(Transitive)

12. I am going to send her some flowers.

(Intransitive) Check plz

13. He has changed a lot since he got married.

(Intransitive)

14. Suddenly the child woke up.

(Intransitive)

15. The loud noise awoke me.

(Transitive)



Exercise 3

Work in pairs and make sentences of same transitive and intransitive verbs. After completing, compare your work with your partner. An example has been given below.

Transitive

1. Move

Could you move your car please?

2. Start

I have started my new job.



3. Change

Nurse changes the sheet.

4. Close

She closed the door.

5. Open

She was opening the window.

6. Stop

I stopped the bus.

7. Walk

He walked the showcase.

8. Run

He runs a hotel.

9. Live

He lives and breathes football.

10. Wash

The cool washed the dishes.

Intransitive

1. The trees were moving in the breeze.

2. The car does not start.

3. I went to bed to change.

4. He sits close to me.

5. The guard sits here to open the gate.

6. She stops in the mid of speech.

7. He is walking in the streets.

8. He runs fast.

9. She lives in Karachi.

10. The clothes are for wash.



Exercise 4

Work individually. Brainstorm and make a list of the verbs in middle used in both transitive and intransitive in a Vann diagram other than list of verbs given in exercise 3 & 5.



Transitive

Intransitive

1. Both
2. Read
3. Understand
4. Drive
5. Play
6. Returned
7. Grow

Exercise 5

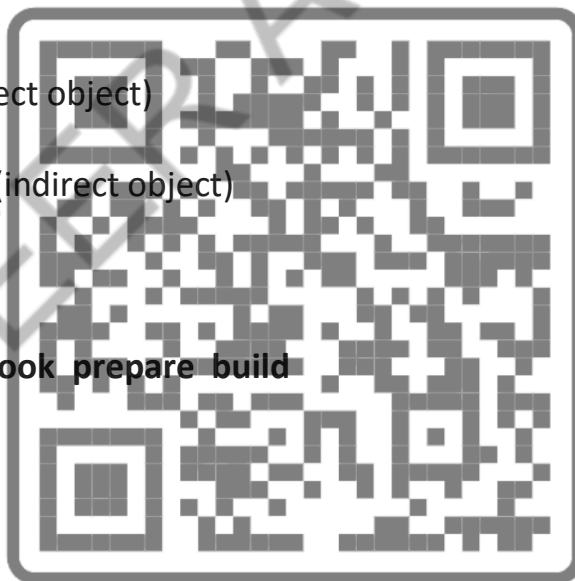
In pairs, make sentences of any ten verbs given below with direct and indirect objects. After completing, share your work with your partner. An example has been done for you.

- My mother bought me a new dress. (direct object)
- My mother bought a new dress for me. (indirect object)

award offer send feed promise
grant mail present lend post bake pour book prepare build
knit reserve sing order provide

Direct Object

1. He awards me a prize.
2. They offered me a new job.
3. She sent me a gift.
4. I promised him a gift.
5. Principal granted me leave.
6. I mailed him the notice.
7. She presented me a diary.
8. Kindly lend me your car.
9. He booked him a cake.
10. I posted her a letter.
11. He bakes him a cake.
12. I poured him a glass of water.
13. He booked me a room in restaurant.



14. My mother prepared me lunch.
15. Shah Jahan built his wife Taj Mahal.
16. My sister knitted you a sweater.
17. He reserved his friend a seat.
18. He sings her a song.
19. He ordered me a bottle.
20. They provide us shelter.

Indirect Objects

1. He awards a prize to me.
2. They offer a new job to me.
3. Ali sent a car to me.
4. He feeds a meal to him.
5. I promised a gift to him.
6. Principal granted a leave to me.
7. I mailed the notice to him.
8. She presented a diary to me.
9. Kindly lend your car to me.
10. I post a letter to her.
11. He baked a cake for him.
12. I poured a glass of water for him.
13. He booked a room in restaurant for me.
14. My mother prepared lunch for me.
15. Shah Jahan built Taj Mahal for his wife.
16. My sister knitted a sweater for you.
17. He reserved a seat for him.
18. He sings a song for her.
19. He ordered a bottle to me.
20. They provide shelter to us.



Unit 2.4 GRAMMAR

Use of Semicolon



You probably have used semicolon in your write up work. Let us learn its proper use in the sentences.

Rule 1: To join two related complete thoughts without using a conjunction.

Example: The storm began just as the students were leaving: Maliha was glad she had taken her umbrella with her to the school.

Rule 2: To join the two independent clauses with the use of conjunctive adverbs (transitional words or phrases)

Example: The storm began just as the students were leaving; consequently, Maliha was glad she had taken her umbrella with her to the school.

Exercise 1

Work in pairs and insert semicolons as needed in the following sentences. Once you have completed, compare it with your partner.

i. All the shops in our area used to be closed during the lockdown now they're open all day.

i. All the shops in our area used to be closed during the lockdown; now they're open all day.

ii. The government has wiped out all encroachments consequently the roads outside the shopping malls have become wider.

ii. The government has wiped out all encroachments; consequently the roads outside the shopping malls have become wider.

iii. Because there was heavy fog in the morning the services at the airport were closed.

iii. Because there was heavy fog in the morning; the services at the airport were closed.

iv. Babar was not excited about his seventeenth birthday however his spirits improved when he opened his presents.

iv. Babar was not excited about his seventeenth birthday; however his spirits improved when he opened his presents.



Exercise 2

Work in pairs and fix the errors in the use of semicolon in the following paragraph. After completing, share your work with your partner.

A good student is the one who is punctual, regular, and hard working, moreover, he has to be obedient to the teachers and respectful to class fellows. Teachers have to play a large part, the parents are equally responsible or developing such qualities. It goes beyond doubt that a nation's destiny makes in class rooms, therefore, the coordination between the teachers and the parents is must so that the destiny makers should be led in right direction. The world is growing more competitive with the the passage of time, and in this context, our present generation and the coming generations have to be jointly prepared by us.

A good student is the one who is punctual, regular, and hardworking; moreover, he has to be obedient to the teachers and respectful to class fellows. Teachers have to play a large part; the parents are equally responsible or developing such qualities. It goes beyond doubt that a nation's destiny makes in class rooms; therefore, the coordination between the teachers and the parents is must; so that the destiny makers should be led in right direction. The world is growing more competitive with the passage of time, and in this context; our present generation and the coming generations have to be jointly prepared by us.

Regular and Irregular Verbs

Regular Verbs

Regular verbs are the verbs which form their past and past participle forms by ending with 'd' or 'ed'.

I walked to the store.

"Walk" is in the simple past

I had walked to the store.

"Walk" is now in the past participle form.



Irregular Verbs:

A verb which does not form its past verb by adding the usual -ed ending. The irregular verbs form different spellings in their past and past participle forms

Examples

I went to the U.S. by plane.

My flight has taken six hours.

I felt happy when I arrived

- Many verbs are irregular in English Language. The list of some is given below.
- An irregular verb does not take the -ed ending.

The most common irregular verbs list

present.	Past.	Past participle
be.	was/were.	been
bear.	bore.	born
beat.	beat.	beaten
become.	became.	become
begin.	began.	begun
bet.	bet.	bet
bite.	bit.	bitten
blow.	blew.	blown
break.	broke.	broken
bring.	brought.	brought
build.	built.	built
burn.	burnt.	burnt
buy.	bought.	bought
can.	could.	could
catch.	caught.	caught
choose.	chose.	chosen
Know.	knew.	known
lead.	led.	led

present.	Past.	Past participle
be.	was/were.	been
bear.	bore.	born
beat.	beat.	beaten
become.	became.	become
begin.	began.	begun
bet.	bet.	bet
bite.	bit.	bitten
blow.	blew.	blown
break.	broke.	broken
bring.	brought.	brought
build.	built.	built
burn.	burnt.	burnt
buy.	bought.	bought
can.	could.	could
catch.	caught.	caught
choose.	chose.	chosen
Know.	knew.	known
lead.	led.	led



learn.	learnt.	learnt
leave.	left.	left
lend.	lent.	lent
lie.	lay.	lain
lose.	lost.	lost
make.	made.	made
mean	meant.	meant
meet.	met.	met
pay.	paid.	paid
put.	put.	put
read.	read.	read
ride.	rode.	ridden
ring.	rang.	rung

Exercise 3

Work in pairs and read the following text. Spot errors of regular and irregular verbs where necessary in the article given below.

Robert Goddard was born in 1882. When he was a child, he become interested in firecrackers and thinked about the possibility of space travel. He later became a physics professor at a university. In his free time, he builded rockets and took them to the field, but didn't fly. When he went back to his university after his failed attempts, the other professors laugh at him. In 1920, Goddard wrote an article about rocket travel. He believed that one day it would be possible to go to the moon. When the New York Times sawed his article, it reported that Goddard had less knowledge about science than a high school student. Goddard want to prove that the New York Times was wrong. In 1926, he builded a ten-foot rocket, putted it into an open car, and drove to his aunt's nearby farm. He put the rocket in a field and light the fuse. Suddenly, the rocket went into the sky. It traveled at 60 miles per hour to an altitude of 41 feet. Then it felled into the field. The flight lasted 2,1/2 seconds, but Goddard was happy about his achievement. Over the years, his rockets grewed to 18 feet and flew to 9,000 feet in the air. No one maked fun of him after he become successful. When Goddard died in 1945, his work did not stop. Scientists continued to build bigger and better rockets. In 1969, when the American rocket Apollo 11 taked the first men to the moon, The New York Times wrote "The Times regrets the error."



Robert Goddard was born in 1882. When he was a child, he became interested in firecrackers and thought about the possibility of space travel. He later became a physics professor at a university. In his free time, he built rockets and took them to the field, but didn't fly. When he went back to his university after his failed attempts, the other professors laughed at him. In 1920, Goddard wrote an article about rocket travel. He believed that one day it would be possible to go to the moon. When the New York Times saw his article, it reported that Goddard had less knowledge about science than a high school student. Goddard wanted to prove that the New York Times was wrong. In 1926, he built a ten-foot rocket, put it into an open car, and drove to his aunt's nearby farm. He put the rocket in a field and lit the fuse. Suddenly, the rocket went at the sky. It traveled at 60 miles per hour to an altitude of 41 feet. Then it fell into the field. The flight lasted 2,1/2 seconds, but Goddard was happy about his achievement. Over the years, his rockets grew to 18 feet and flew to 9,000 feet in the air. No one made fun of him after he became successful. When Goddard died in 1945, his work did not stop. Scientists continued to build bigger and better rockets. In 1969, when the American rocket Apollo 11 took the first man to the moon, The New York Times wrote "The Times regrets the error."

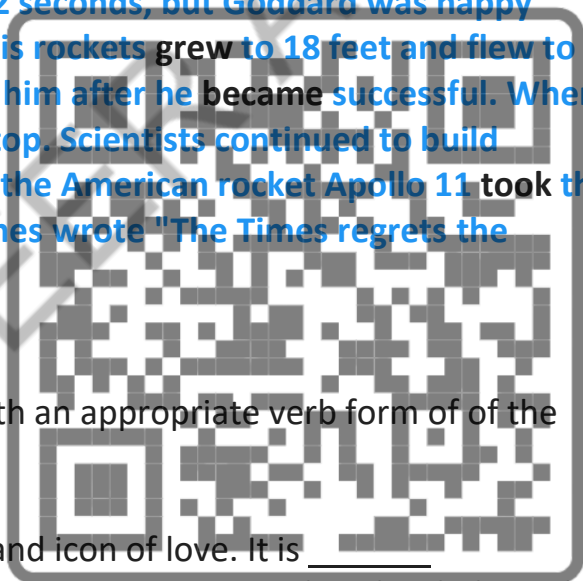
Exercise 4

Work individually, and fill in the blanks with an appropriate verb form of the verbs given in brackets.

Ajrak is a symbol of rich Sindhi culture and icon of love. It is _____ (appreciate) as such throughout Pakistan. It is a continuous cultural Link through centuries back to Indus Valley Civilization. Ajrak has equal significance for the rich and poor.

The motif and patterns on Ajrak _____ (be) traditionally _____ (produce) by resist block printing with unique technique to create varied patterns and designs with different colours. The printers may use up to 30 blocks to complete a design. Ajrak is _____ (manufacture) in various blends of deep crimson and ether defused blue colours. The production of traditional Ajrak is a complex process comprising twenty one stages and _____ (complete) almost in thirty days, by using only indigenous materials.

Cut to size cloth is _____ (coil) and _____ (wrap) on a copper vat and then _____ (soak) in Eruca Sativa seed oil for fifteen days. First printing of the white



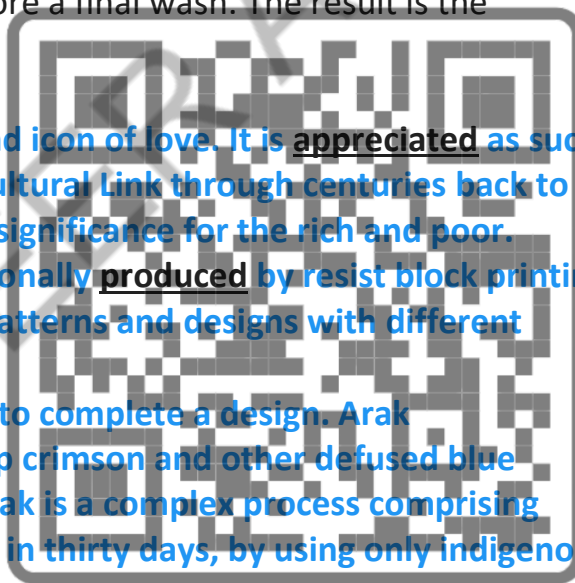
outline of the pattern by paste of lime and Acacia gum is _____(do), followed by printing of the black areas by ferrous. The cloth is further printed by a paste of gum, wheat flour, clay, alum, molasses and a number of herbs and spices. This process _____(protect) the part of cloth to get imprinted and rest of areas turn crimson when _____(dip) in the alizarin dye. After that, cloth is dipped in first cycle of indigo dye. In the next stage, water soaked fabric _____(be) dipped in alizarin in a copper vat to enrich the crimson to become deep in tone. Camel dung is _____(use) to remove excess tanning and make the white clear and brilliant.

Alternate drenching and drying help to bleach the fabric and also _____(facilitate) the maturing of the colours. The cloth is printed again with the mud-resist mixture and sprinkled with dry, sifted cow dung. About to complete, Ajrak then goes through another indigo dip before a final wash. The result is the precious and jewel-like Ajrak.

Ajrak is a symbol of rich Sindhi culture and icon of love. It is appreciated as such throughout Pakistan. It is a continuous cultural link through centuries back to Indus Valley Civilization. Ajrak has equal significance for the rich and poor. The motif and patterns on Ajrak is traditionally produced by resist block printing with unique technique to create varied patterns and designs with different colours.

The printers may use up to 30 blocks to complete a design. Arak is manufactured in various blends of deep crimson and other defused blue colours. The production of traditional Ajrak is a complex process comprising twenty one stages and completes almost in thirty days, by using only indigenous materials.

Cut to size cloth is coiled and wrapped on a copper vat and then soaked in Eruca Sativa seed oil for fifteen days. First printing of the white outline of the pattern by paste of lime and Acacia gum is done, followed by printing of the black areas by ferrous. The cloth is further printed by a paste of gum, wheat flour, clay, alum, molasses and a number of herbs and spices. This process protects the part of cloth to get imprinted and rest of areas turn crimson when dip in the alizarin dye. After that, cloth is dipped in first cycle of indigo dye. In the next stage, water soaked fabric is dipped in alizarin in a copper vat to enrich the crimson to become deep in tone. Camel dung is used to remove excess tanning and make the white clear and brilliant.



Alternate drenching and drying help to bleach the fabric and also facilitates the maturing of the colours. The cloth is printed again with the mud-resist mixture and sprinkled with dry, sifted cow dung. About to complete, Ajrak then goes through another indigo dip before a final wash. The result is the precious and jewel-like Ajrak.

UNIT 3.4 GRAMMAR

Pronoun-Antecedent Agreement

A pronoun must agree with its antecedent in number, gender, and person. An antecedent is the noun or pronoun that a pronoun refers to or replaces.

A- Agreement in Number

Singular and Plural Subjects

If the antecedent is singular, use a singular pronoun. If it is plural, use a plural pronoun.

Examples

- i. Because this cupboard is almost 200 years old, it is historically important.
- ii. The fittings in this house are noticeably different from their modern counterparts.

Compound Subjects

A plural pronoun is used to refer to nouns or pronouns joined by and.

Examples

- i. The tiny cupboard and dresser still have their original hardware.
- ii Sara and Sana have their own outfits for the party tonight.



A pronoun that refers to nouns or pronouns joined by or or nor should agree with the noun or pronoun nearest to it.

Examples

i. Neither the **scientists** nor **the administration** neglected **its** duties.

ii. Neither **the administration** nor the **scientists** neglected **their** duties.

A pronoun that refers to a collective noun should be singular if the collective noun names a group acting as a unit.

Examples

i. The **audience** is lauding the performance.

(singular - The audience is acting as a single unit)

ii. The **family** that owns the house loaned its treasure to the library. (singular - The family is acting as a single unit)

A pronoun that refers to a collective noun should be plural if the collective noun names the members or parts of a group acting individually.

Examples

i. The **class** has been waiting eagerly to see **its** new English teacher.

(singular - The class students are acting as single unit)

ii. The **family** wanted **their** friends to see the house.

(plural - The family members are acting individually)



Gender and Person

The **gender** of the pronoun-masculine (**he, his, him**), feminine (**she, her, hers**) or neuter (**it, its**) - must be the same as the gender of its antecedent. The **person** (**first, second, third**) of the pronoun also must agree with the person of its antecedent.

Examples

- i. **You** would be proud to see **your** work appreciated by future generations.
- ii. **We** will plan an excursion trip for the students to join **us**.
- iii. **Any actress** would like **her** creation to last for hundreds of years.
- iv. An **astronaut** conducts **his** or **her** experiments during the flight.

Exercise 1

Work in pairs and read the following paragraph. Look especially for errors in agreement between pronouns and their antecedents. When you find a pronoun error, cross out the incorrect pronoun and write the correct one above it. There will not be a mistake in every sentence. After you have completed, share your work with your partner.

(1) Kathy has always liked dollhouses, and she got an idea for a business from their hobby.

(1) Kathy has always liked dollhouses, and she got an idea for a business from her hobby.

(2) Now, she and her brothers make dollhouses for sale.

(No Error)

(3) Neither she nor her brothers give all of her time to the business.

(3) Neither she nor her brothers give all of their time to the business.

(4) Still, the team makes all its spending money from their sales.

4) Still, the team makes all its spending money from its sales.

(5) Kathy's elder brother assembles the pieces.

(No Error)

(6) He chooses the plywood, cuts it to scale, and assembles the pieces.

(No Error)

(7) Her younger brother, Max, paints the houses inside and out, giving it details like doors, windows, and shutters.

(No Error)

(8) While Murray and Max do his jobs, Kathy buys miniature furniture.

(8) While Murray and Max do their jobs, Kathy buys miniature furniture.

(9) Then she sews curtains, rugs, tablecloths, and bedspreads to make each house special.

(No Error)

(10) From October until mid-December, the crew takes turns selling its products at craft sale.

(No Error)

Exercise 2.

Work individually and encircle the pronoun that correctly completes each sentence. Also, underline the antecedent(s) of the pronoun. After you have completed, share your work with your class fellows.

i. Each of the boys on the team is wearing (his, their) new uniform.

i. Each of the boys on the team is wearing his new uniform.

ii. Many have expressed (his or her, their) support for our plan.

ii. Many have expressed their support for our plan.

iii. Neither of the women has told me (her, their) opinion.

iii. Neither of the women has told me her opinion.



iv. When the team scored a touchdown, the crowd threw (its, their) hats in the air.

iv. When the team scored a touchdown, the crowd threw their hats in the air.

v. Neither Ali nor his sisters have bought a gift for (her, their) brother.

v. Neither Ali nor his sisters have bought a gift for their brother.

vi. Scuba divers are taught that (you, they) should check (your, their) equipment.

vi. Scuba divers are taught that they should check their equipment.

vii. Samar and Qavi will present (his, their) routine before the other gymnasts do.

vii. Samar and Qavi will present their routine before the other gymnasts do.

viii. Not one hiker would set out without (his or her, their) compass.

viii. Not one hiker would set out without his or her compass.

ix. Yasmeen and her sisters shop for clothes here because (you, they) can find good bargains.

ix. Yasmeen and her sisters shop for clothes here because they can find good bargains.

x. Anyone who wants a job should bring (his or her, their) application to me.

x. Anyone who wants a job should bring his or her application to me.



B. Pronoun-Antecedent Agreement of Indefinite Pronouns

When an indefinite pronoun is the antecedent of a personal pronoun, the personal pronoun must agree in number with the indefinite pronoun. This chart shows the number of some common indefinite pronouns.

Infinite Pronouns

Always Singular

another each everything one

anybody either neither somebody

anyone everybody nobody someone



Anything everyone no one

Always Plural

Both

Few

many

several

Singular or Plural

all none

any some

Most

Use a singular pronoun to refer to a singular indefinite pronoun. The phrase 'his or her' is considered a singular pronoun.

Each of the cars has its sponsor's name painted on it. (singular)

Use a plural pronoun to refer to a plural indefinite pronoun.

Many of the cars are in their first race. (plural)

Some indefinite pronouns can be singular or plural. Use the meaning of the sentence to determine whether the indefinite pronoun is singular or plural.

Some of the equipment was still packed in its containers. (singular)

Some of the race teams were still looking for their equipment. (plural)

Exercise 3

Work in pairs and read the following text. Spot the errors of Pronoun Antecedent Agreement. After you have completed, share your work with your partner.

One of the most popular sports in Sindh is Malakhro. This popular sport is played annually at the Urs of Lal Shahbaz Qalandar. The renowned Malakhro players participate in this traditional event to showcase his strength to pull down its opponent players. The match begins with both wrestlers tying a twisted cloth around the opponent's waist. Each one then holds onto the opponent's waist



cloth and tries to throw them to the ground. Malakhro is one of the favorite sports among males in Sindh. Many of the players are professionals who earn their living by participating in this sport. Almost everybody in Pakistan has heard of this popular and traditional sports, even if they haven't seen it.

(Solved)

One of the most popular sports in Sindh is Malakhro. This popular sport is played annually at the Urs of Lal Shahbaz Qalandar. The renowned Malakhro players participate in this traditional event to showcase their strength to pull down their opponent players. The match begins with both wrestlers tying a twisted cloth around the opponent's waist. Each one then holds onto the opponent's waist cloth and tries to throw him to the ground. Malakhro is one of the favorite sports among males in Sindh. Many of the players are professionals who earn their living by participating in this sport. Almost everybody in Pakistan has heard of this popular and traditional sports, even if he or she has not seen it.

Punctuation: Use of Comma

You have already learnt about use of comma in your previous classes. Let us revise some of its rules.

Rule: Use commas to set off non-restrictive clauses.

Examples:

1. Muhammad Khan, **whose show you like**, will host a party next week. (**non-restrictive**)
2. Naveed, **who spent the last three days fishing**, is back on the job again. (**non-restrictive**)

Rule: Use a comma to set off appositives.

Examples:

1. My brother, **an engineer**, passed his exams with flying



2. Allama Iqbal, **the poet of the East**, is famous for his poetry. (appositive)

Exercise 5

Insert commas wherever necessary in the following sentences.

1. Siddiq Mirza a lawyer may be appointed for governor.

1. Siddiq Mirza, a lawyer, may be appointed for governor.

2. If you ever need a ride a slower one please let me know.

2. If you ever need a ride, a slower one, please let me know.

3. The winner of the contest who arrived from the US last week will receive 1 million.

3. The winner of the contest, who arrived from the US last week, will receive 1 million.

4. Kabir a writer and a poet is very obedient to his parents.

4. Kabir, a writer and a poet, is very obedient to his parents.

5. The captain ordered the troops to assemble the navy boat a large rowboat.

5. The captain ordered the troops to assemble the navy boat, a large rowboat.

6. Oliver Twist which was Dicken's second novel is a classic.

6. Oliver Twist, which was Dicken's second novel, is a classic.

7. The lamp which my friend gave me is beside my bed.

7. The lamp, which my friend gave me, is beside my bed.

8. Mr. and Mrs. Kareem our neighbours for the past eight years are moving to the Turkey.

8. Mr. and Mrs. Kareem, our neighbours for the past eight years, are moving to the Turkey.

Exercise 6

Work individually and combine the following sentences using comma around a dependent word or a group of words. One example has been done for you.



Set 01:

- a. Gawadar coastline is the longest in the region.
- b. Gawadar coastline is a national treasure.

Eg: Gawadar coastline, a national treasure, is the longest in the region.

Set 02:

- a. Kobe makes millions of dollars a year.
- b. Kobe is a basketball player.

Eg: Kobe, a basketball player, makes millions of dollars a year.

Set 03:

- a. A giant plane is launched in 1970.
- b. A Boeing 474 is launched in 1970.

Eg: A giant plane, Boeing 474, is launched in 1970.

Set 04:

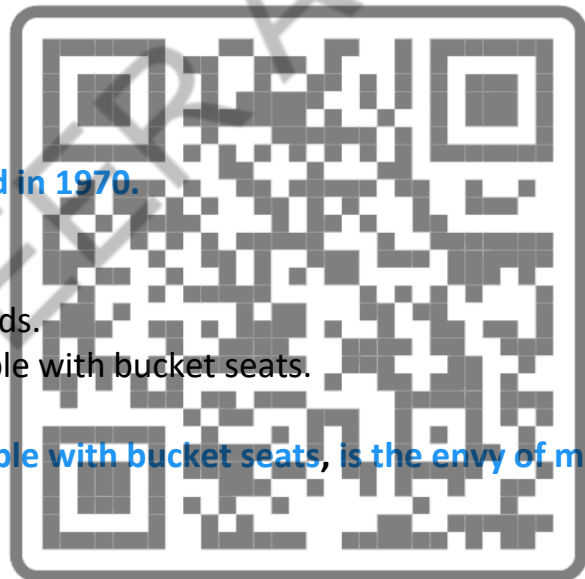
- a. My brother's car is the envy of my friends.
- b. My brother's car is sporty red convertible with bucket seats.

Eg: My brother's car, sporty red convertible with bucket seats, is the envy of my friends.

Set 05:

- a. The head surgeon took her nephew on a hospital tour.
- b. The head surgeon was an expert in organ transplant.

Eg: The head surgeon, an expert in organ transplant, took her nephew on a hospital tour.



UNIT 4.4. GRAMMAR

Preposition

A preposition of time allows discussing a specific time period such as day, date, on the calendar, one of the days of the week, or the actual time something



takes place. Such as on, in, at, since, for, ago, before, to, past, to, from, till/ until, by

Example: My friend lives **at** Saddar **in** Karachi.

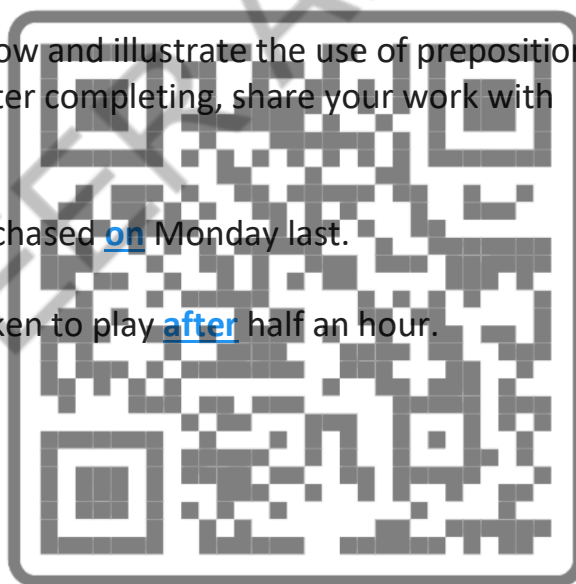
While the preposition of movement or direction shows movement from one place to another place. Such as above, across, after, against, along, around, behind, below, beside, between, by, down, from, in front of, inside, into, near, next to, onto, out of, outside, over, past, round, through, to, towards, under, up

Example: Shireen is coming **from** Japan.

Exercise 1

Work in pairs. Look at the picture below and illustrate the use of prepositions of place and time and fill in the blanks. After completing, share your work with your partner.

1. There is a doll on the sofa that was purchased on Monday last.
2. There is a ball on the table. It will be taken to play after half an hour.
3. There is a cat on the armchair.
4. There is an apple beside the table.
5. There is a dog under the table.
6. There is an umbrella on the sofa.
7. There is a picture on the wall.
8. There is a vase on the table.
9. There a robot on the floor.
10. There is a car beside the armchair.



11. There is a lamp behind the sofa and will be lit at 10 pm.

12. There is a teddy on the armchair. It will go to sleep at 11 pm.

Exercise 2

Work in pairs. Look at the picture below and illustrate the use of prepositions of place & movement and fill in the blanks. After completing, share your work with your partner.

0. He is walking by the post office to the bank.

1. The ladder is standing against the wall.

2. The post office is below the travel agency.

3. The aeroplane is flying over the town.

4. The bank is between the post office and the library.

5. My flat is above the bank.

6. They are standing on the building.

7. The flat is in front of the park.

8. The park is behind the library.

9. The library is next to the bank.

10. He is standing in front of the library.

11. She is walking across the road.

12. They are sitting under the bridge.

13. He is walking along the road.



14. He is driving under the bridge.

15. The bus stop is across the bank.

16. She is walking in the market.

17. She is walking up the stairs.

18. He is walking down the steps.

The table below describes some of the prepositions most commonly used with verbs: for, to, about, with, of, in, at, on, and from.

Verb + Preposition.	Usage.	Example
Verb + for.	Often used to emphasize purpose or reason. (beg for, ask for)	
Verb + to.	Usually refers to direction (literal or metaphorical) or connections between people or things. (belong to, travel to)	
Verb + about	When referring to things, events, or gerunds (ask about write about)	
Verb + with.	Usually point to connections and agree with relationships between people or things. (agree with, compare with)	
Verb + in.	Tends to point out involvement or connections between people things. (believe in, result in)	
Verb + at.	Used to indicate places, skills, and reactions (arrive at look at)	
Verb +on/of.	Used with number of different verbs. (agree on comment on)	
Verb +from.	Used to identify a point of origin or a connection or disconnection between people or things. (differ from, suffer from)	



Prepositional verbs always take a direct object (either a noun or gerund) after the preposition and cannot be separated by it.

For example:

- i. "He **listens to** classical music every night." (Correct the prepositional verb is not separated, and the object comes directly after the preposition.)
- ii. "He **listens** classical music every night." (Incorrect -the verb listens requires preposition to connect to its a object, classical music.)
- iii. "He **listens** classical music to every night." (Incorrect listens and its preposition to cannot be separated by the object, classical music.)

Exercise 3

Now, work individually and fill in the gaps with the verbs followed by appropriate prepositions to complete the sentences given below. You can choose from the above given table.

- i. Since Sara is arrogant, she never looks at her rude behaviour.
- ii. The luggage belongs to the man in black hat.
- iii. She begs or asks for the second chance to rectify her mistake.
- iv. Last year, Moiz traveled to Mirpur Khas and stayed at his home town for a month.
- v. In today's session, he asked about of the current situation of Pakistan.
- vi. The committee agreed with Mr. Ali Miral, Mr, Zohair Anees, and Ms. Saima Huq.
- vii. The nation suffers from the inflation and poverty.



viii. The Prime Minister did not comment on his cabinet's opinions.

ix. When she participates in races, she only trusts in the time.

X. Now, it is the time _____ as many companies as possible.

Prefix

A prefix is actually an affix which is placed before the root word. Adding it to the beginning of the root changes it into another word.

For example, when the prefix **un** is added to the word **happy**, it creates the word **unhappy**.

Here are few examples to demonstrate how placing a prefix before a root word develops a word with a new meaning, which is synthesis of the both words - prefix and root.

(Kindly refer the book for examples)

Exercise 4

Now, work individually and fill in the blanks with the appropriate words in the box below. After you have completed, share your work with your partner.

forecast, disinfect, semiformal, nonverbal, biannual, rejoice, substandard

1. The cleaning staff _____ the area to avoid the spread of Corona Virus.

1. The cleaning staff disinfect the area to avoid the spread of Corona Virus.

2. The problem is that he expected you to understand his _____ communication.

2. The problem is that he expected you to understand his nonverbal communication.

3. Her wedding was _____, so everyone just dressed neat and tidy.

3. Her wedding was semiformal, so everyone just dressed neat and tidy.

4. Living conditions such as _____ housing have a major impact on health.

4. Living conditions such as substandard housing have a major impact on health.

5. You have just _____ how quickly people would accept this information and how supportive they would be while learning to accept this "change."

5. You have just forecast how quickly people would accept this information and how supportive they would be while learning to accept this "change."

6. The _____ dental and medical check-ups are offered if you take total coverage medical policy.

6. The biannual dental and medical check-ups are offered if you take total coverage medical policy.

7. His victory was _____ by the political analyst due to his commitment and promises with the nation.

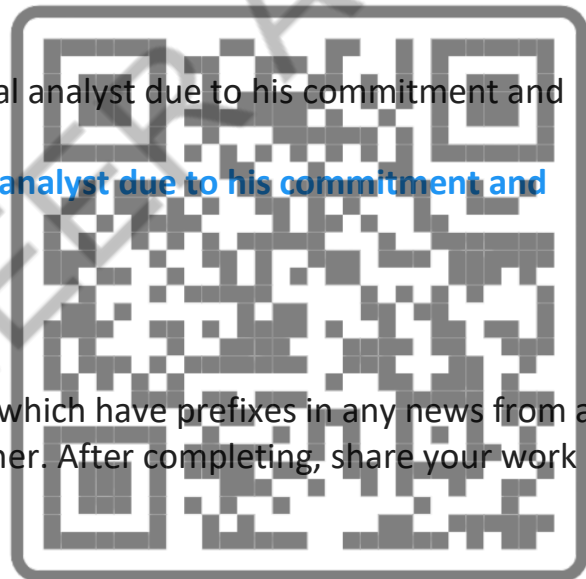
7. His victory was rejoice by the political analyst due to his commitment and promises with the nation.

Exercise 5

Work in pairs and identify the words which have prefixes in any news from a newspaper which is provided by the teacher. After completing, share your work with your partner.

Ans. (Dawn-Sunday 15-10-2022)

1. Bi-lateral
2. Re-action
3. Nu-clear
4. Inter-national
5. In-stability
6. Mis-directed
7. Mis-placed
8. Re-construction
9. Re-habilitation
10. Aero-space



5. 4: GRAMMAR

Degrees of Adjective

Adjectives have three degrees: positive, comparative and superlative. One and two syllable adjective usually takes 'er' to form a comparative degree and 'est' to form a superlative degree (e.g. hard, harder, hardest and pretty, prettier, prettiest).

The adjectives with suffixes usually form a comparative degree with 'more' and a superlative degree with 'most' (e.g. beautiful, more beautiful, most beautiful and careless, more careless, most careless). Adjective can have irregular degrees also (e.g. good, better, best).

Some Common Errors with Comparisons

1: Using the comparative instead of the superlative

- **INCORRECT:** He is the happier person I know.
- **CORRECT:** He is the happiest person I know.
- **INCORRECT:** She is the more thoughtful person in the town.
- **CORRECT:** She is the most thoughtful person in the town.

2: Doubling up comparisons or superlatives

- **INCORRECT:** His car is more faster than mine.
- **CORRECT:** His car is faster than mine.
- **INCORRECT:** His car is the most fastest.
- **CORRECT:** His car is the fastest.

3: Using empty comparisons (part of the comparison is missing)

- **INCORRECT:** These participants were more experienced.
- **CORRECT:** These participants are more experienced than the previous participants.
- **INCORRECT:** The line moved slower.
- **CORRECT:** The line moved slower than the line next to it.

4: Using ambiguous comparisons (the comparison has more than one possible meaning)

- **INCORRECT:** She likes pizza better than her husband.
- **CORRECTED:** She likes pizza better than her husband does.
- **INCORRECT:** Her suitcase is bigger than Saleem.
- **CORRECT:** Her suitcase is bigger than Saleem's.

5: Missing the article "the" in the superlative

- **INCORRECT:** Finishing quickly was least important task.
- **CORRECT:** Finishing quickly was the least important task.
- **INCORRECT:** The youngest girl was also littlest.
- **CORRECT:** The youngest girl was also the littlest.

Exercise 1

Each of the following sentences has an error in the use of comparative or superlative adjectives. Work individually and identify the error, and write corrected sentences in your notebook.

(Solved)

1. My bed is more big than my desk.

1. My bed is bigger than my desk.

2. Zaheer can run fast than me.



2. Zaheer can run faster than me.

3. You are most generous than my brother.

3. You are more generous than my brother.

4. Of all our luggage, mine is the heavier.

4. Of all our luggage, mine is the heaviest.

5. The weather during the summer is the most hot than during the winter.

5. The weather during the summer is hotter than during the winter.

6. The Earth is closest to the moon than the sun.

6. The Earth is closer to the moon than the sun.

7. You should always turn in your work because some points are best than no points.

7. You should always turn in your work because some points are better than no points.

Exercise 2

In the following sentences, some parts have been labelled A, B, C and D. Work in pairs and identify the part that contains an error. If there is no error in any part of the sentence, mark your answer as E. After you have completed, share your work with your partner.

(Solved)

1. Nadeem and Saleem are comparatively weaker in English as assessed by their teacher. No Error

1. (comparatively weaker)

Nadeem and Saleem are comparatively weak in English as assessed by their teacher.

2. Someone says you are the richest. Are you really the richest of all other friends? No Error

2. (Of all other friends)

Someone says you are the richest. Are you really the richest of all friends?



3. No doubt, her score in Chemistry is more good than that of her brother. No Error

3. (more good than)

No doubt, her score in Chemistry is better than that of her brother.

4. Northern Areas are the most charming of all other areas in Pakistan. No Error

4. (All other areas)

Northern Areas are the most charming of all areas in Pakistan.

5. Your friends say that you are the most smartest member of the group. No Error

5. (the most smartest)

Your friends say that you are the smartest member of the group.

6. The most happiest man on earth is the one who is good to everyone. No Error

6. (The most happiest)

The happiest man on the Earth is the one who is good to everyone.

7. She is more intelligent among her class fellows. No Error

7. (more)

She is the most intelligent among her class fellows.

8. Javed Shaikh is more famous than any actor of Pakistani films. No Error

8. (Any actor)

Javed Shaikh is more famous than any other actor of Pakistani films.

9. A most hard working student will be given the first prize. No Error

9. (A most)

The most hard working student will be given the first prize.

10. Mr. Najeeb was the tallest among the four brothers and the three sisters. No Error

10. (No Error)

Mr. Najeeb was the tallest among the four brothers and the three sisters.



Exercise 3

Work individually and rectify the following sentences with proper use of degrees of adjectives, and write corrected sentences in your notebook.

i. Shahid's motivation to succeed in this program seems to be great than his sister.

i. Shahid's motivation to succeed in this program seems to be greater than his sister.

ii. Either you will make serious study than your sister or risk failing the exam.

ii. Either you will make more serious study than your sister or risk failing the exam.

iii. A few students are found the more interested in mathematics in whole class.

iii. A few students are found the most interested in mathematics in whole class.

iv. My travelling partner's journey was long than mine.

iv. My travelling partner's journey was longer than mine.

v. My income is little than that of my brother.

v. My income is less than that of my brother.

vi. Among all my colleagues, Mr. Altaf is the more regular.

vi. Among all my colleagues, Mr. Altaf is the most regular.

vii. Karachi is the more populous city in Pakistan.

vii. Karachi is the most populous city in Pakistan.

viii. She is intelligent than her cousin so she has taken many marks.

viii. She is more intelligent than her cousin so she has taken many marks.

ix. Azizia in Libya is the hot place in the world.

ix. Azizia in Libya is the hottest place in the world.

x. The Jupiter is the large planet in the solar system.

x. The Jupiter is the largest planet in the solar system.



Exercise 4

Work in pairs and spot the errors in degree of adjective and rewrite the correct conversation in your notebook. Share your work with your partner after completing the exercise.

Mateen:

My phone is working the worst ever! And it's **1. old than** all the other phones I see, too. I want **2. a latest** phone.

Laiba:

Take a look at my phone. It was **3. more cheaper than** my last phone, and I'm much **4. happiest** with it. When I'm traveling, I listen to music more often than I do when I'm at home, so I wanted a phone with a **5. more big** memory card.

Mateen:

Wow, it's much **6. nice than** mine! The screen is a lot **7. largest**, too. I want one like that!

Laiba:

Yeah, you need a big screen, because you watch videos on your phone more frequently than I do.

Mateen:

I need to check my emails, do you think a newer and a **8. good** version will help me out?

Laiba:

Why not, Mateen. Since it has **9. more advanced** features among all new smart phones in the market, this mobile phone will not only help you to receive and send emails but also you can download different applications.

Mateen:

Thank you Laiba for helping me out to buy this **10. the most new** version of the mobile phone.



(Solved)

Mateen:

My phone is working the worst ever! And it's older than all the other phones I see, too. I want the latest phone.

Laiba:

Take a look at my phone. It was cheaper than my last phone, and I'm much happier with it. When I'm traveling, I listen to music more often than I do when I'm at home, so I wanted a phone with a bigger memory card.

Mateen:

Wow, it's much nicer than that of mine! The screen is a lot larger too. I want one like that!

Laiba:

Yeah, you need a big screen, because you watch videos on your phone more frequently than I do.

Mateen:

I need to check my emails, do you think a newer and a better version will help me out?

Laiba:

Why not, Mateen. Since it has the most advanced features among all new smart phones in the market, this mobile phone will not only help you to receive and send emails but also you can download different applications.

Mateen:

Thank you Laiba for helping me out to buy this the newest (the latest) version of the mobile phone.

Modal Verbs

Modal verbs are used to express mood and attitude of the speaker and convey the ideas about possibility, probability, necessity, obligation, advisability and permission. The table below describes in detail about modal verbs.



Type. Modal Verbs. Examples

Ability

Obligation

Must

I must memorize all of these rules about tenses.

Have to

You have to take off your shoes before you get into the prayer room.

Possibility

Might, May

It looks nice, but it might be very expensive.

Could, Can

Ahmer may be coming to see us tomorrow.

Exercise 5

Work in pairs and make at least five sentences of each model verb according to its nature. After you have completed, share your sentences with your partner.

1. Must

1. You mustn't play here. It is dangerous.
2. He mustn't eat peanuts. He's allergic to nuts.
3. You must do your homework every night.
4. I must stop smoking.
5. You must phone me.

2. Have to

1. In England you have to pay tax.
2. We have to check everyone's ID.
3. You have to vote in an election?



4. They have to wear a uniform to school.
5. We have to give priority to our elders.

Might, May

1. He am come late today.
2. It might rain latter so take an umbrella.
3. I may watch a movie tonight.
4. She might study Math.
5. I may eat dinner at 9:00 pm.

Can Could

1. Price can be high in Karachi.
2. They could go to the party this afternoon.
3. She could finish her project tonight.
4. Winter in Hyderabad can be really cold.
5. They could still be waiting for us.

Exercise 6

Use appropriate modal verbs from the box given below and fill in the following conversation. An example has been done for you

may, must, shouldn't, would, should, could, mustn't

Two colleagues, Sara and Zoya, are at a lunch meeting. They are waiting for their co-worker, Noor, who is late.

"We must wait for Noor before we start," says Zoya. "Isn't she here yet?"

"No, she may be on her way," replies Sara.

"Yes, she said she left the office 30 minutes ago," says Zoya. "She would be be about to arrive."

"Traffic may be bad during this hour of time, because it usually doesn't take too long to reach here," Sara says.



Sara looks at her watch. "She mustn't feel bad about being late since I know her so well," Sara says. "I know she hates to be kept waiting, so she doesn't like to do it to other people."

"Well, that's alright! We shouldn't be impatient, don't you think?" Zoya smiles.

"Remember her rule: the one who is late must buy lunch!"

"Oh! She is here, after a long wait," says Sara. "Sorry my friends, I'm late because of heavy traffic," justifies Noor.

Noor looks at the menu card quickly. "What should we order?" asks Noor. "I think we should take some light meals since we all are on diet," says Zoya "Well, I agree with Zoya," says Sara. "Can we order a large serving of salad with steamed chicken," asks Noor. "But, I would rather prefer to take a bowl of humus since its very healthy and scrumptious," add Zoya.

"Well, girls we shouldn't waste time, now its' already late, we must place an order," yells Sara

Exercise 7

Insert proper modal verbs in the following blanks.

1. When Sara was five, she could not read and write.
2. I can't get up early today. Because it is Sunday.
3. Birds can fly but lions can not.
4. This bag is too heavy for you. Can I help you?
5. I have to wear school uniform at my school.
6. You must not smoke here. It is forbidden.
7. Would you turn on the lights, please?



8. I should help my mother with the housework. She is tired.

9. If you go to bed late, you might be late for the school.

10. You have to do your homework if you want to go out.

6.4 GRAMMAR

Positioning Adverbs

Kinds of Adverb

Manner

angrily,
cautiously,
nicely,
slowly,
skilfully,
precisely

Frequency

sometimes,
usually,
never,
always,
rarely

Degree

very,
extremely,
too,
quite,
greatly,
hardly,



highly,
much,
more,
most

Time

tonight,
soon,
later,
now,
forever,
still,
yet,
early,
late,

Place

here,
there,
everywhere,
nowhere,
somewhere,
anywhere,
in,
out,
inside,

Relative

When,
where,
why

**JOIN
FOR
MORE!!!**



Exercise 1

Work individually and make at least three sentences of each kind of adverb.
After you have made the sentences, share your work with your class fellows.



Exercise 2

Read the following sentences. Work in pairs and identify an adverb and locate its position in each of the sentence using table given below. An example has been done for you.

1. Suddenly, I felt afraid.
2. Yesterday, detectives arrested a man and a woman in connection with the murder.
3. Apples always taste best when you pick them straight off the tree.
4. They have completely forgotten about our appointment.
5. Why do you always have to eat so fast?
6. They ate dinner quietly.

An example has been done for you:

Adverb. Position (B, M, M)

(Solved)

1. Suddenly. Beginning
2. Yesterday (Beginning)
3. always (Middle)
4. completely. (Middle)
5. Always (Middle)
6. Quietly. (End)

Look at the following table. See how different types of adverbs go in different positions.

Place (usually end)



anywhere
around
away
downstairs
everywhere

here

in London
inside
outside
somewhere

there

to bed
underground
upstairs

- Here and there often begin clauses.

Time (Usually end or beginning to emphasize)

daily
every week
in June
last year
lately
now
recently
soon
then
today
tomorrow
weekly
yesterday
yet

Frequency (indefinite) (Usually middle)

always
ever
frequently
hardly ever



however
never
normally
not often
occasionally
often
rarely
regularly
seldom
sometimes
usually

Italic adverbs:

can go in front or end position

always and never can begin imperative clauses

Completeness (middle/ usually follow all auxiliary verbs)

almost
completely
hardly
kind of
more or less
nearly
partly
practically
properly
quite
rather
scarcely
sort of



Manner (usually end/ *adi+ly*: middle if adverb isn't the main focus)

angrily
badly



beautifully
carefully
elegantly
emotionally
fast
gently
happily
every week
hard
lightly
loudly
nicely
noisily
quickly
quietly
sadly
slowly
so
softly
straight
suddenly
terribly
well

**JOIN
FOR
MORE!!!**



Exercise 3

Work in pairs and identify the position of adverb used in the following sentences. Write the position of adverb against each sentence. After completing, share your work with your partner.

(Solved)

No. Sentence. Position of Adverb

1. he **always** goes to bed **early**. (Middle)

2. We **never** watch TV. (Middle)



3. Zakia and Zulifqar **often** go to the cinema. (Middle)
4. Abdullah meets Noman **once** a week. (Middle)
5. I **sometimes** eat fast food. (Middle)
6. They **hardly ever** cook at home. (Middle)
7. He studies English **every** night. (Middle)
8. You **normally** drink coffee. (Middle)
9. I **rarely** go to the park. (Middle)
10. They go to a restaurant from **time to time**. (End)

Exercise 4

Work individually and answer the following questions using frequency expressions in the answer column. After completing, share your work with your partner.

(Solved)

No.	Question	Answer
1.	How often do you eat fruit?	Ans. I never eat fruit.
2.	How often do you meet your friends?	2. I hardly meet my friends.
3.	How often do you do exercise?	3. I regularly do exercise.
4.	How often do you use the computer?	4. I normally use the computer
5.	How often do you go away?	



5. I sometimes go away.

Exercise 5

Work in pairs. Rewrite the following sentences by putting the frequency adverbs and expressions in the right place. Share your work with your partner when it is completed.

(Solved)

1. Rashid is late for school. (never)

1. Rashid is never late for school.

2. My brother doesn't write letters to his friends. (usually)

2. My brother usually doesn't write letters to his friends.

3. We go on holidays. (twice a year)

3. We go on holidays twice a year.

4. Asghar wears a tie. (sometimes)

4. Asghar sometimes wears a tie.

5. I eat fish. (once a week)

5. I eat fish once a week.

6. Do the children watch TV? (often)

6. Do the children often watch TV?

7. My father is very busy. (always)

7. My father is always very busy.

8. Naeem tidies his room. (never)

8. Nadeem never tidies his room.

9. My brother and I go fishing. (every week)

9. My brother and I go fishing every week.

10. My mother goes shopping on Saturdays. (always)

10. My mother always shopping on Saturday.



11. Do you get up late at the weekend? (usually)

11. Do you usually get up late at the weekend?

12. I drink tea. (every morning)

12. I drink tea every morning.

13. Shazia rides her motorbike to work. (sometimes)

13. Shazia sometimes ride her motorbike to work.

14. I exercise in the afternoons. (often)

14. I often exercise in the afternoons.

15. Does Shahid have lunch at home? (usually)

15. Does Shahid usually have lunch at home?

Exercise 6

Work in pairs and fill in the blanks below with the best adverbs of frequency given in the box. You can use one word more than one time. After you have completed, share your work with your partner.

always almost always usually
often never sometimes seldom rarely hardly ever

1. My brother is never sad. He's _____ happy.

1. My brother is never sad. He's ever happy.

2. I was late for work only one time last year. I'm _____ late.

2. I was late for work only one time last year. I'm hardly late.

3. Mary failed only one test in high school. She _____ passed her tests.

3. Mary failed only one test in high school. She almost passed her tests.

4. I always remember to do my homework. I _____ forget to do it.

4. I always remember to do my homework. I never forget to do it.



5. Steven seldom goes to a cinema. He _____ sees movies.

5. Steven seldom goes to a cinema. He rarely sees movies.

6. Judy saw a doctor for the first time in three years. She _____ gets sick.

6. Judy saw a doctor for the first time in three years. She seldom gets sick.

7. I get up at five o'clock seven days a week. I _____ get up early.

7. I get up at five o'clock seven days a week. I usually get up early.

8. It's always hot and sunny where I live. That's why I _____ see snow.

8. It's always hot and sunny where I live. That's why I sometimes see snow.

9. A: Do you ever drink coffee? B: Yes, but only _____, not often - just a few times a week.

10. My sister almost never eats burgers and fries. She _____ eats healthy foods.

10. My sister almost never eats burgers and fries. She always eats healthy foods.

JOIN
FOR
MORE!!!

UNIT 7.4 GRAMMAR



Types of Sentence by Structure

Sentences are of three kinds according to their structure. Look at the following table to learn about types of sentences by structure.

Simple Sentences

Definition

It contains a Subject and a Verb, and it expresses a complete thought.

Examples

- The boys went to the park.
- We like mangoes.



Compound sentences

Definition

A compound sentence consists of two main clauses of equal importance, joined together with a conjunction.

Examples

- The boys went to the park but they did not go to the zoo.
- We like mangoes and we like rice.

Complex sentences

Defintion

A complex sentence consists of one dependent clause and one or more independent clauses.

Examples

- Because the boys went to the park, they did not go to the zoo.
- The boys did not go to the park because they went to the park.

Exercise 1

Work in pairs and identify the types of following sentences by structure. After completing, share your work with your partner.

No.	Sentence.	Type
1.	I had a beautiful plant by my window but it died since I forgot to water it regularly.	(Compound Sentence)
2.	With lightning speed, the pilot turned the plane and saved the passengers.	(Compound Sentence)
3.	My favourite novel, which I have read many a times, depicts an epic battle between good and evil.	



(Compound)

4. To Sameer, nothing in the world could compare to the delicious bread that his grandmother prepared for him.

(Compound)

5. I'll be waiting for you in the lobby so, please, come down when you're ready.

(Compound Sentence)

6. The student finished his test well before the end of the exam; nonetheless, he was exhausted and didn't feel like editing his work.

(Simple)

7. I read the book that you gifted me.

(Complex)

Exercise 2

Work in pairs and convert following sentences into compound sentences. After you have completed, share your work with your partner.

No. Sentences. Compound

1. He could not win a scholarship due to his carelessness. (Simple)

1. He was careless so he could not win a scholarship.

2. Feeling satisfied with his work, the Principal offered a permanent job.

2. The Principal felt satisfied with his work and he offered him a permanent job.

3. The sun having risen, the fog disappeared.

3. The sun rose and the fog disappeared.

4. You must run very fast to win the race.

4. You must run very fast, or you will not win the race.

5. She lost the match. She claims for the win.

5. She claims for the win but she lost the match



Exercise 3

Work individually and convert following sentences into complex sentences. After you have completed, share your work with your class fellows.

No.	Sentences	Complex
1.	He rested in a chair near the wall.	1. He rested in a chair which was lying near the wall.
2.	This industry is not likely to flourish, it will be closed.	2. It is not like that this industry will flourish, it will be closed.
3.	Going through the book, he came upon a fine story.	3. As he was going through the book, he came upon a fine story.
4.	Entrust me with the work and it will be done efficiently.	4. Entrust me with the work which will be done efficiently.
5.	It is my opinion. The room needs to be painted.	5. As to my opinions, the room needs to be painted.

Exercise 4

You have learnt about various types of sentence structure. Work individually. Read the following paragraph and identify the sentence structure.

My philosophy of education is derived from my personal experiences. (Simple) I have been an educator for 4 years, and I have learned a lot from more experienced teachers in my district. (Compound) I also work mainly with students from a low socioeconomic background; my background was quite different. (Compound) I will discuss how all of these elements, along with scholarly texts, have impacted my educational philosophy. (Complex)

Exercise 5

The following paragraph has a number of complex sentences. Read the paragraph and add a subordinating conjunction or a relative pronoun to connect

the clauses. Read the words given in the box at the bottom of paragraph before you start. You could cross them off as you use them. An example has been done for you.

Example:

Ramez, **who** was nearly dry, looked out to sea. **Where** the waves splashed around the lighthouse, he saw a small boat, **which** was bobbing up and down in the water.

Ramez, who was nearly dry, looked out to sea. Where the waves splashed around the lighthouse, he saw a small boat, which was bobbing up and down in the water. Someone had left it there where he went for a swim. Ramez felt worried, so he nudged Junaid, whose back was turned. 'I haven't seen anyone get into that boat which we got here,' he said to Junaid. 'Do you think that someone is in trouble?' 'Look!' Junaid pointed to the rocks where a man was splashing in the water and waving. If I'm not mistaken, he needs help!' _____ they had seen someone in danger, the boys knew what to do. Junaid ran down to the rocks and threw a rubber ring would help him stay afloat. The boys watched for the coastguard helicopter flew in to help. Junaid smiled with relief. 'Where ever you go Rameez, you always find an adventure!'

UNIT 8.4. GRAMMAR

Direct and Indirect Speech

You have already learnt about Direct Indirect Speech in your previous classes. Now, Direct and Indirect Speech is taken to a more advanced level.

Exercise1

A conversation between Raza and Ali is given below in direct speech. Orally discuss the conversation in the class.

Raza: What are you doing here, Ali? I haven't seen you since June.

Ali: I've just come back from my holiday in Turkey.

Raza: Did you enjoy it?

Ali: I love Turkey. And the Turkish people were so friendly and hospitable.

Raza: Did you visit Istanbul?

Ali: It was my first trip. I can show you some pictures. Are you doing anything tomorrow?

Raza: I must arrange a couple of things. But I am free tonight.

Ali: You might come to my place. What time shall we meet?

Raza: I'll be there at eight. Is it all right?

Ali: Fine.
(Class Work)

Exercise 2

Now, work in pairs and fill in the following blanks after applying rules of narration. After completing, exchange your work with your class fellows.

Solved)

i. Raza **asked** Ali _____. He said _____.

i. Raza asked Ali what he was doing there. He said that he had not seen him since June.

ii. Ali **explained** that _____ back from holiday in Turkey.

ii. Ali explained that he had then come back from his holiday in Turkey.

iii. Raza **wondered** if _____ it.

iii. Raza wondered if he had enjoyed it.

iv. Ali **told** him that he _____ Turkey and that the Turkish people _____ so friendly.



iv. Ali **told** him that he loved Turkey and that the Turkish people had been so friendly.

V. Raza wanted to know _____ to Turkey.

V. Raza wanted to know if he visited Istanbul.

vi. Ali **said** that it _____ first trip and that he _____ some pictures.

vi. Ali **said** that it was his first trip and that he he could show him some pictures.

vii. And then he further **questioned** him if he _____.

vi. And then he further **questioned** him if he would be (was) doing anything the next day.

viii. Raza **elucidated** that he _____ a couple of things.

viii. Raza **elucidated** that he had to arrange a couple of things.

ix. But he added that he _____ free at night.

ix. But he added that he was not free at that night.

X. Ali **suggested** that he _____ place and asked him what time _____.

X. Ali **suggested** that he might go to his place and asked him what time they would meet.

xi Raza **confirmed** that he _____ there at eight.

xi Raza **confirmed** that they would be there at eight.



Exceptional Rules of Narration

There is no change in verb tenses in indirect speech when:

- The reporting verb is in the Present or Future tense.
- If the reported sentence deals with a fact or general truth.
- The verb of reported sentence is in the unreal past (the second or the third conditional).



- Had better, could, would, used to, should, might, ought to and must remain unchanged.

Exercise 3

Work in pairs and change the direct speech of following sentences into indirect speech. Use the words given below. After you have completed, share your work with your partner.

exclaimed with sorrow advised exclaimed with
joy warned requested wished exclaimed with disgust ordered e
xclaimed with wonder allowed

(Solved)

1. The poor man said to me, 'Please help me.'

1. The poor man requested me to help him.

2. Rida said, 'Ah! My cat is dead.'

2. Rida exclaimed with sorrow that her cat was dead.

3. The teacher said to the students, 'Respect elders.'

3. The teacher advised the students to respect the elders.

4. He said to the customer, 'Come in, please.'

He allowed the customer to come in.

5. She said, 'Ugh! It's very hot today.'

5. She exclaimed with disgust that it was very hot that day.

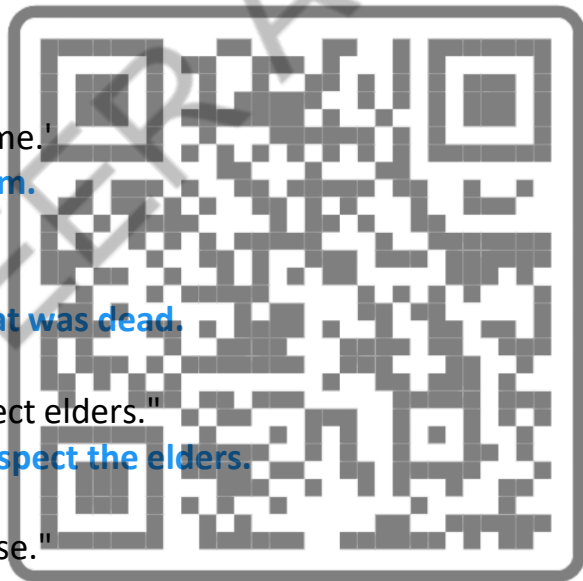
6. The policeman said to the prisoner, 'Do not fight in the prison.'

6. The policeman ordered the prisoner not to fight in the prison.

7. He said to me, 'Don't stay here anymore.'

7. He warned me to stay there anymore.

8. Eman said, 'What a beautiful house it is!!'



8. Eman exclaimed with wonder that what a beautiful house it was.

9. Ghazala said, 'Hurrah! I have passed ultimately.'

9. Ghazala exclaimed with joy that she had passed ultimately.

10. They said to me, 'Eid Mubarak.'

10. They wished me Eid Mubarak.

Exercise 4 (Solved)

Work in pair and insert punctuations where required. After completing, share it with your partner. An example has been done. "What country do you come from," said Bilal. (Mistake in the book). "What country do you come from?" said Bilal.

1. How long have you been here said Kinza

1. "How long have you been here?" said Kinza.

2. Are you working as well as studying asked Persia

2. 'Are you working as well as studying?' asked Persia.

3. Have you got a work permit Bilal wanted to know

3. "Have you got a work permit?" Bilal wanted to know.

4. What are you going to study asked Anny

4. 'What are you going to study?' asked Anny.

5. Have you enrolled for more than one class inquired Jamil

5. "Have you enrolled for more than one class?" inquired Jamil.

6. Do you want to buy any second-hand books said Bilal

6. "Do you want to buy any second-hand books?" said Bilal.

7. Have you seen the library asked Anny

7. "Have you seen the library?" asked Anny.

8. Do you play rugby said Jamil



8. 'Do you play rugby?' said Jamil.

9. Will you have time to play regularly he said

9. "Will you have time to play regularly?" he said.

10. Did you play for your school team said Bilal Are you interested in acting asked Anny

10. "Did you play for your school team?" said Bilal. "Are you interested in acting?" asked Anny.

Vocabulary

Exercise 1 (Solved)

Work in pairs and encircle the option of the best meaning for the underlined word as it is used in context. Use thesaurus for your help. After you have completed, share your work with your partner.

a) My brother said, "I just freed myself from a very loquacious neighbour."

a. pretentious

b. grouchy

c. talkative

d. worried

b) There is no doubt that the idea of living in such a benign climate was appealing.

a. tropical

b. not malignant

c. kind

d. favourable

c) It is difficult to imagine a surfeit of talent in one individual.

a. excess

b. variety

c. superiority

d. lack



d) There is a large demand all over the United States for plants **indigenous** to the desert.

a. **native**

b. necessary

c. foreign

d. alien

e) Increase in racial attacks on immigrants is the result of **xenophobia**.

a. honesty

b. **fear of foreigners**

c. kindliness

d. stubbornness

Exercise 2

Work individually and use the bold words in Exercise 7, in your own sentences. Write the sentences in your notebook. After you have completed, exchange the work with your class fellows.

(Solved)

1. **loquacious**.

After drinking four beers, my normally quiet wife becomes quite loquacious.

2. **benign**.

I just smiled benignly and stood back.

3. **surfeit**.

In other words, there is a huge shortage of money and a vast surfeit of debt!

4. **indigenous**.

The park is also home to indigenous tribes.

5. **xenophobia**.

Excessive patriotism can lead to xenophobia.



Exercise 3

Work in pairs and use the contextual clues given in the sentences with an appropriate word. Use the required words from the box given below in sentences. You can use one word twice. After completing, share your work with your partner.

cordially conferred onerous unprecedented cyclonic revolution
sovereign dominions inhabitants titanic pronouncement colossal
grievous undermine starvation

1. His successor, Mustafa Pasha, continued the work and cooperated cordially with the English officials.
2. Two years later, the same prize was conferred on him without competition.
3. From 20 to 30 animals perished of starvation diseases caused by insufficient food.
4. The University of the Punjab conferred upon him the honorary degree of PhD.
5. Cleaning your coffee pot is not an/a onerous chore.
6. However, during the late 1950s a dramatic and unprecedented increase in public concern for the environment occurred.
7. After the revolution in Russia, western Turkestan became a member of the Federation of Soviet Republics.
8. The latest government pronouncement stipulated that a "Line in the sand had been drawn at Orakpur."
9. Some of the figures are of colossal "size; one, for instance, is 57 ft.
10. A heavy backpack is destined to undermine your travelling pleasure.
11. Ramiz offered a hand to Sana and she accepted it cordially.
12. When he hides his face, trouble becomes more grievous.



UNIT 9.4 GRAMMAR

a. Conditional Sentences Type-II

You have already learnt about conditional sentences type-I in your previous classes. Now, let us learn about conditional sentences type-II. Conditional sentences type-II is a structure used for talking about unreal situations in the present or in the future. In these sentences, the time is **now or any time**, and the situation is **unreal**. They are **not** based on **fact**, and they refer to an **unlikely or hypothetical condition** and its **probable result**. The use of the past tense after 'if' indicates **unreality**. For example: If the weather **wasn't** so bad, we **would go** to the park.

The structure of conditional sentences type-II can be formed by the following way:

If Clause.

Main Clause

If + simple past tense. S+ could/ would/ might+V (1)+O

If this thing happened, that thing would happen

If it rained, you would get wet

Example:

If it rained, you would get wet

Note: The sentence can begin with an 'if' clause or a main clause. If the sentence begins with an 'if clause', put a comma between the if clause and the main clause.

If + past tense (.) present unreal conditional (would/ could/ might

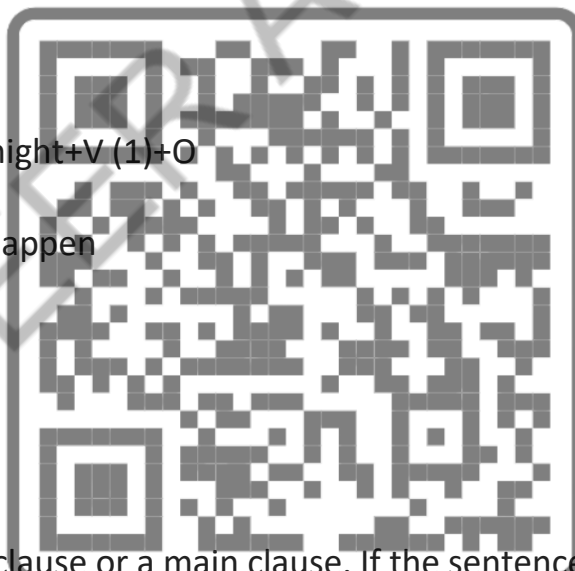
Example:

- If I went to Paris, I would see the Eiffel Tower.

OR

- I would see the Eiffel Tower if I went to Paris.

Note: In 'If Clauses Type 2', we usually use 'were' which is past form of 'to be' instead of 'was' although the pronoun is 'I, he, she or it'.



Examples:

- If I were you, I wouldn't marry with him.
- If she were ill, she couldn't attend the meeting.
- If it weren't snowy, I would go out.

Exercise 1

The following paragraph is on 'Unsustainable Environment'. Work in group of three. Each group is required to write a paragraph proposing solutions to this issue. After completing, exchange your paragraphs to the other group..

Fish is one of the Pakistan's favourite foods. In Pakistan, the average person eats 36 pounds (16 kg) of fish every year. But many kinds of fish in the River are disappearing because people and poachers catch too many of them.

Environmentalists say that 90 percent of the biggest fish are gone now from the River Indus. If we catch too many big fish now, there won't be any baby fish in the future. Our way of fishing now is not sustainable --- it can't continue for a long time without hurting the environment.

(Class Practice)

Exercise 2

i. Now, read the paragraphs and identify the type of sentence structure your class fellows have used.

ii. Identify the situation from the following option in which the responses were used.

- a. impossible condition in the past and its impossible result in the past
- b. unlikely and hypothetical situation with probable result
- c. possible condition with possible result

Exercise 3

Write paragraphs on the following topics by following the pattern of conditional type-II structures.

- If you were chairman of the Union Council of your area....



If I were the chairman of the Union Council of our area I would report to the concerned authorities in respect of: Encroachment on State or local government property and violation of land use and building laws, rules and bye-laws. I would also try to solve the problems of my area.

- If you were elected the Prime Minister of Pakistan...

If I were elected the Prime Minister of Pakistan, I would work to eradicate poverty. I would make education free, so that poor people could also study in schools and colleges. I would also try to eradicate the illiteracy from the country.

- If you were the Principal of your college....

If I were the principal of my college, I would stop these long lectures of discipline and hard work. I would tell students short stories with a moral in them so they could learn good values. I would promote a little more or different extra-curricular activities. I would also decrease the amount of homework.

Punctuation: Square Brackets

The square brackets are used to modify another person's words which were not originally said by him. This modification is made mostly by an editor.

Examples:

The Officer inquired:

"Where and when did it [the robbery] take place?"

The witness answered:

The robbery took place at a bank [The Reserved Bank] yesterday.

Here are some rules of using square brackets.

[sic] is used to spot any grammar mistake made by the original writer.

Example:

The mister believed that his statement was appropriate and did not undermine the moral [sic] of the party workers.

- Brackets with ellipsis [.] the three dots can be used to show text omitted from a quotation

Example:

Mrs. Nishat Khan is the only genius [.] with an IQ 60.



Exercise 4

Now, work in pairs and use the square brackets where required the following paragraph. After completing, compare it with partner.

"He Kasona was born in 1971. At that time, Namibia [a poor country] has many problems. The country was at war 1966 to 1990. Because of the fighting, many indigenous [the Namibians] had rifles which caused a problem poaching. During that time, poachers killed many wild animals [black rhinos] for their horns in their valuable body parts. To make things even worse around 1980 a terrible drought killed life [people, livestock, and wildlife]. By 1995, there were only few wild animals [lions and cheetahs] left in the Kunene region in the northwest of the country"

Vocabulary

C. Thesaurus

A thesaurus is a book that lists words grouped together according to similarity of meanings or synonyms and sometimes antonyms opposite in meaning - without explaining their meanings or usage. A thesaurus may list words alphabetically or conceptually.

Example:

The different synonyms of word 'Modest' have been taken from thesaurus. Look at the following table and observe the different synonyms of word 'Modest' have been used in various contexts.

Use of Synonyms Closest to the Meaning of the Given Context

Original Word. Synonyms. Contextual Meaning. Use in Sentence

1. Modest

Synonyms

- Moderate
- Ordinary
- Humble



Contextual Meanings

Relatively moderate, limited, or small of an amount, rate, or level

Sentence

Though born and married in a **modest** (moderate or ordinary or ordinary) family, she always daydreamed about being rich.

We walked at a **moderate** pace, however, travelled a long distance by the evening.

His artwork depicts the life of an **ordinary** people.

Only few politicians in world come from a **humble**, unprivileged background.

Exercise 5

Work individually. Use a thesaurus to find the synonyms closest to the meaning of the given words below. Use them in your own sentences separately. Follow the example given above.

Original Word.

Afford

Synonyms

Bear

Survive

Contextual Meaning

1. My father is a farmer, he can't **afford** my fees.
2. The pain was almost more than he could **bear**.
3. Food is essential to survive.

Use in Sentence

They couldn't **afford** new coats for the children.

Original Word.

Fine

Synonyms

Excellent,

Clear,



Thin

Contextual Meaning

Of very high quality.

Use in Sentence

The house looks fine to me.

UNIT 10.4: GRAMMAR

a. Active Voice and Passive Voice

You have already learnt in detail about active voice and passive voice in your previous classes. Let us revise some of its rules.

Active Voice

When an action performed by the subject is expressed by the verb, it is known as an active voice. Active voice is used when more straightforward relation and clarity is required between the subject and the verb.

For example:

1. Hens lay eggs.
2. Birds build nests

Passive Voice

When the action expressed by the verb is received by the subject, it is known as passive voice. Passive voice is used when the doer of the action is not known and the focus of the sentence is on the action and not the subject.

For example:

1. Eggs are laid by hens.
2. Nests are built by birds.

Active and Passive Voice Rules for Conversion of Sentence

Below are the active-passive voice rules to follow for changing an active sentence into a passive voice.



Tense or Modal + Base. Active Voice. Passive Voice

Simple

Present. beat/beats am/is/are beaten

Past. beat. was/were beaten

Future. shall/will beat. shall/will be beaten

Continuous

Present. am/is/are beating. am/is/are being beaten

Past. was/were beating. was/were being beaten

Future. shall/will be beating. Not applicable.

Perfect

Present. have/has beaten. have/has been beaten

Past. had beaten. had been beaten

Future. shall/will have beaten. shall/will have been beaten

Perfect Continuous

Present. Not applicable

Past. Not applicable

Future Not applicable

Can/may/must

etc. base. , can/may/must, etc beat. can/may/must, etc be beaten.



Note: With conversion of Active Voice sentence into Passive Voice sentence, the pronoun used in the sentence also changes in the following manner.

Active Voice Pronoun. Passive Voice Pronoun

I.	Me
We.	Us
He.	Him
She.	Her
They.	Them
You.	You
It.	It



Exercise 1

Given below is a sample of brief synopsis of a research report. It is written in active voice. Work in pairs and change the following from active voice into passive voice. After you have completed, share your work with your partner.

In this research, I administered a research survey. I created a compelling sample of 100 scientists. I invited them to participate in the survey by sending them an invite through emails. I received e-mail addresses from different research centres of the country.

(Solved)

In this research, A research survey was administered by me. A compelling sample of 100 scientists was created (by me). They were invited by mail to participate in the survey (by me). E-mail addresses were received (by me) from different research centres of the country.

Exercise 2

Given below is a sample of newspaper report. It is written in passive voice. Work individually and change the following from passive voice into active voice. Then, write the same in your notebook.

A bus has been stolen from outside the school. The thief was seen by some children. The bus is being searched by the police now. Children's descriptions will be used by them to catch the thief.

(Solved)

A thief has stolen a bus from outside the school. Some children saw the thief. The police is now searching the bus. They will use children's description to catch the thief.

Exercise 3

Work in pairs and change the voice of the following sentences. Rewrite the sentences in your notebook and share your work with your partner.

(Solved)

1. Don't touch the naked wire.

1. Let the naked wire not be touched.



(You are forbidden to touch the naked wire.)

2. There is nothing to say.

2. There is nothing to be said.

3. He has to purchase a car.

3. A car has to be purchased by him.

4. One should listen to one's conscience.

4. Conscience should be listened to.

5. I like the people to respect me.

5. I like to be respected.

6. Turn him out.

6. Let him to be turned out.

7. Someone killed the criminal.

7. The criminal was killed by someone.

8. It is time to switch off T.V.

8. It is time for TV to be switched off.

9. I am to take tea.

9. Tea is to be taken by me.

10. Please bring me a glass of water.

10. Let a glass of water be brought to me.

(You are requested to bring me a glass of water.)

11. Let her write a poem.

11. Let a poem be written by her.

12. Did you tell a lie?

12. Was a lie told by you?

13. Why did you help her?



13. Why was she helped by you?

14. The judge enquired in to the case.

14. The case was enquired into by the judge.

15. She made me sing.

15. I was made to sing by her.

Vocabulary and Spelling

Exercise 4

Work in pairs and use words given below to complete the following text. After you have completed, share your work with your partner.

resembles, wilderness, purpose, findings, valley, strangest, construction, political, pending, inhabitants, mystery, unclear, archaeologists, believed, vastness, located

(Remaining)

The historic Rani Kot Fort is a mystery. It was built on mountains of the Khirthar Ranges of Sindh. It is located about 28 kilometres from the Sann Gate from Jamshoro City. It is believed to be the largest fort in the world having walls nearly 35 kilometres long. The age of the fort is unclear, however, archaeologists predict that the magnificent structure was built sometime in the 9th century. Visually, its walls are truly a roller coaster ride, sometimes going as high as three thousand feet above sea level while other times instantly sliding down towards the ground.

Archaeologists want to ensure Rani Kot Fort gets the recognition it deserves. Its construction resembles the Great Wall of China which is why it is often referred to as "The Great Wall of Sindh." Since 1993, it has been on the tentative list to be designated a UNESCO World Heritage Site. Its status is still pending. Many agree that it is the most fascinating place in Sindh.

The surrounding walls of Rani Kot Fort are made from gypsum and lime cut sandstone.

To give you an idea of the vastness of Rani Kot Fort, it is so large that there is enough space in it for building hundreds of other forts.



It has been determined that Rani Kot Fort was built for the purpose of defence and to house many inhabitants. The rulers of different times lived here and it was the center of political activities where many ancient leaders of Sindh gathered. Artefacts uncovered at Rani Kot tell a fascinating story of its inhabitants and a rich history that spans thousands of years. Some of the include strangest archaic coins, terracotta of the Indus Civilization, an engraved sign of a swastika, a leaf of the papal tree (sacred fig); evidence of a peacock, sunflower, and lotus flower; remains of Zoroastrians and Buddhists, and arrows of different kinds.

The entire fort is surrounded by hills that form a small valley through which a stream passes. Its name is taken from this "Rani" meaning Stream.

The Rani Kot Fort resembles no other fort in the world. Its unusual size, lost history, strategically useless position, uninhabited area, and unexplored features make the fort one of the wilderness places in the world. One would require a time machine to solve its mystery. Its unusual size and location in the absolute findings doesn't make sense, at least in the present times.

Exercise 5

Work in pairs and correct the spelling mistakes in the paragraph below. After you have completed, share your work with your partner.

Food directly affects your physical and emotional health. If you eat non-nutritious gunk food and do not pay attention to your diet, than you pay the price of poor health or became severely overweight. If you eat good food and control what you eat, your chances of being healthy are much better. The place to begin a healthy lifestyle is in your choice of food, that is in your diet. I believe, a diet is a plan for eating. A well-balanced diet provides all of the energy you need to keep active throughout the day. It also gives you the nutrients you need for growth and repair, helping you to stay strong and healthy and help to prevent diet-related illness, such as some cancers.

(Solved)

Food directly affects your physical and emotional health. If you eat non-nutritious hunk food and do not pay attention to your diet, than you pay the price of poor health or became severely overweight. If you eat good food and control what you eat, your chances of being healthy are much better. The place to begin a healthy life style is in your choice of food, that is in your diet. I



believe, a diet is a plain for eating. A well balanced diet provides all of the energy you need to keep active throughout the day. It also gives you the nutrients you need for growth and repair, helping you to stay strong and healthy and help to prevent diet-related illness, such as some cancers.

Exercise 6

Work individually. In each of the groups of words below, one word may be misspelt or no words may be misspelled. If a word is misspelled, write it correctly to the right of each group. If none of the words in the group is misspelled, write "none."

1. fuzzes, laundrys, sufficient
(Laundries)

2. turkeys, trophies, arrival, armies
(Turkey)

3. acrage, analysis, dosage
(acreage)

4. accompaniment, played, interviewed
(Accompaniment)

5. privilege, excelling, eighth
(No Error)

6. adolescence, contemporary, ninty
(Ninety)

7. athletic, conscious, mathmatics
(Mathematics)

8. performence, fiery, recede
(Performance)

9. leisure, familiar, proffessor
(Professor)



10. undoubtedly, experience, succeed
(Undoubtedly)

11. seize, acceptance, grammar
(Grammar)

12. pleasant, slyly, watches

13. accidentally, embarrass, intelligence
(Embarrass)

14. prejudice, preferred, lieutenant
(No mistake)

15. paid, characteristic, intelligence, attendant
(Paid)

16. sergeant, noticeable, deceit
(Noticeable)

17. particular, arbitrarily, attorneys
(Particular)

18. neither, acknowledge, government
(Government)

19. permit, referring, foreign
(Permit)

20. halves, across,
(Across)

21. subtle, judgement, ancient
(No mistake)



22. said, envirement, interest
(**Environment**)

23. realize, alleys, acheive
(**Achieve**)

24. preference, convenient, releif
(**Relief**)

25. awkward, considerably, neccessary
(**Necessary**)

**JOIN
FOR
MORE!!!**



Composition Notes of First Year English

All Exercises of the Book are solved.

The notes cover the following topics.

1. Essays (Descriptive, Compare and Contrast) Unit 1.2 and 2.2
2. Narrative writing. Unit 3.2
3. Precise Writing. 4.2
4. Business Letters. 5.2
5. Editing. 6.2
6. Formal Emails. 7.2
7. Informal and formal reports. 8.2
8. Covering letter. 9.2
9. Proof Reading. 10.2

SUMMARIES of all 10 Chapters, 7 Poems and The Play.

Prepared by Sir Ameer Ali.

JOIN
FOR
MORE!!!



Unit 1.2 (Writing)

Exercise 1 (Outlines)

1. Social Media.

Outlines

Introduction

Social media in the field of education

Social media in the field of health

Social media in the field of business

Social media in the field of studies

Social media in family

Social media controlling disasters

Conclusion

2. Culture

Outlines

Introduction

Family life

Language

Beliefs

Education

Communication

Government

Art

Historical places

Economy

Conclusion.

**JOIN
FOR
MORE!!!**



Exercise 3 (Essays)

Importance of Culture

“Culture is the sum of all the forms of art, of love, and of thought, which, in the course of centuries, have enabled man to be less enslaved.” ~ Andre Malraux

Culture is the invisible bond which ties people together. It refers to the pattern of human activity. The art, literature, language, and religion of a community represent its culture. Our cultural values and beliefs manifest themselves through our lifestyle. Our moral values represent our culture. It has great importance as it teaches us how to live a standard life. Our culture gives us an identity, and helps us to build our character. The cultural values shared across our community or social group, give us a sense of belonging towards society.

Culture is important to value individuality. It is related to the development of our attitude. Our cultural values influence how we approach living. According to the behaviorist definition of culture, it is the ultimate system of social control where people monitor their own standards and behavior. Our cultural values serve as the founding principles of our life. They shape our thinking, behavior, and personality. It is because of these values, the person enjoys a distinct position in a society.

Not only individually but socially, culture has also great importance. It is the identity of the nation, without it the society is impossible. It is the set of transmitted and learned behavior patterns, beliefs, institutions and all other products of human work and thought that characterize the functioning of a particular population, profession, organization or community. In such a way, the only representative of the particular community or population is the culture. It is the basic root of any community which gives them ways of life. It provides a solution to the critical problem that is faced by the community. It teaches us to think for the whole nation not individually, it provides the concept of family, nation or any society. All in all, the importance of culture cannot be stressed enough, as it is something that lies within us, around us, and is an integral part of our being. It defines the way we treat others and ourselves. It is the only way in this scientific world to keep the people close in a group. Simply, it is the just source of making a man, individually and socially, an active and responsible member of any society.



Preservation of Heritage Sites

Heritage is what we have inherited from the past, to value and enjoy in the present, and to preserve and pass on to future generations. It has three types i.e. the tangible - related to the historical sites; the intangible-related to the customs and traditions; and the natural- related to the historical natural scenery of any local area. These all tangible, intangible and natural heritage memories provide us with a common language and insight that enables us to communicate on a deep level with each other and to express ourselves in a unique way to the outside world.

The sites play major parts for a community or nation to keep their identity alive by narrating the past civilized history of their forefathers. The ancient sites also attract the tourists to visit for research purposes, which enhance the business of the local community.

Heritage and its sites must be preserved because it has countless benefits, one of these is that it helps us to shape our identity and it becomes part of what we are. Our expression of this identity shows others what we value; it highlights our values and priorities. It provides clues to our past and how our society has evolved. It helps us examine our history and traditions and enables us to develop an awareness about ourselves. It helps us understand and explain why we are the way we are. The civilization of Moen-Jo-Daro is pride for the people of Indus land. They proudly show their identity by connecting the civilized society of the prehistoric era becomes part of what we are. Our expression of this identity shows others what we value; it highlights our values and priorities. It provides clues to our past and how our society has evolved. It helps us examine our history and traditions and enables us to develop an awareness about ourselves. It helps us understand and explain why we are the way we are. The civilization of Moen-Jo-Daro is pride for the people of Indus land. They proudly show their identity by connecting the civilized society of the prehistoric era.

The preservation of the heritage sites is also important because it provides a basis for local economic development and innovation in tourism, agriculture, entertainment, education and business generally. The sites attract the attention of tourists and researchers to pay a visit there. The sites of Murree, Naran, Kagan and Makli attract overseas visitors and bring investment into local economies.

Cultural tourism and activity holidays on our natural landscapes and countryside continue to grow, outperforming all other tourism sectors. The quality of our natural heritage is at the core of our quality agricultural produce. We rely on healthy ecosystems for nutrition and food security, clean air and fresh water. As much of the natural scenery would be as much the visitors can entertain themselves.

Heritage is fragile, it delivers so much in terms of important human experience and enjoyment. It enriches our lives, allows us to define ourselves but needs constant protection and development. It is essential that the significance of our heritage is acknowledged by the government and reflected in appropriate and reformed structures and increased funding. This will ensure that the best elements of our heritage will be passed on to our children and their children in turn.



Proper Conservation of Water

Life without water is not possible. A man can't live alive without drinking water. We need it for many things including cleaning, cooking, using the washroom, and more. Moreover, we need clean water to lead a healthy life. The world is facing an alarming situation because of scarcity of water. Day by day, the freshwater is either being polluted or to be wasted improperly. Conserving water for future use is the need of the time. Otherwise, we will hardly survive in the world as having no water for drinking.

We can take many steps to conserve water on a national level as well as an individual level. Nationally, our governments must implement efficient strategies to conserve water. The scientific community must work on advanced agricultural reforms to save water. The residents should be supplied a limited quantity of water as per their need. There must be time management while supplying the drinkable water. In such a way, the users will be cautious about the economic usage of the water.

Similarly, proper planning of cities and promotion of water conservation through advertisements must be done. On an individual level, we can start by opting for buckets instead of showers or tubs. We must not use too much electricity. We must start planting more trees and plants. Rainwater harvesting must be made compulsory so we can benefit from the rain as well.

Further, we can also save water by turning off the tap when we brush our teeth or wash our utensils. Use a washing machine when it is fully loaded. Do not waste the water when you wash vegetables or fruit, instead, use it to water plants. You should not use water while taking a bath or using the bathroom. While washing automobiles and spraying the water on the streets, we should hurriedly turn off the tap after using the needed water.

All in all, we must identify water scarcity as a real issue as it is very dangerous. Further, after identifying it, we must make sure to take steps to conserve it. There are many things that we can do on a national level as well as an individual level. So, we must come together now and conserve water for us and for the coming generation.

Scope of English Language

The English Language is becoming more and more common in the world. As a result, increasingly people are dedicating time to study English as their second language. In fact, many countries include it in their school syllabus to teach children this language from a young age. However, the true value of this language is that it helps to remove many barriers from our life. Whether it is to find a new job or to travel the world. In other words, it helps to progress in life both on a personal and professional level.



Many countries including Pakistan teach and encourage youngsters to acquire English as a second language. Even in nations where English is not an official language, many science and engineering curricula are written in English. So, to keep oneself abreast of the current developments, one needs to learn English. After commanding the language, one can learn and utilize the benefits of modern inventions.

English abilities will most certainly aid you in any business endeavors you choose to pursue. Many large corporations will only hire professional employees after determining whether or not they speak good English. Failing to speak English in any way you can bear a huge loss. The dealers who come from abroad use the language while communicating to confirm the dealings. So it is mandatory to explain the qualities of your products in English. One can do it after grasping the usage of the language.

The English Language opens an ocean of career opportunities to those who speak this language anywhere in the world. It is an international language. Wherever in the world you will go you have to speak English in every walk of life. It is the only means of communication which is accepted all over the world. Similarly, it has turned into an inevitable requirement for various fields and professions like medicine, computing and more. Because, for writing and reading, English is only used in every field of life.

To sum up, in the fast-evolving world, it is essential to have a common language that we can understand to make the best use of the data and information available. As a result, the English Language has become a storehouse of various knowledge ranging from social to political fields. It is the language that meets the needs of the time.

Prosperity Lies in Peace.

Peace is the path we take for bringing growth and prosperity to society. If we do not have peace and harmony, achieving political strength, economic stability and cultural growth will be impossible. Moreover, before we transmit the notion of peace to others, it is vital for us to possess peace within. It is not a certain individual's responsibility to maintain peace but everyone's duty. Thus, it is not wrong to say that peace leads to the actual prosperity of any nation.

History has been proof of the thousands of wars which have taken place in all periods at different levels between nations. Thus, we learned that peace played an important role in ending these wars or even preventing some of them.

In fact, if you take a look at all religious scriptures and ceremonies, you will realize that all of them teach peace. They mostly advocate eliminating war and maintaining harmony. In other words, all of them hold out a sacred commitment to peace.

When peace and harmony are maintained, things will continue to run smoothly without any delay. To begin with humankind, it is essential to maintain equality, security and justice to maintain the political order of any nation. Similarly, we must also adopt a mental and spiritual ideology that embodies a helpful attitude to spread harmony. We must also recognize diversity and integration for expressing emotion to enhance our friendship with everyone from different cultures.

To sum it up, peace is essential to control the evils which damage our society. It is obvious that we will keep facing crises on many levels but we can manage them better with the help of peace. Moreover, peace is vital for humankind to survive and strive for a better future.



Unit 2.2 (Compare and Contrast Essays)

1. School Life vs. College Life

School Life and college life have many similarities and differences. In both stages of life, education matters a lot. Students' major focus remains to gain a great deal of knowledge. Here are some similarities and differences between school life and college life.

During school life and college life a student is bound to get education. Both institutions provide the knowledge given in the academic books. A student's mind grows up and leads to maturity. He or she learns manners and rules on how to spend life. All in all, both institutions work for the mental growth of a student.

Although school life and village life are similar, they also have some differences. School life is a life of restrictions and control, a life in which the student has to be accountable for his daily work with his teachers and his guardian. But a college student, on the other hand, enjoys a much greater freedom from control and supervision. He is, to a very large extent, the master of his own destiny. It lies with him to make it or mar it.

To sum up, both school life and college life develop different mental and moral qualities. At school, students acquire habits of discipline and regularity. They have to practice obedience and follow instructions. But at college students are expected to develop a sense of responsibility and personal initiative. It depends upon the student how he or she controls himself or herself.

2. Physical games vs online games.

The games are a source of entertainment. It does not matter, whether physical or online, one gets enjoyment while playing any one of the games. Physical games and online games have many similarities and differences. Both games are played for the purpose of recreation and each has many beneficial properties. Here are some of the similarities and differences between physical and online games.

Physical games and online games are played for recreation. In both games one can easily entertain oneself and pass time happily. So, if anyone gets free time, he or she keeps himself or herself busy in these games. In such a way, they do not spoil their time by planning to foil things against one another. One's mind and body remain safe and sound. All in all, these both games grow the mentality of the players. The games also enhance the enthusiasm of the players while playing and make them ready to compete with the opponents. They should be played on a daily basis.

Although physical games and online games have some similarities yet these have a lot of differences too. Physical games are aerobic which help the players physically fit because of burning the energy on a daily basis. They remain safe from many stomach and heart connected diseases, especially obesity. While, online games are not aerobic. They don't need to burn the energy. The players involved in the game face obesity and other stomach and heart diseases by sitting a long time in one place only. They lose their physical fitness day by day. On the other hand, they remain mentally more active than the players of physical games.

To sum up, both games are best to be played in free time. Each game is the best source of recreation and enhances enthuse of competition. No doubt, they have some differences, but these both are necessary to maintain one's mind and health. One should play both games regularly in order to maintain one's mental and physical fitness.

3. Books vs Mobile Phones

Books and mobile phones are sources of conveying entertainment, information and knowledge with many similarities and differences. Both sources are used by the people at different places in different times. These both sources are beneficial for the users. Here are some of the similarities and differences between books and mobile phones.

General purpose of books and mobile phones is to provide the readers with valuable knowledge. The readers read and try to gain a great deal of information and knowledge from these sources. They enhance their mental capacity by acquiring useful knowledge given in the texts. Apart from knowledge and information, the books and the mobile phones are also used in free time for the purpose of entertainment. Simply, these are the major sources for the people to gain and increase their knowledge and keep themselves busy. After all, the knowledge and entertainment given in books and mobile phones are the same. The readers enjoy their free time.

Although, the general purpose of books and mobile phones is the same especially to convey the knowledge given there yet there are some differences as compared to the way of receiving that knowledge. Some readers prefer mobile phones to gain knowledge whereas others prefer books. The readers, whose visual capacity is strong, are too lazy to gain knowledge by reading books only. They never feel easy to read books because they are weak in reading. They don't understand things clearly until they watch them. So for that purpose, they use videos to understand any topic clearly. Whereas, other readers are interested to read the books. They never understand the things until and unless they read them from the books. So that they succeed to gain knowledge by reading books only. They always avoid using mobile phones. To sum up, books and mobile phones are helpful for the readers in some or other ways. Each means offers entertainment and knowledge. One should try to make themselves habitual of reading both sources in order to gain the knowledge. One or other should not be discarded, but it should be used for the positive purpose.



Unit 3.2 (Narrative Writing)

Exercise 2.

A surprising cum happy incident.

"Come out Ali, go and see who is knocking the door?" Shouted my Mom from the kitchen when she heard the noise of a ringing bell. She was busy preparing lunch. I ran to the gate and asked, "Who is there?" "Your Parcel please", replied the person who was standing out. I opened the door and received an envelope. I did not dare to open it as my mom always forbade me to open such types of things without her permission. I wondered why she did so with me. I directly went to the kitchen and handed the envelope to my mom. "What is it about mom?" I asked my mother. "Stop asking such silly questions as I already forbade you to ask such things?" My mother scolded me as usual. I was disappointed and rushed towards my room where I was busy completing my homework.

"When will she stop treating me like a little kid?" I thought. As I was busy thinking about the odd behavior of mom with me, I listened to the noise, "Yes", my mother from the kitchen said it loudly. I thought her lunch had been prepared so that she happily said it. I ignored it and made myself busy with my work. "Ali opened the door hastily", said my mother. I was shocked to hear the sudden voice of my mother's calling. "Open the door", she shouted again. I hurriedly went to the door and opened it. "Is anything ok?" I asked my mother after seeing strange feelings on her face. She kissed me and started crying. "Mom, please tell me, Is everything alright?" I asked again the same question from my mother. Because of her exceptional emotional feeling I felt a mother's platonic love for her child.

"Guess what is in my hand?" She said after showing me a paper in her hand. "I don't know my dear mom. Please tell me quickly." I asked my mother for a reply. "This is your mark sheet and you got 1st position in the school", she said and gave me the result card which I had received from the delivery boy. "What?" I was excitedly asked by my mother. We both were very happy for a while. After that my mother phoned my father. He was also happy and told me that he would come within half an hour as he promised to take leave. After almost half an hour he came with a cake and a box of sweets. We also invited our close relatives. We celebrated and enjoyed a lot. I can't forget that incident in my life.



Exercise 3.

1. Exposition (Beginning of the story where characters and setting is introduced)

"Hurry up you guys, you'll be late for school!" Called Mom..... Meanwhile, my mom was staring at us from the window. (The above passage is the first element of writing a story or it Exposition)

2. Rising Action (Where the main character a faces a series of conflicts)

The rising action starts when they are both sisters on the way to the school. They saw a fierce dog. The elder sister solaces her younger sister.

3. Climax (The most exciting part of the story; when we learn the outcome)

"GRRRR!!!" the dog growled. The climax starts from this scene. They start to fear the dog. They were in danger. Here the reader suspects whether the dog will bite them or they will be successful to save their lives.

4. Falling Action (Events leading to the end of the story)

I grabbed Sara's hand and shouted: "RUN!" From here the events leading to the end of the story. They succeed in running away from the reach of the dog.

5. Resolution (End of the story)

Then, we saw the bright red door of the school. From here the story starts to end. They both resolve the matter by promising not to tell the incident to their mother.

Exercise 4 and 5.

An incident changed my life.

Introduction.

The 'Hook'.

"Practice makes man perfect." Said Kamala to Muhammad Ali.

Set the Scene.

Mohammad Ali and Kamala (brother and sister) were the neighbors to my Mamu's house. I usually visited my Mamu's house during summer vacation. That time I was at their house when they were communicating with one another in English. I listened to the comment given by Kamala while speaking with her brother in English. She tried to convince her brother that without practicing speaking English it was impossible to learn how to speak a foreign language.



Thesis statement.

"I have to learn English." I thought and made up my mind to learn English. Come what may happen I made myself ready to learn the language.

Body paragraph.

'Show, Don't Tell'

Supporting Evidence.

Passage of Times

Transitions.

"Wake up Ameer, take the buffalos to the fields for grazing." My mother woke me up from a deep sleep. It was the winter season. I was at my natal home. I picked my English book and notes with me and took buffaloes to the field. I made my habit of taking books with me during the grazing of buffaloes. I used to memorize the words and rules wherever I went. I made the habit of speaking English. "I will learn English one day." After memorizing some words and rules of English I always encouraged myself by thinking of the idea. I continued the routine for a long time.

I usually went to my Mamu's house in Karachi during summer vacation. Kamala and Muhammad Ali inspired me a lot when they communicate in English. After completing my intermediate, I forced my parents for admission in University of Sindh. They refused because they could not pay my fees. My sister saw me while weeping. "Ameer is totally disappointed, kindly do something for him." My elder sister said to my cousin brother who was in charge of our home. It was my last night. Next day I had to submit my fees for the confirmation of my admission in Political Science, Sindh University Jamshoro.

Conclusion.

Moral of the story.

"Wake up Ameer, your brother has gone to submit your fees." My sister said to me after waking me from sleep. I can't express how much happy I was after listening it and the quote of Bacon that Kamala said to her brother Muhammad Ali, "Practice makes man perfect" hit my mind again. I followed it, after completion of my bachelor degree in political science, I got admission in English to complete my Master. I worked hard and completed my master's and learnt how to read, understand, speak and write English. I never forgot the conversation of the siblings; I never forgot the quotation of the Bacon. I was inspired; I tried and proved that practice makes man perfect.



4.2 WRITING

Précis Writing

The word Précis is a French word which means a summary and précis writing means summarizing a lengthy passage in limited words without affecting the main idea or theme of the passage. The following steps will help you to make a standard précis.

Steps

1. Read the entire passage carefully to know the central idea.
2. Underline or highlight important points.
3. Irrelevant points should be excluded.
4. Use your own words in writing the précis.
5. Do not use idioms and phrases.
6. Check spellings and grammatical errors.
7. Length of précis should be one-third of the original passage.
8. Do not copy the same text.
9. Make a final draft.
10. Suggest an appropriate title.

Passage

Dolphins are regarded as the friendliest creatures in the sea of them helping and stories of them drowning sailors have been common since Roman times. The more we learn about dolphins, the more we realize that their society is more complex than people previously imagined. They look after other dolphins when they are ill, mothers, care and for expecting to protect the weakest in the community, as we do. Some scientists have suggested that dolphins have a language but it is much more probable that they communicate with each other without needing words. Could any of these mammals be more intelligent than man? Certainly, the most common argument in favour of man's superiority over them that we can kill them more easily than they can kill us is the least satisfactory. On the contrary, the more we discover about these remarkable creatures, the less we appear superior when we destroy them.

Précis

Title:

Dolphins: the Compassionate Beings

Dolphins' friendliness has always excelled that of humanity. They are supposed to be more intelligent and helpful than mankind, but they lack behind due to physical weakness. Further, their benevolent character can be witnessed through communicative gestures of distress towards their community. Man's superiority is shown in killing those kind creatures. The more a man knows about them, the more he loves them.



Exercise 1

Work in pairs. Write the précis of the following paragraph and suggest a suitable title. Remember, to use steps given above. After completing, share the précis with your partner.

Trees give shade for the benefit of others, and while they themselves stand in the sun and endure the heat, they produce the fruit of which others profit. The character of good human is like that of trees. Sandalwood, the more it is rubbed, the more scent does it yield. Sugarcane, the more it is peeled and cut up into pieces, the more juice does it produce. What matters whether other people praise them or not? What difference does it make whether they die at this moment or whether lives are prolonged? Happen what may, those who tread in the right path will not set foot in any other. Life itself is unprofitable to a human being who does not live for others. To live for the mere sake of living one's life is to live the life with no purpose.

JOIN

Purpose of life

The men who work selflessly for others are like the trees who give shades and fruits to those whom they don't know. A truthful person never gives ears to the gossip. He makes humanity the purpose of his life and continues to help others without noticing what the others say. To serve humanity is the utmost purpose of life, else life is meaningless.

MORE!!!



Unit 5.2. Business Letters.

1. Write a letter to the National Book Foundation for provision of English Grammar Books for your Library.

November 27, 2022.

The In charge,
The National Book Foundation,
Road Tilak Charhi,
Hyderabad.

Dear Mr. Uzair,

I hereby write a letter to request you to provide some updated books for our library. We have settled a new library in this area. Prior to it, there was no other library round about four kilometers in this area. The parents were upset in this regard. They could not send their children far from the houses. Now, they are happy and send their children to our library on regular basis. In this regard, we need new and updated books and we expect from you for the donation of the books.

I, therefore, request you to help us by donating some new books as the users of the library can enhance their knowledge by reading more and more books. I have also enclosed the list of the required books. Looking forward to hearing from your early response. Thanks.

Yours sincerely,
XYZ.

2. Write a letter to the manager of the bank complaining about the unprofessional behaviour of the staff.

November 27, 2022.

The Manager,
Muslim Commercial Bank,
Karachi.

Dear Mr. Ali,

I hereby write to complain regarding the unprofessional behaviour of your staff. I came here today for the purpose of opening a new account. As I entered in the bank, I saw the workers were busy in chit chat. I asked the guider for guide. He ignored me to answer because he was busy in using cellphone. After some time, when I asked him thrice or four times, he showed me the accountant office. As I went there, the accountant officer did not offer me a seat. I myself sat on the vacant seat. Almost after ten minutes, he asked me the reason as he was also busy on a phone call. At the end, he gave me an account opening form. I did not experience any polite and positive response by the staff.

I, therefore, request you to take this matter seriously and try to make your staff more professional as the customers never again feel any difficulty while opening an account. Thanks.

Yours Sincerely,
XYZ.

6.2 (Writing)

Editing

Editing is a part of the re-drafting process and entails checking the tone, structure and content of your written work to ensure that it has a logical and coherent flow and expresses ideas clearly and correctly. After you have written a complete draft of your written work, you need to review. Editing focuses on sentence-level concerns: things like grammar, punctuation, sentence clarity, spelling, and citation.

Exercise 1

Look at the following passages. First one is draft passage and the other is edited passage. Now, work in pairs and compare the draft and the edited passage and note down the difference. After you have completed, exchange your work with your partner.

Draft Passage

did you no that bats are mammals. we no they are mammals just lik us becaus hey are warm blooded they are the only mammals that no how to fly bats are Nocturnal which means thay sleep during the day nd are awak at nite?

Edited Passage

Did you know that bats are mammals? We know they are mammals just like us because they are warm-blooded. They are the only mammals that know how to fly. Bats are nocturnal which means they sleep during the day and are awake at night.

Draft Passage

Do you know wear the longest rode on Earth can be found. The Pan-American Highway begins in alaska. It passes through Canada the United States and Mexico. Than it continues down the west coast of South America all the way to Chile. Altogether, the highway passes through 12 countrys. It passes through jungles and mountains the road is about 16,000 miles long. At this time, only one 54-miles stretch of the road remains to be completed

Edited Passage

Do you know where the longest road on Earth can be found? Pan-Américan Highway begins in Alaska. It passes through Canada, the United States and Mexico. Then it continues down the west coast of South America all the way to Chile. Altogether, the highway passes through 12 countries. It passes through jungles and mountains. The road is about 16,000 miles long. At this time, only one 54-mile stretch of the road remains to be completed.



Tips for Effective Editing in Writing

Effective writing looks concise, correct and to the point. More importantly, it is clear and transparent. Here are some effective tips for editing:

- a) Write clear sentences.
- b) Avoid using jargon.
- c) Avoid unnecessary use of passive voice.
- d) Use vivid nouns and verbs.
- e) Avoid unnecessary abbreviations or contractions.
- f) Avoid dangling participles and split infinitives.
- g) Avoid "wordy" sentences or sentences of excessive length.
- h) Avoid colloquialisms or slang..
- i) Avoid being repetitive in your use of words & expression of ideas.
- j) Avoid excessive use of semicolons and commas.
- k) Check for all grammatical, punctuation and spelling mistakes.

Exercise 2.

Work in pairs and find the incorrect words in the passage and correct them. After completing, exchange your work with your partner. Remember to use above tips while doing this exercise.

Passage

It is true that a natural disaster **was** a natural process and we can not stop it, but **through** making certain preparations, we can reduce the magnitude of the loss to life **or** property. First of all, we **would** reduce global warming which is the root cause **from** all the problems. We should also have insurance policies **such** that we have insufficient money to **rebuilt** our lives after any such disaster.

Incorrect

was
through
or
would
from
such
rebuilt

Correct

is
by
and
should
of
so
rebuild



It is true that a natural disaster is a natural process and we can not stop it, but by making certain preparations, we can reduce the magnitude of the loss to life and property. First of all, we should reduce global warming which is the root cause of all the problems. We should also have insurance policies so that we have insufficient money to rebuild our lives after any such disaster.

Exercise 3.

There is an error in each of the following sentences. Work in pairs. Write the correct word in the space provided. After you have completed, share your work with your partner.

Sentences

1. Exploring space **mean** to study
2. space **to** the sake of knowledge
3. in the **largest** interest of mankind
4. Exploiting space **mean** using space
5. for commercial use. **There** aims
6. are quite **diffence**. The former one
7. is to enhance knowledge **but** to satisfy
8. curiosity while the **later** is
9. to **making** money
10. It is **truth** that his parents are the most humble to him.

Incorrect

mean
to
largest
mean
There
Difference
But
Later
Making
Truth

Correct

means
for
larger
means
their
different
and
latter
make



true

EDITED

1. Exploring space means to study
2. space for the sake of knowledge
3. in the larger interest of mankind
4. Exploiting space means using space
5. for commercial use. Their aims
6. are quite different. The former one
7. is to enhance knowledge and to satisfy
8. curiosity while the latter is
9. to make money
10. It is true that his parents are the most humble to him.

**JOIN
FOR
MORE!!!**



Unit 7.2 (Formal Email)

Exercise 2.

Write a formal email to your college Principal asking / requesting him to grant permission for an educational visit to University of Sindh, Jamshoro.

To: abcschoolprincipal@gmail.com
cc: ahmedcordinator@yahoo.com
bcc: sanihaincharge@gmail.com

Subject: Request for permission for an educational visit to University of Sindh, Jamshoro.

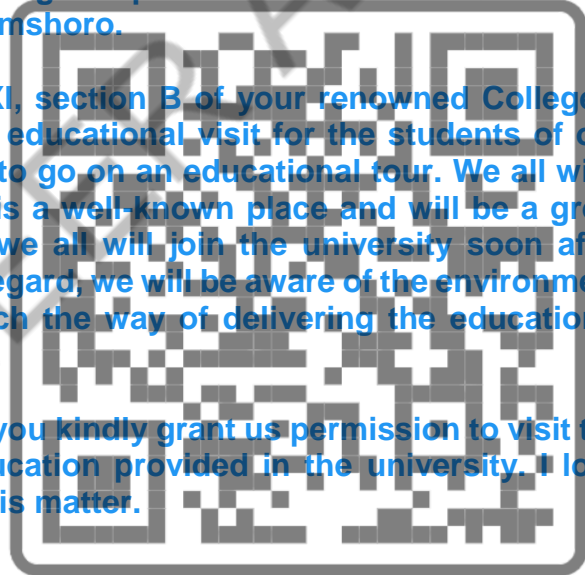
Dear Sir,

I am writing this email requesting you to grant permission to our class for an educational visit to University of Sindh, Jamshoro.

I, Ahmed Jawaid, am a student of class XI, section B of your renowned College. I hereby kindly request you to organize an educational visit for the students of our class. All my classmates are quite willing to go on an educational tour. We all wish to visit University of Sindh, Jamshoro. It is a well-known place and will be a great learning opportunity for all of us. Since we all will join the university soon after completing our college education. In this regard, we will be aware of the environment of the university and we will closely watch the way of delivering the educational classes by the professors.

I therefore, on behalf of my class, request you kindly grant us permission to visit the university as we may understand the education provided in the university. I look forward to your careful consideration of this matter.

Yours Sincerely,
XYZ.



2. A news channel to produce some motivational TV programs on education.

To: abcschoolprincipal@gmail.com
cc: ahmedcordinator@yahoo.com
bcc: sanihaincharge@gmail.com

Subject: Request to produce some motivational TV programs on education

Dear Sir,

I am writing this email requesting you to produce some motivational TV programs on education.



This is the technological era. In this age social media is dominant. Cable network is the demand of every house. People of all ages watch the television in their free time. It is very sad to say that the TV channels do not produce any motivational programs on education for the children and the young. Your channel is watched almost all over the country. The motivational programs are the demand of the day. So the new educational motivational programs should be on air by your channel.

I, therefore, request you to produce new motivational programs on education as our children be motivated to give more interest on their education. I hope for your positive response. Thanks.

Yours Sincerely,
XYX.

**JOIN
FOR
MORE!!!**



Unit 8.2. (Informal and Formal Report)

Exercise 1 (Informal Email)

“Celebration of Independence Day on 14th August at your school.

Reported by Mania.

15 August 2022.

The Independence Day Celebration was held on Monday, 15th August 2022 at Government Degree College Landhi with much grandeur. The celebration day started at 9:30 a.m. and ended at 2.30 p.m. The day was divided into the following activities i.e. The Recitation and Naat, the speeches, debates, tableaux, parade, national songs, National Anthem and distribution of sweets.

The function was started with the recitation of the Holy Quran, then Naat. After that the Principal of our college inaugurated the ceremony in the presence of all the teachers, students and all other non-teaching staff. Around 2000 students and other participants attended the celebration. The whole campus was decorated with festoons and placards. A committee was formed headed by the Principal to celebrate the program. The day started with the recitation, then the inaugural speech of the principal. After that the Chief Guest delivered a speech.

Then the students started their celebration. Tableaus, speeches and debates were performed by the students. Each class performed brilliantly. In all segments, the national heroes were praised and were given tributes. The celebration continued amidst the clapping and cheerful voices till 2 p.m. everybody enjoyed a lot. At 2 p.m., all the students were settled in a row for national anthem. Before performing the national anthem, the principal thanked all the participants and promised to hold such programs in the future. At the end, sweet was distributed among the participants.

However, everybody enjoyed the day and the organizers were highly appreciated. The function revealed many lessons before the audience.

Exercise 2 (Formal Email)

A Formal Report on the Facilities Provided by the College Administration.

For the attention of: **The Principal of the College.**

Reported by: **Shahid Ali, a student of first year.**

Report Date: **13-12-2022.**

Abstract

The report has been written to expose the facilities provided by the college administration. The facilities are divided into...

1. Academic (Access to library, computer lab, auditorium, etc.)



2. Health and hygiene (clean washroom, availability of water, proper food at college canteen, etc.)
3. Co-curricular (playground, sports material, gymnasium, etc.)

The facts are collected by a research.

I found the above materials in the college provided by the management. Some things are remaining and needed to be completed.

Table of Contents

Introduction. Page 1

Body. Page 1

Conclusion. Page 1

Introduction

The report is about the facilities provided by our administration to our college. Previously there was lack of material in the college, now the administration has tried to provide the needed facilities. It was the need of time.

Body

Administration has completed the academic requirements of the college. A library, a computer lab and auditorium are sanctioned. Now our students and teacher can easily read the books and can easily access to global community by net.

Health facilities have also been provided. Each class room has a separate Durbin and filtered water machines are fitted. Additionally, cleanliness is promoted.

For co-curricular activities playground for cricket and football is provided.

Conclusion

The above facilities provided by the administration are much appreciated. Such steps must be continued. Hope for the better and positive response in the future too.

Yours truly

Xyz.



Unit 9.2 (Resume and Covering Letter)

Exercise 1 (Resume)

Exercise 2 (Covering Letter)

Room#5, B-Block,
Examination Hall,
Landhi # 4, Karachi.

Mr. Junaid,
Director of Human Resources,
Beacon House College System,
142 Jam Street,
Karachi.

Dear Mr. Junaid,

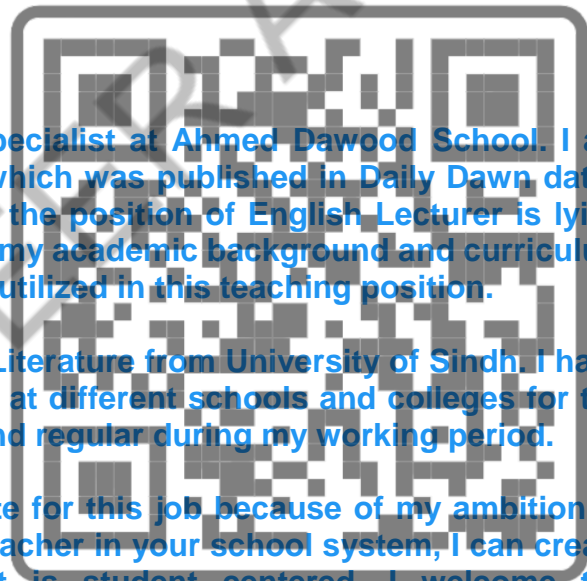
At present, I am working as a Subject Specialist at Ahmed Dawood School. I am writing in response to an advertisement which was published in Daily Dawn dated 07-12-2022. It is in the advertisement that the position of English Lecturer is lying vacant in your college. I am confident that my academic background and curriculum development skills would be successfully utilized in this teaching position.

I have done my Master degree in English Literature from University of Sindh. I have experienced in teaching and have worked at different schools and colleges for the last 13 years. I was dedicated, punctual, and regular during my working period.

I feel that I am the most suitable candidate for this job because of my ambition to make a change. I am confident that as a teacher in your school system, I can create a productive learning environment that is student centered. I welcome the opportunity to discuss with you in person my ideas and qualifications. Please contact me at any time you should you wish to arrange a meeting/interview. Thank you for your consideration.

Sincerely,

Ameer Ali.
Enclosure.



10.2. Writing

Proofreading (finishing touch)

Exercise 1.

Write at least two sentences about each of the following topics in your notebooks. Then, exchange your notebooks with your classmates to proofread. After you have completed, exchange your notebook with any of your class mates. Read each other's work and give feedback. Make changes in your work if needed.

Write what you say about.....

1. Getting Education is a process of expediting learning, acquiring knowledge, values, and virtue. It contributes to the development of better people around the globe. It is more of an enduring method in which people gain information, skills, and ethics.
2. Your reaction to the food in college canteen was very odd. Don't think so that the food was too much oily. If you become habitual you will forget to feel odd and you will react properly.
3. Elders must be respected because they are near to death. We should let them depart peacefully. They are not in condition to bear the tension so we should try to deal them happily and respectfully.
4. Early to bed, early to rise, makes man healthy, wealthy and wise because sound sleeping makes person fresh and active. One should sleep early as they can complete the required sleep. One should also wake up early in order to see the nature in its pure form.
5. Never, never, never give up because at the end of struggle lies success. We should work till the last sigh of our life. In such way, we will achieve success in our life.

Exercise 2.

Work individually and proofread the following letter by following the key tips provided above. After you have completed, compare your proofreading work with your partner.

with the invention of the personal computer and the Internet, a new age in communications begins. now people could communicate fastest and more easily than ever before. Writing, editing, and storing information became quick and easy. It was no longest necessary to write draft after draft when changes could be made so easily using a word Processor program. Messages, could now be sent in no time to anywhere in the world, without addressing envelopes or licking stamps.

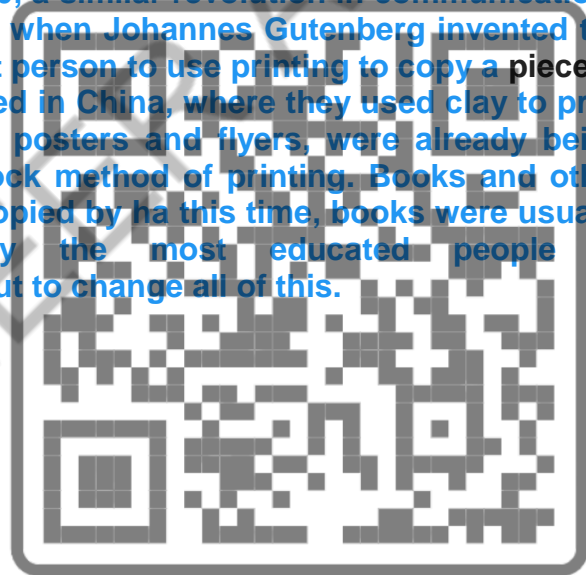
Century most early, around the year 1450 a similar revolution in communications had occurred in Germany. This happened when Johannes Gutenberg invented the printing press. Gutenberg was not the first person to use printing to copy a peace of

writing, **printing** was already being invented in China, where they used clay to print oriental characters. Small items, such as posters and flyers, were already being printed in Europe too, using the woodblock method of printing. Books and other largest works, however, were still being copied by hand. At this time, books were usually produced only in **latin**, and only the most educated people read them. **Gutenbergs'** printing press was about to change all of this.

Solved


With the invention of the personal computer and the Internet, a new age in communications began. Now people could communicate faster and more easily than ever before. Writing, editing, and storing information became quick and easy. It was no longer necessary to write draft after draft when changes could be made so easily using a word processor program. Messages, could now be sent in no time to anywhere in the world, without addressing envelopes or licking stamps.

Centuries most early, around the year 1450, a similar revolution in communications had occurred in Germany. This happened when Johannes Gutenberg invented the printing press. Gutenberg was not the first person to use printing to copy a piece of writing. Printing was already being invented in China, where they used clay to print oriental characters. Small items such as posters and flyers, were already being printed in Europe too, using the woodblock method of printing. Books and other largest works, however, were still being copied by hand. At this time, books were usually produced only in Latin, and only the most educated people read them. Gutenberg's printing press was about to change all of this.



**JOIN
FOR
MORE!!!**

Summaries of 10 Chapters



"Quaid on 11th August, 1947"

Introduction

The text is about the Quaid-e-Azam and his message to the nation. The title name of Unit 1 is 'Democratic Citizenship'. It is about the vision of Pakistan by Quaid-e-Azam. The Quaid, after becoming the president of the first constituent assembly, delivered a historic speech on 11th August, 1947. The Quaid's vision of Pakistan and Hazrat Muhammad's teachings are reminded in the speech.

Summary.

The Quaid started the speech by quoting the two main functions of the Constituent Assembly. The first function was to frame the new constitution for newly born state and the second was of functioning as a full and complete sovereign body as the Federal Legislature of Pakistan. Then, he informed the nation about the following main duties and responsibilities of the residents of a new born miraculous country for the Muslim community.

_ The government is emphasized to maintain the law and order so that the life and religious beliefs should be protected.

_ Bribery, corruption, black-marketing, nepotism and jobbery are called curses and the citizens are emphasized to curb the curses strictly.

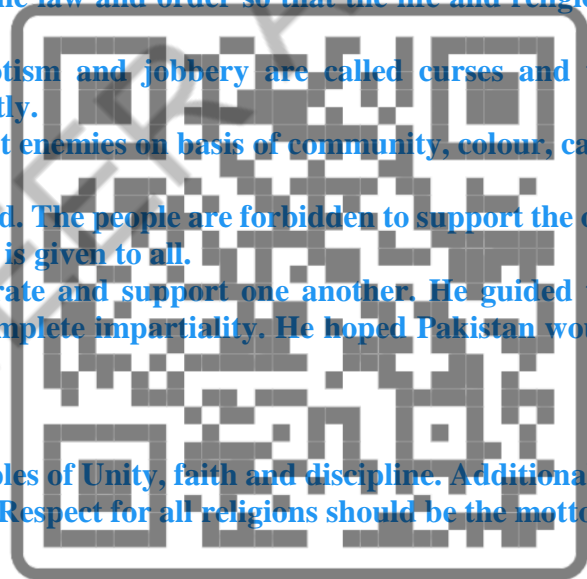
_ All the citizens are suggested to forget the past enemies on basis of community, colour, caste or creed.

_ The secular concept in the country is promoted. The people are forbidden to support the one community in country. The freedom of religion is given to all.

Lastly, the Quaid asked the citizens to cooperate and support one another. He guided the nation to follow the principle of Justice and complete impartiality. He hoped Pakistan would be one of the greatest Nations of the world.

Moral

To be a true citizen, one must follow the principles of Unity, faith and discipline. Additionally, he or she should avoid to be a religious person. Respect for all religions should be the motto of every man's life.



"Once More to the Lake"

Introduction

The text "Once More to the Lake" is the part of Unit 2 "Preservation of Nature". "Once More to the Lake", by an American writer E.B. White, is a narrative essay or memoir which describes the essayist's experiences of his visit and revisit to the lake in Maine in East America. He had visited the lake several times during his childhood with his family and during his old age with his son. Whatever he gained experience during his visit and revisit he shared all here in the essay. Through this essay he tries to be escapist but could not escape from the harsh realities of the life.



Summary.

The essayist begins this essay by describing how the lake in Maine enchanted him and became the world's best place, during his first visit to it with his family in 1904. When he was a child,

he, with his family, often went to visit the lake during the summer vacations. After becoming father, he plans to revisit the lake in order to gain now the experience of a father's feelings. He makes himself fully prepared to stay a couple of days in a camp near to lake. On the way, he gets excited and wonders how this holy spot, lake, hills, streams and so on would look after so many years.

He sets up a camp near a farmhouse. Memories of the past haunts him. He finds himself in his son and himself as his father. The fishing, nature gazing, walking through the grass, chasing the insects, swimming etc. all remind him of his own cheerful childhood and youth. He is different now, devoid of the same energy and hopes. Instead of viewing the lake as it is, he uses his childhood eyes to perceive the lake. This condition creates an interesting departure from reality into what he wants to see based on his childhood experiences. He is delighted to find that the campsite is more or less the same as he remembers. There are same damp moss, dragonflies, waves of water, same green colour boat, same fresh water leavings and debris, etc. However, he criticizes the technology which pollutes the peaceful atmosphere of the lake. Previously as compare to the revisit, the motorboats' voice was not irritating and noisy. The wagon road is also tarred or pitched fully. The movies has also made the workers showy who started to use make and speak mannerly oppose to the natural tone.

At last, he, with his son, goes to the farmhouse where they are served dinner by waitress girls. They looked still fifteen like before. One afternoon, there comes a thunderstorm. Other camp-goers rush out of their camp for swimming. His son also wants to go for swim with others.

Moral

White looks at his son changing the garment for swimming. At the same time, he feels pain in his groin. It means that he is aware of his mortality and he can't escape...

"The Necklace"

Introduction

The story "The Necklace" is the part of Unit 3 "Managing Change". It is about the middle class girl who wants to be showy and wealthy in her life. The story is by Guy de Maupassant.

Summary

The story starts with the introduction of Mathilde, the heroine of the story. She was a pretty, charming and beautiful girl. She belonged to a middle class family. She married to a clerk in education. She always daydreamed of being rich. She was fond of wearing fancy dresses and jewelry. One day, her husband received an invitation card of attending a grand party. She became worried having no new dress. Her husband gave her his saving for purchasing a new party dress. And she also borrowed a diamond necklace from her one rich friend. She attended the party, danced joyfully and enjoyed a lot. Because of her attractiveness, she became the centre of every eye. When she returned the home, she saw the necklace was missed. She, with her husband searched everywhere but could not found the jewelry. At last, they bought a new one necklace in the place of the lost one. They borrowed high amount for the replacing of the jewelry. Mathilde returned the necklace to her friend.

After that, the next ten years, they lived a life in poverty. They sacrificed their wishes. Mr. And Mme. Loisel hired a cheap apartment. They lived there poorly. He did the double jobs, while she kept doing all household chores. After ten years, they repaid the debts, but she became old

now. When she was going for a walk, she saw Mme. Forestier, her friend who gave her a necklace. After greeting, she told that the Necklace was fake. Mathilde was shocked. The story also ends there.

Moral

"Greed is Curse."

"Technological Revolution"

Introduction

Technological Revolution is the text in Unit 1 "Technology Smart and Tech-Savvy". It is about the benefits of digital technology. The extract is adopted from "Digital Quality of Life" Understanding the Personal and Social Benefits of the Information Technology Revolution Robert D. Atkinson and Daniel D. Castro.

Summary

The passage starts with the introduction of the technology and its important on one's life and economy. The writer calls the era Technological era which came after technological revolution. It is a period in which one or more technologies is replaced by another, novel technology in a short amount of time. Due to less development in technology, the life before world-war 1 was very hard to live. Now it has changed after this digital era. It has introduced several technological innovations whose rapid application and diffusion typically cause an abrupt change in society. Some famous innovations and their work are given below.

1. Television.

It is the most revolutionized technology which affects almost all sectors of life. It, with the help of satellites, is used to control the disasters. It keeps people cautious before any hazard of disaster.

2. Robotic Toys.

In the toys new technology is fitted as the adults, youngest students, preschoolers and toddlers can be entertained by playing with, according to their desires.

3. Tele-school.

Through the help of the technology, new tele-schools are introduced which help the students and parents to gain the required knowledge from the famous teachers of the world.

4. Tele-medicine.

It is used in medical fields for the purpose of information of the new medicines. The doctors use the technology to treat the patients.

5. Telepresence.

Telepresence is used to work in any extreme Condition.

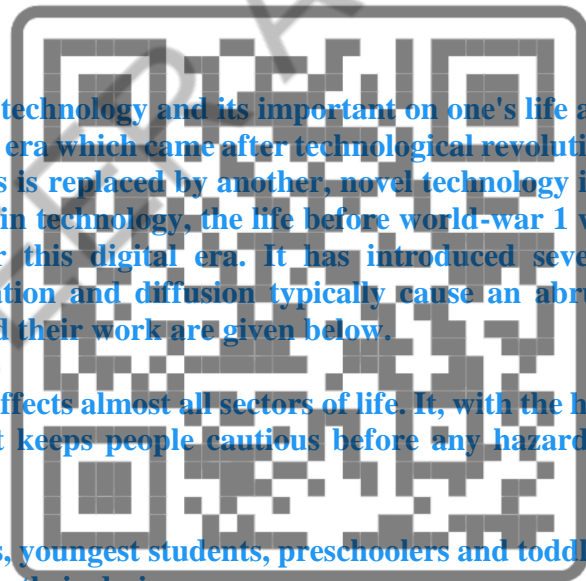
6. E-commerce.

E-commerce lets people buy a vast array of goods and services that previously might have been difficult to find at local stores.

Telemarketing and Tele work are the new technologies which are used for the business purposes. The technologies have revolutionized the concept of business.

7. Cellphones and Computers.

Cellphones and Computers are used for multipurpose but in these days they help a lot to



control the spreading of epidemic and pandemic diseases.

Moral

All in all, the life has been changed from hard to easy because of the digital technology.

My Bank Account

Introduction

The Text "My Bank Account" is the part of Unit 5 "Civic Sense and Civic Activities". The author of this piece of work is Stephen Leacock. He is highly educated person but he has a bank phobia.

Summary

The writer, Stephen Leacock, starts to tell one of the odd incidents of his life. He tells that his salary is raised to fifty dollars a month so he chooses the bank as the best option for saving the increased amount. He has a bank phobia so as he enters in the bank everything (from loving things to nonliving things in the bank) frightens him. It makes him confused and nervous. He starts to behave like an irresponsible fool. He directly meets to the manger and makes him confused by insisting him for a private meeting. The manger thinks him a detective of Pinkerton. The manger is relaxed when he knows his purpose to open a new account in order to save fifty dollars. He leads him to the accountant and asks him for opening his account.

The accountant before opening his account asks him for submission of amount. He submits 56 dollars. As his account is opened he wants to withdraw six dollars but mistakenly he writes fifty six dollars instead of six. The clerk is surprised to see such cheque and ejaculates if he is drawing it all out again. He realizes his mistake but is so miserable that he makes a silly decision to withdraw the whole amount. He replied in affirmative. His account is closed again and he walks out of the bank hearing a big roar of laughter from behind the door.

Moral

Try more to be the more civilized as the Civic Sense and Civic Activities should be reveled from your behavior.

Self-Reliance

The essay Self-Reliance is the part of Unit 6 "Respecting Self and Others. Self-Reliance" is an 1841 essay written by American transcendentalist philosopher Ralph Waldo Emerson. It contains the most thorough statement of one of Emerson's recurrent themes: the need for each individual to avoid conformity and false consistency, and follow his own instincts and ideas. It is the source of one of Emerson's most famous quotations:



Summary

"Self-Reliance" is an essay by Ralph Waldo Emerson which explores the values of transcendentalism. Emerson explains to the reader that true direct knowledge can only come from within. Any knowledge that a person learns from another person or a book is not true knowledge. The more people use their intuition and believe in themselves, the better society will be. The power is within the man. One should peep into one's insight in order to know the power of one's life. Emerson calls self-belief as the genius. Genius person believes himself while doing any work. He forces the readers to value their own thoughts otherwise another person will copy their thoughts and they will be ashamed of noticing them. According to the writer society never advances. It undergoes continual changes; it is barbarous, it is civilized, it is religious, it is rich, it is scientific; but this change is not for better. It acquires one thing, while lost the old thing. It makes people civilized while it keeps away the man from crude nature. A man should be confident and expressing ideas and opinions without concern for how they will be perceived by others. If a person refuses to be true to their own individual beliefs, then they will not live a satisfying or gratifying life. Emerson believes that each person has a true purpose and that it is the individual's job to resolutely fulfill that purpose without fear. According to the author, a person can be happy when he puts his heart into his work and done his best. To sum up "Self-Reliance" is Ralph Waldo Emerson's treatise on individualism. In it Emerson explains that people must believe in their own intuition and reject the opinions of others in order to transcend the bounds of the physical world.

Moral

"Know thyself" or "Trust Thyself".

Struggle for an Education (By Booker T. Washington)

Introduction

The text "Struggle for an Education" is part of Unit 7 "Self-Grooming". In the story 'My struggle for an Education' Booker T. Washington gives a moving account of the difficulties he faced to find a place in a school. At the age of sixteen he had to face lots of troubles and hardships in order to get admission in a school. Racial discrimination was prevalent and blacks were not given the right to education. Washington makes a tremendous effort to prove to the administration of the school that the color of his skin in no way determines his lack of capabilities.

Summary

In the story Booker T. Washington presents an account of a significant event of his life. He used to work in a coal mine where he happened to know about a very good school in Virginia. This school was far better than the one in his own town. The name of this school was the Hampton Normal and Agricultural Institute in Virginia. Hearing that these people appreciate it so much he at once made up his mind to go to that school although he knew nothing about its location.

In the autumn of 1872 with a reluctant permission from his mother he started for Hampton with very little money and a small bag with few clothes. As his mother was very ill, the parting became very sad. He walked and begged for rides and in a number of days reached a large city of Richmond about eighty-two miles away from Hampton. He was completely out of money, hungry, exhausted but not discouraged. Having no place to go he crept under a raised platform

on a pavement.

Next day he got-up refreshed but hungry and started to look for some work as he was very hungry. He saw a cargo ship unloading pig-iron. The kind-hearted captain of the ship gave him work and he finally earned his breakfast for the day. Due to his good work the captain asked him to continue work. He still slept under the sidewalk and finally managed to save money to reach Hampton. The sight of the school building seemed to him a reward for the hardship he faced. But here he could not make a favorable impression on his teacher as he had been without proper food, rest, bath and change of clothing. The teacher did not refuse admittance nor did she decide in favor. She kept giving admission to other students which troubled him all the more. He desperately wanted a chance to prove his worth and he got it when the teacher finally asked him to clean the recitation room. He swept and dusted the room several times as he knew that his future depended upon it. The teacher came and inspected the room minutely and could not find a bit of dirt. She finally admitted him to the school. He was extremely happy and all through his life considered the cleaning of that room the best examination he ever passed.

A Voyage to the City of Lions.

Introduction

The text 'A Voyage to the City of Lions' is the part of Unit 8 "Places of Historical/Cultural Importance." The voyage is a travelogue of Altaf Sheikh translated by Professor Manoj Kumar. In the lesson Singapore and its famous places are described.

Summary

Altaf Sheikh is the best writer of Travelogue. He is a Marine Engineer. He depicts whatever he sees during the time period of voyage. In this voyage, he sees several famous places in Singapore. He starts the voyage by depicting the geographical description of Singapore. From a geographical perspective, Singapore is located at a maritime crossroads where almost every ship sailing to or from the Pacific to the Indian Ocean or South China Sea anchors here. It is a free port as well as a major centre of fuels for ships. Barges are used at the port for carrying the cargo from buses to the ships. The island of Singapore is connected to Malaysia. It is connected to Malaysia as the port of Monora to Karachi. As Kiamari is to Karachi same the city of Johor to Malaysia. The most population live near the port of Singapore. It is the busiest port. The voyage tells that Singapore is the wealthiest because of tourism and business. The following important points are mentioned by the writer.

1. Singapore is called "The City of Lions" as the statues of lions are everywhere in the city.
2. It is called as "Mr. Clean" because of its cleanliness.
3. It is a Shoppers' paradise where one can purchase the cheapest things of the world.
4. It is called the fusion of East and West because of the taste of foods. The foods having western and eastern tastes have been served there.

The following important places are described in the voyage.

1. Singapore Jetty.

It is a place seen by the traveller. It is used to exchange the goods.

2. Masjid Sultan.



He sees the most beautiful and biggest mosque of Singapore.

3. Change Alley.

The traveller sees the place where people can exchange the currency.

4. Raffles Pulse.

The largest market in Singapore is Raffles Pulse which. It is the place have all types of shops.

5. Arab Street.

Arab Street is known throughout Singapore for reasonable prices.

6. Changi Village.

A village at the end of Island, full of natural beauty.

7. 'Statues of the Lions'.

The visitor saw many statue of Lions everywhere in the country.

Moral

A man should visit for the purpose of enjoying the natural beauty.

Choosing Career.

Introduction

The text 'Choosing Career' is about one's life.

Summary

The text is about choosing a career for one's life. The perfect career as per demand of one's personality. Many people don't have ability to differentiate between a career and a job. So for their understanding the difference between a job and a career is given. Jobs and careers are considered synonymous and interchangeable, there is a subtle difference between the two. A career is not merely a job; it requires a certain level of education, professional degree and a definite skill while a job is for the time being and it needs just professional degree. Emotions, passions, qualification and experience are required for a career. One must work for a career not for a job. For choosing a good career one has to set some important rules for his life. While choosing a career one should give priority to one's interests rather to follow the rootless instructions of parents, close relatives and other friends that become the cause of de-motivation. Every field offers potential growth, success, and satisfaction if you excel in it by putting your heart and soul.

One's personality and his/her personal values are encouraged. Some like Independence; some like Recognition or leadership; some wishes to help humanity; some desire intellectual, scientific, or artistic achievements. They all should keep in view the values while choosing a character.

The next step in choosing a career is that one should be ware about one's weaknesses and strengths. He/she should take benefits from his strengths and try to improve his/her weaknesses. He/she should choose a career in which he/she is strong. It is up to you, if you are extroverted (sociable), choose a social oriented career else your introverted quality leads you less interested in social activities.

According to the writer career counsellor, degree from University, aptitude test and backup plan are also mandatory for choosing a life changing career. All in all, one must be cautious while choosing a career.



Moral

"A life without a career is meaningless."

Pearls of Wisdom.

The text 'Pearls of Wisdom' is part of Unit 10 "Practicing Positive Work Ethics." In the text some famous sayings and maxims of Sheikh Saadi are given. Sheikh Saadi was a great Persian philosopher. His sayings teach valuable lessons to the readers.

Summary

The extract is divided into 5 moral stories in subtitles of TEXT and 6 Maxims. Each text has a moral for the readers. The texts and their morals are given below.

Text I

The moral of the text is freedom. A poor free man is better than a rich slave man. In this text the story of two brothers is told. One is a servant of sultan while other earns his own bread. The second one is happier due to his free life.

Text II

Self-experience is the central theme of the text. One cannot learn until he/she does not bear the brunt of the situation. In the story the man in the boat is felt the fear of water.

Text III

Try to get basic needs is the central theme of this text. It does not matter whether you have pearls or gold but it matters if your belly is empty.

Text IV

Art or profession and its importance is the central theme of this text. A skillful person will never be hungry in his/her life.

Text V

In this text interruption is forbidden. A man should not interrupt while two persons are speaking. It is a foolish act.

The next part of the text is divided into 6 Maxims. Each maxim has a moral. In the first maxim the moral of generosity is promoted. A person should earn and eat not to accumulate. The second maxim is that one should not be ashamed of asking question whose answers he/she does not know. In the third maxim the moral for a weak person is given. He/she should not encounter the person who is more powerful than him. The fourth maxim is about the education and capacity. They both are interconnected and should not be separated. In the fifth maxim the importance of little things are emphasized. The sixth and last maxim is about the person who never hurts either his friend or enemy.

Moral

We must practice positive work ethics in our life.



JOIN
FOR
MORE!!!

Summaries of The Poem



1. The character of a Happy Life

Summary

The poem 'The Character of a Happy Life' is written by Sir Henry Wotton. He was an English poet. His works are small but he has a great poetic sense.

In this poem the poet describes the qualities of a happy life. That man is really happy who thinks and acts in a free manner. He always speaks truth and follows honesty through thick and thin. He is the master of his passion. His passions are completely under his control and he is never afraid of death. He has no cares and does not worry about what people say about him in private. He always acts according to the call of his conscience.

A happy man is not jealous of any body. He always follows the rules of a good life and hates flattery. He always prays to God for guidance and spends his time in reading a good book or in the company of good friend. He neither wishes to get a high office nor has his fear of his down fall. He leads a very simple and carefree life. Though he has no worldly wealth, yet he has all good qualities of a thorough gentleman.

2. Don't Quit...

Summary

The poem "Don't Quit" is written by Edgar Albert Guest. He was born in England but migrated to USA. He is called people's poet. His poems often had an inspirational and optimistic view of everyday life.

The poem "Don't Quit" is truly an exceptionally inspiring poem. The message of the poem is all about perseverance, tenacity, determination and will-power not to give up. When the things go wrong against you and you are in debts and you don't have money to repay. Come what may happen you should not give up. Life is very strange. Ups and downs are the part of life. We should not be upset if success takes long time. After failures comes an long lasting success. Sometimes, man quits his efforts to achieve the goal. He or she doesn't know the goal is nearer. A man should understand the success is in failure. A man should change his direction but should never quit his struggle.

3. Ozymyndias

The poem Ozymyndias is written by Percy Bysshe Shelley. He was a younger romantic poet. The poem reveals his emotions and sense of positivity. It was the rule of romantic poets that they praise the ancient remains and their beauty. This poem is also about the beautiful structure of the statue made by a sculptor.

The poem starts with a traveler who tells a tale. The poet recalls having met a traveler "from an antique land," who told him a story about the ruins of a statue in the desert of his native country. Two vast legs of stone stand without a body, and near them a massive, crumbling stone head lies "half sunk" in the sand. The traveler told the speaker that the frown and "sneer of cold command" on the statue's face indicate that the sculptor understood well the emotions



(or "passions") of the statue's subject. The memory of those emotions survives "stamped" on the lifeless statue, even though both the sculptor and his subject are both now dead. On the pedestal of the statue appears the words, "My name is Ozymandias, king of kings: / Look on my works, ye Mighty, and despair!" But around the decaying ruin of the statue, nothing remains, only the "lone and level sands," which stretch out around it.

4. Good Timber

The poem 'Good Timber' is written by Douglas Malloch (1877-1938). He was an American poet. He is known as the "Lumbermen's Poet." Malloch lived in Michigan where he grew up amongst logging camps and lumber yards. He wrote his first published poem when he was still a boy; it was published in the Detroit News.

The message of this poem is that people, like trees, grow and reach their true potential by overcoming adversity. It is only through struggles, like a tree fighting through forest growth to reach the sun, that we grow and discover our true potential. He compares good men to good timbers in this famous metaphorical poem.

5. Lucy Gray

The poem "Lucy Gray" is written by William Wordsworth. He was a romantic poet. He was poet of nature. This poem is about an innocent girl who died while obeying her father.

Lucy Gray was a beautiful little girl. She had no friends to play with and lived in wild moor with her parents. One day her mother went to the town for shopping. In the evening her father told her to go to the town to bring her mother back. He also told her to take a lantern with her to light her mother's way through snow storm.

Lucy Gray at once obeyed his order and set out for town. When she was on the way the storm had come before it was expected. Lucy could not see her way due to snow. She wandered here and there and at last died in the snow.

Her parents searched her all night but all in vain. At last they found foot prints in the middle of a wooden bridge. Perhaps she slipped through it and died. Some people think that she is still alive and has become a part a nature. She sings a solitary song that whistles in the wind.

6. The Abbot of Canterbury

The poem "The Abbot of Canterbury" is a ballad. It is about the jealousy and wisdom. The message of the poem is that wisdom is not heritage of any institution, it is comes naturally.

The Abbot of Canterbury was a rich bishop. He was leading a pompous life. He kept a better house as the King himself. He kept a large train of servants who waited upon him with velvet coats and gold chains. At that time the King John ruled over England. He was jealous of the Abbot of Canterbury and thought that he got his wealth by unfair mean. He therefore wanted to punish him, so he called the Abbot and he charged him with treason. The Abbot pleaded not guilty and said that he was spending his own money. At this King put him three questions and



declared that the Abbot would have to lose his life, if he failed to answer the questions King gave him three weeks to answers these

The Abbot was upset. He went to Oxford and Cambridge and to all the wise men of the land. But no one could tell him how to answer the questions. At last the Abbot's shepherd who resembled him went before the King.

The King put following three question before him:

1. What was his (King's) worth with his crown of gold?
2. How soon might he ride the whole world about?
3. What was he thinking?

To first question the shepherd replied that Jesus Christ was sold among the Jews for thirty pence, so his worth was only twenty nine pence. To the second question the shepherd replied that if he rode with the sun he would travel round the world in 24 hours. To the third question, he replied that he was thinking him Abbot of Canterbury but he was his poor shepherd and came to beg pardon for the Abbot and himself. King John was very happy at this jest and granted a pension of four nobles per week for the shepherd and pardoned the Abbot of Canterbury.

7. Selection From Sur Khahori.

Summary

The selected poems from Sur Khahori are taken from Shah Latif's book Shah Jo Risalo. The Sindhi poems are translated by Amina Khamisani. The central idea of the lines of Sur Khahori is that a man should not give up his efforts while walking on the path of truthful people. They should select the difficult path. As much as they bear hardships, they will reach hastily to their destination. After toughness and difficulty, one can achieve a very high and strong destination, which can't be shattered in future in any case.

Sur Khahori is one of 30 Surs of Shah Latif's poetry. In this Sur, Latif defines a Khahori and his struggle of satisfying his life. Khahori always tries to remain in search of spiritual power. He wants to make his soul permanent by giving up the desires of the world. In order to pious search, he sacrifices his worldly pleasures for the sake of his soul. He also gives pain to his body as though he can achieve the internal happiness.



Summary of The Play

"A Visit to a Small Planet"

Summary

The Play 'A Visit to a Small Planet' is written by Gore Vidal, an American playwright. It is a reflective comedy. It contains the elements of adventure, suspense, and Comments about the modern civilization. Kreton, a mystery character from other planet, is the central character. The play starts with the broadcasting of Spelding in his own home in Silver Glen, Maryland (America). Roger Spelding, with his wife, a daughter and two technicians, denies the presence of spaceship. After broadcasting, they start to discuss the household problems. As, Ellen, his daughter, ironically praises the broadcasting of his father. He criticizes John with whom Ellen is going to be married. Suddenly, the characters face conflicts, while they see a strange creature landing on the Rose Garden of their house. John points out the spaceship first. They have different ideas about it. Some call it a meteor while others deny it. The story goes towards the climax, when Kreton, an alien, comes out from the spaceship. Spelding calls out General Powers, an army man, who confirms to come soon. After a short discussion with Kreton, they notice the arrival of General Powers with his troops. From here, the climax of the story starts. General Powers imposes Martial Law in the house of Spelding. No one is allowed to move from the house. The general warns Kreton to surrender otherwise, he will be destroyed. From here the events leads to the ending of the story. Kreton, tells kindly the reason of his coming to the Earth. He confirms that he is neither a spy nor an observer. At last, when General Powers orders Aide to grab him, he shows his super powers. He makes an invisible wall around the spaceship, after it no one can touch it. He also stuns General Powers, Aide and all other Soldiers. At last, he goes to sleep. The play ends here. (Curtain)



Solved Model Paper of English XI 2023 (Karachi Board)

BOARD OF INTERMEDIATE EDUCATION, KARACHI
ENGLISH (C) NORMAL PAPER-I (MODEL PAPER)

Annual Examination - 2023

Max. Marks: 20 SECTION 'A' MCQs Time: 20 Minutes

1. Choose the correct answer for each from the given options:

i) This is a strong retreat for a truly happy man according to the poem 'The Character of a Happy Life':

*home *conscience *wealth *friends

ii) 'For thirty pence our Saviour was sold,' is a line from this poem:

*Ozymandias *The Character of a Happy Life *Lucy Gray *The Abbot of Canterbury

iii) In the line 'When he might have captured the victor's cup,' the highlighted phrase is metaphorically used for:

*prize *failure *success *trophy

iv) 'Boundless and bare' is an example of this poetic device:

*oxymoron *onomatopoeia *metaphor *alliteration

v) Khahoris follow the spiritual path and symbolise the search of:

*serpents *dreams *herbs *reality

vi) The central character in the play 'A Visit to a Small Planet' is:

*John Randolph *Roger Spelding *Kreton *Ellen

vii) Kreton thought that the views of John about Ellen are:

*red *purple *yellow *pink

viii) Kreton considered human civilization as:

*modern *primitive *conservative *progressive

ix) The word "folk" means:

*children *men *women *people

x) Roger Spelding wants to be the first journalist to interview:

*General Powers *Kreton *Ellen *John

xi) E.B. White revisited the lake with his son in:

*summer *winter *autumn *spring

xii) Mathilde seemed happiest when she:



*received the invitation*danced in the party*bought a new dress*borrowed the necklace

xiii) According to the author Ralph Waldo envy is:

* bliss *evil *suicide *ignorance

xiv) During World War II, transmission of information was in the form of:

* material * electric * analogue * catalogue

xv) A group of people travelling together is called as:

*sages *crew *caravan *shrewd men

xvi) The cleaning staff ___infected the area to avoid the spread of coronavirus (identify the correct prefix):

re dis *un *mis

xvii) In the sentence 'There is a large demand all over the United States for plants indigenous to the desert,' the word 'indigenous' means:

*native *necessary*foreign*alien

xviii) In the sentence 'He runs fast,' the underlined verb is:

*transitive *intransitive *auxiliary *modal

xix) In the sentence 'I run a business successfully,' the underlined verb is:

*transitive *intransitive *auxiliary *modal

xx) The comparative degree of the word little is:

*littler *more little *less *more less

BOARD OF INTERMEDIATE EDUCATION, KARACHI

ENGLISH (C) NORMAL PAPER-I (MODEL PAPER)

Annual Examination - 2023

TIME: 2 Hours 40 minutes Max. Marks: 50

SECTION B (SHORT-ANSWER QUESTIONS)

Note: Attempt TEN part-questions from this section, including at least TWO part-questions from each sub-section. All questions carry equal marks.

SUB-SECTION I (Reading Comprehension)

2.

i) Which is the greatest curse according to the Quaid-e-Azam? Explain.

Ans: According to the Quaid-i-Azam, Pakistan had inherited several curses i.e. black marketing, nepotism, jobbery etc. To him, one of the greatest curses was bribery and corruption. He called it a poison and urged the nation to put it down with an iron hand. He was also hopeful that the government would take adequate measures for its solution.

ii) What are the benefits of E-Commerce in today's world?

Ans. Today, technological revolution is giving people a wide variety of choices, enabling them to get the kinds of products and services that fit their needs. Tele work and telemarketing have given people the chance to move beyond the limits. E-commerce lets people buy a vast array of goods and services that previously might have been difficult to find at local stores.

iii) What mistake did Stephen Leacock make when he wrote the cheque?

Ans. The author deposited 56 dollars in his new account. He wanted to withdraw 6 dollars for personal use. But in fear, he wrote 56 dollars instead of 6 dollars. In such way, he withdrew all his amount.

iv) Why should you choose a career that interests you?

Ans. The first thing you should do while choosing a career is to make sure it interests you- something which brings you satisfaction and happiness. You will be more successful, fulfilled, and productive if you are enthusiastic about your chosen path. Every field offers potential growth, success, and satisfaction if you excel in it by putting your heart and soul into it.

SUB-SECTION II (POETRY)

v) Discuss the poem 'The Character of a Happy Life' with reference to the line; "And having nothing yet hath all."

Ans. The poet wants to say that the happy man is free from all kinds of the worldly restraints. He is contented within his means. He is the master of his will. He has a spiritual power. He has no wealth, land and property, but he has a constant conscience that keeps him happy in condition of life.

vi) What irony has been presented in the poem Ozymandias?

Ans. The condition of the statue and the inscription on the pedestal are ironical. The statue was completely shattered. Only two vast legs stood on the pedestal and the head was lying in the sand. Whereas the inscription said 'look upon my work ye Mighty and despair' and 'king of kings'.

vii) What reward does a Khahori get after his hard work?

Ans. A Khahori always tries to remain in search of spiritual power. He wants to make his soul permanent by giving up the desires of the world. In order to pious search, he sacrifices his worldly pleasures for the sake of his soul. He also gives pain to his body as though he can achieve the internal happiness. At all, a kahoris gets reward of spiritual power after hard work.

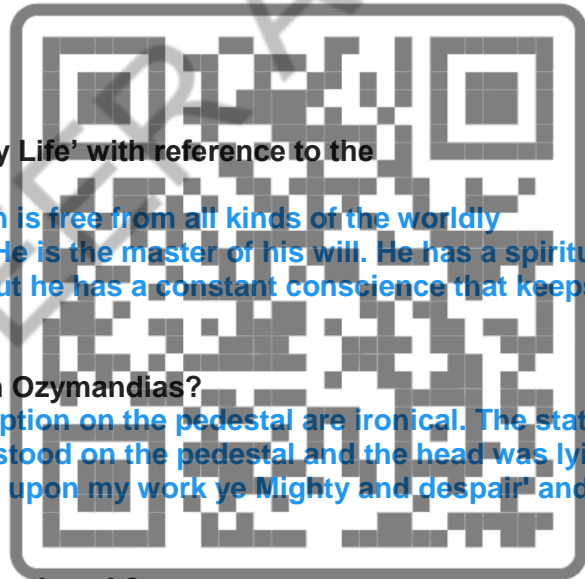
viii) Identify the poem and the poetic devices used in the following lines:

Where thickest lies the forest growth
We find the patriarchs of both.
And they hold counsel with the stars
whose broken branches show the scars
of many winds and much of strife.
This is the common law of life.

Ans. The stanza given above is from the poem "Good Timber. The following Poetic devices are used in the stanza.

1. Alliteration.

Whose broken branches show the scars.



In the line alliteration is used 'broken branches'. Same sound is repeated.

2. Metaphor.

In the stanza the trees are compared metaphorically to human beings.

SUB-SECTION III (Play- “A Visit to a Small Planet”)

ix) Why was Kreton interested in visiting the planet “Earth”?

Ans: Kreton visited the earth to see the civil war in 19th century. Mistakenly he came one century later. To visit the Earth and her inhabitants was his hobby. Therefore, he took a lot of interest in Earth. He visited the Earth as a tourist, then he decided to take the charge of the world.

x) Describe the reactions of different characters to Kreton’s visit?

Ans. The reactions of the different characters to the Kreton's visit:

1. Roger Spelding believes it as a meteor.
2. Mrs. Spelding likes its personality but does not like its way of landing on the Rose Garden. He worries about her beautiful garden.
3. Ellen is fearful and excited to know about Kreton and his spaceship. She enjoys to be with the alien.
4. John also wants to be with the new strange thing. He wants to examine Kreton and its spaceship just for having fun. He is really excited to know more and more about the alien.
5. General Powers expects Kreton as a spy or a hostile enemy of men. He takes him as an invader.
6. Aide becomes confused and excited after looking at the strange creature.

xi) How is media portrayed in the play?

Ans. In the play, freedom of media is criticized. It is depicted as an unfair. The higher authority can control and use it as they want. The play starts with the broadcasting of Roger Spelding. In his whole broadcasting, he says those things which are instructed to him by General Powers. He does not feel freedom to say what he wants to say. As his wife says that they always like his broadcasting. He also uses the word Starve. It means if he does not follow the instructions during broadcasting, they will die of hunger.

xii) Which character in the play “A Visit to a Small Planet” do you like most and why?

Ans. Ellen, the daughter of Mr. Spelding is my favourite character.

She is energetic, caring and true lover. She becomes excited when she sees Kreton. She calls many times to John (her fiancé) as he can not be harmed by the strange creature. She cares a lot for her future husband because she loves him by heart. She teaches lesson that everybody should be caring and loving.

SUB-SECTION IV (Grammar)

xiii) Change the narration.

- a) The manager said to the customer, “Get out of my office.”
- b) He said, “The earth is round.”
- c) Raza said, “I must arrange a couple of things.”
- d) She said, “Be quiet and listen to my words.”
- e) She said to me, “What are you doing now?”

a) The manager ordered the customer to get out of his office.

b) He said that the earth is round.



- c) Raza said that had to arrange a couple of things.
- d) She wanted me to be quite and listen to her words.
(She advised to be quite and listen to her words.)
- e) She asked me what I was doing then.

xiv) Change the voice:

- a) He has to purchase a car.
- b) Let her write a poem.
- c) Why did you help her?
- d) Who did this?
- e) Someone killed the criminal.

- a. A car has to be purchased by him.
- b. Let a poem be written by her.
- c. Why was she helped by you?
- d. By whom was this done?
- e. The criminal was killed (by someone)

xv) Spot the errors and do the correction of verb, preposition and adjective in the following sentences:

- a) He does his homework at the afternoon.
- b) The lamp will be lit on 8.00 pm.
- c) She clean her room every day.
- d) They have make a cake on their birthday.
- e) My bed is more big than my desk.

- a) He does his homework in the afternoon.
- b) The lamp will be lit at 8.00 pm.
- c) She cleans her room every day.
- d) They have made a cake on their birthday.
- e) My bed is bigger than my desk.

xvi) Do as directed:

- a) Do you play tennis said Bilal (Punctuate)
- a) "Do you play tennis?" Said Bilal.

- b) If I were you, (Complete the sentence)
- b. If I were you, I would not marry him.

- c) My brother does not write letters to his friends. (Put the adverb 'usually' in the right place)

- c) My brother never writes letters to his friend.

- d) He could not win a scholarship. He is careless. (Make a compound sentence)
- d) He could not win a scholarship because he is careless.

- e) You _____ visit your dentist at least twice a year. (Insert modal verb showing advice)
- e) You should visit your dentist at least twice a year.

SECTION 'C' (DETAILED-ANSWER QUESTIONS) (Max. Marks: 30)



Note: Attempt all questions from this section.

Q3. Read the following passage and answer the questions that follow:

OR

Make a précis of the passage and suggest a suitable title to it.

Harland Sanders was born in the USA in 1890s but his childhood wasn't a happy one. His father

died when he was only six. So, his mother needed to find a job. She went to work in a shirt factory and Harland stayed at home to look after his younger brother and sister. That was when he first learned to cook. He left home when he was twelve and worked on a nearby farm. After that he had a lot of different jobs and in 1950 he became a service station manager in Corbin

Kentucky. He started cooking meals for hungry travellers who stopped at the service station and

soon people came only for the food. Harland moved to 142 seat restaurant across the street.

Where he could serve all his customers. Over the next nine years he developed the secret chicken recipe that made him famous. In the early 1950s he closed the restaurant and decided to sell his recipe to other business. The first official Kentucky fried chicken restaurant didn't open until

August 1952---- by 1964 there were more than 600 KFCs in North America. That year Sanders

sold the company for \$ 2 million, but he continued to work as KFC's public spokesman and visited restaurants all over the world. He travelled every year until he died in 1980 aged 90. There are now KFC restaurants in more than 80 countries and they sell 2.5 billion chicken dinners every year and the recipe is still a secret.

a. How long did it take Sanders to develop his secret chicken recipe?

Ans. Sanders took nine years long to develop his secret chicken recipe.

b. What did Sanders do after he had sold his company?

Ans. After he had sold company, Sanders continued to work as KFC's public spokesman and visited restaurants all over the world.

c. Give a suitable title to the passage.

Ans. "Much Effort, much prosperity."

d. Identify regular and irregular verbs i) left ii) went iii) needed iv) stayed

Ans.

Irregular. i. left. ii. went

Regular. iii. needed. iv. stayed.

Much efforts, much prosperity

Harland Sanders was born in a poor family of the USA in 1890. His father died when he was six. So his mother did a job in a factory and he had to remain at home with his younger siblings, where he learnt to cook. He left home when he was twelve and started to work on different places. Initially he became a service station manager in Corbin Kentucky where he used to serve the hungry travellers. Soon the people came just to eat his delicious food. After nine years, he learnt the chicken recipe which made him famous. In 1950, he closed the restaurant and started work to open KFC. From 1952 to 1964 he succeeded to open more than 600 KFC's in North America. In that year he sold the company in 2 million dollars but continued to work as a spokesperson. He usually visited the KFC's branches country

VIBRANT TIMES ACADEMAY
SIR AMEER ALI 0308-2908884



to country till his death in 1980. Now the branches of KFC are more than in 80 countries these serve the dinner to billions of the people.

Q4. Write a formal email to your college Principal asking / requesting him to allow your team to participate in Sindh Inter- College Cricket Tournament.

To: abcschoolprincipal@gmail.com
cc: ahmedcordinator@yahoo.com
bcc: sanihaincharge@gmail.com

Subject: Request for permission to participate in Sindh Inter-College Cricket Tournament.

Dear Sir,

I am writing this email requesting you to grant permission to our school cricket team to participate in Sindh Inter-College Cricket Tournament.

As you may be aware of that our college has a good cricket team and I am the captain of the team. We are very much passionate about cricket. We recently got the information that the Sports Department of Sindh has arranged 'Sindh Inter-School Tournament' at National Stadium Karachi. The tournament will start from the coming week. In this regard, being a captain, I would like to seek for your permission for our team to participate in this particular event. We will do our best to represent our school positively.

Therefore, we request you kindly grant us permission as we may participate in the event. I look forward to your careful consideration of this matter.

Yours Sincerely,
XYZ.

OR

Write a Report about student week held in the college (Including events, days and dates).

Reported by Ahmed Jawaid.
16.12.2023.

The Student week was held on Monday 20 November 2022 at Government Degree College Landhi with much grandeur. The time for each day was fixed. The day started at 9:30 a.m. and ended at 2.30 p.m. The week was divided into the following activities i.e. the speeches, debates, tableaux, food galas, sports, awards giving, parade, tributes to teachers and so on...

The function was started on Monday 20 November at 9:30 a.m. and ended at 2 p.m. The Principal of our college inaugurated the ceremony, while all the teachers and students were present. Around 2000 students and other participants attended the week. The whole campus was decorated with festoons and placards. A committee was formed headed by the Principal to celebrate the program. The day started with the recitation, then the inaugural speech of the principal. After that the tableaux, speeches and debates were performed by the students.

On the next day (Tuesday 21 November 2022) the food gala day was performed. The whole day, the students remained busy in making foods. They prepared different types of delicious dishes and served these to the teachers and guests. All types of food stalls were settled.

The third day (Wednesday 22 November 2022) was just for the sports activities. All types of indoor and outdoor games were played by the students amid the clapping and cheers.

On the fourth day (Thursday 23 November 2022) the students were given prizes for their best academic and non-academic performances. The prizes, with the certificates, were given by the Principal.

On the last day of the function, the education minister was invited as a chief guest. At the start of the day, he delivered his valuable speech. In his speech he gave much importance to the need for arranging such a programme in the college premises. He encouraged the students for their laudable performances. Then the teachers were awarded performance certificates. Somehow, the special parade and performances were performed by the students. At last the principal thanked all the participants and promised to hold such programs in the future. At the end the lunch was served to the all participants.

However, everybody enjoyed the week and highly appreciated the organizers. The function revealed many lessons before the audience.

Q5. Write a narrative account of an incident that influenced you greatly.

"Practice makes man perfect." Said Kamala to Muhammad Ali.

Mohammad Ali and Kamala (brother and sister) were the neighbors to my Mamu's house. I usually visited my Mamu's house during summer vacation. That time I was at their house when they were communicating with one another in English. I listened to the comment given

by Kamala while speaking with her brother in English. She tried to convince her brother that without practicing speaking English it was impossible to learn how to speak a foreign language.

"I have to learn English." I thought and made up my mind to learn English. Come what may happen I made myself ready to learn the language.

"Wake up Ameer, take the buffalos to the fields for grazing." My mother woke me up from a deep sleep. It was the winter season. I was at my natal home. I picked my English book and notes with me and took buffaloes to the field. I made my habit of taking books with me during the grazing of buffaloes. I used to memorize the words and rules wherever I went. I made the habit of speaking English. "I will learn English one day." After memorizing some words and rules of English I always encouraged myself by thinking of the idea. I continued the routine for a long time. I usually went to my Mamu's house in Karachi during summer vacation. Kamala and Muhammad Ali inspired me a lot when they communicate in English. After completing my intermediate, I forced my parents for admission in University of Sindh. They refused because they could not pay my fees. My sister saw me while weeping. "Ameer is totally disappointed, kindly do something for him." My elder sister said to my cousin brother who was in charge of our home. It was my last night. Next day I had to submit my fees for the confirmation of my admission in Political Science, Sindh University Jamshoro.

"Wake up Ameer, your brother has gone to submit your fees." My sister said to me after waking me from sleep. I can't express how much happy I was after listening it and the quote

of Bacon that Kamala said to her brother Muhammad Ali, "Practice makes man perfect", hit my mind again. I followed it, after completion of my bachelor degree in political science, I got admission in English to complete my Master. I worked hard and completed my master's and learnt how to read, understand, speak and write English. I never forgot the conversation of the siblings; I never forgot the quotation of the Bacon. I was inspired; I tried and proved that practice makes man perfect.



OR

Write an essay to compare and contrast on any one of the following:

i) Physical Classes v/s Online Classes

A class is a source of providing knowledge and information. It does not matter, whether physical or online, one gains knowledge and information while taking classes. Physical classes and online classes have many similarities and differences. Both classes are used for the purpose of education and each has many beneficial properties. Here are some of the similarities and differences between physical and online classes.

Physical classes and online classes are conducted for the purposes of sharing required knowledge. In both classes one can only pass the time productively as he or she gains informative knowledge. These are the sources of making a student more and more civilized. One can learn the rules of living a better and safer life. Knowledge, provided through these both ways of teaching, makes a person useful for the society. All in all, these both ways of class are used to grow the mentality of the students and teach them how to behave.

Although physical classes and online classes have some similarities yet these have many differences too. Physical classrooms have several options for students to engage and get involved in many recreational activities. On the other hand, there are fewer options for students in online classrooms. The students directly engage themselves with the teachers. While online students receive deadlines, there is more flexibility around what their day — they can choose when will study, complete assignments, listen to lectures, and more. With a physical class format, there is often a lack of flexibility. Online training gives learners access to the world's best courses and educational institutions from the comfort of their own homes. With classroom-based learning, students go to a physical classroom where the teaching and much of the learning takes place.

To sum up, both ways of Conducting classes are the beneficial for the students. No doubt, they have some differences, but these both are necessary to gain knowledge. One should attend both classes regularly in order to gain a valuable education as he or she can live a happy, peaceful and respectful life.

ii) Football v/s Cricket

Football and cricket are sports with many similarities and differences. Both sports are fun and each has many beneficial properties. Here are some of the similarities and differences between football and cricket.

Football and cricket are played with great enthuse. Both offer many cardiovascular activities like running. So, if anyone wants to get in shape, these are the sports she/he needs to play. A referee judges each match. If a player breaks the rules, he will be called upon to commit a fault. A football player receives a red or yellow card and a cricket player is called out upon to commit a fault. After all, a score means a lot in every game similarly.

Although football and cricket are similar, are there yet any differences? An athlete plays with a ball in both sports. A cricket player uses his bat to hit the ball out of boundary in order to increase runs and a footballer uses his feet to send the ball into a net in order to



increase goals. Usually, both are outdoor games but the time duration in the games are vary from one to other. Football is game of ninety minutes while as cricket has no limitation of time from three hours to five days. There is only one segment of football, on the other hand, cricket has three segments (20-20, One day and Five day match). In football, a ball, a net and legs are used while in cricket, a ball, a bat and wickets are used.

To sum up, both sports are fun and exciting to play. Each sports offers activity and competitiveness. They are also one of a kind. Both games are like heart of outdoor games. Both games are played for the purposes of entertainment and body exercises.

**JOIN
FOR
MORE!!!**

